

St. Mary's College

Shirva – 574116

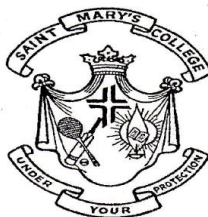
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SELF STUDY REPORT

3rd Cycle of Accreditation

March 2015

Submitted to:

National Assessment and Accreditation Council

P.O. Box No. 1075, Nagarabhavi

Bengaluru – 560 072



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Office of the Principal

Date: 28-03-2015

DECLARATION

I certify that the data included in this Self Study Report(SSR) are true to the best of my knowledge. This SSR is prepared by the institution after internal discussions and no part thereof has been outsourced. I am aware that the Peer team will validate the information provided in this SSR during the Peer team visit.

Place: Shirva
Date: 28-03-2015


Principal



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Preface

St. Mary's College is committed to improve the quality of higher education periodically. The first NAAC accreditation was in 2003 and the second was in 2010. Now the college is delighted to go for the third cycle of accreditation in 2015. The Letter of Intent sent by the college was accepted by the NAAC on 28th October 2014. The Self-study report is a prominent document of the institution. This report is prepared as per the guidelines laid down by the NAAC. This report is the true reflection of our institution. This report is prepared with all sincerity. The information provided in this report is true to the best of our knowledge & belief.

There was a time when the parishioners of Our Lady of Health Church and people of Shirva dreaming to have a First Grade college for the education of their children. Understanding the voice of the people, the then parish priest of Our Lady of Health church Shirva, Very Rev. Fr. Aloysius Rosario initiated the realisation of this dream into a reality when he founded St. Mary's College in 1980 in Shirva. The college is affiliated to Mangalore University and managed by the Catholic Board of Education of Mangalore Diocese till recently and now belongs to Diocese of Udupi. The college is also recognised by the UGC under the schedule of 2(f) and 12 B. The College started catering to the needs of all communities in Shirva with just two programmes, B.A and B.Com in 1980 added two more programmes B.B.M and B.C.A in 2009. Later the college has started two Post Graduation courses under Mangalore University, MSW in 2009 and M.Com in 2010. The College today has more than 725 students including 176 post graduate students. The college has 38 qualified and experienced teachers and 19 administrative staff.

The quality dimension of higher education is not static, it keeps on changing. We honestly understand the changing situations and adopt the suitable changes applicable to the institution in the rural locality. Shirva is still a grama panchayath area and the 2011 census identify it as a village. In the rural setup the college is striving hard to impart quality higher education to the rural students without compromising on any aspects.

The college IQAC working to bring quality changes on campus on academic and non-academic matters. There are 13 members in the IQAC cell. Out of which 6 members constitute the core committee. Dr. Ganesh Bhat Associate Professor in Commerce is the coordinator of IQAC at present. Core committee will meet periodically to review and to formulate quality policies on the expressed feedback obtained from the stake holders. The outcome of the meetings is deliberated in the IQAC and also staff meeting to ensure the participation of all in this process. IQAC created awareness to all the stake holders about the third cycle of accreditation. The guidelines in connection to that are discussed and criterion committees are formed. Criterion committees met periodically and deliberated on the respective criterion and compiled

relevant information based on the activities conducted and documents available to answer the questions. IQAC verified the answers and raised relevant questions and sought clarification on certain issues. This self study report is the compiled as a result of this process. This is the final outcome of the team work involving all the faculty members ably coordinated by the IQAC.

We feel privileged to present this Self Study Report (SSR) of the college to NAAC to validate the contents through the peer team visit. We are happily looking forward to the visit of peer team members.

Sd/-

IQAC Co-ordinator

Sd/-

Principal

Place: Shirva

Date: 28.03.2015

Executive Summary

CRITERION I: The College with its vision of “Reaching quality higher education to rural doorsteps” and mission of “striving to train rural youth to meet global challenges through effective classroom lessons”, functions on a three-tier work plan involving IQAC, Departments and Faculty members. The IQAC draws out an academic calendar based on that calendar of Mangalore University. Individual departments chalk out the strategy for content delivery. Teachers through their participation in the meetings/workshops/ seminars organized by subject associations, interaction among themselves in the departmental meetings, library and ICT facilities; try to make curriculum content delivery more effective. Teachers being members of Boards of Studies of the University actively participate in curriculum design. The institution has developed curriculum for add on and certificate courses like Soft Skills, Communicative English, Strategic Communication Skills, Computer Basics and Tally, Beautician Course etc. Academic flexibility, to a limited extent, is ensured by Choice Based Credit System and range of subject options and lateral and vertical mobility within and across programmes and courses.

The college offers four self-financing programmes- BBM, BCA, MSW & M.Com and additional skill oriented programmes relevant to regional and global employment markets. The objective of curricular, co-curricular and extracurricular activities of the college is to groom students to lead a life morally upright, professionally skillful, socially responsible and competent enough to meet the global market. The IQAC initiatives are meant to monitor and evaluate the quality of enrichment programmes, conducted on the campus. At the end of the year an analysis of feedback by the students and other stakeholders is worked out and action initiated thereby.

CRITERION II: The College makes use of different methods to make its academic programmes known to the stakeholders and adopts a transparent policy of admission. The rules of Mangalore University and the Karnataka Government are strictly followed for admissions to B.A. B.COM, BBM, BCA, MCOM and MSW courses. Local and distant learners belonging to SC/ST, OBC, women, differently abled, economically weaker sections, minority community are given access to higher education, by adopting case-specific measures. Markets needs are basic among the students while applying and seeking admissions to courses. Depending upon the social background and qualifying education performance the students' entry-level capacity differs; This gap is plugged through Bridge/Remedial Courses, etc. Further deficit in learning is made good by Add-on/Enrichment courses.

Educational empowerment that has the components like gender sensitization, academic inclusion and environment awareness is realized through the academic as well as non-academic activities organized by the various Cells and Committees of the college. Students with different academic potential are

taken care of through the programmes of there cells and committees. depending on their specific educational needs. Besides, learners' are collected and compiled their progress monitored.

In order to proceed in this direction, a methodical approach is needed, and the institution, on the basis of the Mangalore University calendar, prepares college academic calendar and academic plan; the IQAC plans, Departmental Meetings, Time Table- all are a part of this exercise. The IQAC Meetings, direction to Departments, follow up action and periodic interaction with different stakeholders aim at improving and sustaining quality. To make learning more student-centric, the quality-oriented methods initiated include interactive learning, collaborative learning, independent learning which is made more interesting by support system. This is required to develop, among learners, critical thinking, creativity and scientific temper. Various outreach programmes, activities based on external contacts etc enable this. The institution provides modern ICT-oriented system of learning. Teachers are encouraged to enrich themselves academically and impart the same to the learners. Such support is given to the students through mentoring and tutorial system, academic counseling, orientation and remedial classes.

Innovative teaching approaches and methods, including Multimedia Teaching and Learning Process, ICT-enabled Teaching, Experiential Learning, Internships, Summer Training Camps, Field Trips, Inter-class Exchange Programme, Independent Learning, Project Based Learning, Learning with Communicative Skills facilitate the quality enhancement and sustenance. Library services and INFLIBNET linkage also help the learners.

Students' evaluation of teachers, courses and infrastructure, self appraisal by teachers also provide necessary inputs for bringing quality changes. The institution, striving for academic quality, recruits and retains the best available faculty. Organizing seminars and conferences, teachers attending conferences- local, national and international-presenting papers, publishing articles – are a regular academic feature of the institution.

Students are always at the centre of learning process: They are given scope to get their problems solved through a grievance redressal mechanism. The academic programme of the University is implemented by the institution, keeping in mind the employability of the students, their performance evaluation and keeping track of their learning outcomes. Examination results are continuously monitored. The teaching, learning and assessment strategies of the institution are aimed to “train the rural youth to meet global challenges” and to develop “their academic competencies, soft skills and civic responsibilities retaining the core values of student-teacher relationship.”

CRITERION III: The College does not have a research centre, a Research Committee which plans and encourages research activities among teachers and

students. Faculty members are engaged in minor and major - research projects of the UGC. A sizeable number of faculty members participated and presented papers in State/National/International seminars.during the report period. Departments of Political Science, Commerce, Economics, Kannada, MSW and Sociology organized national level and state level seminars. Departments of Commerce, Business Management, Kannada, Hindi and Economics at UG level and M.Com and M.S.W at PG level encourage students to take up mini research projects. Two faculty members have registered for doctoral studies. The faculty guide the students in taking up research projects of contemporary issues and the college provides basic infrastructural facilities - furniture, computers and internet - to promote research. Faculty members are involved in research activities-UGC-funded minor and major research projects. Community-oriented student research activities are also taken up. Institutional provisions for research are in the form of encouragement to organize seminars and conferences, motivating staff and students to participate in conferences and seminars, present/publish papers and maintain and upgrade their research attitude. The college library has modern computerized catalogue and e-journal facilities. Teachers with UGC funds, students as part of curriculum and PG Departments with internally mobilized resources are engaged in research activities. Though patents have not been obtained, the institution is carrying out research studies or surveys benefiting the community or improving the services.

As part of campus placement and empowerment of students, the Career Guidance and Placement Cell keeps the students informed about career opportunities. The college website provides the details of expertise at its disposal under 'Teaching Staff Resources'. The college is aware of its Institutional Social Responsibility. It provides higher education opportunities for disadvantaged rural students. It provides reservation, financial aid, scholarships and mid-day meals for socially and economically backward classes. It tries to ensure holistic development of students with modern outlook and moral values. Blood donation, charity fund raising programmes, NSS week-end shramadaan, Health and Hygienic Programmes, Swatch Bharath Abhiyaan Camps are notable outreach programmes with a cause. The college NSS, NCC and MSW departments organize programmes intended to ensure social justice. Extension activities conducted by the college complement academic learning, give countryside life-experience, inculcate secular values and imbibe social skills in students.

CRITERION IV: The policy of Management takes care of three issues: infrastructure development, its maintenance, extension and modernization. In the three and a half decades of its existence, the college had, mainly, four building extensions. The infrastructural facilities include furnished classrooms, LCD projectors and screens, a seminar hall, computer labs and History Museum. The college also has a cloakroom cum physical education

instruction office, playground, facility for indoor games, gymnasium, auditorium, audio-visual hall, faculty rooms, rooms for NCC and NSS, ladies' rest room, prayer hall, canteen and vehicle sheds.

The College has spent a considerable sum on campus infrastructure during the last four years. The residential facilities provided by the college include: ladies Hostel, Recreational facilities, gymnasium, computers with Internet, facilities for medical emergencies, constant supply of safe drinking water and security.

Medical emergencies are met by providing first aid and depending on need, the sick are moved to hospital.

The needs of functional IQAC with own office, other cells/committees with basic facilities, library and other learning resources are fulfilled by providing infrastructure on demand.

CRITERION V: To maintain transparency in operations and workout the organizational perfection, The College publishes prospectus and ratender annually. While the prospectus caters to the needs of admission seekers, the calendar provided additional information about the college. The courses and facilities available in the college are published in the prospectus. Various scholarships and endowment prizes are available to the deserving students. The college secures scholarships for SC/ST, OBC and economically weaker sections. The college provides subsidized mid-day meal scheme, photocopier facility, library book-bank facility, internet facility in the library and information about securing education loan. The college runs UGC schemes of coaching classes to prepare students to participate in competitive examinations, remedial coaching classes for SC/ST/OBC and minority students and other programmes like diploma Courses in English, Soft skills, Certificate Course in Accounting, and Certificate Course in Computer Basics.

Both PG and UG students are taken for factory visits and educational field visits. Students' magazine is regularly published, guest lectures by industry experts are arranged, students are encouraged to participate in extracurricular and co-curricular activities such as sports, games, quiz competitions, debates, discussions and cultural activities. The college is providing career guidance and placement assistance to the students of both UG and PG.

The college has an Anti- Women Harassment Committee to create awareness among students sexual harassment to women. The Anti-ragging Committee also creates awareness, and both these committees organize programmes to make the campus a learner-friendly one. The Alumni Association has been playing an active role in the overall development of the institution. The academic performance of the students is recorded and evaluated. The

diversified activities initiated by the college have resulted in campus popularity enhancement and drop-out reduction

CRITERION VI: The vision and mission statement of the institution defines the institution's distinctive characteristics. In implementing its quality policy and plans, the top management, the Principal and faculty members are involved. The management recruits efficient teachers, conducts regular meetings, ensures teachers' welfare, encourages them to improve their qualifications and provides infrastructural facilities. The Principal ensures quality sustenance and looks after the daily administration. The faculty is involving in the planning process of different projects of the College which has facilitated the distribution of work by becoming the coordinators of various committees/cells.

The Principal develops contacts with the society, interacts with stakeholders and initiates steps to implement need-based courses/programmes. A decentralized system of governance ensures both delegation of authority and accountability. The quality policy of the Institution includes- maintaining transparency and accountability in governance and administration, functioning with democratic principles, providing quality infrastructure, and ensuring safety of all students- especially of girl students.

There is a perspective plan for development of the institution. A democratic and participatory administrative structure exists in the College.

CRITERION VII: The College has played a vital role in adopting and implementing innovative practices. The College conducts the Green Audit of the campus periodically; environmental awareness programmes, tree plantation, extension/social outreach activities aimed at protecting environment regularly through N.S.S and N.C.C units- are the innovative activities. Eco-friendly initiatives of the college include judicious use of electricity, rain water harvesting, tree plantation and adoption of waste management system. Constant efforts to practice innovations in learning ambiance have resulted in regular use of Internet services by staff and students, Computerized library and office, stakeholder interactions, outreach programmes, mentoring system, medical check-up camps, counseling and other support facilities. To facilitate content delivery, additional classes, tutorial and remedial coaching classes are also conducted. Keeping in mind the Institutional Social Responsibility, the best practices can be prioritized as Blood Donation and Soft Skill Programmes for the benefit of students.

SWOC Analysis of the College:

Identification of quality on various aspects of an institution is not final on any point of time. There is scope for improvement every moment and every sphere. However, the SWOC analysis of the college is done as follows:

STRENGTHS:

- College has vast, open and easily accessible campus
- Under going third cycle of accreditation
- Qualified and experienced teachers
- Offers 4 under graduate and 2 post graduate courses in rural area
- Skill development and employability enhancement courses offered to the students
- Teacher-student Ratio is within norms in the majority of courses
- Placement Cell monitors students' progression including their employment/ higher education
- Library caters to needs of learners
- Dropout rate is minimum
- Gender sensitivity is taken up on priority
- College has functional IQAC
- There is a research mindset in the Campus.
- Research papers are presented and published
- Books edited, Guideship received, UGC Minor/Major Research going on and Seminars / Conferences organized
- Existence of functional Placement Cell, organizing Campus Interviews, providing job information.
- The St Marian Family concept, regular interaction between stakeholders and humane approach to the college life.
- Existence of ICT enabled classes.
- Reasonable fee structure to all the courses.
- Safety of students especially girls are given top priority.
- NCC, NSS, Rovers and Rangers, Youth Red Cross and Associations and Cells provide leadership opportunities to students.
- Use of technology in learning process.
- Safe and sufficient infrastructure.
- 100% computer literacy.
- Increase in the enrolment year after year.
- Provides more add-on courses for the benefit of students.
- Mentoring system in practice.
- Value education imbibed in different forms.

WEAKNESSES:

- ❖ Students are not exposed to modern learning techniques.
- ❖ Global level vision and competence has not yet developed.

- ❖ International interaction is not yet realized.
- ❖ Twinning and collaborations need to be explored.
- ❖ Lack of funds for development.
- ❖ Seed money scheme to the researchers is quite less.
- ❖ Employers are reluctant to conduct campus interviews in village colleges.
- ❖ Research has yet to reach the industry field; No large scale MOUs, collaborations exist till now.
- ❖ Difficulty in continuously updating software and non-existence of a completely developed e-learning system.

OPPORTUNITIES:

- ✓ Using the present system with updated knowledge of teachers to derive interest among learners and to make them employable;
- ✓ Availability of academic exchange programs, vast global job markets, global linkages etc could be harvested; in fact, our next priority will be this only.
- ✓ Freshness of the students, their desire to be employed and determined mindset to work and willingness to migrate distance places; 'Beginners freshness' advantage is on our side
- ✓ Untapped local markets need technology; our students and faculty in the Computer section have better scope
- ✓ Possibility of continuous orientation, peer group advice and outreach community programs facilitate the development of skills and leadership qualities among our students; in fact we are doing it.
- ✓ Though small, local industrial/business base may be tapped to establish links
- ✓ Depending upon the needs of students and stakeholders, there are chances of starting more programs

THREATS/ CHALLENGES:

- More competing institutions are coming up.
- Burden of developing in-house manpower to meet ever changing needs.
- Decreasing financial support by the government to aided institution.
- Unscientific establishment of institutions in competition to existing institutions.
- Ever changing job market needs and fear of obsolescence.
- Lack of access to new market models and work culture

- Possible contradicting interests of community, students and institutions.
- Possible mismatch between our research output and market needs.
- Maintenance of continuity and developing industry link under conditions of market risks
- In the technology field, unknown malware, cyber related issues will affect the functioning of the institution.

This SWOC analysis is based on the conditions prevalent in the institution and the society at present.

POST-ACCREDITATION INITIATIVES

Second accreditation process inspired and enhanced the enthusiasm to march forward with possible changes towards the third accreditation process emphasising more on quality sustenance and enhancement measures.

New Courses:

The college initiated the process of starting new course M.Com at post graduation level. The students in the locality were deprived of the opportunity to this course for many years. Based on the suggestions of the parents, students and well-wishers to start M.Com course as it had a wide market demand. The course was started with 25 students in 2010-11, increased to 54 in 2011-12, 73 in 2012-13, 102 in 2013-14 and 118 in the current academic year 2014-15. The existing MSW course had 25 students 2010-11 which now has 58 students in 2014-15. College initiated the process for an additional section in B.Com Course due to wide demand for the course.

Results:

Academic quality has shown improvement during the post-accreditation period. In PG courses MSW and M.Com, 100% results are recorded right from the beginning of the course. In 2010-11 out of 14 MSW students 2 secured distinctions and 12 secured first class in the final year. In 2013-14, out of 24 MSW students 20 secured distinctions and 2 secured first class. In 2011-12, out of 24 M.Com students no one secured distinctions, but 20 students secured first class marks and 2 students second class marks. In 2013-14, out of 43 students, 30 secured distinctions and 13 secured first class. The college results are always higher than the University average results. The increase in the results are also seen when it is compared to the results of nearby colleges. At the undergraduate level out of 410 students passed at all levels, 101 students secured distinction marks in 2010-11 leading to 24.63% whereas in 2013-14, out of 466 students passed at all levels, 201 students secured distinction marks leading to 43.13%.

Mentoring system introduced:

The students of a class are divided into 15-40 students group. Each group is assigned to a subject teacher of the class. The subject teacher (Mentor) will create a profile of the students of the group assigned. Each student should meet the mentor at least once in a week to review the progress. Counselling on various areas should be done on priority and with concern. Academics, extra-curricular activities, career guidance, skill development, discipline, absence to classes, scholarships, usage of facilities of the college, involvement in college programmes, participation in various competitions, inculcating values, enhancement of employability and counselling are the areas covered under this system. This system is subject to the review of IQAC of the college.

Support to teachers to undergo counselling courses:

Faculty members are encouraged to do counselling courses to enable effective counselling of students on academic, financial, health and personal problems. Two faculty members have completed M.Sc in counselling on external mode and their services are made available to the faculty members and students. On need basis, the cases are referred to them. All the faculty members are doing counselling under mentoring system. A diploma course extending to two semesters was also organised to the MSW students.

Women's rest rooms:

A spacious rest room is formed for the usage of girl students. Additional facilities are provided to the girl student's in their rest rooms. Mirrors and wash basins are installed. Drinking water system is adopted inside the rest room. Cleanliness is given top priority. A notice board is installed to communicate the issues of women concerns inside the rest rooms. More furniture is added to the room. An additional rest room for boys and girls are provided in the PG block in the ground floor to the PG students. PG staff is provided attached toilets in the faculty room. UG faculties are also provided with the facility of a toilet for their use. Administrative staff has been provided with toilet and a rest room attached to the college office.

Library facilities enhanced:

Bar coding system is adopted in the library. The facilities are extended to the old students and also PG students. Institutional membership of INFLIBNET acquired to support the information needs of the faculty members. A library blog is created to share the information. 220 educational CDs are made available to the use of students. During the post accreditation period 5879 books are added to the UG library at a cost of Rs. 10,07,206. This indicates on an average 1,150 books are purchased to the library at an average cost of Rs. 2,00,000 per year. At the PG level 1059 books were added at a cost of Rs. 4,11,934 during the post NAAC period. On an average 200 books are added at an average cost of Rs.82,000 per year. PG new library is created and computer section inside the library provided for the use of students besides a computer lab shared by both UG and PG students.

Increasing Inclusiveness:

In 2010-11 the strength of the college was 619 students, 549 in UG and 70 in PG. This includes 62.29% of girls at UG level and 58.57% at PG level. The College presently has strength of 725 students, 549 in UG and 176 in PG. This includes 62.65% of girls at UG level and 63.63% girls at PG level. Number of girl students at PG level has increased remarkably. The students comprise of 234 Christian, 194 OBC, 72 Muslim, 27 SC/ST and 22 other students at UG level and 49 Christian, 100 OBC, 6 Muslim, 9 SC/ST, and 12 other students at

PG level. This college is open for higher education needs of all communities and gender-wise girls are more than boys. Additional seats are obtained with special request to accommodate the students to the demanding courses with an intention to provide more opportunities to the rural students. Even students from other districts of the state are also studying in the institution.

Interactions with parents on academic issues:

Parents are invited to the college once in each semester for review of academic activities of the students. They are briefed about the academic performance, discipline, marks scored in the first and second internal assessment examination, unique achievements, and critical issues of discipline if any. Class coordinators will meet all the parents of the class with their remarks on the marks, attendance and participation in extra-curricular activities. Parents are very happy to review the educational progress of their children.

Project work part of the curriculum:

MSW final students opt for Project work in the fourth semester. It is an optional subject opted by almost all students. In 2013-14, 24 students have done projects and during 2014-15, 18 students are doing the projects. BCA course is having project work in sixth semester. They have to prepare a software project and compile it in the form of project report and submit to the University for Evaluation. Second and first year students have Lab Records prepared of the practical examination. BBM students are given an option to choose project work instead of a subject in the sixth semester. During 2013-14, five students have chosen the project work and during 2014-15, eleven students opted project work. By choosing the projects, students learn the research methodology and research attitude.

Placement and Skill Enhancement Programmes:

Besides, the knowledge inputs, efforts are made to enhance the employability of the students. Skill development is taken up by the college on priority. Basic computer course is conducted regularly to the first year students who have less or no knowledge of computers under the "100% computer literacy programme". Tally education is imparted to the students of commerce and management. Communication skills are developed through the soft skill training course. Strategic communication and presentation skills course conducted to the PG students. Training on clerical aptitude and test of reasoning is given to the students aspiring jobs in banking sector. Entry into services and capacity building scheme of the UGC are adopted in the college to support enhancing employability of the students. Career literature exhibition is held in the library. Career literature and information is displayed on notice board for the attention of the students. Career and counselling cell is effectively functioning in the college. Series of career guidance training programmes are organised by the cell. Students are identified and deputed to

the campus interviews held by other institutions. Last year 3 students were selected in campus interview and this year 4 students are selected. College also organised training on NET/SLET examinations. Students are encouraged to take up competitive examinations. Conducted a course on retail management in association with the Government agencies and two of the students' have secured jobs in AXIS Bank.

Entrepreneurship Development Initiatives:

Students are encouraged to improve the entrepreneurial skills. Special guest lecture programme organised to the PG students of Commerce on "Entrepreneurial options in Coastal Karnataka". Department of commerce organised a State level seminar on Food processing enterprises. Successful entrepreneurs are invited as resource persons to share the knowledge of their success during the seminar. A "Beautician Course" has been organised at the college to empower the girl students for employment. Students are taken to industrial establishment to inspire their entrepreneurial desire.

Leadership opportunities enhanced:

Students' council, NSS, NCC, Rovers & Rangers, Youth Red Cross, women cell, harmony club, associations and cells provided more opportunities to enhance the leadership ability of the students. Each unit will have their own programme for the benefit of the students. Organisation and conduct of the programmes are guided the faculty members in-charge of the unit and conducted by the students. Besides training programmes, workshops and activities are conducted to empower the students with leadership. Field visit programmes, experiential learning programmes, industrial visit programmes are organised to provide more opportunities to the students to develop leadership qualities.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA):

RUSA intends to bring about expansion, equity and excellence in Higher education. They also intend to fund the higher education institutions based upon their need and merit. As per the direction of Department of Collegiate Education, our college has RUSA team and it has prepared our college Institutional Development Plan (IDP) including a vision document and a master plan of development and submitted to the authorities in the month of July 2014.

Technology Based Learning:

Each student is made to undergo compulsory computer literacy programme if he has no knowledge of the computers. Internet facility is provided to all the computers and students are instructed to use the facility only for the academic purpose. We have two computer labs one with 30 computers and another with

24 computers. Students will use the facility for project works and to learn computer languages. Students are taught basic computer skills to use computers for learning purpose. For collecting information from internet, facilities are provided through the computer labs and computer systems in the library of UG and PG. Power point preparation are guided by the faculty and students present seminars through power point presentations. Almost all classrooms are fitted with ceiling mounted LCD projectors. Laptops and mobile LCD projectors are also available for the use of students and staff. Public address system is available for presentation in audio visual room. Video and audio recording facilities are available. They browse the internet to collect information for preparing speeches, assignments, preparing papers for presentation in seminars and conferences and also prepare project reports. On experimental basis even e-assignments are introduced so that students can prepare assignments on the given topics and send it to the teachers through e-mail. E-mail ids are created to the students so that they use the internet for communication through e-mail. They are trained to prepare Power-points for presentations in seminars and conferences. Computers are also installed in both the libraries PG and UG.

Alumni:

Alumni continuously support the activities of the college. The executive committee meets regularly. The college has established contact with the old students positively. Alumni association having plans to keep in touch with everyone through their e-bulletin introduced shortly. Financial help is given to various activities of the college within the limits of the funds. We feel still this is an area of improvement need to be taken on priority.

Remedial Coaching:

We have UGC sponsored Scheme of remedial coaching for SC/ST/OBC (non-creamy layer) and minorities introduced in the college. It is systematically implemented for the benefit of the students. Remedial teaching classes are conducted to the slow and advanced learners as per their academic needs. Academic counselling is done through mentoring as and when student approach the faculty members. It is the practice in the college, bridge classes are held soon after the reopening of the college to all students to fill the academic gaps.

IQAC:

The core committee of the IQAC determines the quality initiatives and proposes discussions in the IQAC cell to provide guidance on quality aspects in the college. IQAC members interact with the departments and suggest improvements in the functioning. Periodical visits and compilation of programme details are done by the IQAC. Separate office space is provided to IQAC. The college has received Rs. 3,00,000 of UGC grants for the

systematisation of IQAC in the college which is in progress. Computers and furniture are provided to the IQAC unit in the college. IQAC role in the preparation of Annual Quality Assurance Report and in the preparations of self-study report are remarkable.

Student-centric Education:

Learner-centric learning practices adopted in the college. Students are given opportunities to participate in seminars, conferences organised not only on campus but also outside. Class room seminars, presentations of rural visits, rural programmes, inter class exchange programmes provided first hand learning experience to the students. Students are taken to fields of various nature, industries around, Ashramas, hospitals, village Panchayats, schools to visit and also to organise several programmes. Industrial and factory visit programmes provided on the spot learning experience to the students. Students are assigned product projects so that they collect information about the product of their choice and compile all information into a product project report. More than 100 product projects are prepared by the students. PG students work with community and organise several programmes for the community as part of field placement. Under placement programme, student work with companies, NGO's and organisations and acquire first-hand information on the job for about a month. This will provide the students an exposure to the work situations.

Student Research Activities:

Students are encouraged to undertake small research projects guided by their teachers. Students prepare the questionnaires in consultation with the teachers and collect data from the target group and submitted the report in the form of student research project. The outcome of the research is published in the college annual magazine to encourage them for further research. PG students also undertake research based study and on the topic relevant to their study and selected reports are published in the magazine. A few students presented research based papers in national conferences and won prizes for their papers.

Safety initiatives to all students especially for girl students:

The college has given top priority to the safety of students in general and girl students in particular. Women forum is functioning more effectively in the college. Women anti-harassment committee has been formed and the committee will meet twice in a semester under normal circumstances. Issues of women concerns on campus and outside can be brought to the notice of the concerned through suggestion box maintained in the college. A complaint cum suggestion box is also installed by the side of the women's rest room in association with the Police Department of Udupi District. Awareness on the POCSO and women harassment in work place is also arranged to the staff and students. POCSO awareness programme is organised in association with the

Police department to all the staff of St. Mary's and Don Bosco institutions of the campus. The college campus is brought under CCTV surveillance with 54 cameras inside and outside the college building. Whenever the girl students are deputed outside the campus, a lady faculty member will accompany them. The college has organised a National Conference on Safety of girl students on campus and in society to create awareness and bring in academic input on the issue. Parents are always kept informed about the whereabouts of the students.

Working with Government Departments:

College has created awareness on SVEEP programme of the District authorities and all students have taken oath of sincere and honest voting in the elections. Students are enrolled in the voters list so as to exercise their right in the democratic system. College donated blood to the District and other hospitals for the last 20 years the recently 130 units of blood were donated. Students are given 130 health cards to be used at times of sickness treatment in the recognised hospitals. Students collected information of construction labourers and rikshaw drivers and submitted to the Labour department Udupi and helped then to get labour cards. 54 labour cards were issued to the beneficiaries. PG students are also deputed during the field placement to Gramapanchayats& hospitals.

Swachh Bharath Swasth Bharath Abhiyan:

On Gandhi Jayanthi day, Swachh Bharath Swasth Bharath Abhiyan was started in the college. Student cleaned the entire college campus on that day and undertaken shramadhan on the campus. Students participated in the swachchatha andolan of the local Grama Panchayath and rendered the shramadhan. Every week NSS, NCC, Rovers and Rangers and Sports students do shramadhan on the campus. During the NSS special camp in the village, swachchatha shramadhan rendered in the village.

College and Village Rapport:

College has established a good rapport with a number of agencies in the locality. Several programmes of the college is associated with the Gramapanchayaths, local schools, Health centre, Lions club, Jaycees and Rotary Club, Mahilamandals, Hospitals, Ashramas, convents and hostels, NGO's, Government departments, district authorities and so on. The college associated with more than 50 organisations in and around the locality and outside. NSS, NCC, Rovers & Rangers participate in the public awareness programme organised by the local panchayath. Annual special camp for 7 days was organised by the NSS in a village school or ashram.

Publications by the Staff and Students:

Besides academic activities students are encouraged to expose the talent in writing books. A collection of poems "Tisilu" and a travelogue "Landoninallynanna 35 dinagalu" books are written by the students. Three staff members have written more the 15 books in the last 5 years on various topics and published. A video CD is developed by the Hindi department on the subject as part of virtual class initiative of the Government. A drama written and directed by the student was presented during the college day now awaiting publication. MSW staff developed two street plays one on child rights which had 10 shows and another on women rights which had 6 shows published in CD form. Conference proceedings are edited by the faculty members are published by the college with ISBN. So far 5 publications were completed with ISBN.

Computerisation and Use of Technology in Administration:

Student profiles, admission approval, exams, internal assessment marks, Income tax, provident fund, are computerised and handled through the computers. Office administration software is used for easy functioning of office. Easy tax software used for tax purpose. All communications to the department are handled through computers and also supported by the hard copies. Eight computers, four printers, three scanners, two large Xerox machine are used for administration besides the services to the faculty members, students and the parents. All the computers are working under LAN system well connected with internet. Staff salaries are done through Human Resource Management System (HRMS). Efforts of further computerisation of administration are in progress. Inter-com connectivity is established with all departments and office.

Student support initiatives:

A subsidised Mid-day meal programme is introduced for the benefit of the students. On an average 200-300 students are taking the benefit of the programme. They are provided with mid day meal for a year at a cost of Rs. 750. Some poor and deserving students are exempted and provided with mid day meal free of cost. 130 health cards are issued to the students. A programme on PAN card organised and 132 students are benefitted. 32 students have applied for Pass port in the programme organised by the college. Besides students enrolment in voter ID is done. 38 students benefitted by the drive. Blood sugar check up is undertaken to all the students and faculties of the college free of cost in association with Primary Health Centre Shirva. Special attention is given differently abled students and slow learners. Remedial coaching and bridge classes are conducted to enhance the academic standards of students. Career guidance and placement assistance is provided to the students. Besides scholarships and freeships, students are helped out to secure education loans from Banks and also loan scholarships of government.

Academic, financial, health and value counselling is done through mentoring system.

Scholarships and Prizes:

College has distributed Rs. 14,95,485 scholarships, fee concessions and endowment prizes in total to the students 2014-15. There were fee concessions of Rs.1,43,031 to 99 students, Post metric Scholarship to SC/ST students Rs.4,93,704 to 29 students, Sanchi Honnamma Scholarship to women students Rs.30,000 to 19 students, Sulthan Chand Scholarship of Rs. 8,500 to 2 students, Backward Classes & Minority scholarship of Rs.5,00,000 to 125 students, Sri Ram charitable trust scholarship of Rs.30,000 to 12 students, GowdaSaraswatha Brahmin Scholarship of Rs.6,000 to 4 students, VidyaSiri scholarship of Rs.5,500 to 2 students, Shirva Welfare Association of Kuwait (SWAK) scholarship Rs.15,000 to 10 students, Jindal scholarship of Rs.27,300 to 3 students, MalpeMadhwaraj Trust scholarship of Rs.4,000 to 1 student, Social Welfare department Scholarship of Rs.2,000 to 2 students, Backward class welfare department scholarship Rs.1,76,450 to 67 students, Lawrence Martis& Terry Martis Scholarship Rs.19,000 to 19 students and Anthony Salvodore scholarship of Rs. 8,000 to 8 students. Academic excellence scholarships, several private scholarships, endowment scholarships, fee concessions, would support the poor and meritorious students during their studies in the college.

Student recognitions and laurels in 2013-14 and 2014-15:

- ❖ Priya III BBM, Jovita II B.Com and Karthik II BBM secured second Place in music competition held at SMS College Brahmavar on 19th August. 2013-14
- ❖ Joyson Savio Pereira with a group of 9 members participated in 'Dance Explosion 2014' organised at SMS college Brahmavara on 11th January won I Place and a cash prize of Rs.16,000.
- ❖ In Pixel-A state level Fest organised by Karavali College, Mangalore on 10th January, Brenda D'Souza and Madhura secured First prize in Coding and debugging and Jackson and Prajwal of II BCA secured 2nd Prize in IT quiz.
- ❖ Cadet Senior Under officer AvinashAcharya II BBM secured Best Cadet Prize at the CATC Camp held at Balehonnur.
- ❖ Sgt.AvilSaldhana I B.Com secured Second Prize in the Firing Competition held at TSC Camp Bhagalkot
- ❖ Cadet Under Officer AnushaDevadiga II BCA secured First Prize in Mangalore University Level Best NCC Cadet Competition held at Karkala.
- ❖ Rakshith III BBM won the Gold Medal in the 65 kg class Best Physique competition of Mangalore University and won "Mr. Mangalore University 2013-14" title. He is selected to the Mangalore

University team to participate in the All India Intervarsity championship

- ❖ Alwyn Lobo III B.Com won Silver medal in +105 category weightlifting competition in the University.
- ❖ Swagath I M.Com, Abhilash I M.Com & Linet D'Souza I B.Com are selected by the Mangalore University to represent the University in the Intervarsity Soft Ball Championship held at Guntur, Andhra Pradesh.
- ❖ Freni Martis I B.Com represented Karnataka State Soft Ball Team and Participated in the National tournament held at Kolkatta.
- ❖ Glenston Rodrigues I BBM won a Gold medal and Merrick Castilino won a Silver medal in the Karnataka State Junior Weight lifting and Power lifting championships.

2014-15:

- ❖ Francita Menezes of II B.Com secured 2nd Place in the Inter collegiate Elocution Competition held at Milagres College, Kallianpur on 9th January.
- ❖ In the National level IT fest Composite -15 on 18th & 19th December, Jackson N III BCA secured First Prize in Web design, Prajwal and Ashish of III BCA secured second Prize, Sathwik III BCA, Rakesh II BCA & Kishore I BCA secured second prize in Gaming event and SushmithaBhat of II BCA secured Second prize in paper presentation.
- ❖ In the State level IT fest Techno Tarang held at Vivekananda college Puttur, Jackson N III BCA secured First Place in Web design and Ashish and Prajwal of III BCA secured Second place in IT Quiz,
- ❖ In the intercollegiate State level Fest "Enigma" at Ramakrishna College Mangalore, Jackson N III BCA again secured second prize in web design.
- ❖ In the State level IT fest organised by St. Philomena College Puttur. Jackson N III BCA secured First prize in Web design and Prajwal and Ashish of III BCA secured second prize in IT Quiz.
- ❖ Joyal Pinto of St. Mary's PU College who is a cadet in our NCC unit participated in the Republic Day Parade held in New Delhi on 26th January.
- ❖ Nikhil V Karkera of III BBM won the Bronze Medal in the Mangalore University Intercollegiate Best Physique competition held at Vivekananda College, Puttur.
- ❖ Swagath & Abhilash of Final M.Com., and Raviraj III BBM are selected for the final coaching camp for the University Soft ball team.
- ❖ Freni Matis II B.com selected to represent Mangalore University in the Intervarsity Soft ball tournament to be held at Delhi University.

- ❖ Swagath and Abhilash of Final M.Com., represented Mangalore University in the intervarsity Soft Ball Tournament held at Delhi University.
- ❖ FrencitaMenezes II B.Com won First Prize in the Inter collegiate Elocution Competition held at Mangalore University and won Rs.10,000 prize money.
- ❖ Geetha G of II MSW secured III prize in the intercollegiate Rangoli Competition organised in Udupi District on 25th January.

Academic Advancements and Research:

Faculty members are encouraged to undertake research activities. Two faculty members secured major research projects from the UGC and are working on it. Two faculty members secured minor research projects. Faculty members are encouraged to enrol for research studies and supported to attend the conferences and seminars. On duty facility and special casual leave facility are utilised by the faculty members to present papers in State, National and International conferences and seminars. Many of the papers presented in State, National and international seminars and conferences by the faculty members are published in ISBN & ISSN.

Achievements, Recognitions and awards of staff:

2013-14:

- ❖ Asst. Prof. Lakshmi Acharya PG Social work Department cleared UGC-NET for Junior Fellowship (JRF)
- ❖ Asst. Prof. Shobha D'Souza got M.Sc degree in Medical counselling
- ❖ Ms. Tanuja the Librarian of PG Department secured I Rank in M.Lib.Sc. of Mangalore University
- ❖ Ms. Saritha of Political Science department secured III Rank in Political Science in Mangalore University
- ❖ Ms. Pooja Shetty secured II Rank in Political Science in Mangalore University
- ❖ Mrs.Sangeeta of Computer Science Department passed M.Com with 68% of marks.
- ❖ Associate Professor Subramanya, Department of English is nominated by the Vice Chancellor as the Member of the Arts Faculty of Mangalore University
- ❖ Dr. Ganesh Bhat S, Department of commerce is recognised as guide for Doctoral Studies in commerce by Bharathiar University, Coimbatore, Tamil Nadu, since August 2013
- ❖ Mr.Venugopal Krishna, Physical Education Director is nominated member of the Selection Committee of Soft Ball, Weight lifting, Power lifting and Best Physique teams of Mangalore University.

Associate Professor Bhavanishanker was the chairman of Board of Examiners of Kannada of Mangalore University

- ❖ Associate Professor Ronald Moras is the member of BOS and BOAE of Mangalore University
- ❖ Dr.RadhakrishnaBhat is the secretary of Mangalore University Economics Association
- ❖ Associate Prof. Pascal D'Sa is the Member of BOE of Commerce in Mangalore University
- ❖ Assistant Prof. Azil Melwyn Castelino is doing his Ph.D on 'Money Supply and Economic Growth in India: An Empirical Analysis' in Mangalore University.

2014-15:

- ❖ Mrs.Sangeeta of Computer Science Department secured 9th Rank in M.Com., of Karnataka State Open University
- ❖ Prof. Jacintha W Fernandes BOS member of Sociology of Mangalore University
- ❖ Prof. Ronald J Moras BOS member of SDM Autonomous college Ujire and BOS member of Economics and BOAE member of Mangalore University
- ❖ Dr. Ganesh Bhat BOS & BOE member of Commerce of Mangalore University
- ❖ Prof. Gopalakrishna BOS and BOAE member of History of Mangalore University
- ❖ Mr.Venugopal Krishna Nonda, Physical Education Director is nominated member of the Selection Committee of Soft Ball, Weight lifting, Power lifting and Best Physique teams of Mangalore University
- ❖ Professor Bhavanishanker is the Board of Examiners member of Kannada of Mangalore University
- ❖ Dr.RadhakrishnaBhat is the member of BOS of PG Department of Economics of SDM Autonomous college, Ujire
- ❖ Asst. Prof. VittalNayak is recognised as the subject expert on the "Virtual Class" project of Department of Collegiate Education
- ❖ Mr.VenugopalaNonda, Physical Education Director has been recognised as technical official at Inter-varsity Athletics Championship held at Rajiv Gandhi University of Health Sciences, Bangalore and in the National Games weight lifting event held at thrissur.

Quality initiatives cannot be deemed as final. The best is always yet to be achieved. There is scope for continuous improvement. The college is committed to continue its efforts for the further enhancement of quality in every aspect in fulfilling the aspirations envisaged in the vision of the college.

College Profile

1. Name and address of the college:

Name: **ST. MARY'S COLLEGE, SHIRVA**
 Address: **Shirva Post, Pin – 574116.**
 City: **Udupi** District: **Udupi** State: **Karnataka**
 Pin code: **574 116**
 Website: **www.smcshirva.com**

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Prof Rajan V. N.	O: 0820- 2554238 R:0820- 2554055	9449639150	0820- 2554238	rajanvn246 0@rediffm ail.com
Vice Principal	Prof. Pascal Walter D'Sa (In- Charge)	O: 0820- 2554238 R:0820- 2576693	9036894315	0820- 2554238	pascaldsash irva@gmai l.com
Steering Committee Coordinator	Dr Ganesh Bhat	O: 0820- 2554238 R: 0820- 2561497	9448296647	0820- 2554238	ganbhatbvr @rediffmai l.com

3. Status of the of Institution :

Affiliated College

√

Constituent College

Any other (specify)

4. Type of Institution:

a. By Gender

i. For Men ☐ii. For Women ☐iii. Co-education ☒

b. By shift

i. Regular ☒ii. Day ☐iii. Evening ☐

5. Is it a recognized minority institution?

Yes ☒No ☐

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

Religious

Enclosure-1

6. Source of Funding:

Government	<input type="checkbox"/>
Grant-in-aid	<input checked="" type="checkbox"/>
Self-financing	<input checked="" type="checkbox"/>
Any other	<input type="checkbox"/>

7. a. Date of establishment of the college: 21/07/1980 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college
(If it is a constituent college)

Mangalore University

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	07/04/1994	Enclosure-2
ii. 12 (B)	07/04/1994	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) - **Not Applicable**

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

Yes ☒

No ☐

If yes, has the College applied for availing the autonomous status?

Yes ☐

No ☒

9. Is the college recognized

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

Yes ☐

No ☒

b. for its performance by any other governmental agency?

Yes ☐

No ☒

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

Location	Rural
Campus area in sq. mts.	43260.93 sq mtr
Built up area in sq. mts.	College: 3021.64 sq. mts Ladies Hostel: 738.57 sq.mts Canteen : 120 sq. mts Parking Shed: 135 sq. mts. PG Block: 873.36 sq.mts

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

• Auditorium/seminar complex with infrastructural facilities	<input checked="" type="checkbox"/>
• Sports facilities	<input checked="" type="checkbox"/>
* play ground	<input checked="" type="checkbox"/>
* swimming pool	-
* gymnasium	<input checked="" type="checkbox"/>
• Hostel	<input checked="" type="checkbox"/>
* Boys' hostel	-
i. Number of hostels	-
ii. Number of inmates	-
iii. Facilities (mention available facilities)	-
* Girls' hostel	<input checked="" type="checkbox"/>
i. Number of hostels	1
ii. Number of inmates	27

iii. Facilities (mention available facilities)	Mess, Hot Water, TV, Recreation, Inverter
* Working women's hostel	-
i. Number of inmates	-
ii. Facilities (mention available facilities)	-
• Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise)	-
• Cafeteria	√
• Health centre	-
First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....	-
Health centre staff Qualified doctor Full time Part-time <input type="checkbox"/>	- <input type="checkbox"/>
Qualified Nurse Full time Part-time <input type="checkbox"/>	<input type="checkbox"/>
Facilities like banking, post office, book shops	-
• Transport facilities to cater to the needs of students and staff	-
• Animal house	-
• Biological waste disposal	-
• Generator or other facility for management/regulation of electricity and voltage	√
• Solid waste management facility	-
• Waste water management	-
• Water harvesting	√

12. Details of programmes offered by the college (Give data for current academic year) :2014-15

Sl. No.	Programme Level	Name of the Programme/ Course	Duration (years)	Entry Qualification	Medium of instruction	Sanctioned/approved Student strength	No. of students admitted
1	Under-Graduate	1. B.A	3	P.U.C 35%	English	70	32
		2. B.Com	3	P.U.C 35%	English	87	82
		3. B.B.M	3	P.U.C 35%	English	60	37
		4. B.C.A	3	P.U.C 35%	English	60	29
2	Post-Graduate	1. M.Com	2	B.Com/BB.M SC/ST: 40% Others :45%	English	60	60
		2. M.S.W	2	Any Graduate SC/ST: 40% Others :45%	English	60	40
	Certificate courses	Basic Computers	1	NA	English	NA	68
		Tally Education	1	NA	English	NA	78
	Any Other (specify and provide details)	• Beautician Course	1	NA	Eng/Kan	NA	28
		• Soft Skills-	1	NA	English	NA	31
		• Human Rights	1	NA	English	NA	87
		• Strategic Communication Skills	1	NA	English	NA	70

13. Does the college offer self-financed Programmes?

Yes ☒ No ☐

If yes how many?

4: BBM, BCA, M.Com, MSW

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	1
-----	-------------------------------------	----	--------------------------	--------	---

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

Particulars	Departments	UG	PG	Research
Science	-	-	-	-
Arts	Humanities	BA	MSW	-
Commerce	Commerce	B.Com	M.Com	-
Any Other not covered above	Management	BBM	-	-
	Computer Science	BCA	-	-

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

- a. annual system
- b. semester system
- c. trimester system

17. Number of Programmes with

d. Choice Based Credit System

e. Inter/Multidisciplinary Approach

f. Any other (specify and provide details)

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruited</i>	-	-	10	2	1	-	8	6	2	-
	-	-	10	2	1	-	5	4	2	-
<i>Yet to recruit</i>	-	-	-	-	-	-	3	2	-	-
Sanctioned by the Management/society or other authorized bodies <i>Recruited</i>	-	-	-	-	8	17	1	7	-	-
	-	-	-	-	8	17	1	7	-	-
<i>Yet to recruit</i>	-	-	-	-	-	-	-	-	-	-

*M-Male *F-Female

21. Qualifications of the teaching staff:

27. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	3	-	-	-	3
M.Phil.	-	-	1	-	-	-	1
PG	-	-	5	2	1	-	8
Temporary teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	8	9	17
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	7	7

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

7

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

Categories	Year 1		Year 2		Year 3		Year 4	
	*M	*F	*M	*F	*M	*F	*M	*F
SC	1	8	7	3	6	3	6	8
ST	3	3	1	4	4	3	3	2
OBC	41	90	35	87	48	94	38	86
General	5	3	4	7	6	6	8	4
Others	55	53	45	46	27	60	35	75

***M-Male *F-Female**

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

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	175	100	-	-	275
Students from other states of India	4	-	-	-	4
NRI students	-	-	-	-	-
Foreign students	1	-	-	-	1
Total	180	100	-	-	280

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

0.96%	0%
UG	PG

26. Unit Cost of Education

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

(a) including the salary component

Rs.69,422

(b) excluding the salary component

Rs.1977

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

Yes

☐

No

☒

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

Programme/ Course	Teacher-Student Ratio
B.A	1:18
B.Com	1: 62
B.B.M	1:35
B.C.A	1:18
M.Com	1:30
M.S.W	1:15

29. Is the college applying for

Accreditation : Cycle 1 ☐ Cycle 2 ☐ Cycle 3 ☒ Cycle 4 ☐

Re-Assessment: ☐

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

Cycle 1: 16/09/2003 Accreditation Outcome/Result...B (70.25).....

Cycle 2: 28/03/2010 Accreditation Outcome/Result...B (2.87).....

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

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

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

181

32.Number of teaching days during the last academic year

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

163

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

IQAC01/07/2003..... (dd/mm/yyyy)

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

AQAR (i) 2009-10: 06/11/2010 (dd/mm/yyyy)

AQAR (ii) 2010-11: 11/11/2011 (dd/mm/yyyy)

AQAR (iii) 2011-12: 27/09/2012 (dd/mm/yyyy)

AQAR (iv) 2012-13: 31/10/2013 (dd/mm/yyyy)

AQAR (v) 2013-14: 30/01/2015 (dd/mm/yyyy)

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

Letter of Intent Accepted: 28/10/2014.

CRITERIA-WISE INPUTS

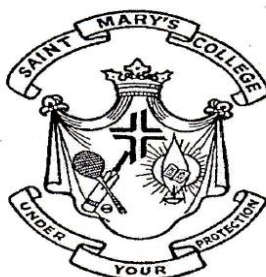
Criterion-I : Curricular Aspects

1.1 Curriculum Planning and Implementation

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

The Vision, Mission and Objectives of the College are stated below:

Emblem



The College is under the protection of Mother Mary, our Lady of Health. The burning light symbolizes the upkeep of life acquired through knowledge. The physical activity materials stand for the initiatives implemented on campus towards aiming at a sound mind in a sound body. The Cross-and-the-Crown signifies the importance of hard-work that culminates in glowing success and well-being of human person. The Vision and Mission of the College are:

Vision

Reaching quality higher education to rural doorsteps

Mission

St. Mary's College, Shirva, strives to train rural youth to meet global challenges through effective classroom lessons coupled with capability building programmes. It is committed to excellence by developing their academic competencies, soft skills and civic responsibilities retaining the core values of student-teacher relationship. The institution tries to achieve inclusive growth through inclusive governance.

The Objectives of the college are:

- Student competency improvement
- Pursuing inclusive growth paradigm
- Value inculcation
- Sensitizing students to socio- economic and cultural issues
- Ensuring employability

The Vision, Mission and Objectives of the College are communicated to the stakeholders through:

- College website - www.smcshirva.com
- Prospectus
- Word of mouth by the Principal and Staff during interviews
- College calendar
- Display at prominent places on campus
- Orientation programmes to students and teachers
- Teacher work diaries
- Parents Teachers Association (PTA) meetings
- Canvassing at different downstream *plus-two* colleges

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

The college develops action plans for effective implementation of the Mangalore University prescribed curriculum. The institution has adopted a three-tier action plan for effective implementation of the curriculum:

- Internal Quality Assessment Cell (IQAC) Action Plan
- Departmental Action Plan
- Individual Action Plan

The above mentioned three-tier action plan is implemented as under:

IQAC: The IQAC has developed the following strategy for curriculum content delivery:

- College academic calendar is drawn in conformity with the affiliating university calendar before the commencement of the semester covering the important events, work-days and semester examinations, sports day, college day and other events of national importance.
- Individual departments are directed to prepare semester-wise action plans and faculty-wise timetable, keeping in mind departmental objectives.
- Various Cells/Committees/Associations are informed to prepare action plans, bearing in mind earlier year experience.
- Initiates action on seminars, symposia, conferences funded by UGC and other funding agencies mooted by organising department.
- Organises in-house faculty enrichment programmes.
- Collects student feedback at the end of the academic year, which is analyzed and remedial action initiated for quality improvement.

- Holds terminal assessment of departments, cells, committees and offers suggestions for needful course correction.
- Ensures steady flow of information from departments, cells and committees to IQAC and documents events for future reference.

Departmental Action Plan: Individual departments chalk out the strategy for content delivery in the following manner:

- They develop, formulate and implement departmental action plans along with faculty timetable for the two semesters in an academic year.
- The departments distribute workload among faculty requiring them to unitize the syllabus.
- They ensure semester-wise course content delivery in tandem with departmental academic plans using various teaching methods like use of PPTs, case analysis and group discussion.

Individual Action Plan: Individual action plans are worked out by:

- Securing and unitizing the syllabus on allotted workload.
- Consulting reference books, preparing PPTs and distributing handouts and maintaining work diaries.
- Strategising course content delivery from easy topics to the difficult topics, from the familiar to unfamiliar topics at a pace that is easy for learners to cope with.
- Recording internal and external assessment marks, identifying slow and advanced learners, and holding tutorials and tests.
- Mentoring the allotted students and monitoring their attendance and academic progress as class advisor.
- Participating in orientation programmes on course content delivery and question bank development at college/university level.
- Offering administrative assistance to Principal.
- Taking charge of assignments like NSS/NCC/ other cells and committees/subject associations/sports day/annual day.

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

For effective curriculum content delivery and teaching practice improvement the faculty receives support from the institution and guidance from the university-level subject associations. The pattern of support is enumerated below:

- The curriculum is prepared by the Mangalore University. For curriculum development and syllabus revision, university level subject associations invite department-wise senior teachers for

meetings and consultative workshops. Draft syllabi developed thereon are forwarded for approval to the university Board of Studies (BoS).

- For implementation of approved syllabi, the College also sends the teachers to participate in the meeting/ workshop/ seminar organized by subject associations to update curriculum and to improve teaching practices. Faculty members receive a blow-up of syllabus of each semester subjects evolved at these meetings/ workshop, discussions and deliberations
- Departmental meetings are held regularly for division of workload among faculty, organizing guest lectures, use of e-resources and library facility and maintenance of question bank.
- Based on need, Computer Science Department faculty help other departments to familiarize with e-resource use to make their class room lectures more effective.
- Apart from conventional teaching methods, electronic gadgets – (LCD, smart board, video presentation) and participative system of pedagogy (brainstorming, group discussion, panel discussion, street play, role play and field visit), and industry-institute interaction and expert lectures are arranged for translating curriculum effectively.
- The college acquires latest reference books from time to time and is equipped with internet and INFLIBNET. It also offers photocopying of reading materials and question papers of earlier semesters.
- For faculty development, the college organises induction sessions for newly recruited staff and mentors junior faculty through senior faculty.
- Teachers are encouraged to attend workshops/seminars/ conferences on other campuses to acquire latest knowledge on the subject and teaching practices.
- The college conducts workshops to update the teaching aptitude of teachers.
- Faculty research aptitude is encouraged by assisting them to take up minor research projects and present research papers in seminars, conferences and publications. The College Research Cell motivates the teachers to undertake doctoral studies.
- The teacher-taught relationship is well-kept through mentoring process, counselling them as and when required.
- In addition to the regular classes, the college organises special lectures by inviting experts from related area to impart expertise to students. The students are also taken out for educational tours to industries, trade fairs, exhibitions and places of historical importance to enrich their domain knowledge.

- The college arranges special/ remedial classes for slow learners. Special classes are conducted for those students, who miss the classes on account of NCC camp or participation in the sports or extra-curricular activities to make up loss of class hours.

1.1.4 Specify the initiative taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency.

The initiatives taken by the college to effectively deliver curriculum are stated below:

- The college encourages the faculty to use both conventional and modern ICT based techniques for curriculum delivery.
- Based on need, Computer Science Department faculty help other departments to familiarise with e-resource use to make their class room lectures more effective.
- Apart from conventional teaching methods, electronic gadgets – (LCD, smart board, video presentation) and participative system of pedagogy (brainstorming, group discussion, panel discussion, street play, role play and field visit), and industry-institute interaction and expert lectures are arranged.
- Creativity among faculty members is enriched through assistance in faculty publication; encouragement to participate in special lectures/seminars/workshops organized by the college/ other colleges/ universities; e-assignments from students and student faculty programmes.
- In addition to the regular subject classes, the college also organizes special lectures by inviting experts from various fields to share their knowledge with the students.

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

At the graduate level, institutional network and interaction with beneficiaries such as industry, research bodies and the university is minimal and at the postgraduate level, it is more calibrated. The college being a general education institution has very limited space for operationalising curriculum with the beneficiaries such as industry, research bodies and the university. However, efforts are made to help the students increase their practical knowledge through industry visits, field work and project work.

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

An affiliated college has very limited scope for framing of the university curriculum. The contribution of the institution and its staff members to the development of the curriculum by the University is given below:

- Five teaching faculty members are appointed by Mangalore University as members of Board of Studies (BOS). The details are:

Table 1.1 Faculty BoS Membership 2010-15			
Sl No	Name of staff member	Department	Year
1	Mr Subrahmanya B	English	2011-2012
2	Dr Padmanabha Bhat S	Political Science	2011-2013
3	Dr Ganesh Bhat S	Commerce	2012-2015
4	Mr Gopalkrishna	History	2012-2015
5	Mr Ronald J Moras	Economics	2013-2015
Source: College records			

- Associate Prof Subrahmanya B, English Department, serves as member, Faculty of Arts, Mangalore University for the period 2014-2016,
- Dr Clarence Miranda, former Principal, worked as the member of Academic Council during 2010-2013.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes' give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

Yes. The institution has developed curriculum for add on and certificate courses offered (other than those under the purview of the affiliating university) by it.

- Computer Course- Basic MS word, Tally, C programming, Advanced Photoshop
- Communicative English
- Beautician Course
- Soft Skills

- Diploma courses by PG Department-PGDC (diploma in counselling), PG diploma HRM
- Diploma in Retail Management
- Strategic Communicative Skills (M.Com)
- Bridge course in Communicative English (MSW)
- Personality development
- Society and culture
- Basic Accountancy and tally for BA students

These courses are sculpted through the process of need assessment, design, and development and planning. The details are given below.

- **Need Assessment** – Impulses of employment market, feedback received from stakeholders and earlier NAAC Peer team comments decide the need for starting add-on courses.
- **Design** – Trial and error approach syllabus, fees, timings not to clash with regular work hour and duration, teachers, exams.
- **Development and planning:** Consultation with experts contents of the curriculum, timing, duration of course, faculty. To develop the personality of the students and make them employable the institution has many certificate course and diploma courses.

To introduce new certificate courses and add on courses, the College prepares plan through joint discussion with Principal, HODs, senior faculty members, students' representatives from the Students' Union Council.

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

The institution analyzes/ensures that the stated objectives of curriculum are achieved through:

- Departmental meetings where the faculty discuss the operational aspects of the curriculum and translate it into Departmental Action Plan
- Unitisation of syllabus
- Teacher diary recordings
- Students' performance in the Internal assessment examinations and university examinations.
- Gauging student academic performance and classifying learners as slow and advanced.
- Remedial teaching for slow learners and assistance to advanced learners.
- Academic consolidation in learners via assignments, projects and tests.
- Feedback analysis obtained from students, departmental evaluation reports and IQAC audit report.

1.2 Academic Flexibility

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

The goals and objectives of the certificate courses are to enhance domain knowledge, hard and soft skill development, and prepare industry-ready graduates. The college offers the following diploma/certificate/skill development courses:

A. UG level

- Communicative English
- Beautician course
- Personality Development
- Computer Basics - MS word, Tally, C programming, Advanced Photoshop
- Soft Skills
- Diploma in Retail Management
- Society and culture
- Basic Accountancy and Tally for BA students
- Human Rights

B. PG Level

- PG diploma in Strategic Communicative Skills
- PG diploma in Counselling
- PG diploma in HRM
- PG Diploma in Retail Management

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

No. The institution does not offer programmes that facilitate twinning/dual degree.

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

- Range of Core/ elective options offered by the University and those opted by the college
- Choice Based Credit System and range of Subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses

- **Enrichment courses**

A. Range of Core/elective options offered by the University and those opted by the college are:

a) BA

- **Core Option-** History and Economics
- **Elective-** Political Science and Sociology

b) B.Com

- **Core Option** – Subjects prescribed by the University
- **Elective-** Business Taxation, and Cost and Management Accounting

c) BBM

- **Core Option-** Subjects prescribed by University
- **Elective** – Financial Management and Human Resource Management

d) BCA

- **Core Option-** Subjects Prescribed by University
- **Elective-IV** Semester-Computer oriented numerical analysis, Computer oriented statistical methods, System analysis and design
- **V Semester** –Artificial intelligence, Management information systems, Lamp technology
- **VI Project**

e) MSW

- **Core Option** – Subjects Prescribed by University - Among the four core options offered by the Mangalore University, the College offers first three specialisations –
 - ✓ Medical and Psychiatric Social Work,
 - ✓ Personnel Management and Human Resource Development
 - ✓ Community Development.
 - ✓ Correctional Social Work
- **Elective** - (1) Research Project and (2) Disaster Management

f) M.Com

- **Core Option-** Subjects Prescribed by University -
- **Elective** – Among the four electives offered by the Mangalore University, the College offers first as specialisations
 - ✓ Financial Management and Investment Science
 - ✓ Human Resource Development and Management
 - ✓ Banking and Insurance Management
 - ✓ Taxation

g) Add on Courses-

(i) Diploma Courses

- Diploma courses by PG Department- PGDC -Diploma in Counselling, PG Diploma HRM, Diploma in Retail Management, Diploma in Advanced Photoshop

(ii) Certificate Courses

- ECA courses
- Personality development
- Computer Basics: MS word, Tally, C programming
- Soft Skills
- Communicative English
- Beautician Course
- Society and Culture
- Basic Accountancy and Tally for BA students
- Strategic Communicative Skills (M.Com)
- Bridge Course in Communicative English (MSW)

(iii) Inter Disciplinary

- Indian Constitution
- Human Rights, Gender Equity and Environmental Studies
- General Studies for BA
- Human Resource Development
- Society and Culture for BA
- Basic Accountancy and tally for BA students

B. Choice Based Credit System and range of subject options

Choice Based Credit system is in implementation in the college only at PG level – M Com and MSW. The choice of the paper is within the faculty or across the faculty, but not the one offered by the course a student is presently studying.

C. Courses offered in modular form

The College does not offer any course under modular form.

D. Credit transfer and accumulation facility

At the UG level there is space for credit transfer and accumulation. The credits won by a student from first to fifth semesters are taken into consideration for the award of degree. At PG level also there is space for credit transfer. Credits get accumulated till the last semester of the course.

E. Lateral and vertical mobility within and across programmes and courses

- a. At the undergraduate level, students are not offered any lateral or vertical mobility/flexibility by the University. However, add on courses offered by the college provide flexibility as the guidelines are framed by the college itself.
- b. For M.Com programme BBM graduates are eligible to seek admission. Likewise, for MSW, any graduate is eligible.

F. Enrichment courses

The College arranges expert lectures, skill enhancement courses and fieldwork to enrich the course content.

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

The college offers the following self-financing programmes

A. Under graduate programmes

- Bachelor of Business Management (B.B.M.)
- Bachelor of Computer Application (B.C.A.)

B. Post graduate programmes

- Master of Social Work (M.S.W.)
- Master of Commerce (M.Com.)

The self financing courses differ from other courses only in the following aspects:

- **Fee** - The College Management fixes the fee structure for self-financing courses whereas aided programme fee is fixed by the university.
- **Salary** – Employee salary is decided and disbursed by the Management.

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

The college provides additional skill oriented programmes, relevant to regional and global employment markets through ECA, Personality development, soft skills, computer courses, communicative skills, Basic Accountancy and tally for BA students. The students of college are the beneficiaries.

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

No. The University does not provide flexibility of combining the conventional face-to-face and Distance Mode of Education so far.

1.3 Curriculum Enrichment

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

The objectives of the College are to:

- Educate rural youth
- Enhance the skills of the rural poor /minorities
- Ensure institutional social responsibility

The College is trying its best to supplement the university curriculum to ensure that the academic programmes and institution's goals and objectives are integrated. This is achieved by:

- Conducting need-based certificate and add-on courses at UG level; and diploma and certificate courses at PG level.
- Holding lectures on moral values and on contemporary socio-economic issues at frequent intervals.
- Sensitising the students on issues such as gender, environment, human rights etc through talks/discussions in classes.
- Organising Personality Development Workshops, campaigns on Voter Awareness, Prevention of Child Labour, Blood Donation Camps, AIDS Awareness programmes under the banner of NSS, NCC, Youth Red Cross, Women Forum, Harmony Club and HR cell.
- Guiding slow and advanced learners through remedial coaching.

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

The efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market are:

- The college collects feedback through classroom interaction with students. Inputs received thereon are forwarded to department concerned to initiate action on add-on courses like employability skills, strategic communication skills, etc.
- The curriculum of the existing add on courses is modified from time to time to meet the emerging national and global trends.
- Syllabus of certificate courses is prepared in a manner that enhances employability and incorporates entrepreneurial skills among students.
- Apart from these, the college holds guest lecturers, industry visits, Career Guidance and Placement Cell programmes, interaction with recruiting agencies, workshops on teaching methods (PG students), student faculty programmes, NET/SLET training, training to the students on competitive exams in Banking, IAS, KAS, etc.

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

The cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT are, to a certain extent, part of the university curriculum itself. For instance, all UG students study a compulsory paper on Human Rights, Environmental Studies and Gender Equity during first two semesters. Similarly, in BA course, Human Rights (under Political Science), Gender Dynamics (under Sociology), and under MSW course, a paper on Community Development Programmes provide in-depth inputs.

Apart from these, the College has made special efforts to integrate these cross-cutting issues into the curriculum. The details are as under:

- Anti Women Harassment Cell and Women's Forum sensitise lady students on women rights, equality and identity.
- NSS, Anti-Ragging Cell, Human Rights Club, Youth Red Cross, Scouts & Guides, Green Teacher, SC/ST Cell and Harmony Club address human rights, environmental and climate change issues, and organise activities within their domain.
- Computer short term certificate as add on course enhances computer literacy among students.

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

- **Moral and ethical value**
- **Employable and life skills**
- **Better career options**
- **Community orientation**

The objective of curricular, co-curricular and extracurricular activities of the college is to groom students to lead a life, morally upright, professionally sound, socially responsible and competent enough to meet the challenges of the global market. The details of various value-added courses/enrichment programmes offered to students to ensure their holistic development are as follows:

A. On Moral and ethical values: Moral and ethical values are taken care of in the following manner:

- The morning and afternoon sessions begin with a secular prayer sung by all students.
- Harmony Club organises the celebrations of various religious festivals like Ganesha Festival, Deepavali, Ramzan, and Christmas to promote secular ideals and religious tolerance.

- Prayer hall in the college helps the believers in seeking spiritual solace.
- Red Cross, NSS, NCC, Women's Forum, Human Rights Cell consolidate the core values of the nation - unity in diversity, patriotism, and compassion for fellow humans.
- Celebration of Independence Day, Republic Day, Teachers Day, World Environment Day, and Army Day foster the values of Indian-ness.

B. On Employability and life skills: Skill development on the campus is achieved by holding:

- Personality Development Programmes that enhance participants' analytical and communication skills.
- Guest lectures by specialists from the industry providing insight into regional, national and global employment potentials.
- Communicative English classes to polish communication skills (given the rural background of a majority of students).
- Certificate course on Strategic Communication
- Coaching for Banking, IAS, KAS exams
- Short term computer courses to enhance computer skills
- Beautician course
- Regular Soft skills classes
- Cartoon training workshop through Fine Arts Association
- Hands-on-skills programmes on soap making, candle making etc under the auspicious of Women's Forum

C. On Better Career options: To improve career options, the college organises activities under the Career Guidance Cell & Placement cell. These cells have organised:

- Coaching classes for entry into Services-IAS,KAS
- Mock interviews at class level
- Study tours and field visits
- Workshop and career seminars and motivated students to attend job fairs held on other campuses

D. On Community orientation: MSW, NSS, NCC, YRC and Rover and Rangers, Manavika, Women's Forum and Harmony Club encourage students to participate in community service programmes. These cells organise regularly a variety of social service activities to develop sensitivity towards social challenges. Visits to the orphanage and old age home, hospitals and remand homes from time to time. The college Red Cross Society unit organizes various social welfare programmes like blood donation camp, drug awareness programme, and AIDS awareness programme. The other outreach activities

organised by the college are: water harvesting, clean India campaign, tree plantation, blood donation, anti-drug addiction, AIDS awareness, survey on child labour, visit to orphanages, hospitals, remand homes, old age homes; holding puppet shows and street plays on social problems.

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

The College collects and analyses stakeholder-feedback and deliverables thereon are used to design add on and certificate courses. Apart from it, the college has less legroom for enriching the curriculum framed for various UG and PG programmes offered by the college.

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

The institution monitors and assesses the quality of its enrichment programmes by:

- Obtaining students' feedback on enrichment programmes held
- Interacting and discussing, about the programmes with the students, their parents and getting their suggestions
- Evaluation activities of IQAC.
- Holding departmental meetings
- Recording and analyzing Internal Assessment Exam marks, University Exam marks and ECA marks obtained by students.
- Self-evaluation/evaluation of teachers (as recorded in their '*KaryaNirvahanaVaradi*' at periodic intervals)

1.4 Feedback System

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

The contribution of the institution in the design and development of the university curriculum is minimal. It is limited to a few senior faculty members being appointed members of Boards of Studies, Faculty of Arts, Academic Council and other university bodies. To the extent possible these members influence the designing curriculum.

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

Yes. There is a feedback collection system from students and other stakeholders on curriculum. The essence of feedback is communicated to the University as follows:

- The faculty who are members of Board of Studies (BoS), Academic Council and other University Bodies communicate the same in their meetings. Resulting recommendations are forwarded to University for curriculum enrichment and introducing changes/new programs.
- The teachers who are not the members of university bodies convey their opinion in subject workshops/symposia held at university level.
- Being an affiliated college, the College does not have freedom to alter/enrich university curriculum internally.

However, inputs received through feedback are also used internally for curriculum enrichment and introducing changes/new add on courses. Procedure adopted is as follows:

- The college has designed a questionnaire to collect feedback on curriculum from outgoing students. Oral responses are also sought from other stakeholders like alumni and parents. They convey their views during Alumni Association and Parent and Teacher Association (PTA) meetings.
- After analysing the feedback from different stakeholders, deliverables are conveyed to departments and faculty members for needful action.
- New certificate or add on courses are introduced after having a discussion with Management, HoDs, senior faculty members, students' representatives.

1.4.3 How many new Programmes/courses were introduced by the institution during the last years? What was the rationale for introducing new courses/programmes?) Any other relevant information regarding curricular aspects which the college would like to include.

The college has introduced M Com course from academic year 2010. Since then no new programmes/courses have been introduced.

Criterion-II: Teaching-Learning and Evaluation

2.1 Student Enrolment and Profile

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

Publicity to the college admission process is ensured through:

- **Website:** The college website www.smcs Shirva.com gives all the details that admission seekers need.
- **Prospectus:** The prospectus provides complete information about the institution, courses offered, fee structure and rules and regulations pertaining to admission.
- **Advertisement:** Advertisements are given in regional newspapers.
- **Notice Board:** Display of information on admission on college notice board.
- **Others:**
 - Announcements in neighbouring churches.
 - Visits by senior faculty to feeder institutions in and around Shirva.
 - Display of admission banners in prominent places in and around the locality
 - Word of mouth of staff, students, parents and well wishers.

Transparency in admission process is ensured through:

- Adhering Government and University Admission Guidelines
- Following University admission timeline
- Forming Admission Committee comprising senior faculty members
- Merit list notification
- Mailing interview cards
- Holding student interviews along with parents
- Fee structure printed in prospectus and display on notice boards
- Fee collection documentation
- Keeping records of the entire admission process

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

The admission criteria adopted and the process followed in admission to different programmes are as follows:

- **Bachelor Commerce (B.Com):** Admission to B.Com is strictly

done by adhering to Government and University norms. The number of applicants for the programme is almost three times of the university sanctioned intake of 70. Hence, admissions for B.Com is done by following roaster system wherein category-wise merit lists (first, second, third and more, if needed) are prepared, notified with a provision for information through interview cards. Admissions are thereby made by holding interviews of eligible candidates along with their parents/guardians.

- **Bachelor of Arts (B.A.), Bachelor of Business Management (B.B.M.) and Bachelor of Computer Applications (B.C.A.):** For these courses all admission-seekers are allotted seats. The process remains the same as for B Com course. Meritorious applicants of BA and BBM are counselled during interviews to take up BCA as there are good career prospects for the course.
- **Master of Social Works (MSW):** Admission process to this programme is done in accordance with the Government and University guidelines. Out of the sanctioned intake, 50% of the seats are filled by the University and the remaining seats by the college. Students wishing to seek admission through the University are required to file applications with the University stating their preferential order of colleges for admission. The University conducts an entrance test, prepares a rank list and allots the seats to the colleges based on the preferential order of the students through counselling. The remaining 50% college quota is filled on merit cum interview basis. As the applicants for this programme are less than the seats allotted both at University (students stating their preference for the college) and college level, all applicants get admission through interviews.
- **Master of Commerce (M.Com):** Admission process of M Com is on parallel with MSW. Of the sanctioned intake, 50% of the seats are filled by the University on the basis of roaster system through counselling. The remaining 50% of the seats are filled by the college on the basis of merit cum interview.

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

The course-wise minimum and maximum percentage of marks for admission at entry level for the year 2013-14 are provided in the following tables and graphs :

Table 2.1 Course-wise Minimum and Maximum % of Marks at Entry Level for 2013- 14			
Sl. No.	Course	St Mary's College	
		Minimum %	Maximum %
1.	B.A.	42.00	72.84
2.	B.Com.	52.00	91.00
3.	B.B.M.	40.16	87.83
4.	B.C.A.	43.33	92.83
5.	M.S.W.	47.00	77.00
6.	M.Com	49.16	87.22
Source: College and University Records			

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

Yes. Review of the admission process is done at Admission Committee meetings. On the basis of the suggestions and reviews held at these meetings necessary measures are taken to bring about improvements and innovative changes in the process. The improvements suggested by the Admission Committee during the last five years are:

- Reorganisation of Admission Committee comprising representatives from all courses
- Re-designing of prospectus
- Formation of Help-Desk to provide information relating to queries pertaining admission process, fee structure, facilities available etc.
- Conducting awareness/publicity sessions on admission related procedures in feeder institutions surrounding Shirva.
- Display of admission banners at prominent places in and around Shirva.
- Display of all the admission notifications and merit lists on the notice boards
- Student profiles with a focus on academics are discussed at Staff Council, PTA and Alumni meets.

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

- SC/ST

- **OBC**
- **Women**
- **Differently abled**
- **Economically weaker sections**
- **Minority community**
- **Any other**

Being in line with its vision - 'Reaching quality higher education to rural doorsteps'- students of diverse social strata have been given admission. The institutional effort profile is as under:

- **SC/ST&OBCs:** The College observes strictly the university/ state/national reservation norms while admitting students of disadvantaged communities. Apart from this, scholarships, subsidized Mid-Day Meals, Book Bank facility, Remedial Coaching and Coaching for Entry into Services is also provided. The following table details of Student Social Profile:

Table 2.2				
Course wise Student Social Profile: 2014-15				
Course	General	SC	ST	OBC
B.A.	07	07	03	52
B.COM.	05	11	01	122
B.B.M.	04	03	00	103
B.C.A.	05	02	00	50
M.S.W.	01	06	01	34
M.COM	10	00	02	66
Total	32	29	07	427
Source: College records				

- **Women:** The number of women students exceeds male students in all courses. The women - men ratio is 70:30. Though a rural college, its central location, friendly and safe atmosphere with lady staff outnumbering men staff are the reasons responsible for a large number of women students seeking admission to the college. The ladies hostel facility works as an additional attraction for lady students hailing from remote places. The following table provides a cross view of student gender profile:

Table 2.3			
Course wise Gender Profile: 2014-15			
Course	Male	Female	Total
B.A.	03	29	32
B.COM.	29	53	82
B.B.M.	17	20	37
B.C.A.	11	18	29
M.S.W.	15	25	40
M.COM	20	40	60
Total	95	185	280
Source: College records			

Table 2.4		
Year-wise Gender Profile		
Year	Male	Female
2010-11	235	384
2011-12	272	422
2012-13	278	417
2013-14	266	440
2014-15	203	337
Total	1,254	2,000
Source: College records		

- **Differently-abled:** The College has made the following changes to facilitate differently-abled students:
 - ✓ A slope-way enables vehicles to have an easy access to main building
 - ✓ Ground-floor classroom allotment
 - ✓ Hand delivery of books and materials from the library
 - ✓ Orientation to classmates on their special needs.
 - ✓ An extra hour of time to such students for writing examinations and green labelling answer sheets.
 - ✓ Special care by teaching and administrative staff in providing the services.
 - ✓ Academic and non academic performance review, special guidance, and counselling under the mentoring system.

- **Economically weaker sections:**
 - ✓ No student is denied the admission for his/her economic deprivation
 - ✓ College extends all the help to such students in availing fee concessions and scholarships from different sources on production of supportive documents
 - ✓ College provides for reduced fee, of fee payment in easy instalments, Book Bank facility, subsidized mid day meals
- **Minority community:**
 - ✓ The College being a Christian minority institution reserves 50% of the seats to candidates belonging to Christian community as per the government rules.
 - ✓ Presently the number of non-minority students exceeds the minority Christian students.

Table 2.5		
Year-wise Minority Profile		
Year	Minority Students	Nonminority Students
2010-11	288	331
2011-12	328	366
2012-13	310	385
2013-14	302	404
2014-15	229	495
Total	1,457	1981
Source: College records		

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

It has been observed that the fluctuation in demand for courses has been cyclical determined mainly by employment potential and higher education opportunities. During the last few years there has been a steep decline in the demand for BA, BBM, BCA, and MSW courses. The main reasons for this trend could be:

- Establishment of good number of government colleges in around Shirva which provide free education to girl students.
- Relatively low fee structure for male students in Govt colleges.
- Low job potential for general education graduates.
- Innovative subject combinations by autonomous colleges.
- Government and university rules which hinder alteration of subject combinations
- Changing demographic profile

There has been a rise in the demand for BCom and MCom courses due to following reasons:

- Changing industry needs
- Demand for industry-ready graduates
- Advantage for Chartered Accountancy/ Company Secretary/ Cost and Works Accountants/ Management Accounting/ MBA courses

Action initiated for enrolment improvement is as follows:

- Publicity through display posters, banners and distribution of brochures containing information about the courses and facilities.
- Visits to Pre-university colleges in and around Shirva and presentations on career guidance, courses offered and facilities.
- Organisation of academic, cultural, awareness and related extension activities by the college, especially by MSW Department, in *plus two* colleges surrounding Shirva.
- Total/partial fee waiver to economically weaker sections of students of BA, BBM and BCA.
- Fees on a par with university fees for self financing courses e.g. MSW opting management seats.
- Requests to university to grant special permission to admit more students to B Com.
- Request to University Affiliation Committee to enhance the intake of M Com from the present intake of 30 to 60

2.2 Catering to Student Diversity

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

No differently-abled student is denied admission by the college provided he/she satisfies the eligibility and admission norms of the university and government. The number of differently-abled students seeking admission in college is minimal. The College has made the following arrangements to facilitate such students:

- A sloping pathway laid to enable vehicles of such students to have an easy entry to classrooms
- Ground floor classrooms are allotted to minimise movement of students with disabilities
- Fellow-classmate sensitisation
- Provision of an extra hour of time for writing university examinations
- Greater attention by teachers and administrative staff to cater to their special needs

- Counselling, guidance, academic and non-academic performance review by the mentor under the mentoring system.

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

Yes. The assessment of students' knowledge and skill needs is done through:

- Application forms of the students seeking admission
- Interviews of the students and parents during admission
- Performance of the students in the qualifying examination
- Interaction with of faculty
- Orientation programme conducted before the commencement of classes
- Extracurricular activities (ECA) orientation
- Fresher's Day programme

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

The strategies adopted to bridge the knowledge gap of the students enrolled are as follows:

- Conduct of bridge course for all the freshers by the faculty to assess the knowledge gap of the students and then undertake remedial measures by way of concept clarification before beginning their regular course.
- Adoption of mentoring system wherein each faculty member plays the role of a mentor to 20 to 25 students. Teacher-mentor monitors and identifies the gaps through one-to-one interaction and review system and gives guidance and helps to bridge the gaps
- Holding remedial classes for such students after the regular classes
- Personalized help to slow learners by class advisors
- Peer support from advanced learners to slow learners under the guidance of class advisors.
- Use of student-centric teaching techniques
- Bilingual classroom lectures
- Provision of Kannada-version text-books by the department, library and book-bank
- Arrangement of add-on courses like soft skills
- Organising industrial and field visits by departments

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

The college has adopted following measures on the issues of gender, inclusion and environment:

A. Staff sensitization

- Discussions in the staff meetings chaired by the head of institution
- Encouraging active participation of staff in workshops, seminars, conferences and staff enrichment programmes
- Green teacher programmes wherein the green teacher exhibits reading material on environmental issues on notice boards and organises programmes on environment and sustainable development

B. Student sensitization

- NSS and NCC work-sessions on cleaning, plastic clearance, anti-addiction, and tree plantation programmes
- Equal Opportunity Centre works in collaboration with ST/SC Cell, Women's Cell, Human Rights Cell, Anti-Sexual Harassment Cell, Anti-Ragging Cell and Harmony Club
- Value education classes on global warming, girl-child empowerment, pollution and environment related issues
- A compulsory paper on 'Gender Dynamics' for Final B.A. students
- A mandatory paper to all first year UG students on Gender Equity, Human Rights and Environment
- UGC funded certificate course on Human Rights
- Mentor-mentee interactions

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

The college identifies the advanced learners through:

- Interaction in classrooms
- Mentor-mentee interaction
- Learning process participation and response therein
- Internal assessment test performance

The college responds to special educational and learning needs of advanced learners by:

- Providing leadership development opportunities in curricular, co/extra- curricular activities
- Offering peer teaching opportunities and forming advanced and slow learner groups to work together
- Encouraging and guiding them to present seminar papers
- Providing opportunity to participate in inter-collegiate curricular and co-curricular activities
- Encouraging use of e-learning resources and providing reference and advanced study material

- Encouraging to take up student-research projects
- Providing opportunities to exhibit their talents, knowledge and skills on campus and beyond
- Honouring meritorious students by awarding prizes during celebratory events
- Continuous mentor review and guidance
- Conducting coaching classes for entry into services and facilitating it by providing study-materials
- Providing student-faculty opportunities wherein they are encouraged to give lectures in lower classes
- Differentiated instruction by using a variety of teaching strategies to suit all

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

The college has adopted below mentioned mechanism to collect and compile data:

- The college has developed student profiles database out of admission process which is updated from time-to-time.
- Individual departments, in turn, maintain records of internal assessment and university examination marks
- Mentor also collects necessary information of the student-group assigned through continual interactions and records the same.
- Attendance shortage, if any, is compiled in a format and submitted to the Principal every month by the respective teachers
- Student health data is compiled through the annual medical examination conducted by inviting a doctor to the campus

The analysis and the use of the information are done as follows:

- Socio-economic data forms the basis for the award of scholarships. The same is also used for identifying beneficiaries for Mid-Day Meals Scheme at subsidized rates, issuing books under book bank and facilitating financial aid.
- The Principal uses the data for briefing in the staff meetings and evolves strategies.
- The database is used for organising skill development programmes such as Beautician's course, Employability Skills, Computer Skills and Personality Development.
- Examination performance data is used for conducting remedial classes, tutorial classes, special classes and academic counselling.

- Specific health related issues are used for advanced medical guidance. Relevant information is also forwarded to Women's Cell, Examination Committee and Career Guidance Committee for needful action.
- Student attendance and examination performance details are placed before the parents in the class-wise PTA meetings for corrective measures.
- In the college-adopted mentoring system a group of 20 to 25 students are put under the charge of a mentor. The faculty in charge tracks his wards, and helps them improve performance. Advanced level intervention, if needed, is brought to the notice of the Principal, specific committees, cells, and parents.

These measures have not only minimised the dropouts but have attracted wards from other colleges to seek admission in the college for second and third year.

2.3 Teaching-Learning Process

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

The college prepares its academic calendar at the beginning of the academic year for two semesters by incorporating the Mangalore University calendar. The number of instructional days per semester, commencement and closure of semester classes, examination, holidays, vacation, etc. are shown in the calendar. Student handbook is then printed and distributed all the students and staff and other stakeholders. Based on the academic calendar, the IQAC draws up its plan of activities, sets benchmarks, fixes time frame for the execution and the submission of reports and circulates the same to all the departments. The departments use the academic calendar and the guidelines of the IQAC to formulate departmental plans comprising distribution of workload, assignment of responsibilities, conduct of add-on courses, organizing extra-curricular activities and drawing out academic action plan. This action plan is submitted to the IQAC for monitoring. The IQAC checks records and invites all the departments to make presentations in the plenary evaluation session on execution of plan of action and year-long activities. It is mandatory for the all the teachers to prepare individual teaching plans, showing teaching-modules, chapters, sub-themes, teaching hours required, methods of delivery and submit the same to the IQAC. It is also mandatory for the teachers to maintain a Teacher Diary as to the execution of the teaching plan.

The Time Table Committee comprising four members headed by a senior teacher prepares the comprehensive timetable for all the

programmes in tune with the college academic plan.

Two internal assessment examinations are held per semester in addition to holding seminars, giving assignments and projects for the continuous evaluation of the performance and progress of the students. The marks are given in the ratio of 20:80 for 100 marks papers and 30:120 for 150 marks papers. The performance of the students in Extra-Curricular Activities (ECA), NCC, NSS, Sports, etc. is assessed on a continuous basis and marks are awarded out of 50 per semester for four semesters based on the participation and performance at the college, inter-college, state and national levels.

The Examination Committee prepares the time table for internal tests, displays the same on notice boards well in advance; notifies the dates for the submission of question papers in e-form and collects them; fixes dates for completion of evaluation, submission of marks to the office. It arranges for the display of marks on the notice boards and sets right mistakes, if any, and redresses the complaints of students and staff pertaining to examination process in consultation with the principal. The staff, on their part, present before the class their scheme of evaluation, distribute the evaluated papers to the students for personal seeing and redress their grievances.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

IQAC contributes to improve the teaching-learning process in the following ways:

- Holding meetings to prepare the plan of action for the entire year based on the guidelines of UGC and academic plan of the college to improve the teaching learning process
- Organising faculty meetings to discuss teaching learning process and suggest improvements
- Holding in-house staff enrichment programmes aimed at quality improvement
- Institutionalising reporting pattern on various quality parameters
- Collecting feedback from the stakeholders, analysing the same and suggesting follow up action
- Conducting review meetings of the departments periodically to examine the progress of the departments
- Preparing Annual Quality Assurance Report
- Preparing proposals for availing assistance from UGC or other funding agencies for improving teaching-learning facilities
- **Recommending college administration to**
 - Upgrade infrastructure facilities
 - Start new need-based academic programmes
 - Upgrade library learning resources

- Install electronic surveillance system (CCTV) for creating a safe campus climate
- Upgrade management information system (MIS)
- **Encouraging teachers to**
 - Use ICT in teaching
 - Adopt student-centric teaching methods such as assignments, student seminars, group discussions, debates, panel discussion etc.
 - Employ differentiated teaching methods to reach out to both advanced as well as slow learners
 - Make semester-wise teaching plans including chapter-wise unitization of the syllabus with teaching methods to be used and hours required to cover it and submit.
 - Prepare reading material on papers taught
 - Facilitate peer teaching, cooperative learning, group learning
 - Facilitate inter-class exchange programmes through organizing student faculty programmes
 - Facilitate inter-college exchange programmes
 - Use mentoring as an effective tool to know, inspire, influence, review, guide, counsel and help students
 - Maintain a diary on activities conducted and get it signed by the HOD and the Principal once a month
 - Take up research by pursuing Ph D
 - Undertake minor and major research projects
 - Participate and present papers in international, national and State level seminars and conferences
 - Publish books and articles
 - Appear for NET/SLET
 - Submit a self appraisal report annually
- **Facilitating departments to**
 - Prepare and submit departmental action plans
 - Organize seminars and conferences
 - Conduct add-on courses for enhancing competency of students
 - Provide open access to the students to departments for seeking guidance
 - Document activities and programmes and keep them ready for IQAC inspection
 - Organize guest lectures, and industry and field visits
 - Prepare a PPT to present before the IQAC team on departmental activities and on execution of the departmental action plans

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

Learning is made student-centric by

- **Interactive learning through**
 - Question and answer during lectures
 - Student seminars
 - Student presentations
 - Assignments
 - Diagrams interpretations
 - Verifying notes
 - Power point presentations
 - Group discussions
 - Spot quizzes
 - Pick and speak sessions subject taught
 - Solving chapter-end exercises
- **Collaborative Learning through**
 - Group assignments
 - Group seminar presentations
 - Group projects
 - Peer teaching
 - Group discussions
 - Cooperative learning
 - Student moderated panel discussions
 - Case studies
 - Role plays
 - Debates
 - Inter class exchange programmes by students
 - Industry/Field visits
 - Surveys and interviews
 - Internships for MSW students
- **Independent learning through**
 - Home Assignments
 - e-learning resources
 - Seminar presentations
- **Learning is also facilitated through**
 - Activities of clubs and associations
 - Competitions of the college
 - Guest and invited lectures
- **Support structures and systems made available are**
 - Audio-visual facility
 - Computers with internet facility in the departments and

library

- INFLIBNET and e-resources
- LCD facility classrooms
- Reprographic facility
- Television/CD Player
- Smart board
- Uninterrupted power supply through generators
- Cameras and video camera
- Books, journals and magazines
- Enrichment trainings
- Skill-based add-on courses

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

The institution has made efforts in its curricular and co-curricular activities to nurture critical thinking, creativity and scientific temper among the students and to transform them into life-long learners and innovators. The methods adopted are as follows:

- **Critical thinking fostered through:**
 - Surveys and interviews by students
 - Case studies and debates on learning issues
 - Panel and group discussions on current events
 - Industry/Field visits
 - Project works
 - Internship in industries/banks and hospitals
 - Student enrichment add-on courses like Soft Skills, Personality Development, Human Rights
 - Competitions and activities of clubs and associations
 - Activities of NSS and NCC
 - Student participation in seminars and workshops
 - Specialists' lectures
- **Creativity is fostered through**
 - Publication of the college magazine 'Mallika'
 - Publication of the wall- magazine by the Literary Association
 - Activities of Literary Association
 - Activities of subject and other associations
 - Encouraging participation in intercollegiate competitions
 - Providing event-organising opportunities
 - Skill development courses and programmes
- **Scientific temper is fostered through**
 - Field-study based research

- Project work
- Organizing guest lectures and interactive-talks
- Teaching a compulsory paper on Research Methodology to sociology students
- Holding a Research Methodology course to MSW students

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

The faculty uses the following technologies and facilities for effective teaching:

- LCD facility classrooms
- Personal computers with internet connectivity in departments
- INFLIBNET to have access to e-books and journals in library
- Broadband internet facility in college
- Digitized library to have easy access to books
- Reprographic facility at three points
- Two fully equipped computer labs
- Software required by BCA department
- Laptops, Digital and Video cameras
- A. V. Hall with smart board facility
- Televisions set and CD player
- Public address system

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

The students and faculty are exposed to advanced level of knowledge and skills through the following ways:

- Blended learning is facilitated by providing internet facility to both teachers and students, holding add-on computer courses to enhance computer literacy, providing LCD facility in all the classrooms and giving syllabus related mini projects requiring the use of internet.

The students of the college are exposed to advanced level of knowledge and skills through:

- Undergraduates of B Com and BBM seeking admission to M Com and BA students to MSW post graduate programmes respectively to enhance their subject knowledge
- Providing opportunities for M Com students are to take classes

for B Com and BBM to enhance their domain knowledge and skills

- Offering Add-on course on Soft Skills to both UG and PG students
- Networking with industries, institutes and hospitals for internship and project work of the of MSW students. Some of these are:
- Offering out of the class experience by organizing field trips and industry visits
- Encouraging staff to upgrade their qualifications by pursuing PhD
- Motivating staff to take NET/SLET exams
- Deputing staff and students for attending state, national and international workshops, seminars and conferences
- Deputing teaching staff to attend UGC sponsored Orientation and Refresher courses (if needed)
- Encouraging departments to organize national and state level seminars and conferences.
- Motivating staff and students to present papers in seminars and conferences.
- Conducting in-house staff enrichment programme
- Organising student enrichment programmes
- Organising expert lectures by renowned personalities
- Providing computers in the departments with internet connectivity to acquire knowledge through internet surfing
- Subscribing to INFLIBNET to facilitate staff at have access to e-books and journals

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

The college has instituted the following processes to help students on the academic, personal and psycho-social front:

- Mentor-mentee system wherein students are divided into small groups of 20 to 25 and are put under the supervision of a teacher-mentor. He is supplied with personal profile of the students under his charge. Mentee is required to meet the mentor once a month and more times, if needed. Mentor keeps the record of such meetings of mentees in a book provided by the college. He reviews their academic performance at regular internals and keeps track of their progress. On the basis of the overall assessment, the mentor directs mentees to seek assistance of remedial coaching, tutorials, skill development, coaching for entry into services, career guidance, and avail the benefit of midday meals scheme. Mentors, hence, play a predominant role in the life of students by instilling confidence in them, guiding them to be self reliant

- Academic counselling is provided by all the subject teachers; personal counselling on psycho-social problems is provided by mentors and class advisors; professional counselling by the trained MSW staff. Advanced professional counselling, if needed, is secured professionals from Udupi.
- Tutorial and remedial classes are conducted to the students who need extra academic attention.
- The college provides books through book-bank, midday meals at subsidised rates and secures scholarships to needy students.

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

The innovative teaching approaches/methods adopted by the faculty during the last four years are:

- **Multimedia Teaching and Learning Process:** An extensive use of digital media - computer, LCD, smart board, audio and video for interactive teaching and learning – is on offer on campus.
- **ICT-enabled Teaching:** All major classrooms have computers and LCD projectors
- **Experiential Learning process:** Two fully equipped computer labs with LCD and software for enabling hands-on learning.
- **Internships:** The College has a network with neighbouring, industries, old-age homes and hospitals for internship and students' projects mainly for MSW students.
- **Summer Training Camps:** College faculty arranges summer training camps for MSW students for providing experiential learning
- **Field Trips:** The staff arrange field trips to students to facilitate critical application of theoretical knowledge
- **Inter-class Exchange Programme:** Teachers give opportunities for PG students under student faculty programme to take classes for undergraduate students and senior students of higher classes at the undergraduate level to take classes for junior students at lower classes
- **Role Playing and Analysis Based Teaching:** PG Department of Social Works and Department of Sociology use this method to make the students understand and analyze social problems.
- **Causation Approach:** Application part of the concept is explained first and then the theory and the concepts are made clear to the students

- **Teaching to enhance Independent Learning:** Giving assignments, projects, seminars, conducting field and industrial visits help students to do independent learning
- **Project Based Learning:** Asking students to prepare projects and assessing their learning levels through viva voce
- **Learning with communicative Skills:** Students are facilitated to acquire domain knowledge and enhance their communicative skills through seminars, student faculty method in inter-class exchange programmes and through peer teaching
- **Learning with writing skills:** Teachers help students to write assignments and undertake projects that help them learn and enhance their writing skills
- **Learning with social skills:** Cooperative learning, Group learning, Group Discussions, Group presentations, Group Projects, Industrial visits, Field Visits are used to help students to acquire knowledge of social skills.
- **Learning with creativity:** Publication of assigned articles in wall magazine and college magazine, poetry writing in language classes helps students to learn and to be creative.
- **Learning through organizing:** Students are helped to organize, quizzes, competitions, departmental activities under the banner of subject associations, NCC, NSS and clubs gives them acquire organising abilities.

The impact of the above approaches and processes is seen in

- Enhanced skill levels of student communicative skills, organizing skills, creative skills, social skills, writing skills, analyzing and thinking skills.
- Improved knowledge levels of students other than domain knowledge

The efforts made by the institution to encourage the faculty to adopt new and innovative approaches are

- Encouraging faculty participation in trainings and workshops, and present papers in seminars and conferences
- Encouragement to upgrade their qualifications to pursue PhD
- Leave and full salary to undergo foundation course of research
- Motivation to undertake minor and major research projects
- Provision of computers with internet connectivity in departments
- In-house staff enrichment programmes
- Provision of personal computers with broadband facility
- Subscribing to INFLIBNET to access e-resources in library

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

The college has a digitized reader-friendly library with a collection of

more than 20,000 books on various subjects, journals, periodicals, dailies and educational e-resources in the form of CDs and DVDs. Individual departments also maintain libraries for the use of students and staff. There are separate sections for UG and PG students with adequate space for reading and reference. A special section of computers with broadband internet connectivity is also provided in the library for the usage of staff and students. Linkage to INFLIBNET with passwords helps faculty to access e-books and journals. In addition reprographic facilities are also provided in the library. All these facilitate and augment teaching and learning process.

- Library facilitates independent reading and learning
- Provides information literacy skills
- Serves as an instructional partner by providing required material to staff
- Provides resources for conducting research by staff and students
- Serves as a storehouse from where resources can be collected and shared by staff and students
- Facilitates teachers to use networked material in their classes

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

No. The college does not face any challenges in the completion of the curriculum as teachers prepare teaching plans at the beginning of the academic year that helps them to complete the curriculum in an organized and time-bound framework. In case lectures are missed due to sickness, holidays and festivals they are made good by taking extra or special classes.

The Faculty members are required to write diaries on the syllabus covered, methods used and time taken every day which is checked and countersigned by the head of the department and principal every month. The IQAC in its review meetings checks these to ascertain the completion of curriculum.

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

Quality of teaching-learning is monitored and evaluated by:

- Obtaining feedback from present students and outgoing students on several parameter such as conceptual clarity, content delivery, knowledge level and methods used. The same is consolidated by the HOD and principal and the deliverables are used for suggesting improvements.

- Student performance review by the department and IQAC for every semester
- Review of the faculty self appraisal reports by the Principal
- Observation of the lectures and methods adopted by newly recruited faculty by Principal
- Monitoring classroom attendance and monthly reporting of shortage, if any
- Periodic interactions between mentor and mentee
- Monitoring of classroom environment by teacher supported by senior teachers
- PTA meetings and interactions therein
- Student participation level in various on and off class activities
- IQAC review meetings

2.4 Teacher Quality

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

The faculty members on roll are 37, out of which 19 are male and 18 are female.

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Permanent Teachers								
D.Sc./D.Litt	---	---	---	---	---	---	---	---
Ph.D.	---	---	03	---	---	---	03	---
M.Phil.	---	---	01	---	---	---	01	---
PG	---	---	06	02	01	---	07	02
Temporary Teachers								
Ph.D.	---	---	---	---	---	---	---	---
M.Phil.	---	---	---	---	---	---	---	---
PG	---	---	---	---	08	09	08	09
Part-Time Teachers								
Ph.D.	---	---	---	---	---	---	---	---
M.Phil.	---	---	---	---	---	---	---	---
PG	---	---	---	---	---	07	---	07
Source: College Muster Roll								

- **Planning:** Superannuation of teachers, launch of new courses, student strength and workload at the department level determine the number of vacancies. There is a complete stoppage of government funding of recruitment in these years. The management takes initiatives to recruit required staff by advertising in dailies well before the commencement of academic year.
- **Recruitment:** On advertising and receipt of applications, screening is done and candidates are shortlisted as per the eligibility norms. Such candidates are called for interview. Selection is made strictly on the basis of merit. At present, the college has a heterogeneous group of staff belonging to different caste, community and religion with a male female ratio of 1:1.5.
- **Retention of Faculty:** Recruited teachers have probation for two years. On the basis of performance, feedback of the stakeholders and initiative to learn and work, their retention is decided. Recruiting the best ones, healthy work and life balance, conducive and friendly environment, feel of success, deputation to training and the compensation strategy of the college has helped to retain most of the faculty till date.

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

The efforts of the institution to cope with the growing demand for qualified teachers are achieved through:

- **Retention strategies enumerated under 2.4.1**
- **Deputation of the staff for training and workshops to gain confidence and knowledge**

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

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	--
HRD programmes	--
Orientation programmes	--

Staff training conducted by the university	6
Staff training conducted by other institutions	15
Summer / winter schools, workshops, etc.	--

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

The institution organizes training programmes aimed at skills development, computer applications and use of the software necessary for automation.

- Teaching learning methods/approaches- The computer center/BCA department provides inputs and information about the use of LCD, PPT and ICT-oriented teaching-learning techniques.
- Handling new curriculum- The college facilitates the provision of knowledge of new curriculum handling by the senior faculty to their juniors in the department
- Content/knowledge management- the unitization process, blended teaching methods and knowledge updating with INTERNET sites is followed.
- Selection, development and use of enrichment materials- On the basis of University recommendation as seen at the end of the syllabus, such material is obtained to the library in the form of books/journals, or teachers themselves search and get them in sites.
- Assessment- Both self assessment of teachers and assessment by stakeholders and authorities are practiced; they are enough proof for an individual teacher's academic and non-academic level and they direct the further measures to be adopted.
- Cross cutting issues- Issues with conflicting objectives and/or requiring different modes of application at the operational level (based on different intellectual status of faculty, differing departmental priorities) are sorted out with some consensus formula during interactions at the staff meetings.
- Audio Visual Aids/multimedia –The institution has provided facilities to present lessons by using these Aids. Their use is still scant and needs further attention.
- OER's (Open Educational Resources)- The e-books facility and UGC Edusat programmes are used by the teachers to enhance their academic competence.
- Teaching learning material development, selection and use– Teachers have adopted ICT –oriented teaching-learning methods and site-based

updates are always used especially when they prepare and present papers in seminars; which is of great use in class-room teaching also.

c) Percentage of faculty

- Invited as resource persons in workshops / Seminars/ Conferences organized by external professional agencies: 27%
- Participated in external workshops / Seminars / Conferences recognized by national/international professional bodies: 100%
- Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: 50%

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

The college promotes academic endeavours of teachers in the following ways:

- The college 'Research Cell' encourages teachers for academic advancements and assists them in applying for minor and major research projects from various funding agencies.
- The college deputed teachers to conferences, seminars and workshops and grants special casual leave and reimburses delegate fees of management-paid teachers.
- On being invited as resource persons by other institutions, the faculty are facilitated participation.
- The institution provides infrastructural support to motivate departments to organise seminars, conferences and workshops.
- Doctoral studies faculty are encouraged by granting liberal leave with full pay.

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

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

Yes. The College has introduced teacher evaluation. The students assess the teacher at end of every academic year on various teaching-learning parameters which range from teacher effectiveness in the classroom to curriculum comprehension. Later on such feedback is

analysed and deliverables of feedback passed on to teacher concerned for improvement.

2.5 Evaluation Process and Reforms

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

Evaluation process awareness to students is done through:

- One-to-one communication during admission
- College prospectus and calendar
- Communication during orientation programmes
- Interaction of the class teachers/mentors in the classroom
- Notice board displays at frequent intervals

The evaluation process is communicated to the faculty through:

- Discussion in the staff meetings
- Display of university circulars/notifications etc on the faculty notice boards

The evaluation process is communicated to other stakeholders through:

- **To parents:** During admission of their wards and at PTA meetings.
- **To alumni:** During alumni meets, and as and when information is sought.

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

As the college is affiliated to the Mangalore University, it has less room to workout major evaluation reforms. The University adopted major evaluation reforms are:

- Introduction of Credit-Based Semester Scheme.
- Conduct of two internal assessment exams for each semester.
- Grading system adoption in addition to first class, second class and pass class.
- Marks of Extracurricular Activities (ECA) and Co-curricular Activities (CCA) find place in award of the class.

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

The college ensures effective implementation of the evaluation reforms through:

- The conduct of two internal assessment exams per semester and University semester exams

- Recording and display of marks secured by the students on notice boards
- Dispatching mark lists with student signatures to the university
- Ensuring transparency and openness for University scrutiny

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

A few formative and summative approaches adopted by the college are as follows:

- A continuous classroom interaction method is followed bearing in mind diverse student learning capabilities.
- Conforming to continual student assessment approach, a student is exposed to additional academic activities like writing assignments, conducting classroom seminars, engaging in field study based research projects, outreach and exposure-based learning work. These efforts are intended to re-shape a student's learning skills and enhance confidence.
- The award of academic performance-based prizes/scholarships.

(Annexure: List of Top 10 achievers, List of Academic performance based prizes/scholarships)

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

The details of improvements in ensuring rigor and transparency in internal assessment system are mentioned below.

- The college follows the Mangalore University guidelines for evaluation process i.e. conducting exams and assigning marks. Instead of award of marks through assignments, the college conducts one hour class-test to ensure exam transparency.
- Students are free to seek clarification on marks awarded and get grievances redressed, if any.
- The marks obtained by the students in internal assessment exams and ECA&CCA are recorded, displayed on college and class notice boards. Mark-list generated thereon is sent to the University with students' signature.
- In the award of internal assessment marks or semester exam marks, the university regulations do not place any weightage for behavioural aspects, independent learning, communication skills etc, except in ECA&CCA that carries 50 marks in each semester for first four semesters.

(Annexure: EC&CCA Guidelines, records of the same in the College for last 4 years)

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

The college vision is to provide quality higher education to the rural youth. The co-education system combined with education-friendly atmosphere enables students to acquire undergraduate and postgraduate degree in a Panchayat area since three and half decades. The traceable graduate attributes of the college include:

- Hard skill (brain and hands combination) component acquired in classrooms makes a village student stronger enough to compete in the job market
- Soft-skill (brain and mouth) acquisition enhances the scope for employability, job retention and job-hopping.
- The altruistic principles inculcated through classrooms enables students (after becoming graduates) to serve society in a responsible manner. This is evidenced by a few of the college alumni working in NGOs, social service organizations, media, local self government, services, industries and local organisations. To cite an example, an alumnus, Mr Arun Shetty, Paadur, Udupi district, is in the forefront of peoples fight against second phase of Indian Strategic Petroleum Reserve Ltd. (ISPRL), Udupi.
- Spirit of enterprise nurtured assists students to explore business ventures in SME (Small and Medium Enterprises) sector.

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

The mechanism for evaluation grievance redressal is as follows:

- **College:** The college does not charge any fee for any exam related grievance. Students get their internal assessment answer scripts for personal seeing. They can seek clarification from the respective teacher; and, if not satisfied, can seek intervention of HOD or Principal.
- **University:** Students are allowed 'personal seeing' of answer scripts after evaluation, if they are not satisfied with marks awarded.
- Students are free to seek 're-totalling', if they have doubts about mark tabulation.
- Students can also apply for 're-valuation' of answer scripts on payment of prescribed fee within a timeline.

2.6. Student Performance and Learning Outcomes

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

The college does have a clearly stated learning outcome. Its framework for gauging learning outcomes is as follows:

- The college mission is to “train rural youth to meet global challenges through effective classroom lessons coupled with capability building programs.” The college also strives to develop “their academic competencies, soft skills and civic responsibilities retaining the core values of student-teacher relationship.”
- Student learning outcomes are gauged according to the Grade/Marks obtained in the university exams within the band of ‘distinction’ to ‘pass classes’.
- Students are given an option to enrol for soft skills and hands-on skill courses to make them employment-fit.
- Learner performance assessment is complete only to a limited extent when a student secures a degree. But the real learning outcome becomes more explicit only after a graduate proves to be employable and/or entrepreneurial and proves to be a leader. (Please refer 2.5.6. for more on learning outcomes).
- Teachers and students are made aware of learning outcomes through college handbook and department meetings.

(Annexure: Exam results-last four years; records of Soft skills, certificate courses, add-on courses for last 4 years)

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

The college has the following system of monitoring/recording/communicating the progress and performance of the students.

- The details of results are recorded, displayed on notice board and its summary is sent to the Management authorities on student/course/teacher/semester performance.
- At the end of each semester class-wise students along with their parents are invited for PTA meetings. The class advisors provide them the internal assessment marks/attendance details and get the records signed. Thereon, interaction takes place on a freewheeling manner, giving parents an opportunity to give feedback on student needs.

- Student academic progress is discussed at the department meetings and remedial action initiated
- Class advisors inform the students of the planned remedial action and look into the counselling assistance.

(Annexure: Exam results-last four years; with a brief analysis of results pattern)

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

The teaching, learning and assessment strategies of the institution are aimed to “train the rural youth to meet global challenges” and to develop “their academic competencies, soft skills and civic responsibilities retaining the core values of student-teacher relationship.” The strategies evolved by the institution are:

- Learner-centred classroom teaching
- Developing student skills through ICT-oriented classes on regular basis
- Adoption of student seminars for acquisition of communication skills and subject knowledge
- Opting for study projects, fieldwork and outreach programmes
- Introduction of continuous assessment module (internal assessment exams, ECA&CCA performance) as laid down by the University

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

The initiatives taken by college in furthering social and economic relevance can be outlined as follows:

- Besides the course-based classroom teaching, the institution has implemented UGC-sponsored training programs such as coaching for Entry into Civil Services, Remedial Coaching Classes that are intended to equip students with a competitive edge in employment market.
- Add-on courses, soft-skills training and programmes of Career Guidance and Counselling Cell enhance employability and entrepreneurship.
- Student research aptitude has been given a boost by assigning mini projects on local socio-economic specificities. Their efforts are given publicity in the college annual magazine-Mallika.

(Annexure: details of Career Guidance and placement Cell; entry into Civil

Services, Remedial Coaching Classes Students' Projects, Field Studies etc)

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

Students' performance and appraisal data is collected and analysed by the institution in the following manner:

- Course-wise, subject-wise university examination results are classified as top 10, distinction, first, second, pass-class. Its analysis is presented by the principal in the meetings of Staff Council, and Governing Council
- The above data and internal assessment examination performance data are tabulated and analysed by the respective departments
- Performance in the extra-curricular activities, sports, cultural competitions is also taken note of to identify the areas of strengths and weaknesses. Thereafter, efforts are made to link these appraisals to draw inferences on learning outcomes.
- The above mentioned performance appraisal is used to plan and overcome barriers of learning in the year next. This is done by categorising students into slow and advanced learners and providing them different levels of academic inputs and additional coaching and case-based empowerment training programmes.

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

The college monitors the student learning outcome during the course period of three (UG)/two (PG) years based on university results. They are monitored as follows:

- Maintaining a record of students' progression
- Collecting details of Alumni – career profile and public exposure

Guarding against the deviation, the student academic progress is communicated to the parents/ guardians during:

- ✓ admission
- ✓ PTA meeting
- ✓ Casual visits of parents to college
- ✓ One to one parent meeting of the failed students

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

Yes. The college and the individual teachers use assessment indicators to reflect on student performance. The same is used to benchmark institution performance with the best ones in the university area and to set right negative variances.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The college does not have any approved research centre of the affiliating university or any other organisation. However, faculty members get involved in research projects - minor and major - approved by the UGC. Moreover, both UG and PG students are encouraged to take up Student Research Projects (SRPs).

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

Yes. The college has a Research Committee to guide and facilitate the research activity of staff and students. Main focus of this committee is to motivate and guide the faculty for doctoral research, UGC funded research and students' research projects, reviews the research proposals, designs methodology and suggests corrections, if any.

Research Committee consists of:

Director:	Principal
Coordinator:	Dr Padmanabha Bhat S (Political Science)
Members:	Dr Ganesh Bhat S (Commerce)
	Dr Radhakrishna Bhat M (Economics)

The major recommendations of research committee during the preceding years are as follows:

1. Research focus may be on current and contemporary issues beneficial to the society and economy.
2. Priority may be on explorative and action research than conceptual studies.
3. Student research activities may be encouraged beyond the university prescribed project work.
4. Research methodology workshops may be organised for students.
5. Research achievements - faculty and students - may be mentioned in the college Annual Day Report.
6. Research output may be published in the college annual magazine 'Mallika'.
7. Whenever possible workshops/seminars/conferences may be organised on campus in furtherance of research.

During these years the research atmosphere of the college has changed. The perceptible changes can be enumerated as follows:

- A few faculty members applied for UGC funding for their - minor and major - research projects.
- A sizeable number of faculty members participated and presented papers in State/National/International seminars (details enclosed).
- Departments of Political Science, Commerce, Economics, MSW and Sociology organized national level and state level seminars offering a platform for other researchers to share their research output.
- Department of Political Science has organized Inter-collegiate seminar competition on August 12, 2012.
- UG and PG Departments of Commerce, MSW, Kannada, Hindi and Economics encouraged students to take up mini research projects (list enclosed).

- College administrative section is spruced up to handle back-end administrative issues: timely reimbursement of research expenses, utilization certificate issue, audit of funds utilized and forwarding of relevant documents to funding agencies on time.
- Research consultancy is offered on conceptual or data collection issues on one-to-one basis.
- Two young faculty members - Mr Melwin Castelino and Mr Jagadeesh Acharya registered for doctoral studies.

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

The college has encouraged faculty and students to involve in research activities. All necessary support is provided to the research faculty to complete the research work within the fixed timeline. To supplement the research activities the college has provided internet connected computer facility, library facility with INFLIBNET resources and has subscribed research journals.

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

The faculty guides the students in taking up research projects on contemporary issues. At the PG level - MSW and M Com - students are assigned project work relating to local community with a bearing on socio-economic and cultural issues. At the UG level - BCA and BBM - students take up projects best suited for enhancing employability. Though it is optional for BA and B Com students, group projects are executed leading to publication of the same in college annual magazine- 'Mallika'. Besides, the college is seed-funding the deserving student research projects.

The college provides basic infrastructural facilities - furniture, computers and internet - to promote research. Details of students' projects of preceding years are:

1. Psycho-social Condition of Working Women in Organization (MSW department)
2. Socio- Economic Conditions of Kudubi Community in Udupi Taluk (MSW department)
3. Status of Agro-Marketing in Shirva Panchayath Area (Economics department)
4. Options Trading in Indian Market: A Way of Risk Management- (M.Com department)

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

During the reporting period 2010-15, - Dr. Ganesh Bhat S, Commerce Department, completed a UGC funded minor research project – “Combating Social Exclusion through Enterprise Development: A Study of Disadvantaged” and Mrs Jacintha Fernandes, Sociology Department on “A Study on the Psychosocial Problems of Institutionalized Elderly Women in Udupi District”. A collaborative research project titled “Public Private Participation in Life Insurance: A Study of Coastal Karnataka” was completed by Mr Ronald Moras, Economics Department and Mr Jagadeesh, M.Com. Department. Mr Melwyn Castelino, BBM Department, is working on a minor research project – “Impact of Monetary Policy on the Post Reforms Economic Growth in India”.

Moreover, two more faculty members – Dr Padmanabha Bhat, Political Science Department and Dr Ganesh Bhat S, Commerce Department are engaged in UGC funded major research work.

Dr Ganesh Bhat guided eight M.Phil students and presently guiding two PhD students for Bharthiyar University, Tamil Nadu. Dr S Padmanabha Bhat guided eight M Phil students and one PhD student. Dr Radhakrishna Bhat guided/coordinated mini research projects of BA students during the year 2013-14. P.G. department faculty has also guided a few student research projects that are beyond the mandated university project work.

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

Two training programmes were organised by the college. They are:

1. A programme on Research Methodology organized by the P.G Department of Social Work during July 4-5, 2012. Two eminent scholars Dr. Lena Ashok, Asst. Professor and Mr Teddy Andrews, Lecturer, Dept. of Public Health, Manipal University participated as experts
2. A programme on research methodology for B.B.M students organized by Business Management Department on Nov 10, 2014.

In addition, the following seminars were organized by the various departments -

- Political Science Department organized U.G.C sponsored two national seminars - one on ‘Human Rights’ on Feb, 15-16 2013, and another on ‘e-Governance in Karnataka’ on August 23-24, 2013.

- Commerce Department organized U.G.C sponsored State level conference on 'Challenges of Food Processing Sector in Karnataka', on Dec 20-21, 2013.
- Economics Department organized U.G.C sponsored one-day national seminar on 'Life and Living of Swami Vivekananda and His Teachings to Mankind' on Sept 26, 2014.
- Sociology Department organized two U.G.C sponsored National level seminars - one on 'Civic Response to Global Warming' on August 12, 2011, another on 'Safety of Girl Students on Campus and in Society-Challenges and Remedies' on Dec 16, 2014.
- History Department organized a two day U.G.C sponsored state level seminar on 'Epigraphical Research in Karnataka with Special Reference to Coastal Karnataka' on August 7-8, 2011.
- Physical Education Department of the college organised a two day U.G.C sponsored national seminar on 'Sports Injuries and Rehabilitation' on March 2-3, 2012.

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

As stated earlier, the college does not have any research centre. However, a few faculty members are actively engaged in research at individual level. Following table provides faculty details with research areas and expertise:

Table 3.1			
Faculty Details - Research Areas and Expertise			
	Faculty	Expertise	Research Area
1	Dr. S. Padmanabha Bhat	Political Science	Local Self Government
2	Dr. Radhakrishna Bhat	Economics	Banking
3	Dr. Ganesh Bhat S	Commerce	Family Business and Social Entrepreneurship

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

The College makes every effort to encourage research work in the institution. Two research workshops are organized in the college for the benefit of faculty members and students. The faculty members are deputed to the seminars and conferences on the research methodology organized by other colleges and universities.

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

The college management sanctioned sabbatical leave for Asst. Professor Melwin Castelino from 01.08.2011 to 09.12.2011 to attend the PhD course work.

3.1.10 Provide details of the initiative taken by the institutions in creating awareness/advocating/transfer of relative finding research of the institution and elsewhere to students and community (lab to land)

The awareness about the latest research findings available at college level and university level is shared among the students. The software development is demonstrated before the students. BCA students, under the guidance of faculty have successfully designed and developed original software to be used for student evaluation of the teachers. The research projects completed by the BCA students are shared by them to other students.

3.2 Resource Mobilization for Research

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

The college has not earmarked any funds for research in its annual budget. However, the grants received from UGC for research, seminars and workshops are utilised. Additional expenditure on research, if any, is borne by the college.

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

The college has no provision for the seed money for faculty research. A proposal for the seed money is brought to the notice of the management. Yet, the college has supported unaided staff and students to attend the workshops and seminars by reimbursing their delegate fees.

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

The students - MSW, M.Com, BCA and final BBM - bear incidental expenses of curriculum based project works. Other departments encourage the student research activities by generating funds internally.

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

The college is conducting basic degree programmes which have less space for field/lab research work. However, for the inculcation of

research aptitude in students, the college has taken some initiatives. For example, interdisciplinary research titled – ‘A Study on the Psycho-social Problems of Institutionalized Elderly Women in Udupi District’ (2011-2012) was completed by Sociology and MSW Departments. Likewise, a two day interdisciplinary national seminar on ‘Global Warming’ was jointly organised by Political Science and Economics Departments.

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

The college has two well stacked libraries housing latest books as well as journals of research relevance. During the last five years college has purchased books worth Rs 4,11,934/- for PG Library and Rs 12 lakh for UG library. Basic research facilities like furniture, Internet, computers are made available in all departments. The college ensures hassle free use of books and journals, and free access to internet for all staff and students. The college has also subscribed for e-library - INFLIBNET.

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

No. the college has not received any grant or funds from industry and other agency for developing research facilities. However, the MSW department has received a special grant Rs. from Institute of Social and Economic Change (ISEC), Bangalore, for the Socio-economic Survey of Below Poverty Line (BPL) Pilot Census 2010 in Innenje, a neighbouring village in Udupi taluk. The college has also received the UGC grant of Rs 65,970.00 to purchase the equipments and gadgets. These equipments and gadgets can be utilized by researchers. On 18.11.2014, the department conducted a labour card distribution programme for auto drivers and construction workers in Shirva,

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

The college secured Rs 73,19,548/- from the UGC for the equipments. The faculty wise split up of UGC grants received is as follows:

Table 3.2 Details of Research Grants Received from UGC					
Nature of the Project	Research Duration	Faculty & Dept	Title of the project	Total Grant Sanctioned	Total Grant received till date

				Rs.	Rs.
Minor Project	2010-2012	Commerce (Completed)	Combating Social Exclusion through enterprise development – A study of disadvantaged	75,000	75,000
Minor project	2011-2012	Sociology (Completed)	A Study On The Psychosocial Problems Of Institutionalized Elderly Women In Udupi District	70,000	70,000
Minor project	2014-2015	Economics (On-going)	Impact Of Monetary Policy On The Post Reforms Economic Growth In India	1,15,000	92,500
Minor project	2013-2015	Economics (Completed)	Public Private Participation In Life Insurance: A Study Of Coastal Karnataka	70,000	70,000
Major Project	2012-2015	Political science (On-going)	Participation Of Women And Backward Classes In Panchayath Raj Institution: A Comparative Study Of Karnataka And Kerala State.	8,06,000	7,20,000

Major Project	2014-	Commerce (Sanctioned)	Strategic Management Of Entrepreneurial Resources In Family Business: An Exploratory Of Karnataka	6,98,000	Nil
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3.3 Research facilities

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

The basic research facilities available for staff and students on campus are: computers, internet and INFLIBNET library. A brief profile of major equipments:

- Number of library books - 20736
- Number of computers -105
- Camera - 3
- LCDs - 20
- Video and CDs - 275

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

The college offers UG and PG courses. In all these years it has laid emphasis on planning, creating upgrading and up-keeping infrastructural facilities for conducting classroom activities and given less prominence for creation of research facilities.

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

Yes. The college received grants from UGC to develop research facilities. During the report period the college has received a grant of Rs. 73,19,548/- for procurement of equipments to develop research facilities for academic purposes.

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

Till now, the college has not made available any research facilities outside the campus and with other research laboratories.

3.3.5 Provide details on the library/Information resource centre or any other facilities available specifically for the researchers?

The college library has modern computerized catalogue and e-journal facilities. The researchers make use of these facilities. Following research resources are made available at the library:

- Open access method (PG library)
- Closed access method (UG library)
- Internet access
- Research related books, reference books etc

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

Till date, there is no collaborative research facility developed and created by any research institute on college campus.

3.4 Research publications and Awards

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

- **Patents obtained and filed(process and product)**
- **Original research contributing to product improvement**
- **Research studies or surveys benefiting the community or improving the services**

Highlights of major research achievements of staff and students of the college in terms of:

- Patents obtained and filed(process and product) - **Nil**
- Original research contributing to product improvement -**Nil**
- Research studies or surveys benefiting the community or improving the services: The list given below
 1. Socio-Economic Condition of People In The Village(Pilot project at Innanje)
 2. Impact of UPCL at Nandikoor
 3. Survey on child labour in Shirva - Udupi district.
 4. Psycho-social and economic condition of households of catholic population in Shirva of Udupi diocese.
 5. Participation of Women and Backward Classes in Panchayath Raj Institutions, A Comparative Study of Karnataka and Kerala State (UGC Major Research Project)
 6. Research inputs contributing to new initiatives and social development.

7. Strategic Management of Entrepreneurial Resources in Family Business: An Exploratory Study of Karnataka

3.4.2 Does the institute publish or partner in publication of Research Journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database.

No. The College does not publish or partner publication of any research journal.

3.4.3 Give details of publications by the faculty and students.

Sl. No.	Author/Co Author	Title of the Paper
1	Dr. Radhakrishna Bhat M	<ul style="list-style-type: none"> • The Challenges of Exclusion and the Need for Inclusive Practices. Shri Sharada College, Basruru, Kundapura Taluk. • The paper mahabalashali bhima kannada development authority Bangalore(non ISBN) • Developmental Planning and financial inclusion, Arts and Science Kundapur • Secondary source of income-importance and inevitability -A case study, Nitte Institute of Management. • Innovation- A requirement limiting factor for sustainable corporate enterprise, RVIM Bangalore • Parallel Economy in India –Extent and Implication Canara College Mangalore • Status of Agro Marketing- Aw case study in Shirva Area Udupi Dist. SDM college Ujire • An enquiry in to globalization- Change and Stabilization
2	Dr. Ganesh Bhat	<ul style="list-style-type: none"> • “From Nandigram to Nandikur” Can Entrepreneurship Development and Human Rights Protection Go Together? In a National conference on Developing Humane Society through Human Rights Protection: Problems and Prospects. AJ Institute of Management, Mangalore along with Human Rights Commission of Karnataka • ‘Horizon Beyond Bank Finance’ An Appraisal of Enterprise Development Initiatives among Self Help Groups (SHGs) of Dakshina Kannada District: paper

		<p>presented at UGC sponsored National Conference on Banking towards strengthening Rural India: New Paradigms and Directions . Sri Kukke Subramanyeshwar College Subramanya -Sullya -and Association of Mangalore University College Teachers Association (AMUCT)</p> <ul style="list-style-type: none"> • Paper titled “Change-making Technology and Gender-based Enterprise Development: Some Insights from Coastal Karnataka” in a seminar cum research workshop. Tata Institute of Social Sciences, Deonar, Mumbai • Presented a paper in 3rd Nitte International Seminar held in Justice K S Hegde Institute of Management, Nitte and chaired a session on Dec 30, 2012. Justice K S Hegde Institute of Management, Nitte • Invited to present a paper: “Change-making Technology and Gender-based Enterprise Development: Some Insights from Coastal Karnataka” in TISS international seminar. Tata Institute of Social Sciences, Deonar, Mumbai • Chaired a session in National conference on ‘Market, State and Society in Emerging India’ and presented a paper: Sustainable Community-based Enterprise: Udupi Jasmine. JKSHIM, Nitte • National seminar on Relevance of Vivekananda’s Teaching in 21st Century: Spirituality in Entrepreneurship and Spiritual entrepreneurship: A Duality Debate. Sri Sharada College, Basrur • “One cannot give what one does not possess: A Framework for Ensuring Wellness of Faculty Members for Higher Education Effectiveness . Justice K S Hegde Institute of Management ,Nitte. • “Vidyadaana to Dhanapradhan: Mapping Changing Role Expectations Educational Entrepreneurs” in a National Seminar • Social Responsibilities of Educational Institutions. Canara College, Mangalore and AMUCT • Mangalore (This paper has been published as seminar compendium) • International Conference – “Redefining the Roles of Business, NGOs and Governments: A Mission for a Better Global Society” . Justice K S Hegde Institute
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		<p>of Management, Nitte</p> <ul style="list-style-type: none"> • 9th Biennial Conference on Frontiers of Entrepreneurship Research. Entrepreneurship Development Institute of India. Ahmadabad • Social Entrepreneurship and Socio-economic development. Poorna Prajna Institute of Management, Udupi.
3	Mr. Shreedhar Hegde, UG. Librarian and Tanuja V Kotian, PG. Librarian	<ul style="list-style-type: none"> • Emerging trends in Librarianship. Besant Women's college Mangalore. ISBN:978-81-928923-0-6
4	Miss. Tanuja V Kotian, PG. Librarian	<p>Koha Open Source Software for Library Automation SVS College, Bantwal. ISBN:978-93-81195-66-6</p> <p>Impact of ICT on Libraries and LIS Professionals Besant Women's College Mangalore. ISBN:978-81-928923-0-6</p> <p>Knowledge Management and the Role of Libraries Mangalore University Mangalagangothri</p>
5	Miss. Shobha Jacintha D'souza	<ul style="list-style-type: none"> • "Psycho Social-Economic Status of elderly women with reference to their job as vegetable vendors at Hubli Taluka." • XXXI Annual National Conference of Indian Society of Professional Social Work.
6	Mr. Jagadeesh Acharya	<ul style="list-style-type: none"> • FDI in multibrand retail disinterest: A Study with reference to Indian FDI policy. National Seminar held at Goa.
7	Asst. Prof. Sushmitha	<ul style="list-style-type: none"> • Net banking Services in SBI' in St. Mary's College, Shirva • Empowerment of Rural women through SHG in Crossland College, Brahmavar. • Corporate Governance and National Identity- Perspectives in the Era of Globalisation in Pompei College, Aikala
8	Asst. Prof. D'Souza Prima Fredrick	<ul style="list-style-type: none"> • E-Banking Practices and customer satisfaction: A case study of Shirva in St. Mary's College, Shirva. • "Harassment of Women at Workplace in Milagres College, Kallianpur, Udupi
9	Asst. Prof.	<ul style="list-style-type: none"> • 'E-Banking Practices and customer satisfaction: A

	Geetha	case study of Shirva in St. Mary's College, Shirva <ul style="list-style-type: none"> • Empowerment of Rural women through SHG in Crossland College, Brahmavar. • Corporate Governance and National Identity- Perspectives in the Era of Globalisation. Pompei College, Aikala
10.	Assoc Prof. Rajan V.N.	<ul style="list-style-type: none"> • Mobile Banking: Useless or Used Less? ISBN; 978-93-82062-88-2 • Human Resource Development Training on Soft Skills in Higher Education: Perception of Rural Students ISBN; 978-81-925462-0-9 • Technical Entrepreneurship: A case study of Rural Self Employment Programme (RUSEMP) Institute, Pakshikere ISSN; 2249-6408 • A Model of "Our Children Concept" of Mentoring system: A case study of Sacred Heart College ISSN; 2249-7463

3.4.4 Provide details of research awards received by the faculty.

One of MSW faculty member Ms Laxmi Acharya, passed the Junior Research Fellow (JRF) examination conducted by UGC in 2012.

3.4.5 Recognition received from the faculty from reputed professional bodies and agencies National /International: Nil

3.5 Consultancy

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

The college has a Career Guidance and Placement Cell which communicates from time to time on campus placement. It also takes care of sending students to the job fairs organised on other campuses. As per the industry requirements, the bio-data of eligible students is mailed to different companies by the institution.

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

The college is ready to share the expertise of its faculty members with other institutions. The college website provides the details of expertise at its disposal under 'Teaching Staff Resources'.

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

The college motivates the professionally qualified faculty to utilize their expertise and consultancy services with the permission of the institution. Dr. S Padmanabha Bhat gives vastu and water divining consultancy to public. Details of expertise are given below:

SL. NO.	NAME	DEPARTMENT	AREA OF SPECIALISATION
1.	Dr. Ganesh Bhat S.	Commerce	<ul style="list-style-type: none"> • Entrepreneurship Development • Social Entrepreneurship & Social Enterprise • Positive Thinking & Creativity • Effective Communication • Corporate Soft Skills
2.	Prof. Vittal Nayak	Hindi	<ul style="list-style-type: none"> • Singing • Stage Programme
3.	Prof. N. Bhavanishankar Rao	Kannada	<ul style="list-style-type: none"> • Practical Training on 15 mts Fiction Film Making
4.	Prof. Subrahmanya B.	English	<ul style="list-style-type: none"> • English Literature • Phonetics • Record Preparation
5.	Prof. Pascal W. D'Sa	Commerce	<ul style="list-style-type: none"> • First Aid • Health Awareness
6.	Prof. Ratnavathi Leena Ferrao	Commerce	<ul style="list-style-type: none"> • Effective Communication • Positive Thinking
7.	Prof. Gopalakrishna	History	<ul style="list-style-type: none"> • History & Culture • Public Speaking • Tuluva Culture
8.	Dr. Padmanabhan S.	Political Science	<ul style="list-style-type: none"> • Indian Constitution • Human Rights
9.	Prof. Jacintha W. Fernandes	Sociology	<ul style="list-style-type: none"> • Family • Problems of the Aged
10.	Prof. Ronald J. Moras	Economics	<ul style="list-style-type: none"> • Goal Setting • Teacher Creativity
11.	Dr. Radhakrishna Bhat M.	Economics	<ul style="list-style-type: none"> • Teacher Creativity
12.	Dr. VinayaRajath D.	Sociology	<ul style="list-style-type: none"> • Minority and Religion • Positive thinking

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

Free consultancy is provided by the college faculty to needy people and institutions.

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

The consultancy is provided by the faculty free of cost and no revenue is generated from the same.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

The college provides higher education opportunities for disadvantaged rural students. It provides reservation, financial aid, scholarships and mid-day meals for socially and economically backward classes. It tries to ensure holistic development of students with modern outlook and moral values. The college is conscious of its role in campus-community connection and wellbeing of its neighbourhood. The details are provided below:

1. Organising regular blood donation camps and blood donation on life saving emergency call.
 - 2010: 61 units of Blood provided to Udupi district Government Hospital and 37 units blood to Father Mullar's Hospital, Kankanady, Mangalore.
 - 2011: 89 units of blood to Kasturba Medical College (KMC), Hospital, Manipal, Udupi.
 - 2013: 119 units of blood donated to Udupi District Governmental Hospital, Ajarakaadu, Udupi.
 - 2014: 114 units of Blood is provided to Udupi District Government Hospital, Ajarakaadu, Udupi
 - 2015: 132 units of blood donated to KMC, Manipal.
2. Involvement of faculty and students in fund raising for charity and relief funds during natural calamities. For example, contribution to Uttarakand Flood Relief Fund, 2013.
3. Allowing the neighbouring communities to use college playground for social ceremonies on weekends.

4. Organising NSS week-end *shramadaan* and annual special camps at neighbouring villages.
5. Sanitising the college campus, local *shandy* market-yard and Primary Health Centre, under the Health and Hygienic Programme of the College.
6. Participation of NSS and MSW students in Swatch Bharath Abhiyaan Camp at Pamboor, a neighbouring village of Shirva and Udupi railway station.

3.6.2 What is the institutional mechanism to track students' involvement in various social movement/ activities which promote citizenship roles?

The College involves mainly NSS, NCC and MSW students in various social movements and activities that promote citizenship roles in:

- Street plays, training on various social issues, vanamahotsava, environment awareness, plastic clearance awareness.
- Government-sponsored vaccination programmes and other need-based extension activities
- Health Check-up Camps organised by social service organisations like Rotary Club and Lions Club.

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

The institution solicits stakeholder perception on the overall performance and quality of the institution through:

1. Display of Vision, Mission and Objectives prominently at the vantage points. The college website too provides adequate space for awareness creation.
2. Feedback it collects from alumni association, well-wishers and other stakeholder institutions.
3. Collection of suggestions and complaints dropped in complaint box that is placed on college premises.
4. Dialogue with student council consisting of representatives of each class.
5. Freedom to approach the Principal in working hours without any prior appointment
6. Discussion on the progress of the students along with parents.
7. Information via letters and phone calls to parents on classroom attendance and academic performance of their wards.
8. Regular staff meetings to keep the staff informed of changes and developments in the institution.

3.6.4 How does an institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four

years, list the major extension and outreach programmes and their impact on the overall development of students?

The college has organised a number of outreach activities which relate to academic, social and community service in collaboration with voluntary organizations and NGO's. The NSS and NCC units have conducted several blood donation camps, tree plantation, cleaning and environment awareness programmes.

3.6.5 How does the institution promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other national/international agencies?

The college undertakes many co-curricular activities through NCC, NSS, Youth Red Cross, Women's Forum, Human Rights/Legal Awareness Cell and subject associations. During admission and orientation students are informed of the scope and benefits of extension activities and are required to select an activity of their choice. The details of programmes planned are displayed on the notice board. The functional officers along with Student Welfare Officer encourage the students to participate in the programmes.

3.6.6 Give details on social survey, research or extension work (if any) undertaken by the college to ensure social justice and empower students from underprivileged and vulnerable sections of society?

The college has made a conscious effort to promote social justice as a value in learning process. The college NSS, NCC and MSW departments organize programmes to ensure social justice. The students along with the faculty visit orphanages, blind homes and Dalit colonies to inculcate the feeling of social inclusion. Extra facilities are provided to differently-abled students, walking ramp and holding classes on ground-floor.

Table 3.6			
Extension Work Undertaken by NSS			
Sl. No	Name of the social service /research/extension work	Date	Target Group
1.	Annual special camp St. Lawrence Pre University College, Moodbelle	26.12.2011 to 1.01.2012	Students
2.	Annual Special at Manasa Rehabilitation Center for specially disabled camp, Pamboor	7.11.2012 to 13.11.2012	Students
3.	One day camp community health Centre, Shirva	14.9.2013	Students
4.	Annual Special camp Attur St.	16.11.2013	Students

	Lawrence Higher primary school	to 22.11.2013	
5.	Annual special camp at Manasa, Pamboor	12 to 18-11-2014	Students

Table 3.6 Extension Work Undertaken by MSW Department			
1.	Rural exposure camp at LVK Mundgod	04.02.2010	MSW Students
2.	Health camp at Shirva	08.02.2010	Senior Citizens
3.	Self Help Group Inaugural Function at Belman	10.02.2010	SHG Members
4.	Participatory rural appraisal (PRA) at Jantra	25.02.2010	Janthra community people
5.	Chinnara Spurthi Summer camp at Edmeru	21.3.2010	Children
6.	Makkala mela Summer Camp at Belman	1.04.2010	Children
7.	Women/child health at Uliyargoli	9.04.2010	SHG Members
8.	Makkala kuta at Kaipunjai	4.04.2010	Children
9.	PRA Programme at Pamboor	09.04.2010	Dharmashree colony pambur
10.	Value Education, Leadership, Time Management at Shirva	14.03.2010	St. Mary's High School Children
11.	Self Employment Training at Belman	21.10.2010	Self Help Group Members
12.	Self Employment at Belman	23.10.2010	Self help group members
13.	Self Employment- Badikigondurugolu at Uliyargoli	23.10.2010	Self help group members
14.	Life Skills Training Programme at Mangalore	24.10.2010	Children
15.	Self Employment	31.10.2010	S H G Members
16.	Personality Development (High School)	19.11.2010	Students
17.	Information Act at Subhas Nagara	21.11.2010	SHG Members
18.	Annual Special Camp, Kalathur	5.12.2010	Students
19.	School Day, Panambur	5.02.2011	Children
20.	Gram Sabha: Shirva Gram Panchayath	11.2.2011	Shirva Community People (Panchayth)

21.	Exposure Camp Mundgod	14 - 18.02.2011	Students
22.	Government Programmes for Handicapped,Mudarangadi	4.03.2011	Handicapped, and family members, SHG members, Panchayath members
23.	Consumer rights programme at shirva	11.03.2011	Community people
24.	Team work: Gumpalli Hondanike at Moodbelle.	13.03.2011	SKDRDP group members
25.	Teaching techniques for teachers at Manasa Pamboor.	18.03.2011	Teachers
26.	Awareness programme on Human rights at Bantakal.	20.03.2011	Pragathi bandhu okkuta, Bantakal
27.	Women and Child Health and World TB day	25.03.2011	SHG members
28.	Facilities provided for SC/ST students, Muloor	25.03.2011	SC/ST people, SHG members
29.	Health Awareness-T B Women Health at Shirva	25.03.2011	SHG Members and Community People.
30.	Carrier Guidance at Kalathur School	25.03.2011	S.S.L.C Students
31.	Summer Camp:Chinnara Angala,Innanje	31.03.2011 and 7 th and 8.04.2011	Children
32.	Summer camp: Spoorthi, Kalathur	31.03.2011	Children
33.	Chaianya: Summer Camp, Edmeru	31.03.2011	Children
34.	Summer Camp: Makkala mela Belman	1.04.2011	Children
35.	Parents role in childrens education at Muloor	3.04.2011	Parents and children, SHG
36.	Ayurvedic medicine shankarpura	08.04.2011	Parents of Anganwadi children, SHG Members
37.	Health and Hygenine, Shirva	18.04.2011	Students
38.	Traing on Jasmine cu;ltivation Mudarangadi	21.04.2011	SHG Members
39.	Ill effects of alcoholism on the society and how to prevent, Uliyargoli	23.04.2011	Public and SHG Members
40.	Programme on Health, shirva	30.04.2011	Old age People
41.	Self Employment Programme:	7.05.2011	

	Badukigonda Spoorthi at Belman.		SHG Members
42.	Chinnara Angala at Mudarangadi	18.09.2011	School Children
43.	Programme on Cleanliness at Kukkunduru	5.11.2011	Public
44.	Health Awareness programme, Bantakal	6.11.2011	SKDRDP
45.	Right to Information, Kanchinadka	13.11.2011	SHG members
46.	Health and Hygiene at Shirva	18.11.2011	School Children
47.	Summer Camp: Chinnara Angala, Pilar	18.11.2011	School Children
48.	Health and Hygiene programme at Pangala	18.11.2011	School Children
49.	Importance of Education at Mattu	19.11.2011	School Children
50.	Health Awareness at Pangala	19.11.2011	School Children
51.	Programme on Cleanliness and Behavior at Moodubelle	10.02.2012	School Children
52.	SRI Paddhathi Training programme at Sanoor	11.02.2012	SKDRDP and Public
53.	Leadership Programme at Mandara Shirva	12.02.2012	SHG Members
54.	Health Awareness programme, Padubelle	26.02.2012	School Children
55.	Leadership in Group at Thenkoppa, Mattu	3.3.2012	SHG members
56.	Personality development and communication Skill at Kalathur.	3.03.2012	High School Children
57.	Adolescent Problems at Shirva.	4.03.2012	Adolescents
58.	Teenage Problems at Shirva	4.03.2012	Youth
59.	Leadership and Pre preparation for exam, Padu. Kaup.	9.03.2012	School Children
60.	Child Rights at innanje	9.03.2012	PUC Students
61.	Role of Parents in children achievements	25.03.2012	Parents and Childrens
62.	Cooking without fire competition at Kukkunduru	7.04.2012	Parents of Anganwadi childrens and SHG members
63.	Health and right to Information at Kaup	7.04.2012	Panchayath Members, SHG

			Members.
64.	Summer Camp: Chinnara angala at Pangala	9.04.2012	Children
65.	Summertime: Chilipili at Shirva	18 th and 19.04.2012	Children
66.	Summer Camp: Chinnara Angala	12.04.2012	Children
67.	Summer Camp: Chinnara Angala at Edmeru	12.04.2012	School Children
68.	Summer camp: Chaithanya at Kuthyar	13 th and 14.04.2012	Children
69.	Childrens Day at Jantra	14.11. 2012	School Children
70.	Programme- Leadership	18.01.2013	School Children
71.	Rural Camp -Rural Exposure		MSW Students
72.	Programme -Women & Child legislation Awareness/Information	25.01.2013	
73.	Training- Self Employment	2.01.2013	
74.	Training/Workshop- PRA	4.02.2013 5.02.2013 6.02.2013	Community people Innanje
75.	Programme -Role of mothers in childrens life	7.02.2013	Mudarangadi community people
76.	Programme- Moral Education	23.02.2013	School children
77.	Programme -Leadership	02.03.2012	Students
78.	Programme- Personality development& leadership	2.03.2013	Students
79.	Awareness programme - Legal awareness women &Child	8.03.2013	-
80.	Programme- Personality Development values	15.03.2013	Students
81.	Programme -Exam Preparation	16.3.2013	Students
82.	Programme -Self Employment	21.03.2013	-
83.	Summer Camp [Chinnara Chilipili	4&5.04.2013	School Children
84.	Summer Camp[Chinnara kalarava	4&5.04.2013	School Children

85.	Summer camp[Inchara-summer camp	4&5.04.2013	Schoool Children
86.	Summer Camp [Makkala mela-2013	5.04.2013	School Children
87.	Summer Camp -Spoorthi	8&9.04.2013	School children
88.	Camp -Rural camp	15, 16 and 17 th April 2013	
89.	Programme - Self employment	15.03.2013	SHG's
90.	Programme -Teachers day	7.09.2013	Teachers at Manasa
91.	Programme- Cancer awareness and role of parents in children's education	5 th Oct, 2013	Parents and children
92.	Programme- Personality Devt & leadership	5 th Oct, 2013	Students
93.	Programme -health awareness, personal hygiene	5 th Oct, 2013	Students
94.	Cultural programme- Cultural events	31 st Oct, 2013	MR students and MSW
95.	Programme -Life skills	8 th Nov, 2013	YSM students
96.	Programme- Personal hygiene	8 th Nov, 2013	PU students
97.	Programme- Role of parents and programmes for handicapped	8 th Nov, 2013	Parents and differentially abled
98.	Programme- Child rights	9 th Nov, 2013	Students
99.	Programme -Personal hygiene	25 th Oct, 2013	Children, hostel inmates
100.	Programme Rashtreeya Vijnana Dinacharane (Information about science)	28.02.2014	School children
101.	Programme- Women and child health	01.3.2014	SHG members
102.	Programme -Training on SHG and women empowerment	8.3.2014	Sthri shakthi group members
103.	Programme -Child rights and help from panchayat for	`15.3.2014	School children

	children		
104.	Programme- Exam preparation	16.3.2014	Adolescents girls
105.	Programme -Relevance of professional social work in present social scenario	21.3.2014	Final year BA/BBM students –GFGC, Kaup
106.	Programme -Women welfare through SHG's	22.3.2014	SHG women
107.	Programme- Personal hygiene and health awareness	23.3.2014	SHG
108.	Summer camp CHIGURU	3.4.2014 & 5.4.2014	School children
109.	Summer camp Honalu	3.4.2014 & 4.4.2014	School children
110.	Summer camp Banadi	3.4.2014 & 4.4.2014	School children
111.	child awareness & influence of mass media	4.4.2014	YSM students
112.	Summer camp Ambara	4.4.2014 & 6.4.2014	Students
113.	Summer camp Child rights & child awareness	5.4.2014	Students
114.	Summer camp Makkala Prapancha	7.8.2014	School children
115.	YSM/YCS Camp on Life Skill, Katpadi	16.10.2014 to 19.10.2014	8 th , 9 th , 10 th standard Students and 9 MSW students
116.	Women Safety Campaign ,Innanje	7.11.2014	Women and PU Students
117.	Programme on Child Rights,Mudarangadi	14.11.2014	Higher Primary Students
118.	Children's day Programme, Inna	14.11.2014	Higher primary Students, Inna.
119.	Children's day Programme, Shirva	14.11.2014	Students
120.	Awareness Programme on child rights	14.11.2014	Students
121.	Awareness Programme on POCSO,Sacheripete	15.11.2014	Students
122.	Training Programme on Leadership and Life	15.11.2014	Students

	Skills, Polipu		
123.	Awareness Programme on Child rights	15.11.2014	Students
124.	Training Programme on Leadership	15.11.2014	P U Students
125.	Childrens Day programme at Auxilium Niwas Shirva	16.11.2014	Students
126.	Laborers and Auto drivers card distribution Programme	18.11. 2014	Construction Laborers, and auto drivers
127.	Child Line se Dosti saptaha- 'Street Play'	19.11.2014	Public
128.	Programme on child Psychology and Prevention	21.11.2014	School Children
129.	Incharge of water Counters As Volunteers at Lady of health church shirva on Centenary celebration	31.01.2015	Public
130.	Rural Exposure-Vivekanand Girijan Kalyan Kendra B.R. Hills Mysore	7.02.2015 to 12.02.2015	Tribal Community
131.	Visit to Jevodaya, Baniyan, World Vision, TNSC, Chennai	7.02.2015 to 12.02.2015	

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

Extension activities conducted by the college compliment academic learning give countryside life-experience and inculcate secular values and imbibe social skills in students. In many of such programmes held beyond campus, students themselves, serve as resource persons. The college has an Equal Opportunity Centre sponsored by UGC to providing access to facilities on the campus to all sections of society. This contributes to community-institution network and helped development of the college.

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

The institution-society bond has been one of rich nourishment. Regular blood donation camps - over two-and-a-half decades - have been organised in association with social service organisations like Lions Club, Rotary Club, Father Mullar Hospital, Kankanady, Mangalore and KMC Manipal. MSW department organized labour card distribution with the help of Labour Department, Govt of Karnataka. The commerce association organized PAN card distribution jointly with Arun Associates, Mangalore. NSS and NCC units work in tandem with Mangalore University. The college organises programmes on tree plantation, village cleanliness, Dengue, Malaria, AIDS, Cancer and other contagious diseases and community sensitization at regular intervals.

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

The institution has developed constructive relationship with local administrative institutions such as Panchayaths (Village, Taluk, and Zilla), Community Health Centre, Police Station, Lions Club, Rotary Club, Youth Club and other CBO's (Community-Based Organizations).

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

Many NCC Cadets and NSS volunteers have won state level and national level trophies. They represented the college in various national integration camps. A few details are as under:

- Ms Anusha Devadiga, II BCA, got Best Cadet Trophy in Mangalore University Level Camp held in Sri Bhuvanendra College, Karkala on 14.12.2013.
- Mr Avil Saldana, II BCom, secured II place in firing competition held at TSC Camp, Bagalakot on 18.08.2013
- Mr Avinash Acharya, II BBM, was awarded Best Cadet Prize in CATC held at Balehonnur on 19.05.2013
- Mr Joel Pinto participated in Republic Day Parade held in New Delhi on 26.01.2015

3.7 Collaboration

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

For three decades, the college has been running UG level programmes in social sciences. In 2008, it started PG level programmes as well. However, research activities have not attained the peak, as they are not a part of the university curriculum.

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

The college has not signed MoU. But, assistance has been obtained from following institutions:

- TAPMI, Manipal, has provided free books
- A.J Institute of Management, Mangalore has provided the services of resource persons
- Western Institute of Technology, Udupi, has provided the service of placement and resource person for the add-on course: Communication English
- PRIME Institute, Udupi, has trained the students to prepare for IAS and KAS examination.

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

The college has no facility for industry–community interaction.

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

The details of eminent persons participated in events held on campus are provided in table given below.

Table			
Details of Eminent Persons Participated in Events On Campus			
Year	Seminar/ conference	Department	Distinguished personality
2010 November 25-26	Sanchalana: Emerging Perspectives of Social Work in Present Scenario-New Horizon	M.S.W	Dr.Surindar Jaswal From TISS Mr. Gerald V Dias Mr. Jarald Vincent D'Souza

2011 August 12	Civic Response to Global Warming	Sociology	Dr. Prashanth Palakkipilli Dr. Basil Hans Dr. Robert Dr. Anand Jerald Dr. David Selvaraj
2011, October 7-8	Epigraphical Research in Karnataka with special reference to coastal Karnataka.	History	Dr. H.S Gopal Rao Prof.H Krishna Bhat Dr. Narendra Prasad Dr. Ganapayya Bhat Dr. B Jagadeeseh Shetty Dr. S G Samak Dr. B Rajashekarappa Prof. T Murugeshi
2012, March 02-03	Sports injuries and rehabilitation.	Sports	Dr. C. S Jayaprakash Dr. Umashankar Mohanth Dr. Sarala Dr. Rajinder Sing Saine Dr. Smitha, Dr. Harish, Dr. Hima, Dr. Surajeet Chakrabarth
2012 October, 11-12	Sanchalana: Re-defining Social work profession in multicultural contexts	M.S.W	Vimla Natkarni from TISS And Dr. Illango Ponnuswami
2013 February, 15-16	Democratic Space Consolidation in India: A human Rights perspective.	Political Science	Padma Bhushana Sri M. V. Kamath Prof. A F Mathew Dr. Midatala Rani Dr. K Alexander Dr. Rajaram Tholpadi Dr. Krishna Hombal Mr. Dinakar Sri Devaraja Shettigar Sri Srirama Divana Sri A. P. Kodancha Dr. Hiregoudar G. C
2013, August 23-24	New Paradigms in Administration: E-Governance in Karnataka	Political science	Dr. Sandeep Shastri Dr. Jos Chathukulam Dr. Jayaraj Amin Dr. Ravindranath Shanbhag Dr. Muzafar Assadi Mr. B. P. Dinesh Kumar Mr. Narashimha Bhat K Dr. D Shambhu Bhat

2013 December 20-21.	Challenges of Food Processing Sector in Karnataka	Commerce	Dr K Sankaran CA Narashimha Nayak Mr Mahesh Udupa Dr Norbert Lobo Mr Rahul Kamath Dr Sudhir Raj Mr Panduranga Kamath Dr Herald Monis Mr Robert Furtado Dr Vijaykumar Prof Chowdary Prasad Dr Sudhir M Mr P Nagesh
2014 September 26	Life and Living of Swami Vivekananda and His Teachings to Mankind	Economics	Swami Athmashraddhanandaji Swami Jitakamanandaji Dr. S Vishwanath Dr. R Balasubramaniam
2014 December 16	Safety of Girl Students on Campus And in Society- Challenges and Remedies	Sociology	Prof.Hilda Rayappan Ms.Suchitra Acharya Mr.P Ranjan Rao Mr. Annamalai,IPS

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

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

The College has been running UG Courses for a long time. There is no basic science in our college. It is only in the recent years that the college has started PG level courses. For this reason the college has not

been involved in the signing of any MOUs or formal agreements that could help facilitate any of the above mentioned requirements.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations. Any other relevant information regarding Research, Consultancy and Extension which the collage would like to include.

- **Not Applicable**

Criterion: IV Infrastructure and Learning Resources

4.1 Physical Facilities

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

To ensure effective teaching and learning, the college management has evolved the policy that focuses on creation and enhancement of infrastructure that takes care of changing needs of the college. The policy takes care of three issues: infrastructure development, its maintenance, and extension and modernisation. In the three and a half decades of its existence, the college had, mainly, four building extensions: a). ground floor and first floor of the building, b). second floor covering auditorium, library and classrooms, c). PG block for M Com and MSW courses, and d). canteen and vehicle parking facility.

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**
- b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

The College has following facilities:

A. Curricular and co-curricular activities

- a. Classrooms:** Seven large size classrooms measuring 900 sq.ft

each and four medium size classrooms measuring 600 sq.ft each.

- b. **LCD Facility:** All seven large size classrooms have been provided with LCD projectors and screens
- c. **Seminar Hall:** Seminar hall measuring 600Sq.ft with 35 seating capacity and smart board facility.
- d. **Computer Labs:** Two computer labs have been provided with 30 computers on ground floor and 28 computers on the 1st floor.
- e. **History Museum:** History museum of 300 sq.ft has been put up on the second floor with 150 antique items.

B. Extra –curricular activities

- a. **Sports:** A cloakroom cum physical education instruction office with 600 sq.ft room.
- b. **Outdoor:** A common play ground with an area of three acres with 200 meter track, and with the facility of basket ball court, softball court, cricket pitch, volley ball court and parallel bars.
- c. **Indoor:** Weight lifting facility with revolving bars exclusively for men and women, treadmill, table tennis, badminton indoor court (in the auditorium), carom, chess and other indoor sports facilities have been provided.
- d. **Gymnasium:** Two gyms, exclusively for men (with 12 stations) and women (with 7 stations) have been provided in an area of 600 sq.ft each room.
- e. **Auditorium:** College auditorium measuring 4000 sq.ft with 800 seating capacity located on the 2nd floor of main building for hosting college cultural activities.
- f. **Audio-visual Hall:** A.V. Hall measuring 1200 sq.ft with seating capacity of 100 with LCD and smart board facility located on the 1st floor.
- g. **NSS:** College NSS Unit with 100 volunteers on rolls functioning with NSS office cum store room located on the ground floor.
- h. **NCC:** College NCC Unit with 50 cadets on rolls functioning with NCC office cum store room located on the first floor.
- i. **Faculty Rooms:** Six faculty rooms housing Commerce and Languages, Humanities, Business Management, Computer Science, M Com and MSW departments.
- j. **Prayer Hall:** A prayer hall located at first floor with an area of 1200 sq ft available for believers of all faiths
- k. **Canteen:** A 600 sq ft area college canteen caters to the needs of all educational institutions on campus
- l. **Vehicle sheds:** Two vehicle sheds have been put up for parking vehicles of staff and students.

4.1.3 How does the institution plan and ensure that the available

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

The college is sharing certain infrastructural facilities with St Mary's PU College on campus ensuring its optimal use:

- The college play ground has been shared with St Mary's PU College and High School functioning on the campus.
- A common water tank facility is shared for water needs
- The college prayer hall and the Audio-visual rooms have been provided to the local organizations on request.
- Gymnasium facilities and computer lab facilities have been provided to local youth.

The College has spent a considerable sum on campus infrastructure during the last four years. The details are provided in the Table 4.1

Table 4.1		
Amount Spent on Infrastructure - 2010-14		
		Rs
1.	St. Mary's College, Post Graduate Block	1,20,00,000.00
2.	Renovation of UG Men's and Women's waiting and wash rooms	2,00,000.00
3.	Computer /UPS	30,00,000.00
4.	Library	11,65,000.00
5.	Internet – broadband access 75 nos	75,000.00
6.	LCD Projector (10 Nos.)	7,00,000.00
7.	Generator (Diesel)	6,00,000.00
8.	Intercom facility	25,000.00
9.	Two water coolers: common for men–women on the first floor	1,00,000.00
10.	Aqua guard Water Purifiers 2nos	20,000.00
11.	Two Reprography machines	2,00,000.00
12.	CC Cameras(34 nos)	3,55,000.00
13.	Vehicle shed for staff & students	5,00,000.00
	Total	1,89,40,000.00

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

The college has structured a concrete slope and railing on the steps for easy movement of physically challenged students/staff on their vehicles to reach college building.

4.1.5 Give details on the residential facility and various provisions

available within them:

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

The details of residential facilities are provided as under:

- **Hostel** – Ladies hostel has been constructed with UGC financial assistance of Rs 20 lakh at a total cost of Rs 35 lakh with 42 inmates' capacity.
- **Recreational facilities, gymnasium, yoga centre, etc-** Carom board and shuttle badminton court is provided for the hostel mates.
- **Computers including access to internet in hostel** - One computer with internet facility is provided in the warden's room.
- **Facilities for medical emergencies-** First aid materials are available with the warden.
- **Library facility in the hostels-** Nil
- **Internet and Wi-Fi facility-**Internet facility is available in warden's room.
- **Recreational facility-** TV is available for inmates.
- **Available residential facility for the staff and occupancy-**Lady staff members are provided rooms in the hostel.
- **Constant supply of safe drinking water-** Aqua-guard drinking water and solar water heater facility are provided.
- **Security-** Hostel area is surrounded by compound wall with warden's vigilance.

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

First aid materials are available with the Director, Physical Education Department and Director, Youth Red Cross Cell. In case of need the college makes arrangements to move student-patients to the nearest specialised hospital for further treatment.

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

The details of campus facilities are follows:

1. **IQAC Cell** – Separate room measuring 300 s.ft is provided on the first floor
2. **Grievance Redressal Cell:** Faculty in charge takes care of the cell in her/his work space
3. **Women's Cell** - Faculty in charge takes care of the cell in her/his work space.
4. **Counselling and career Guidance Cell and Placement Unit:** Faculty in charge takes care of the cell in the college library and conference hall.
5. **Health Centre** - Local Primary Health Centre services are available to the college and annual medical check up of all the students is done by Dr. N.S Nayak, Nayak's Clinic, Shirva
6. **Canteen** - College canteen is provided on the campus
7. **Recreational spaces for staff and students** - 42" LCD TV is provided in the Audio-Visual room along with carrom and chess game facility is provided for use during free hours
8. **Safe drinking water facility-** Aqua guard with cooling facility has been provided at five points in the college building.
9. **Auditorium** - College auditorium measuring 4000 sq.ft is provided on the 2nd floor with 800 seating capacity

4.2 Library as a Learning Resource

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

The College Library Advisory Committee consists of three senior staff members and Principal and Librarian as Ex-officio members

- Preparation of annual library budget
- Upkeep of the present services like books, reference materials, reprography services and e-resources.
- Implementation of rigorous stock safety mechanism
- Library automation
- Stock verification
- Library Committee has created friendly atmosphere for users by providing good ventilation ,lighting and fans and tube lights
- Sign boards and quotation plates are displayed.

4.2.2 Provide details of the following:

- **Total area of the library (in Sq. Mts.)**
- **Total seating capacity**
- **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**

- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

The details of library facility are as under:

- Total area of the library: **300 Sq. Mtrs**
- Total seating capacity: **135**
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
On working days: **9.15am - 4.45pm**
Before examination days: **9.15am – 4.45pm**
During examination days: **9.15am – 4.45pm**
During vacation: **9.30am-4.45pm**
- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
Individual reading carrels: **Nil**
Lounge area for browsing and relaxed reading: **Provision is made for the staff for relaxed reading.**
IT zone for accessing e-resources: **UGC Network resource centre having five computers with broadband network facility.**

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

The college has following strategy to ensure transparency in purchase and use of library resources:

A. Constitution of Library Advisory Committee: The Library Advisory Committee, consisting of a few senior faculty members, makes the fund allocation to different library needs. The Librarian, in consultation with department heads, prepares a list of books, journals and educational CDs and places orders. However, the college library has been procuring current titles, printed and e-journals and other reading materials:

- Keeping the change in the syllabus
- Tracking of demand slips
- Competitive examinations
- Campus interview and soft skill-related books (Personality development, value education)
- Year books and other reference books.

Details of the amount spent on books, journals and e-resources during last 4 years

<p align="center">Table 4.2 Details of Amount Spent on Books, Journals and E-Resources – 2010-14</p>
--

Library Holdings	2010-11		2011-12		2012-13		2013-14	
	Number	Total Cost Rs.	Number	Total Cost Rs.	Number	Total Cost Rs.	Number	Total Cost Rs.
Text Books	890	1,58,520	1072	1,91,096	346	43,506	426	1,26,096
Reference Books	434	63742	846	1,62,310	711	1,24,494	267	49,820
Journals/ Periodicals	43	43,000	44	45,800	44	49,500	45	50,750
e-resources	INFLIBNET-ACCESS TO NLIST							
CD	--	--	--	--	220	51,794	237	51,794
Source: Library Records								

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

- OPAC
- Electronic Resource Management package for e-journals
- Federated searching tools to search articles in multiple databases
- Library Website
- In-house/remote access to e-publications
- Library automation
- Total number of computers for public access
- Total numbers of printers for public access
- Internet band width/ speed
- Institutional Repository
- Content management system for e-learning
- Participation in Resource sharing networks/consortia (like INFLIBNET)

The details of above mentioned facilities are as under:

- OPAC - **Yes**
- Electronic Resource Management package for e-journals - **NLIST**
- Federated searching tools to search articles in multiple databases- **No**
- Library Website- **Yes**
- In-house/remote access to e-publications - **No**
- Library automation – **In progress**
- Total number of computers for public access - **7**
- Total numbers of printers for public access - **2**
- Internet band width/ speed
2mbps ☐ **4 mbps** ☒ **1 gab (GB) – 100mbps** ☐

- Institutional Repository - **Yes**
- Content management system for e-learning - **No**
- Participation in Resource sharing networks/consortia (like INFLIBNET) – **No**

4.2.5 Provide details on the following items:

- Average number of walk-ins
- Average number of books issued/returned
- Ratio of library books to students enrolled
- Average number of books added during last three years
- Average number of login to opac (OPAC)
- Average number of login to e-resources
- Average number of e-resources downloaded/printed
- Number of information literacy trainings organized
- Details of “weeding out” of books and other materials

The details use of library resources is as under

- Average number of walk-ins - **119**
- Average number of books issued/returned- **68**
- Ratio of library books to students enrolled - **35**
- Average number of books added during last three years - **675**
- Average number of login to OPAC -
- Average number of login to e-resources - **3**
- Average number of e-resources downloaded/printed - **4**
- Number of information literacy trainings organized – **Beginning of each academic year for 1st year students**
- **Details of “weeding out” of books and other materials:** A list of 773 old and worn out books is prepared for weeding out during the year 2014-15.

4.2.6 Give details of the specialized services provided by the library

- Manuscripts
- Reference
- Reprography
- ILL (Inter Library Loan Service)
- Information Deployment and Notification
- Download
- Printing
- Reading list/ Bibliography compilation
- In-house/remote access to e-resources
- User Orientation and awareness
- Assistance in searching Databases
- INFLIBNET/IUC facilities

The details of specialized services in College Library are as follows:

- Manuscripts- **Nil**
- Reference – **Reference service is provided to staff as well as students**
- Reprography – Xerox facility provided to staff and students at subsidized rates.
- ILL (Inter Library Loan Service) – **Not started.**
- Information deployment and notification – **Library information and notification published on library notice board and the notices will be sent to the classes as and when required.**
- Download - **Yes**
- Printing - **Yes**
- Reading list/ Bibliography compilation- **No**
- In-house/remote access to e-resources – Available
- User Orientation and awareness – **Provided for the first year students in the beginning of each academic year.**
- Assistance in searching Databases - **Yes**
- INFLIBNET/IUC facilities - **Yes**

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

The College Library provides following services to students and teachers:

- University examination old question papers to staff and students.
- Books on borrowers ticket for home reading
- Reference facility
- Book bank scheme
- Photocopier service
- Old magazines and journals to the users
- Information to the needy
- Books and Journals to the staff members.
- Internet service to students.

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

The college library is providing all text books for whole academic year to the physically challenged students.

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

No. Except the word of mouth, the library does not collect user

feedback in organized manner.

4.3 IT Infrastructure

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

- **Give details on the computing facility available (hardware and software) at the institution.**
- **Number of computers with Configuration (provide actual number with exact configuration of each available system)**
- **Computer-student ratio**
- **Stand alone facility**
- **LAN facility**
- **Wi-fi facility**
- **Licensed software**
- **Number of nodes/ computers with Internet facility**
- **Any other**

The College has the following computing facility:

- **Number of computers with configuration (provide actual number with exact configuration of each available system) :** 58 Computers
- **Computer-student ratio:** 1:7
- **Standalone facility:** 45 Computers
- **LAN facility:** Provided
- **Wi-fi facility:** Not provided
- **Licensed software:** Windows 8, Tally ERP 9, Office Automation, EasyLib software at library, Kaspersky, antivirus firewall in all office use computers
- **Number of nodes/ computers with Internet facility:** All computers are connected with internet facility
- **Any other:** High speed printers (Multi purpose), Fax facilities and High Speed Scanner.

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

Computer facility is provided to teaching faculty, office staff and students on campus.

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

The college intends to acquire and use the state-of-the art Information Technology infrastructure. The college has up-graded 35 work stations in the computer lab. Likewise, CC Camera installation process on the campus is completed. It is planned to provide LAN and Wi-Fi facilities on campus to faculty.

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

Provision made in Annual Budget for the Computers & Accessories

	2010-11	2011-12	2012-13	2013-14
Computers	3,75,000	20,00,000	1,50,000	3,25,000

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

All main classrooms are installed with LCD projectors. An audio-visual hall fitted with smart board facility is made available for the use of teaching/holding conferences/ seminars. All faculty computers are connected internet facility.

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

The college adopts mainly teacher-centric learning system. However, over the years, it is shifting its focus on student-centric learning process in a small measure. It has not gained the scale of online teaching, independent learning and other methods. It has provided ICT enabled classrooms/learning spaces placing the students at the centre of teaching-learning process.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of? : No

4.4 Maintenance of Campus Facilities

The college management is taking all necessary steps to maintain the campus facilities.

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

		2010-11	2011-12	2012-13	2013-14
a.	Building	2,10,000	-	-	46,00,900
b.	Furniture	2,96,402	1,28,750	12,304	29,900
c.	Equipment	4,11,634	4,28,363	9000	1,17,496
d.	Computers	3,73,911	19,17,208	1,23,595	3,27,351
e.	Vehicles	-	-	-	-
f.	Any other	-	-	-	-
	Total	12,91,947	24,74,321	1,44,899	50,75,647
Source: College office records					

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

College building is maintained by the management. Facilities and equipments on offer are maintained with Annual Maintenance Contracts (AMC).

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

The college offers mainly social science and computer science courses. Hence high-end calibration and other precision measures are not in use.

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

The college has taken following steps to maintain the sensitive equipments in use:

- UPS facility is provided for all computers and photocopier machines.
- Constant water supply is ensured by the management. An open well with water harvest facility is installed to recharge the water-source.
- A 25KV green-labelled electricity generator is installed with AMC.

4.4.5 Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

The college makes every effort to use technology in teaching and learning process. A PG Block with a plinth area of 555.26 sq mtrs costing Rs. 1.25 crores is built for housing M.Com and MSW classes. A vehicle parking shed with an area of 135 sq.mtrs is made available for use.

Criterion V: Student Support and Progression

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

Yes, the college publishes prospectus annually. While the prospectus caters to the needs of admission seekers, the handbook provides the details to students admitted. The handbook contains the academic calendar covering two semesters. It has space for writing leave note and participation details of extracurricular activities. Apart from it, it carries the vision, mission statement, objectives of the college, courses offered and the faculty details. Other relevant details - IQAC and other cells and committees and its members, college timings, rules and regulations of attendance, participation in extracurricular activities, student discipline, cell phone usage, examination, library rules, book-bank, internet and reprography services, celebrations, NCC, NSS, publications, student union matters - are also covered in it.

Whenever a student misses class/classes in a day, s/he has to cite reasons in leave note page and get it signed by parent/guardian. Well before the beginning of the lecture-hour, s/he secures permission of faculty concerned by showing the leave note. If absence is for more than three days, s/he has to meet the HoD/Principal to get the leave approved. It has checked student absenteeism.

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

(List enclosed as Annexure 5.1)

During the last five years the college has distributed 31 types of scholarship to the students. The type of scholarship and the number of beneficiaries to each scholarship is given separately in annexure 5.1. The aggregate details are given as under:

Year	Beneficiaries	Amount
2009-10	660	1564731
2010-11	564	906516
2011-12	784	2596238
2012-13	821	3055630
2013-14	690	2638792

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

(List enclosed as Annexure 5.1)

Percentage of students receiving financial assistance				
Year	2010-11	2011-12	2012-13	2013-14
Percentage	57.56	58.98	37.93	58.54

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

- Students from SC/ST, OBC and economically weaker sections
- Students with physical disabilities
- Overseas students
- Students to participate in various competitions/National and International
- Medical assistance to students: health centre, health insurance etc.
- Organizing coaching classes for competitive exams
- Skill development (spoken English, computer literacy, etc.,)
- Support for “slow learners”
- Exposures of students to other institution of higher learning/ corporate/business house etc.
- Publication of student magazines

Given below are the details of scholarship support/ facilities in the college:

1. Support service given to the students from SC/ST, OBC and economically weaker sections:

- Scholarships
- Mid day meals at subsidized rates
- Reprographic facility
- Library book-bank facility
- Internet facility at library
- Awareness on securing education loan.

2. Students with physical disabilities:

- The College has structured a concrete slope and railing on the steps for easy movement of physically challenged students/staff on their vehicles to reach college building.
- When need arises, classrooms are relocated to reduce stress on such students. To cite an example: for the benefit of a severely disabled BA student, the classroom was kept on the ground floor for three years till he completed his course in the year 2013-14.
- As per university examination norms an extra hour is given to answer to a student with disability and a green sticker is attached on such answer sheet. During 2013-2014, three students; 2014-15 two students are getting this special support.

3. Support services for – Overseas students: There are no overseas students in the college

4. Support services for students to participate in various competitions: National and International:

- Travelling expenses of students are reimbursed
- Food and other incidental expenses are met by the college.
- Training is imparted to the competitors by the college.
- Tutorial classes are conducted to plug academic gaps.

5. Support services for Medical Assistance to students: Health centre, health insurance etc. The college is situated close to Karnataka Government Primary Health Centre, Shirva and hence, does not maintain a separate health centre. In cases of medical emergency, students are referred to hospitals elsewhere. Apart from it, an annual medical examination is conducted for all the students by a local doctor. Based on it, follow-up treatment is arranged.

6. Organizing coaching classes for competitive exams

The college organises a few programmes to coach students for facing competitive exams. The details are as under:

- Coordinating the programme Entry into Services sponsored by the UGC
- Regular weekend and intensive training during holidays are arranged.
- Coaching classes for Banking recruitment training are arranged to the Banking service aspirants
- Coaching for civil service examinations are also arranged for UPSC/KPSC/other services.
- Qualified resource persons are invited to conduct classes
- Two tests - one in October and another in April are conducted for IAS/Banking aspirants.
- Reading materials and necessary books are made available to the students from the college library.

7. Support services for-Skill development (spoken English, computer literacy, etc)

Keeping the deficits – communication, soft skills, accounting skills, and computer basics – of rural students in mind, the Economics Dept in collaboration with Western Institute of Technology, Udupi branch and Computer Science Dept of the college has been organising the following add-on courses:

Following are the details of the courses:

Table 5.2			
Details of Diploma in English and Computer Basics			
No	Year	Course	Students
1	2010-11	Diploma in Communicative English	40
		Certificate course in MS-Office & Tally	18
2	2011-12	Diploma in Communicative English	83
		Certificate course in MS-Office & Tally	187
3	2012-13	Diploma in Soft skills	38
		Certificate course in MS-Office & Tally	164
4	2013-14	Diploma in Soft skills	44
		Certificate Course in Basic Accountancy and Tally	09
		Certificate course in MS-Office & Tally	160
5	2014-15	Diploma in Soft skills	31
		Certificate course in MS-Office & Tally	146

Source: College Records

8. Support for slow learners: The college has adopted the following strategy:

- Slow learners are identified and are asked to meet the departmental faculty members regularly
- They are counselled frequently on need basis
- Books are issued to the students from the departmental libraries and book bank.

- Students are given the benefit of answering in Kannada in the internal assessment tests and university exams
- Tutorial and remedial coaching classes are arranged to needy slow learners.
- To instil confidence in them about study they are asked simple questions in the classes

9. Exposures of students to other institution of higher learning/ corporate/business house etc:

Both PG and UG students are taken for factory visits and educational field visits to provide exposure of other institutions and industrial houses.

10. **Publication of student magazines:** There is an editorial committee consisting of faculty members of languages and a few other social sciences and five students. It meets at frequent intervals on editorial issues. Associate Prof N Bhavanishankar Rao, Kannada Dept, is the working editor of the magazine 'Mallika'.

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

The college has organised guest lectures by industry experts, industrial visits and conducted Beautician Course to facilitate entrepreneurial skills among students.

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

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

Policies and strategies of the college to promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competitions, debate and discussions, cultural activities are as follows:

- **Additional academic support, flexibility in examinations:** Tutorials and one-to-one academic support is provided to students who represent the college in sports and cultural competitions and take part in other intellectual exercises. Internal assessment re-exams are held to facilitate such students.
- **Special dietary requirements, sports uniform and materials:** Sports uniforms of college-teams are provided at concessional rates. Teams are allowed to participate in competitions without

much hassle of sanctions from college authorities. The expenses of participation are borne by the college.

- **Any other:** The college encourages student to participate in the inter-collegiate sports, games and cultural competitions. Training is imparted to students taking part in sports, games and cultural competitions.

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

Career and Counselling Cell of the college is providing information regarding the competitive examinations such as UGC-CSIR-NET/ SLET/CAT/GMAT/etc for new faculty members individually. For students, the civil service examination notices and the paper cuttings are displayed on the notice boards of the college, and Career and Counselling Cell. For UPSC and KPSC and other civil service exams, expert advice is arranged on need.

1. Number of students appeared for competitive exams during 2013:

UGC NET	-	36 Students
K MAT	-	09 Students
C.MAT	-	07 Students
AIMA	-	04 Students
Total	-	56 Students

2. Number of students appeared for competitive exams during 2014:

CMAT	-	01 Student
UGC NET	-	03 Students

For UG students, such training provides an opportunity to understand the nuances of facing competitive exams. They can be a candidate for competitive exams only when they secure the minimum qualification of a bachelor degree. For instance, Mr. Ganesh Prasad, a BA alumnus pursuing MSW course at present has passed KAS exam during 2013-14.

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

The Career Counselling Cell is providing counselling services to present and outgoing students on academic and career issues on need basis. Guidance is provided to the students on examination details and career prospects. Academic counseling is done by the respective teachers. Personal, health and financial counseling is done through the mentoring system. Special counseling facility is referred to the needy students. They are directed to approach the professional counselors.

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

Yes. The college is providing career guidance and placement assistance to both UG and PG courses. Some highlights of such initiatives are as under:

- A campus interview programme was held on 27-07-2013 for Bangalore-based Software Company. The interview team headed by Mr Shreepad Kuthyar shortlisted seven students of different colleges out of 86 participants.
- The college has sent 15 students for campus interview held at Shri Upendra Pai Memorial College, Kunjibettu, Udipi on 29-01 2014.
- During 2013-14 three final year BCA students were selected for Wipro Software Technology Academy (WISTA). On 27-03-2014 four students were sent to Alvas College, Moodubidri for campus interview.
- During 2014-15 four final year BCA students were selected for Wipro and TCS companies.
- Information on campus interviews are communicated to the students through placement cell.

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

Yes, the college has a Student Grievance Redressal Cell headed by a senior faculty member. Whenever issues crop up the Cell will take appropriate decision on grievance redressal.

Table 5.3		
Details of Students Grievances Redressed		
	Nature of Grievance	Decision taken
2010-11	Nil	Nil
2011-12	Nil	Nil
2012-13	Organising management fest	Permitted
2013-14	1. College day during night 2. Vehicle shed	Not-permitted Referred to the Management
2014-15	1. Victory procession after student council elections 2. Installation of Mirror in the ladies room	Not-permitted Installed Mirror

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

The college has a Women Anti-Harassment Committee. The Principal as Director, the faculty members - Mrs Jacintha Fernandes, Mrs Ratnavathi Ferrao and Mrs Preema D Souza, a specialized counsellor, one administrative staff, a lady constable and office bearers of Women's Forum are its members.

The primary objective of the committee is to create awareness about the functioning of the cell and sexual harassment to women. Details of programmes organised during three years are:

2011-12

1. Talk on sexual harassment
2. Panel discussion on Atrocities on Women
3. Paper Presentation on sexual harassment by the students
4. Feedback from the students

2012-13

1. Orientation Programme
2. Women and human rights.
3. Domestic violence
4. Feedback from the students

2013-14

1. Orientation Programme
2. Women and human rights.
3. Society and security to women.
4. Feedback from the students

2014-15

1. Orientation Programme
2. Suggestion cum complaint box installation
3. Simple defence techniques to girl students
4. Awareness on POCSO
5. National seminar on safety of girl students.

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

The college has an Anti-Ragging Committee. It comprises of:

1. Mr Rajan V N, Principal and Chairman
2. Mr Ronald J Moras, Convenor
3. Mr Pascal W D'Sa, Member
4. Mrs Rathnavathi Leena Ferrao, Member
5. Mr Venugopalakrishna Nonda S N, Member

The committee conducts an awareness programme to the freshers and their parents on 'Menace of Ragging', covering different facets, the laws and actions that follow in case offense committed or supports it. It has

insisted that every student has to give an undertaking stating that s/he neither takes part in such acts nor supports such acts. Furthermore, the committee tries to redress cases of misbehaviour or acts committed.

Details of anti-ragging awareness programmes conducted on campus are as follows:

Table 5.4		
Details of Anti-Ragging Awareness Programme held		
No.	Year	Awareness Programme held on
1	2010-11	11-10-2010
2	2011-12	09-07-2011
3	2012-13	12-06-2012
4	2013-14	14-06-2013
5	2014-15	12-06-2014

The college draws a blank as regards the instances of ragging may be due to poor village background students and the strict vigil of the committee.

5.1.13 Enumerate the Welfare schemes made available to students by the institution.

Midday meals scheme is operational in the college to students since 2003. A corpus fund of Rs 4 lakh has been instituted and deposited in the scheduled banks in Shirva. Interest received thereon is used for subsidising food for poor students. The details of it are given below:

Table 5.5		
Midday Meal Beneficiaries		
Year	Interest Income (Rs)	Beneficiaries
2010-11	36,876/-	232
2011-12	39,800	238
2012-13	38,716	248
2013-14	37,882	259
2014-15	66,250	228
	Total	1200
Source: College records		

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

The college has an Alumni Association, but it is not registered. During the preceding years the Alumni Association has assisted the college in the following manner:

1. 2010-11 – Executive chairs for conference hall - Rs.25,000/-

2. 2011-12 - PG Block construction - Rs.5 lakh by SWAK and Rs.26 lakh donated by USWAS - both organisations are managed by college alumni in Kuwait & UAE respectively.
3. 2013-14 - Holding State Level Seminar by Commerce Dept - Rs.10,000/-
4. 2014-15 – Reading chairs for staff referece section and furniture Rs. 10,000/-.

5.2 Student Progression

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

Details of student progression to higher education are:

Details of student progression to higher education are:

Table 5.6					
Student progression to Higher Education					
	2010-11	2011-12	2012-13	2013-14	2014-15
UG to PG	14%	17%	20%	23%	-
PG to M.Phil	--	--	--	--	--
PG to Ph.D	--	--	--	--	--
Employment:					
• Campus selection				7	-
• Other than campus recruitment				3	4
Source: College records					

Table 5.7							
Student progression to Higher Education							
Year	M.Com	MSW	B.Ed	K-MAT	M.A	Journalism	MCA
2010-11	13	12	4	2	8	-	-
2011-12	9	-	2	1	1	1	-
2012-13	17	9	4	1	4	-	1
2013-14	25	2	-	6	1	-	-
2014-15	16	10	-	1	2	-	-
Total	80	21	10	11	16	1	1
Source: College Records							

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

institution and that of the Colleges of the affiliating university within the city/district.

Programme wise pass percentage and completion rate over the last four years are as follows:

Table 5.7						
University Examination Results Course-wise in (%)						
Year	B.A	B.COM	BBM	BCA	M.COM	MSW
2010-11	98.03	78.37	-	-	-	-
2011-12	96.61	76.54	-	-	-	100
2012-13	94.11	90	64.91	100	100	100
2013-14	95.00	85.71	86.20	100	100	100
Note: Examination indicates University final semester examination.						
Source: College records						

Compared with results of other colleges within the city/district, the college results have been found better.

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

Career Counselling Cell and subject associations have arranged talks on different areas of higher education. Besides the master degree of same stream, information on professional courses like C.A, C.S, ICWA, B.ED, M.Ed, Law and other professions are provided by inviting practitioners. The college has also arranged lectures on civil services, Bank and other competitive examinations to help them to secure gainful employment.

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

The college has implemented UGC assisted 'Remedial Coaching Scheme for SC, ST, OBC and Minorities' students keeping in mind their difficulties to cope up with the studies. It has enabled the advanced learners to acquaint with additional knowledge and skills. The classes are conducted by the faculty members after the regular class hours. Topics already taught in the regular classes are briefly explained again and methods of answering questions during university exams are discussed to overcome exam-phobia.

The students who are at risk of failure and dropout are provided with the special support by way of bilingual explanation of important topics in Kannada language, so that they can understand the topics easily. Such students are issued Kannada reference books by teachers.

5.3 Student Participation and Activities

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

The college encourages students to participate in the sports and extracurricular activities in intercollegiate, intervarsity, state and national level competitions. The following table gives details of student participation.

Table 5.8 Student Participation in Sports & Games		
Year	Inter-collegiate	University/State/National
2010-11	79	2
2011-12	81	4
2012-13	75	3
2013-14	77	5
2014-15	82	3
Total	394	17
Source: Physical Education Department		

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

Table 5.9 Achievements in Sports & Games				
Year	Inter Collegiate medals			University/State/National representation
	Gold	Silver	Bronze	
2010-11	2	2	5	2
2011-12	--	3	5	4
2012-13	1	2	1	3
2013-14	1	--	3	5
2014-15	--	--	1	3
Total	4		14	17
Source: Physical Education Department				

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

The college collects feedback from its graduates and employers at various levels. A suggestion box is kept in the college to enable students to give feedback anytime. These suggestions are implemented at various

levels. The principal and faculty collect the feedback from students at random. The feedback is collected from the outgoing students of the college also. Employer-feedback is received through interactions with the Correspondent and members of college Governing Council.

The feedback is discussed at the meetings of governing council, staff council, and departmental and administrative staff meetings to improve the quality of institutional provisions.

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

The college annual magazine Mallika publishes student authored articles. Students are encouraged to take-up, preferably, socio-economic issues of their immediate neighbourhood. Information collected thereon is used for preparation of articles. Audio-visuals collected are stored in e-form for future reference.

Normally, articles are collected throughout the year and finally are compiled into a bound volume. At the year-end, the best one's are selected and published in college annual magazine. The Hindi Dept takes keen interest in the display of student articles and artworks in a wall magazine.

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

Since the inception of the college, there exists a Student Council consisting of representatives elected directly from students.

- Student Union Council consists of President, Secretary, Joint Secretary (reserved for women), two Sports Secretaries (men and women) and two class representatives (men and women) from every class.
- Student Union Council organises student interest events - cultural activities, quiz competitions and college union day; coordinates participation in varsity level competitions conducted by other colleges/organisations.
- At times, it also holds rallies to create awareness about cultural issues like crimes against women and student community-related issues.
- Student Union Fees collected at the time of admission is used to fund these programmes. Apart from this, students find sponsors for celebrations, on need.

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

The college student union is a representative body consulted from time to time keeping student interest issues, cultural and sports/games events. Students play an active role in NSS, NCC, Sports, magazine committee, all associations and cells.

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

The institution networks and collaborates with alumni and former faculty as follows:

- Through Alumni Association
- Organising guest lectures of old students on their college visit
- Securing assistance in developing college website
- Fund raising for college physical and ICT infrastructure
- Inviting the former faculty and alumni for important celebrations.

5.3.8 Any other relevant information regarding Student Support and Progression which the college would like to include.

Deserving students are given benefit under mid-day meals scheme into free or subsidized meals.

Career Counseling is done to students desiring to go for higher education.

Information about the specialized training on certain areas is given to the desiring students.

NET, SLET training organized in the college.

Criterion – VI: Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

The vision and mission and corresponding objectives of the college are:

Vision: Reaching quality higher education to rural doorsteps

Mission: St. Mary's College, Shirva, strives to train rural youth to meet global challenges through effective classroom lessons coupled with capability building programmes. It is committed to excellence by developing their academic competencies, soft-skills and civic responsibilities retaining the core values of student-teacher relationship. The institution tries to achieve inclusive growth through inclusive governance.

The distinctive characteristics as understood by the Mission are:

- The college is a rural higher education initiative in a Panchayath area. The range of courses on offer – MSW, MCom, BCom, BCA, BBM and BA - is a distinctive feature of the college.
- The college is known for optimum use of space. It is a KG to PG campus. There are institutions offering education to pre-schoolers to postgraduates.
- A majority of the students belong to economically and socially disadvantaged sections.
- The college empowers village youth to meet global challenges. Skill formation and socio-economic awareness is created among the learners through classroom lessons and other enrichment programmes.
- Character building among students is achieved through Relationship proximity between the teacher and the taught.
- Facilitating the learner's academic excellence through quality learning ambiance creation
- It intends to work this out through awareness creation and skill formation in the student stakeholders. Classroom lessons and enrichment programmes enable the institution to achieve/reach/hit this goal
- A majority of students availing higher education in the college belongs to BPL category.

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

The management's expression of its intensions of quality needs of the college are implicit in the vision and mission statement and the ultimate aim is to have quality 'products'- the students - capable of meeting global challenges, developing their academic competencies, soft skills and civic responsibilities retaining the core values of student-teacher relationship'

Being aware of this quality policy and the management's direction to implement the same, the implementation process is carried out in the following manner

Top management's efforts, either directly or through the local management includes:

- Recruiting efficient lecturers for the full-time as well as guest faculty positions.
- Conducting meetings, collecting the information from the staff and other stakeholders and taking necessary decisions on quality issues.
- Maintaining rapport with the staff of the institution. The members of the Management attend the meetings and participate in all the programmes held in the college.
- Taking keen interest in the welfare of the staff by giving promotions, leave facilities, leave encashment facilities, and encouraging the staff to attend workshops, seminars and conferences at the local, state national and International level to enrich their knowledge.
- Encouraging the staff to pursue higher studies under FIP by providing leave facilities
- As far as students' admission is concerned, the Government's rules applicable to minority status institutions are to be followed
- The quality plans also include provision of improved infrastructural facilities to the staff and students(well furnished staff rooms and class rooms; computers with LAN and Internet facility, Reprography, audio-visual system and room, LCD and other specific spatial provisions for specific activities (Library, Computer lab/centre, Auditorium, rooms for physical education department, gymnasia, ply ground, ladies rest room, women's hostel, PG and UG Blocks, open air auditorium and cafeteria)

Principal's functions in this direction include:

- Informing the faculty about the quality assurance and enhancement policy and plans of the management through staff meetings
- Arranging for the provision of education-friendly atmosphere and necessary infrastructure for the smooth functioning of the college

- Acting as a bridge between the management and the staff and sharing views and opinions of the management with the staff at the staff meetings.
- Carrying out various tasks which are assigned to him by the management with the help of the staff and various committees and implementing the decisions of the management in the best interest of the students and the staff.

Faculty's responsibility to design and implement the quality-based policy plans include:

- Participating actively in the meetings in which all issues concerning the college are discussed and sharing their experience
- Facilitating the work of the college to be divided and distributed among the various committees which are headed by the staff members.
- Actively involving in the planning process of different projects in the institution and implementing the same.
- Taking keen interest to pursue higher studies in order to enhance their effectiveness and efficiency.
- Being a part of self-assessment by writing 'Karyanirvahana Varadhi' (Annual work-done Report) and learning from their own and other's past experience which enable them to improve their total quality in the future
- Organizing and participating in various skills oriented training programmes, seminars, workshops etc for their own benefit and also for the benefit of the students which enable to provide quality education.

6.1.3 What is the involvement of the leadership in ensuring :

- **The policy statements and action plans for fulfillment of the stated mission**
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**
- **The policy statements and action plans for fulfillment of the stated mission:** The management is the policy making body and the principal, as the 'leader' of the college exercises such administrative powers as delegated under various acts, rules, regulations, orders and instructions of the Government department. He presides over the meetings in the college, conveys these details

to the staff, initiates the process of preparing the policy-based action plans and closely watches developments and takes corrective steps wherever necessary

- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:** Assisted by the committees and directed by the management, the principal as leader supervises the preparation of academic plans, plan of activities, expansion plans of infrastructure and other contingency plans. IQAC's visionary views and quality-based inputs also become a part of the institutional strategic plan. Departmental plans are also linked to the institutional plan which speak of future requirements for the expansion of department-level activities and institutional programmes
- **Interaction with stakeholders:** Though this looks a routine activity, it assumes greater significance to make the whole institutional functioning more accountable and transparent.
 - ✓ Students: The principal addresses the students in various functions, interacts with them frequently, collects feedback, listens to their problems and grievances advices and guides them, enforces discipline, encourages and promotes their achievements and thus acts as their friend, philosopher and guide- thus to strengthen the St Marian family bondage culture
 - ✓ Parents: The PTA meetings are called twice in a year; principal takes this opportunity to address the parents and conveys them the updated institution-based information. During student's admission, a one-to-one interaction takes place and a thorough orientation is given to the parent and student together. As and when needed, parents are called for further and intensive discussion. Parents are always invited to specific programmes (College day, other special occasions)
 - ✓ Alumni: Principal attends some of the Alumni meetings also for the purpose of interaction, gives them the updates of the institution and maintains regular contact with them, with a view to using their experience for the benefit of the present students in particular and institution in general
 - ✓ Others: The principal also interacts with a cross section of the members of society, job-providing industries and other institutions to brief them about the development in the institution
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
 - ✓ Being the 'link' between the management, staff and other stakeholders the principal develops a consistent and balanced approach in formulating the need-based planning and policy

initiatives. Issues concerning the college are discussed at the staff meeting wherein all the **staff** are actively involved

- ✓ The leadership of the college meets all its stakeholders on a regular basis. The staff association of the college with the principal heading it and plans programmes/events for the academic year, and executes them with the involvement of the **students**. The students union proves to be of great help in this process.
- ✓ The principal, along with the management having its base in the **local society** is able to feel its pulse and takes decisions relating to new regular courses-BCA, BBM, MCOM, MSW – and add-on courses, (fee structure change) skill development programmes, infrastructure development (need analysis), updation of academic projects (research inputs) and holding regularly **Alumni Association, Parent Teacher Association** meetings coupled with interaction with the society. During the time of student admission, interviews informal interactions with parents society stakeholders and leaders of the community around help the leadership to study the HE education needs and draw conclusions.
- ✓ Thus, the need-based programmes initiated and coordinated by the principal with the help and active involvement of stakeholders could be classed/categorized under CSR (College Social Responsibility). The alumni are involved in college activities; they meet regularly and contribute to infrastructure development/ improvement (updation of AV Hall and Gents Toilet), holding academic events(seminars), poor students welfare (fees payment, midday meal provision)
- **Reinforcing the culture of excellence:** The campus excellence culture is ensured by the leadership through specific programmes. To mention a few are:
 - ✓ Providing infrastructure-work floor extension from time to time conforming to requirement
 - ✓ Adding furniture
 - ✓ Faculty insourcing as well as outsourcing
 - ✓ Organizing conferences/seminars
 - ✓ Offering more courses
 - ✓ E-source updation

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

- Holding regular staff meetings, assessing the progress of activities made from the period of previous meeting
- Departmental meetings are conducted and the activities of

each department are monitored; corrective measures are undertaken when shortfalls are identified. Activities of the each department/section are presented at staff council meetings and deliberations are made for further improvement. The system of presenting the summarized activities of each department during the year-end is an institutional practice not only to evaluate but to compare activities of various departments

- IQAC visit to departments' interaction with various cells and associations, collecting the reports of activities on-line and presenting its observation during the staff council meeting is to ensure quality monitoring, quality sustenance and quality improvement
- Evaluation of the activities which are already planned and implemented and planning future activities on this basis by the staff council- facilitates improved implementation of college plans; students' council assists in implementing student related policies.

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

- Providing scope for faculty representative to be a member in local governing council and participating in its meetings and deliberations
- Encouraging the faculty to organize seminars in the institution and to participate in seminar, conferences, present papers, publish articles and guide students about the contemporary academic requirements
- Evaluating the students' academic performance and accordingly encouraging the faculty for continuous academic quality maintenance and improvement
- Encouraging faculty to opt for in-service higher studies leading to Phd, minor and major research projects, and use their research experience for the benefit of the students.

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

- Through classrooms: In the regular academic discussion, students are encourage to voluntarily come forward to participate in class seminars, to arrange functions when expert lectures are arranged and to participate in competitions
- Holding student body elections, they are given scope for practical leadership

- Committees/ cells/ associations: they provide tasks in the form of minimum activities and the faculty in-charge develops its own leadership and facilitates the same among students
- Extracurricular and co-curricular activities like NCC, NSS, Rovers/Rangers, Sports, ECA are a part of college activities; they provide ample opportunities for students to acquire leadership qualities; special leadership programmes are also arranged; outreach programmes and camps of NCC, NSS widens the scope of their practical leadership
- Subject associations- Manavika, Commerce Association, Management Association, IT Club, Literary Association – arrange expert lectures, competitions and ‘visits’; which also encourage the faculty /student leadership to grow.

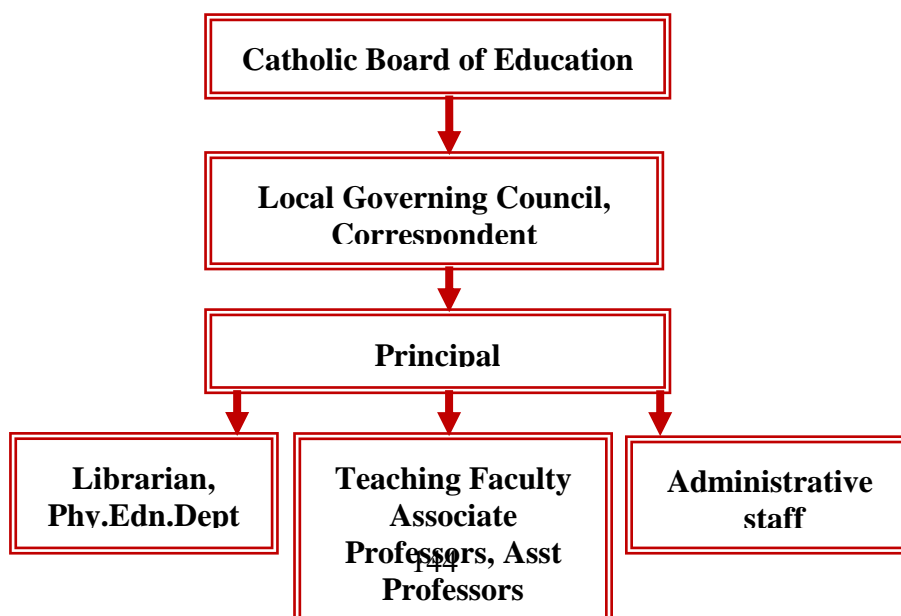
6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

Following chart will give an idea of delegation of authority, facilitating a decentralized governing system:

The management and the department of collegiate education authorize the principal to carry out the regular work of the institution; in turn, faculty members are delegated the authority to lead their departments, divide the subjects to be taught, plan the departmental activities, supervise and monitor the students in the matter of their academic activities, discipline, extracurricular and co-curricular activities.

Faculty members also enjoy delegated authority in terms of leading various cells, committees and associations and plan and implement activities of these cells. Operational autonomy is ensured, consistency is maintained and always the efforts of the faculty are in a coordinated manner, thus ensuring the functional decentralization.

Figure 6.1: College Management Organisation Structure



The support services- the Library and the department of physical education also receive delegated powers; they have larger infrastructure and 'stocks' under their control and continuously plan and update these services for the benefit of the students. This is evident from the regular sports and games activities in the college, annual sports meet, university level sports activities by the college, students participating and winning events outside the college- all for the department of physical education; books and journals in the library, computer and reprography facilities, need-based arrangements in the library- all for the library.

The college office, with its internal administrative structure assists the principal in keeping the necessary documents and records updated.

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

Yes, the college promotes a culture of participative management. Following details prove this.

- IQAC, along with the principal consults the departments and on the basis of this interaction academic plans and decisions are taken
- Except policy decisions, all other activities are discussed in the staff council meeting and collective decisions are taken and implemented
- Matters related to annual sports day, talents day, college day and other important events are also discussed both with students and faculty and then only decisions are taken
- The elected student body is consulted through regular meetings while chalking out programmes directly related to them

6.2 Strategy Development and Deployment

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

Yes, the college has a quality policy. It is as follows:

- Formulate Institutional Development Plan and ensure qualitative growth in courses, students, faculty, infrastructure and results
- Maintain transparency and accountability in governance and administration
- Function with democratic principles and respect for consensus.
- Conduct periodical meetings of Management, Staff, Students, Associations, Cells and Committees, PTA, Alumni
- Coordinate and monitor activities to achieve benchmarks
- Support quality initiatives in teaching, learning and research activities
- Ensure the sanctity of examination system - internal and external
- Encourage ICT enabled teaching, experiential learning, technology-based learning

- Provide quality infrastructure
- Ensure safety of all students - especially ladies
- Standardise value education with a focus on inter-faith dialogue
- Build confidence among staff and students
- Develop action plans - short term and long term - to measure and improve performance
- Involve the stakeholders to achieve the desired outcome
- Ensure quality through Internal quality Assurance Cell (IQAC)
- Prepare continuously for quality accreditation by independent bodies.

Quality policy is designed and developed by the Management. Keeping the quality parameters in mind, the IQAC draws an academic calendar of events based on University calendar. Individual departments and cells/committees develop derivative action plans. Towards the close of each semester IQAC holds an evaluation session. The outcome is taken for course correction. On the basis of feedback received from the stakeholders, interaction with the students in the student council meetings and with the faculty in staff meetings, the quality components are reviewed and further action is initiated for quality assurance.

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

Yes, there is a perspective plan for development of the institution. Providing quality education to the rural youth (most of them first generation graduates) is the primary objective. To realize the vision and mission and to keep in tune with changing times, the institution has drawn out its developmental plan that embraces introduction of new courses and infrastructure development. It is prepared and updated with the inclusion of following aspects:

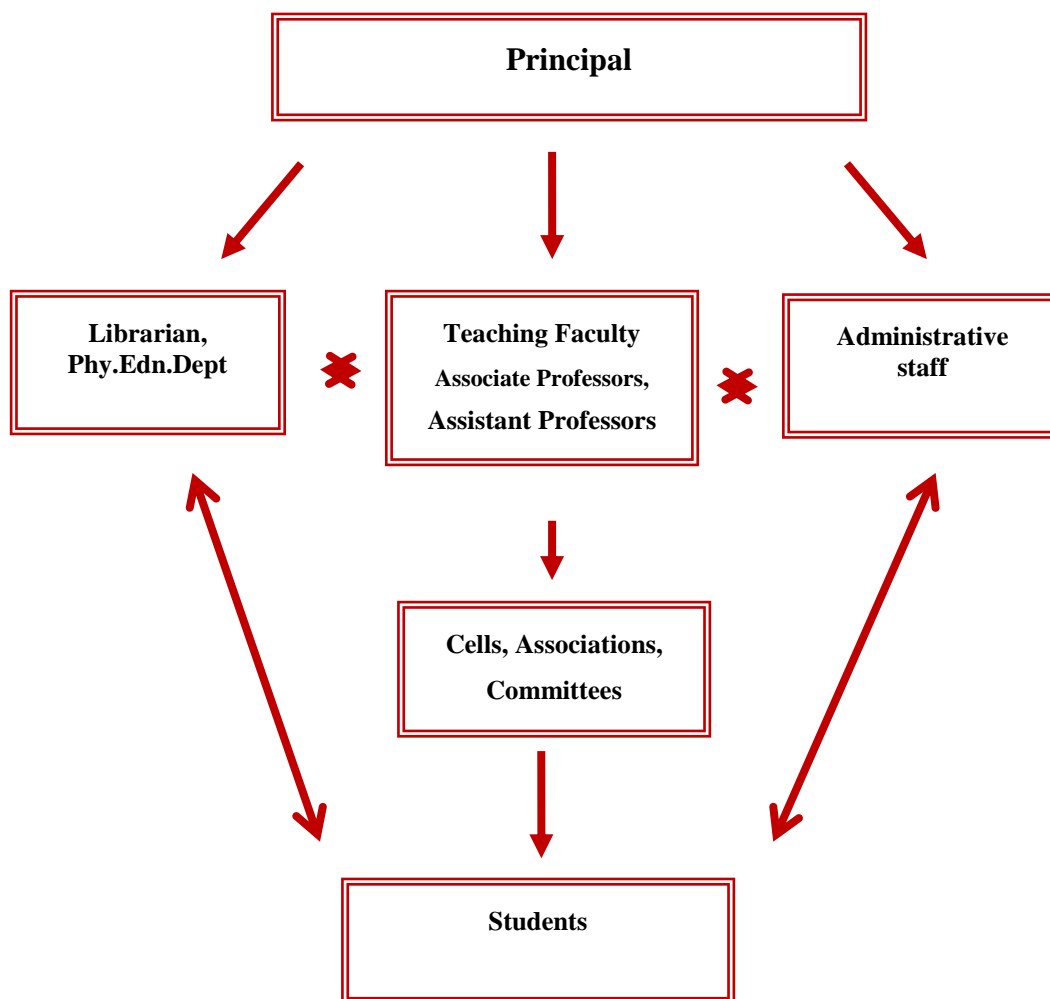
- Preparing a 'blueprint' for growth needs of the institution identifying strengths, weaknesses, opportunities and challenges.
- Leveraging the location advantage and goodwill developed.
- Existing infrastructure and faculty resources, and deficits, if any, to meet the developmental needs. The institution has prepared a detailed report for RUSA (Rashtriya Uchchatar Shiksha Abhiyan), providing the minute details.
- UGC guidelines for building expansion and infrastructure development prepared in consultation with the University
- Adoption of ICT in content delivery and facilitating services - intercom for internal connectivity, outsourcing of computer installation and servicing, CC cameras and monitoring system, reprography, cameras, sound system for the internal needs, stand-by power system, internal beautification of the campus

6.2.3 Describe the internal organizational structure and decision making processes.

The internal organizational structure and decision making process is as follows:

- The Principal of the college is at the top of the organisation pyramid.
- At the middle level there are HODs, followed by next level Teaching Faculty (Associate Professors, Assistant Professors, fulltime/guest faculty).
- College office supports the Principal in line functions
- IQAC, and other cells/committees are formed as Standing Committees. They serve specific functions assigned.

Figure 6.1: College Organisation Structure



- Democratically formed 'Student Union Council' works as a consultative committee that takes care of student welfare issues

Major decisions are taken in the staff meetings. At departmental meetings decisions are taken on unitisation, work distribution and other academic matters.

- Library and Physical Education Dept take decisions in consultative committee meetings and seek approval by the Principal to proceed on the matter
- The administrative staff has specific responsibilities and powers related to finance, examination, updating ledger entries, and other office maintenance work. They get it approved first by the office superintendent and then by the Principal.
- For the smooth conduct of specific and targeted activities, different committees, cells and associations are formed after discussing their need and coordinators for the same are appointed in a democratic way. This is normally done during the last staff council meeting of the previous year so that all get equipped with their duties and responsibilities well in advance. As per the quality benchmarks set by the IQAC, directions of the staff council these cells/association plan their activities, take decisions and carry out programmes throughout the year
- There is a functional students' body – the students' council in the institution. In every class there are student representative elected by them. Student representatives are a part of the organizational structure of various cells/associations. The students' council along with the staff advisor discusses the events/activities to be organized and decisions are taken at this level' formal approval is given by the principal.

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

Quality improvement strategies for the following are explained below:

A. Teaching & Learning

- By providing infrastructural facilities like staffrooms, cupboards, computers with facilities of Internet and printing, library, classrooms equipped with LCD equipments giving scope to ICT based teaching - learning
- By providing institutional approval for departments like BBM, BCA, MSW, M.Com to undertake projects widely using ICT oriented methods
- By encouraging all the departments and faculty to participate/present papers in seminars/conferences and share their enriched academic inputs with students

- By encouraging to conduct extra/additional classes, coaching through UGC scheme of remedial coaching, organizing study tours/picnics beyond campus- the institutional efforts of quality improvement are conducted

B. Research & Development

- By encouraging the faculty to go for in-service higher studies leading to PhD (Mr Melwyn Castelino and Mr Jagadeesha are doing it)
- By encouraging to engage in research work- major/minor UGC research projects (these projects are continuing now)
- By encouraging departments to organize seminars/conferences, invite research papers, conduct deliberations with experts and then publishing the conference papers/research outcome
- By encouraging the students' field study-based research activities

C. Community engagement

- Through NSS, NCC, department of MSW community visits, outreach programmes, blood donation camps, special camps and awareness programmes are organized
- Through field study works, students are advised to mingle with the local people and get first-hand knowledge about their localities

D. Human Resource Management

Optimum human resource utilization, prevention of wastage(in terms of hours of work, underutilization of capacity) of the personnel-both faculty and administrative staff and preparing students as 'productive human resource of future generation' is the primary objective. Accordingly,

- Work is assigned to faculty as per their specialization; their services are obtained for all activities of the institution
- Their performance appraisal is made (Karya nirvahana varadi, feedback); this is evaluated to improve their human resource capabilities
- The moral-boosting St Marian family culture is always on the top which acts as a catalyst in the strategy of quality improvement especially to receive the 'best' from all the personnel
- The collective work of all the staff ensures quality improvement among the future 'productive human resource- the students.

E. Industry Interaction

The institutional efforts include-

- In response to the recruitment needs of the industries, campus interview programmes are organized by the Career Guidance Cell/placement cell; through these cells contacts with industries are also developed
- Industrial visits are organized by the departments (list maintained); a beginners' step to develop interaction

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

The flow of information from the Head of the institution to the top management and stakeholders takes place as follows; the same facilitates the review of activities of the institution.

- The principal provides the feedback details to the local governing council and the CBE when he is invited to management meetings and a review of progress is made
- The details of institutional needs (new courses to be started, infrastructure expansion, new recruitments, creation of additional facilities) are made available by the students, Alumni, and PTA in their regular meetings; even oral suggestions are carefully taken note of and same details are provided to the management
- Such details are made known to other stakeholders (PTA, Alumni) in certain occasions like the college day, AGM of Alumni and PTA and as per their response the information-based suggestions are concretized and used for further improvement
- The process will see a logical end in the last Staff council meeting of the year with a thorough review of every activity on the basis of both formal and informal feedback

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management encourages and supports involvement of the staff in improving the effectiveness and efficiency of the institutional processes, as follows:

- By ensuring hassle free administrative process, in which the head of the institution and others enjoy autonomy in doing their specific work; this saves time, improves the effective implementation of institutional policies. Unwarranted interventionist policies are absent
- By ensuring employee benefits- in terms of leave facilities, finance –related management contributions,
- By providing physical facilities/infrastructure better work place facilities and working conditions are ensured
- By encouraging to organize professional career enrichment programmes the staff is enabled academic empowerment
- By encouraging to discuss institutional issues in the staff council meeting and adopt a participatory approach in the institutional process

- By facilitating staff representation in management, the management directly initiates the process of encouraging the staff to be a part of decision-making process

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

Last year's main resolutions of the Management Council and the status of implementation are as follows:

Resolution	Status
PG Block internal construction	Executed
Construction of Vehicle shed	Executed

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

Yes, the affiliating university-Mangalore University-has a provision for according the status of autonomy to the college. As on date, no serious efforts are made by the college to obtain autonomy, since the institutional priority, as stated in the 'Vision' is "reaching quality higher education to rural doorsteps"

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

The grievance redressal system of the institution is as follows:

- For every class, there is a staff advisor; problems of routine nature are reported to and attended by the class advisor and resolved at this level
- Problems of general importance (related to facilities in the campus, discipline) are reported and discussed in the staff council meeting and consensus is arrived at- leading to promote better stakeholder relationship. To quote specific examples- night college day programme was the practice; but local realities and changing practices in the near-by institutions were the reasons to change timings in the college also; immediately after student body elections there was a practice of going outside the campus for 'victory celebration' by the students. These issues were discussed in the students' council meetings and the changes introduced thereby solved many problems
- Students are free to use the 'compliant/suggestion box' and register their compliant/suggestion

- After the media coverage of POCSO, Sexual abuse/harassment against women, involvement of Police department and Administration to prevent such issues and own initiative by the college, the women's cell took measures to educate and empower female students; to register this type of complaints the Police department placed a complaint box in the Ladies Room of the college with signboards and this is considered a strong institutional measure to ensure that the grievances / complaints are promptly registered and attended to and resolved effectively. This mechanism also promotes better stakeholder relationship
- Suo moto grievance redressal is initiated by the principal on the basis of CC camera monitored observation of day-to-day functioning of the college

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?: No.

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

Yes. Certain facilities provided on the campus have their roots in students' feedback...e.g. tiles foreground, ramped entry to the college quadrangle, part of the annual day celebrations held during daytime (this was the initial stage; now the whole celebration ends before sunset), ICT-equipped classrooms, and refurbished washrooms

6.3 Faculty Empowerment Strategies

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

The efforts made by the college to enhance the professional development of its teaching and non teaching staff are as follows:

- Deputing staff to attend enrichment programmes which include refresher courses, orientation programmes, research methodology courses etc
- Encouraging them to continue in-service research activities by taking up minor and major research projects
- Facilitating them to obtain complementary skills like computer skills, operational part of hardware and software
- Organising seminars/conferences/workshops in the college; encouraging faculty to participate/ present papers outside the college
- Ensuring participation of administrative staff in enrichment programmes, office management skills updation and acquisition of improved professional competencies

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

Strategies adopted by the college for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform are as follows:

- **For classroom presentation** – provision of ICT-led teaching facilities and ensure their optimum use
- **For updating subject knowledge** - facilitation to take part in refresher/orientation programmes, use of e-resources and subscription of INFLIBNET
- **For being an effective teacher** - IQAC organised training/orientation on functionalities of cells/ associations/ committees
- **For teamwork development** - Principal and senior faculty handhold the entrant faculty on teaching, learning and evaluation strategies, nuances of teacher as a classroom leader, acquisition of advanced domain knowledge.

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

The performance appraisal system of the staff is as follows:

- A format provided by the Department of Collegiate Education, Karnataka is given to the students selected on random basis to provide feedback on teachers, containing probes on teaching, involvement of faculty in CCA and ECA, academic improvement etc.
- Karya nirvahana varadi (detailed self appraisal and appraisal by superiors) is a mandatory annual exercise to track 360 degree performance appraisal.
- PTA and Alumni Association give free and frank feedback on teachers regarding classroom competencies, leadership qualities, facilitator role and other behavioural issues

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

The performance appraisal outcome can be summarized as follows:

- The performance appraisal details are obtained by the Principal and then the same is conveyed to the management; discussion takes place and the appraisals are brought to the notice of the faculty.
- Performance appraisal and correction helps the management to know the shortfalls of the institution and take/ensure remedial

measures. Major decisions taken are related to infrastructure, furniture, cubicle staff room space, personal computer facility with internet.

- Decisions taken at the management level are communicated through staff meetings, notice boards and word of mouth.

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

The important welfare schemes available for teaching and non teaching staff are-

- Compulsory salary - deducted life insurance premium payment is a standardized social security provision available to the employees drawing salary under grants-in-aid scheme
- Group insurance to this staff is also provided
- Provident Fund payment provisions are available as per the law to the management-paid employees
- Teacher's social security fund at the state level is a scheme for which nominal subscription payment is made by teachers; this is a welfare scheme which meets unforeseen contingencies

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Measures taken by the institution to attract and retain eminent faculty are given below:

- While recruiting faculty, proven academic qualification, communication skills, and professional competencies are given importance.
- Provide space for in-service research, orientation, training and skill development
- To boost the morale of the faculty, and update academics, they are encouraged to organize seminars and conferences in the college, participate and present papers in seminars elsewhere, widen their academic network by developing contacts with other research institutes, take positions of leadership in the college activities and thus prove their eminence
- Minimum interventionist policy by the authorities provides autonomy to the faculty; this is an accepted and acknowledged fact by the faculty why they want to continue their services in this college only
- Providing better infrastructural facilities, healthy work place and working atmosphere, computers with LAN and Internet facility, and

other incidental provisions(Audio-Visual hall, Auditorium, Meeting Hall, special provisions for NCC, NSS, Museum, reprography, audio-visual system-all these facilities provide better chances of faculty performance and encourage the faculty to remain in the college

6.4 Financial Management and Resource Mobilization

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

The college receives salary grant for approved faculty members and their salary is credited to their individual bank account by Karnataka Government through Human Resource Management System (HRMS). Management funded faculty members are paid salary through bank accounts. Scholarships sanctioned to student beneficiaries by various govt departments are credited to individual bank account of students. UGC funding for special needs of college -conference, career cell, library, special schemes – is managed by Principal in consultation with the coordinators and secretaries of the programmes.

Since 2014, the College UGC Planning Board finalises the proposals for various schemes and projects. If funded by UGC, the priorities are set by the board as per the guidelines of the various schemes. Whenever, the funding is for building construction, a separate Building Committee consisting of representatives of Public Works Department (PWD) and the University monitors the progress.

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

Audit committees of staff for functional areas: library, physical education, infrastructure and furniture check the stock and file verification reports annually. External audit of the college is undertaken by qualified CA and certified statements are submitted to funding/regulatory agencies. Govt Departmental audit is held at frequent intervals on all financial matters.

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

The major sources of institutional receipts are Government salary grants and UGC funding. Wherever there is deficit, the college management funds it. Occasion demanding, PTA, Alumni Associations and donors

fund the specific institutional needs.

(Annexure: Audited Income Statement)

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

The college has submitted proposals for additional funding under various schemes of UGC and RUSA.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC)

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

Yes. The college has an Internal Quality Assurance Cell (IQAC) working since July, 2003. IQAC has identified critical quality centres at different stages of educational process from securing admission to obtaining degree. IQAC identified quality centres are: faculty and faculty chambers, classroom settings, and student support services: college office, library, physical education facilities, rest-rooms, safe-drinking water, canteen, playground and vehicle parking slots. Quality norms have been fixed for each of these quality centres. Related cells and committees continuously observe quality norms and prepare annual performance report. At the close of the year, IQAC assesses these reports, observes variances, if any, and suggests corrective measures.

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

Faculty orientation on student counselling, annual day function, prize distribution, internal assessment exams, NSS, NCC, library, student discipline, girl child safety, courtyard beautification, vehicle parking slots, ICT enabled teaching, installation of CCTV, additional rest rooms for girls and PG block, additional books in library, photocopiers at subsidised rates, free midday meals for deserving students, up-gradation of computer lab, LAN facility, internet connectivity to all workstations, general guidelines on field visits and educational tours

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

No, the IQAC has no external members on board. It intends to include an external member in its next revisions.

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

Student union council is working in tandem with IQAC in organising educational and social service ceremonies/activities. NSS/NCC volunteers work closely with IQAC. Alumni has limited role in the functioning of IQAC.

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

Before taking any decision on quality issues, the IQAC core committee deliberates threadbare the issues and makes it known to different constituents of the institution during the staff meetings. Compliance of related quality issues is ensured through continuous monitoring.

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

Yes. The college has an integrated framework for quality assurance in academic and administrative functions. In the operational context, at the top of organisation pyramid, the IQAC coordinates academic and administrative functions and supports the Principal on operationalising quality issues.

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

Yes. The college has provided trainings, both in-house and external, to faculty and administrative staff on quality issues. IQAC coordinated faculty induction, orientation and further training soft issues of student counselling to faculty members. The University correspondence on examination/academic issues being online, the administrative staff has been trained to cope with timeline filing.

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

The college IQAC reviews the performance of departments and cells/committees through its annual performance appraisal. However there is no external review mechanism of academic provisions.

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

The Mangalore University Local Inquiry Committee (LIC) visits

annually for affiliation of self-financed courses. The Joint Director of Collegiate Education, Mangalore visits the college for review. Apart from it, the college has not engaged any external agency for academic audit.

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

The IQAC core committee consisting of six staff members continuously reviews the teaching learning process of the college. The Principal chairs the committee. The IQAC coordinator is the secretary. Other three members are senior faculty having expertise in IQAC matter.

IQAC oversees the teacher evaluation by students, its analysis and appraisal of the same to teacher concerned. Analysed feedback is communicated to the faculty for course correction. Teaching, learning process is reviewed through teacher dairy and Teacher Annual Appraisal Reports. Appraisal of subject-wise university results is also undertaken.

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

The college communicates its quality assurance policies, mechanisms and outcomes to wider group of stakeholders from time to time. Students are informed about it during admission, orientation programmes, student council meetings and through student handbook. Parents and guardians are enlightened on quality issues during PTA meetings. Alumni are informed of the quality assurance and related matters through notices on website and during alumni meetings.

Changes in quality issues are brought to the notice of the faculty during faculty meetings and departmental meetings. The general public are informed through college day reports, annual magazines, press reports, and college website.

6.5.8 Any other relevant information regarding Governance, Leadership and Management which the college would like to include.

The college makes continuous efforts to ensure transparency in governance. For stakeholder involvement two senior faculty members are included as staff representatives in local management committee. It functions in a democratic way through consultation with stakeholders and takes decisions after due deliberation.

- **Championing organisational change:** Growth demands changes. When the management went unwieldy due to increase in the number of educational institutions under The CBE, the need was felt to have a separate command and control for institutions within the Udupi Diocese. In 2014 the college management -The CBE,

Mangalore, decided to have a Catholic Education Society of Udupi (CESU) for better and effective functioning.

Criteria VII : Innovations and Best Practices

7.1 Environment Consciousness

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

Yes. The College conducts the Green Audit of the campus periodically through:

- Establishment of eco-norms on campus
- Appointment of NSS Officer and the Green Teacher
- Conserving the green space (teak garden) in the college backyard
- 'Vanamahotsava' by planting and nurturing new saplings

The college eco-norms are: **a).** Creation of environment consciousness and checking its degradation through awareness programmes, tree plantation, anti-plastic drives and annual trekking. **b).** Education of youth through a compulsory paper 'Environmental Studies clubbed with Human Rights and Gender Equity' in first year degree for all the students makes them environment conscious. **c).** Organising extension/social outreach activities aimed at protecting environment regularly through N.S.S and N.C.C units. **d).** Spread the eco-sensitivity beyond campus through intellectual exercises. e.g. Department of Sociology and PG Department of Social Works (MSW) jointly organized a two-day National Seminar on 'Global Warming-A Civic Responsibility' mainly to discuss and create awareness on environmental issues.

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

- **Energy conservation**
- **Use of renewable energy**
- **Water harvesting**
- **Check dam construction**
- **Efforts for Carbon neutrality**
- **Plantation**
- **Hazardous waste management**

- **e-waste management**

Eco-friendly initiatives of the college are detailed below:

A. Energy conservation

- Sensitizing staff and students to conserve electric power
- Time-bound maintenance of electronic gadgets
- Judicious use of fans, lights, LCDs, mikes and computers
- Meticulous use of water and prevention of wastages
- Properly ventilated classrooms, library and computer labs that hardly need lighting during daytime

B. Use of renewable energy

- Not implemented yet

C. Water harvesting

- College building rainwater is harvested towards campus-well. A trench of - 8'x3'x20' - was dug on the common playground to check and percolate the rainwater and facilitate its ground seepage.
- College quadrangle interlocking with bricks
- Awareness through NSS and NCC units

D. Check dam construction

- The college campus has no space for check dam construction

E. Efforts for Carbon neutrality

- Maintaining teak wood plantation in the backyard of the college and planting Acacia and other trees in the outskirts surrounding the campus
- Planting varieties of crotons in the quadrangle of the college
- Rooms in the college are non A.C.
- Use of eco-friendly less-noisy generators
- Adoption of digital communication within the college and related departments and institutions

F. Plantation

- Maintenance of trees around the campus
- Holding regular 'Vanamahotsava' programme

G. Hazardous waste management

- There are no hazardous chemicals used in the college laboratory as it does not offer pure science courses

H. e-waste management

- Sensitization of staff and students
- Computers and peripherals are sorted and exchanged with new ones.

- UPS batteries are recycled
- Used computers and peripherals in good condition are given to the other schools on campus
- The waste CDs are used by students for interior decoration and participation in competitions on 'Art from Waste'.
- Use of pen-drives
- e-wastes are stored in a separate area in the college which are disposed to waste collectors.

7.2 Innovations

7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

The college introduced innovations in academics and related areas. They may be grouped into three:

A. Innovations in learning ambience

B. Innovation in course curriculum

C. Innovation in content delivery

A. Innovations in Learning Ambiance

- 1. Internet service to staff and students:** The provision of internet facility to staff and students respective departments and library is a boon and a blessing. It not only enriches the knowledge base but also gives a multiplier effect to the cognitive skills of staff and students.
- 2. Computerized library and office:** College library operations are automated with the installation of 'EasyLib' software. Library also has made an effort to introduce Bar Coding System to speed up its functioning. In addition there is also internet facility with broadband connectivity for use of staff and students. INFLIBNET facility to staff helps them to access e-books and journals.
- 3. Effective feedback system:** Principal collects the teacher-wise and course-wise feedback from the students at the end of the academic year. Outgoing students give the feedback about the teachers at the end of each year. The model questionnaire issued by the NAAC is used to prepare the feedback form for this purpose. These are analyzed, evaluated and the outcome is informed to each teacher for future improvement and encouragement. In addition, the Education Department also collects the self appraisal reports from the teaching staff relating to self and institutional aspects which then are consolidated analysed and are used for bringing improvement.
- 4. Regular meetings of stakeholders:** Regular meetings of Governing Council, Staff Council, Student Council, PTA and Alumni enable the smooth functioning of the college. These meetings are organized for

the discussing important matters and to take decisions aimed at promoting welfare, development, and for facilitating the smooth functioning of the college as a whole. Free access to administration by stakeholders

5. **Teacher-Student interactions:** Teacher-student interactions informal and formal as under mentoring help to bond and build relationship between teachers and taught and create an environment in the college that of a home away from home.
6. **Visit to old age home:** The annual visit of students and staff to 'Jeevan Asha' home for the aged is the novel practice of the Department of Sociology and the PG Department of Social Works. It enables students not only to get a feel of the problems of the senior citizens but also helps in developing in them family values.
7. **Zero-balance accounts:** Zero balance bank account facility is available to the students in Syndicate and Karnataka Banks not only gives the students a glimpse of their functioning but also develops in them the habit of thrift.
8. **Mentoring system:** Mentoring program is launched to establish a trusting relationship with accountability and responsibility from the mentor and mentee. It has been observed that some students suffer in silence with their academic, financial, personal, family and career problems. They also keep away from counseling. To help out students in problems and encourage them in their curricular and extracurricular activities for the all-round development, mentoring is a platform of solutions. . It is designed to assist mentee in academic education, value education, emotional education and health education.
9. **Annual medical checkups for students:** Medical check-up of students is an annual activity conducted to know the health status of Saint Marians. The college has appointed Dr. N. S. Nayak, a local doctor for performing yearly health check-up to take timely treatment to ailment if any.
10. **Celebration of teacher's day by the students union council:** Every year the Students' Union Council celebrates Teacher's day. As the part of the programme staff are honoured, competitions are arranged and refreshments served by the council members. This practice has enabled to establish rapport between teachers and students.
11. **Celebration of National Sports Day:** National Sports Day is observed on 29th August of every year and inter-class tug of war competition is held as part of the celebration.
12. **Organization of Annual Sports Day and encouragement to sports:** Intra mural games competitions and annual sports meet are organized to infuse the sports interest among the students. The Correspondent of the college invited to inaugurate the sports meet

and give the message. In addition students are encouraged to participate in a number of inter-collegiate tournaments such as cross country race, volley ball, throw ball, chess, Cricket, power lifting, soft Ball, weight lifting and best physique. Over the years many a students have won laurels to our college at the inter-collegiate and state level competitions and have represented university at the national level in intra-varsity competitions.

- 13. Diagnosis of blood sugar level:** Diagnosing the blood sugar level all the students is organized under the banner of Red Cross Society. This innovative practice helped to identify the cases of diabetes among staff and students.
- 14. Free accesses to administration by stakeholders:** Stakeholders are the privileged section of the institution and can visit at any time to meet the authorities. The interaction with the stakeholders enables the administration to get the feedback and work for the progress of the college.
- 15. Transparency in evaluation Methods:** The College has been demonstrating utmost transparency in the conduct of internal assessment examinations. The faculties in all the departments of all the streams are committed to greater transparency and are willingness to respond to the grievances of the students with regard to exams results through allowing personal seeing of the answer scripts. There is a three-tier redressing system relating to examination related problems. At the bottom level there is the teacher concerned failing which there is the Examination Committee and at the top level there is Principal. But the grievances mostly get redressed at the teacher level only. The necessary documents are maintained by all the departments.
- 16. A vibrant and active alumni Association:** The students who leave the institution should always feel that they are a part and parcel of the institution. With this purpose, the alumni association is formed which brings alumna into its fold. This association helps to organize programmes and workout strategies for the all-round growth of the Alma mater. All students who secure admission, study on the campus and pass out are the members of the association. The association has been playing an elder brother role in the development of the institution by contributing substantial financial help.
- 17. Help in placement and counselling:** The Career and Placement Cell has been formed to address the diverse socio-economic challenges and geographic backgrounds for the heterogeneous population of students coming to the college vis-à-vis equity of access and placement opportunities through making available relevant and accessible information to the entire student community in general and disadvantaged community in particular. In addition, it intends to provide professional guidance for bridging linguistic and cultural

gaps for better career achievements and healthy progression of students.

- 18. Midday-meal facility:** Mid-Day-Meal Programme is started with a view to enhance the enrolment, retention and attendance of the students in the college. On an average, every year 230 students take the benefit of subsidized Mid-day meal facility. A subsidy of Rs 39,000/- (subject to variation with the variation in interest rate) is given to the students from Fr. Wilson D'Souza and Fr. John A Barboza Midday Meal Fund.
- 19. Anti-addiction cell:** Suffering can be overwhelming when faced alone, but it finds its own solace when shared with someone who will listen in confidence. Specialized professional training and counselling is done to straighten out physical setbacks and damages, mental and emotional tangles and socio-economic unrests and spiritual degradation. The Anti-Addiction Cell is committed to face problems and challenges with expertise and professionalism to reach out to the needy, forsaken, stigmatized, rejected and those who are losing hope if found on the campus.
- 20. Red Cross:** The college unit of Red Cross Society creates awareness on disaster management, first aid and life saving techniques, blood transfusion services and other related programmes. It also coordinates activities with government departments like Health and Family Welfare with regard to national health programmes.
- 21. Honouring achievers by awarding prizes and medals during annual day:** College holds the prize distribution ceremony during Annual Day celebrations and honours both academic and non-academic prize winners of different events.
- 22. Encouragement of field study, project and research:** Students are encouraged to undertake the projects, field study and minor research work to have practical knowledge.
- 23. Uninterrupted supply of clean drinking water:** A sophisticated 7 water purifiers are installed in the campus to ensure safe drinking water for the faculties and students.
- 24. Parent Teacher Association (PTA):** PTA is an integral part of the college and plays a predominant role in the smooth and efficient functioning of the college. The Principal is the Honorary President. President, Vice President and Joint Secretary are elected from among the parents and the Secretary and Treasurer are selected in the staff council. The Executive Committee of the PTA meets at regular intervals and the General Body once a year. In addition to these class-wise PTA meetings are held twice a year – one each in every semester. During these meetings the attendance of the students, marks secured by them in University and internal exams, participation in various activities is presented and discussed on one-to-one basis which has had a great impact on the performance levels

of students. The feedback obtained in these meetings is used for bringing about timely improvements in the functioning of the college. Generous allocation of funds from PTA has helped college to institute scholarships for students, renovate men's and ladies' rest rooms, interlock the quadrangle in front of the college, construct vehicle shed, arrange NSS camps and organize seminars and conferences. The Executive Committee of the PTA meets regularly and supports wholeheartedly all the academic and non-academic endeavours of the college.

B. Innovation in Course Curriculum

1. **Specialized coaching in soft skills:** Coaching in soft skills is provided to aspiring students of first year as an add-on diploma course. Contents of the course include good communicative skills, work ethics, time management abilities, working under stress, team work, adaptability skills, positive attitude, GD skills, problem solving skills etc. This course is of utmost importance to the students of rural background to face the challenges of job market to get absorbed.

C. Innovation in Content Delivery

1. **Additional classes, tutorial classes and remedial classes**
 - **Additional Classes:** Additional classes are conducted to all the students by the faculty as per the requirements. The objective of the practice is to complete the syllabus in time. These classes are held before the commencement of the regular classes in the morning or after the regular classes in the evening or during holidays in consultation with the students.
 - **Tutorial Classes:** Tutorial Classes are conducted to help the slow learners. The faculty first identifies them through their interactions in the class or mentoring system, their grasping abilities, responses in class, marks obtained in internal assessment examinations. They are then helped by the faculty by giving personal care by clarifying doubts, giving them vernacular books, giving them questions, reviewing their performance.
 - **Remedial Coaching:** It is an academic innovation designed to bring academic upgrading of underprepared students to the expectation level of college. In the college remedial coaching classes are introduced for the students belonging to SC/ST/OBC categories and financially underprivileged students under the UGC scheme. The effectiveness of remedial classes is ensured by designing and organizing lectures to suit their needs, encouraging and facilitating discussion and participation and the use of a variety of instructional methods
2. **Organizing quizzes, debates, role-plays, group discussions,**

panel discussions, pick and present by the departments: These student-focused activities are given importance in the institution by all the departments. The prime objectives are to develop creativity, comprehensibility, critical thinking, in-depth subject knowledge, communicative skills and to provide a platform to showcase their latent talents. Subject quizzes are organized by the departments of Sociology and, Economics, general knowledge quiz by Students Union Council, management quiz by Management Association, IT quiz by IT Club and quiz on major religions by harmony Club. Debates, group discussions and on panel discussions on burning issues, role-plays on social problems and pick and present on subject related topics by departments help students to develop multiple skills in addition to domain knowledge of the subjects

3. **Use of ICT in teaching:** It is a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information that is very useful in teaching and learning. Students find learning in a technology-enhanced setting more stimulating and student-centred than in a traditional classroom with chalk and talk method. College has made an all-round effort to provide such a setting with LCD mounted classrooms, multi-media A.V.Hall, internet connectivity in departments and a host of other e-gadgets for facilitating technology-based and used teaching.

7.3 Best Practices

7.3.1 Elaborate on any two best practices as per the annexed format (see page) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the College.

Best Practice I

1. **Title: Blood Donation – A Life Saving Programme**
2. **Objectives:**
 - To organize the Blood Donation Camp once a year in collaboration with the voluntary organizations
 - To develop awareness on the importance of donating blood and saving lives
 - To educate the students on the beneficial aspects of blood donation
 - To help the needy and poor in times of emergency throughout the year
 - To ensure the ready availability of the required group of blood by maintaining the database of donor students
 - To create a network of young blood donors who are committed to donating blood regularly
 - To connect the society with social outreach programme

3. The context

In 1984, with the launching of N.C.C Unit in the college, Dr.N.S.Nayak, a popular local doctor mooted the idea of starting a Blood Donors Cell in Shirva village in consultation with the NCC officer of the college unit, Major Pascal Walter D'Sa. The idea materialized with the approval of the Management. Free blood grouping service was extended by Dr.N.S.Nayak to students thereby enabling the college to build the data base of donors. In 1986, the then Lions Club of Shirva sponsored the Blood Donation Camp in the college for the first time by inviting blood bank officials of Wenlock District Hospital, Mangalore to collect the blood. Thereafter, annual Blood donation practice continued till today by the staff and students. This practice enabled to conduct every year voluntary Blood donation camp along with the following auxiliary programmes:

- Blood Donation Awareness programme
- Blood Grouping Programme
- Blood Donors List updating programme
- Rare Blood Group Identification Programme

Emergency donation of rare group blood is practiced in the institution. Blood donation practice helped the institution to establish a cordial relationship with all the Blood Banks of the hospitals. This will help to direct the students, staff, parents and relatives and also the people of this locality in times of emergency to get needed blood on replacement basis. The college secured high appreciations among the local people for this noble programme of social concern.

4. The practice

The blood donation practice though took birth in the year 1984, suffered a setback due to teething problems like uninformed students, dearth of confidence and lack of motivation from the parents. The college initiatives aimed at creating awareness among students started bearing fruits from the year 1986. Prof Pascal Walter D'sa, Head of the Department of Commerce was the coordinator of the programme by virtue of being the NCC Officer. The practice involves

- Networking with the voluntary organizations like Lions' Club, Rotary Club, Indian Red Cross, Indian Catholic Youth Movement for financial help, participation and collaboration
- Networking with the Blood Banks of hospitals for the collection of the blood

- Fixing the date for the programme in consultation with college administration, voluntary organizations and the officials of the Blood bank
- Fixing guests for the programme
- Preparing the invitation and distributing them
- Notifying the invitation on notice boards
- Requesting the class advisors to inspire and motivate students under their charge
- Prepare a list of student donors involving class leaders and Student Council leaders in advance
- Prepare a list of NCC and NSS volunteers for extending required help during the programme.
- Arrange counters for registration, blood grouping, BP and Haemoglobin checking
- Arrange a classroom with beds to facilitate blood collection
- Arrange an inaugural programme of the duration of an hour with a motivational and awareness talk by an expert usually a doctor.
- Allow students with common blood groups to donate blood
- Counsel and convince students with rare blood groups not to donate blood in camps but donate it to the needy during the year when required
- Arrange refreshments for guests, donors and volunteers
- Prepare and maintain database and records
- Make arrangements for the yearlong donation of blood to the needy during emergencies

5. Evidence of success

This unique innovative practice has been very successful in our college. The success of the practice is evident from

- Donating blood in camps and/or during other times of the year without stopping
- Appreciation by local people, voluntary organizations like Lions and Rotary Clubs, Hospitals, stakeholders and well-wishers of the College
- Faith, trust and goodwill reposed by the hospital and blood bank authorities through giving blood to any one directed by the college with a promise to replace the same later.
- Steady increase in the units of blood donated over the years barring a few as shown in following chart

Table 7.1 Blood Collection By Different Hospitals		
Year	Name of the Hospital	Units

		Collected
1986-87	K.M.C Hospital, Manipal	34
1987-88	Wenlock Govt Hospital, Mangalore	25
1988-89	K.M.C Hospital, Manipal	46
1989-90	K.M.C Hospital, Manipal	58
1990-91	K.M.C Hospital, Manipal	49
1991-92	Fr.Mullers Blood Bank, Mangalore	32
1992-93	K.M.C Hospital, Manipal	50
1993-94	K.M.C Hospital, Manipal	35
1994-95	K.M.C Hospital, Manipal	60
1995-96	K.M.C Hospital, Manipal	71
1996-97	K.M.C Hospital, Manipal	68
2003-04	Govt District Hospital, Udupi	59
2004-05	Govt District Hospital, Udupi	82
2005-06	Govt District Hospital, Udupi	62
2007-08	Govt District Hospital, Udupi	72
2008-09	Govt District Hospital, Udupi	74
2009-10	Govt District Hospital, Udupi	74
2010-11	Govt District Hospital, Udupi & Fr. Mullers Blood Bank, Mangalore	61
2011-12	K.M.C Hospital, Manipal	77
2012-13	Govt District Hospital, Udupi	93
2013-14	Govt District Hospital, Udupi	104
2014-15	K.M.C Hospital, Manipal	130
Total:		1,416
Source: Red Cross and NCC Records		

6. Problems Encountered and Resources Required

The problems encountered are

- Ignorance of the students about the beneficial aspects of blood donation
- Lack of encouragement from the parents to donate blood

- Parents' delusion that blood donation spoils the health of their Children.
- Non availability of students during the examination and holidays
- Inability to help the needy during summer because of increased demand for blood due to increased accidents and non-availability of students due to summer holidays
- Inability of the poor patients to get the blood free of cost.

7. Notes

There are subsidiary benefits accruing from blood donation camps. Free health check up, blood pressure check, haemoglobin check and screening the blood for major diseases. In case there are major problems, the donors are informed and at the same time secrecy is maintained. In the case of direct donation of blood to the patients in times of emergencies the donors not only give the second life to the patients but also create a great impact on all those who depend on that patient.

Best Practice II

1. Title: Soft Skills for Students

2. Objectives of the Practice

- To give students a realistic perspective of work expectations
- To create a desire to fulfil individual goals
- To develop in students soft skills such as communicative skills, inter and intra-personal skills, problem solving and critical thinking skills, presentation skills, group discussion and interview skills
- To build the capacity of Comprehensibility among students
- To prepare the students to be successful in job market
- To train the students to acquire core competencies needed to face the challenges of corporate world
- To develop human resources required for national development
- To meet the local as well as local global requirements.

3. The context

The college is situated in a rural area. Majority of the students are rural and are from poor socio-economic background. Their mediums of study are Kannada at the lower level and are not exposed to current developments. They were only interested in the curriculum and passing examinations and were not open to grasp the new ideas and skills. This miserable condition developed lack of self confidence and a feeling of inferiority in them. Moreover, most of the students were academically competent with relation to domain knowledge or hard skills but lacked in skills like team-work, leadership, communication and presentation skills. Adding

to this there was also complaint in the media from employers that fresh graduates or new entrants to job markets lacked soft skills are not employable. Realizing this, college and the departments organized a few training programmes and talks aimed at enhancing these skills. These programmes though were well taken by students did not produce desired results as they lacked continuity. This made the college administration and the staff to think seriously to introduce a continuous enrichment program by way of Soft Skills Course.

4. The Practice

Whenever one talks about soft-skills, the first thing that strikes to the mind is – communication skills because that is the skill that is mostly lacking amongst students. Hence, the college started 'Communicative English Speaking Course' in the year 2010-11. This course covered intricacies of grammar, writing, speaking, group discussion, debate, telephonic conversation and etiquettes in conversation. In 2012-13, in keeping with the changes of times the nomenclature was changed and is called as Course in Soft Skills. As was needed the course content was also widened. It includes:

Table : 7.2 Course Content		
Effective Communication	Interview Skills	Personality Development
<ul style="list-style-type: none"> • Situational English • Conversational English • Spoken English • Communicational English • Group Dynamics • Presentation • Art of Public Speaking • Seminars • Debate • Role Play 	<ul style="list-style-type: none"> • Writing Cover letter • Bio-data, Resume, Curriculum Vitae • Mock Interview • Stress Interview • Depth interview • Aptitude test • Reasoning skills • Analytical skills • Group dynamics • Planned interview 	<ul style="list-style-type: none"> • Need of personality development • Building up the right attitude • Building up confidence • Secret of success • 99 steps that leads to success • Think big and grow big • Happy living • Art of public speaking • Inter and intra personal skills • Time management • Motivation

This course is given to the aspirants of first year BA, BCOM, BBM, and BCA and is planned and coordinated by the Department of Economics. The course is conducted by a professional trainer - Mr. Jaikishan, Director of Western Institute of Technology from Udupi. Course content is designed by the coordinator and the trainer. Weekly two hours are apportioned for classes are held on

Wednesdays and Fridays from 8.30 am to 9.30 am. During the classes the trainer gives them both hard and soft skill components simultaneously. For instance, in dealing with communicative skills the trainer gives them hard skills by way of inputs on correct and incorrect usages and then soft skills by conducting training or practice sessions. He helps them to identify their weak areas and facilitates to surmount them through training. Suppose a student has stage fear, he asks him/her to make a presentation before his/her friend, then in a small group and only when the student attains that level confidence he asks him/her to present before the whole class. At the end of the course the evaluation of the students is done on the basis of their participation and performance in college level activities, inter-collegiate level activities, medals won, marks obtained in the test conducted by the trainer and on the basis of attendance. On successful completion of the course, certificates are issued to the students. The coordinator maintains the relevant records of the course.

5. Evidence of Success

The success of the training is evident from

- Feedback from the students
- Feedback of parents in PTA meetings
- The performance of students in higher classes
- The interest of the students to pursue higher education after graduation
- The placements of students

6. Problems Encountered and Resources Required

- Mixed group of advanced and slow learners poses problems in balancing activities
- Rural students from Kannada medium show reluctance to take part in activities conducted
- Lack of career goals makes students less focused and less interested
- Lack of more trainers
- Declining number as the same training is imparted to students under Coaching for Entry into Services, Personality Development and NSS
- Lack of time under semester scheme
- Reaching college in the morning at 8.30 am. as they have to travel from distant places
- Travelling from distant place

7. Notes:

- Soft skills very important for every person if one has to make a career and advance in career.

- Lecturers can play an important role and can make a difference by using soft skills in the delivery of subject knowledge and can make students practice the same.

DEPARTMENTAL INPUTS

EVALUATIVE REPORT OF THE DEPARTMENT OF BUSINESS MANAGEMENT

1. Name of the department: **Business Management**
2. Year of Establishment: **2009**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **Under Graduate**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise):
 - **Credit based Semester Scheme**
6. Participation of the department in the courses offered by other departments:
 - Department participates in courses offered by Department of Economics
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	--	--
Associate Professors	--	--
Asst. Professors	03	03
Guest Faculty	04	04

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
D'Souza Preema Fredrick	M.B.A.	Assistant Professor	Finance and marketing	04	---
Geetha	M.Com	Assistant Professor	Human Resource Mgt	04	---
Sushmitha	M.Com	Assistant Professor	Finance	04	---

11. List of senior visiting faculty: **Nil**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

- Lectures delivered by temporary faculty- 35%
- Practical classes- Nil

13. Student -Teacher Ratio (programme wise)

Student-Teacher Ratio					
Program/Year	2010-11	2011-12	2012-13	2013-14	2014-15
B.B.M.	40:1	58:1	56:1	53:1	47:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Not applicable**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

- **P.G. - 03**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

- Publication per faculty

a) **Asst. Prof. D'Souza Prima Fredrick**

- Joint Article on "E-banking Practices and Customer Satisfaction: A case study in Shirva" in National Conference Compendium of New Paradigms in Administration: e-Governance in Karnataka Published by St. Mary's College, Shirva with ISBN

b) **Asst. Prof. Geetha**

- Joint Article on "Net banking Services in State bank of India" in National Conference Compendium of New Paradigms in Administration: e-Governance in Karnataka Published by St. Mary's College, Shirva with ISBN

c) **Asst. Prof. Sushmitha**

- Joint Article on "Net banking Services in State bank of India" in National Conference Compendium of New Paradigms in Administration: e-Governance in Karnataka Published by St. Mary's College, Shirva with ISBN

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

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**
 - Monographs: **Nil**
 - Chapter in Books: **Nil**
 - Books Edited: **Nil**
 - Books with ISBN/ISSN numbers with details of publishers: **Nil**
 - Citation Index: **Nil**
 - SNIP :**Nil**
 - SJR: **Nil**
 - Impact factor: **Nil**
 - h-index :**Nil**
20. Areas of consultancy and income generated: **Nil**
21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards : **Nil**
22. Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme

In- house Projects			
Class	2012-13	2013-14	2014-15
III B.B.M.	100.0%	100.0%	100.0%
II B.B.M.			100.0%
I B.B.M.			100.0%

- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

	2011-12	2012-13	2013-14	2014-15
No. of students.	01/57	08/58	05/54	11/53
Percentage	1.75%	13.79%	9.26%	20.75%

23. Awards / Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists / visitors to the department

Sl.No	Date	Academicians/ Scientists/ Visitors
1	15.07.2011	Asst. Prof. Nandakishore Head of Department of Business Mngement Sri Bhuvanendra College, Karkala
2	16.08.2011	Dr. Jagadeesh Jogi, Udupi
3	16. 12.2011	Prof. Chethan Kumar, A. J. Institute of Management, Mangalore
4	16.01.2012	Asst. Prof. Chandrashekhar K. SRSNMGFGC& PG Studies, Barkur
5	20.07.2012	Mr. Gopalakrishna Bhat, Trisha Coaching Classes, Udupi
6	24.08.2013	Capt. Indumathi, JCI Kaup
7	12.09.2013	Asst. Prof. Chandrashekhar K. SRSNMGFGC& PG Studies, Barkur
8	20.12.2013	Prof. Sachin R. Chandra and Prof. Deeksha Shetty, MSNM Besant Institute of PG Studies, Mangalore
9	26.02.2014	Mr. Henry Philip, Mumbai
10	06.03.2014	Mr. Sudarshan Pai, Branch Manager, LIC Kaup
11	21.07.2014	Dr. Veena B. K. Principal, NSAM First Grade College, Nitte
12	31.07.2014	Mr. Girish S. P. Advocate, Udupi
13	19.12.2014	Prof. Suresh Shenoy, Prof. Sachin R. Chandra and Prof. Deeksha Shetty, MSNM Besant Institute of PG Studies, Mangalore

25. Seminars/ Conferences/Workshops organized & the source of funding a) National b) International: Not Applicable

26. Student profile programme/course wise:

Name of the Course/programme		Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.B.M.	2010-13	81	61	31	30	86.21
	2011-14	73	58	24	34	88.89
	2012-15	64	57	34	23	---
	2013-16	55	53	19	34	---
	2014-17	58	37	17	20	---

*M = Male *F = Female

27. Diversity of Students

Name of the Course		% of students from the same state	% of students from other States	% of students from abroad
B.B.M.	2010-13	100.0%	---	---
	2011-14	100.0%	---	---
	2012-15	100.0%	---	---
	2013-16	100.0%	---	---
	2014-17	94.6%	5.4%	---

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

- Two students have passed the following National level exams organized by professional Institutions:
- a) Mr. Chetan passed the Career Proficiency Test organized by Institute of Chartered Accountants of India held in December 2011.
- b) Ms. Winolin Menezes passed the Company Secretaries Exam (Foundational Programme) organized by Institute of Company Secretaries of India held in December 2014.

29. Student progression

Student progression	Against % enrolled		
	2009-12	2010-13	2011-14
UG to PG	24.6%	22.4%	38.9%
Employed			
• Campus selection	---	---	---
• Other than campus recruitment	43.86%	67.2%	51.86%
Entrepreneurship/Self-employment	---	---	---

30. Details of Infrastructural facilities

- a) Library
 - Departmental Library has 80 books in its stock. More than 300 books are provided to the students of the department under the Remedial Coaching Scheme.
- b) Internet facilities for Staff & Students
 - The department has been connected with the internet facility. Though the students are not provided with separate internet facility at the departmental level, they are provided with these

facilities on need basis.

c) Class rooms with ICT facility

- All the classrooms are provided with LCD Projectors

d) Laboratories: Not Applicable

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

Class/ Programme	2010-11	2011-12	2012-13	2013-14
III BBM	---	16	37	13
II BBM	25	28	11	13
I BBM	30	26	30	19
Total Amount Received	Rs.83,318 /-	Rs.1,68,311/-	Rs.1,20,441/-	Rs.1,00,300/-

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

Sl. No	Date	Programme	Resource Person	Beneficiaries
1	15.07.2011	Inauguration of Management Association	Asst. Prof. Nandakishore Head of Department of Business Mngement Sri Bhuvanendra College, Karkala	All BBM students
2	16.08.2011	Guest lecture on Personnel Mgt	Dr. Jagadeesh Jogi, Udupi	All BBM students
3	16.12.2011	Guest lecture on Stock Market and Financial Market	Prof. Chethan Kumar, A. J. Institute of Management, Mangalore	III BBM students
4	16.01.2012	Guest lecture on Quality of Work Life	Asst. Prof. Chandrashekhar K. SRSNMGFGC& PG Studies, Barkur	II BBM students
5	20.07.2012	Guest lecture on Trends on Management	Mr. Gopalakrishna Bhat, Trisha Coaching Classes, Udupi	II BBM students
6	24.08.2013	Training Pogramme on Goal Setting	Capt. Indumathi, JCI Kaup	II BBM students
7	12.09.2013	Guest lecture on Stress Management	Asst. Prof. Chandrashekhar K. SRSNMGFGC& PG	III BBM students

			Studies, Barkur	
8	20.12.2013	Workshop on Knowledge Inclusion	Prof. Sachin R. Chandra and Prof. Deeksha Shetty, MSNM Besant Institute of PG Studies, Mangalore	III BBM students
9	26.02.2014	Guest lecture on Career Orientation in Management	Mr. Henry Philip, Mumbai	III BBM students
10	06.03.2014	Guest lecture on Claims Management	Mr. Sudarshan Pai, Branch Manager, LIC Kaup	III BBM students
11	21.07.2014	Inauguration of Management Association	Dr. Veena B. K. Principal, NSAM First Grade College, Nitte	All BBM students
12	31.07.2014	Guest lecture on Cyber Crime	Mr. Girish S. P. Advocate, Udupi	II BBM students
13	19.12.2014	Training Programme on Career Orientation in Mgt	Prof. Suresh Shenoy, Prof. Sachin R. Chandra and Prof. Deeksha Shetty, MSNM Besant Institute of PG Studies, Mangalore	III BBM students

33. Teaching methods adopted to improve student learning

- Lectures
- Seminars
- Assignments
- Power Point
- Inter-class student exchange
- Video clippings
- Group Discussions
- Case study
- Peer teaching
- E- learning

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

- Faculty participation in various committees/ cells formed by the college
- Encouraging the students to actively participate in various extra-curricular activities as a part of their curriculum
- Extending the help towards campus cleanliness programmes

- Participation of students in extension activities of the NSS and NCC.
- Participation of students in blood donation programmes.
- Creating harmonious atmosphere by celebrating the major festivals of all religions under Harmony club
- Preparing the students for their future endeavours by providing research and project opportunities

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

Strengths

- Qualified, young and energetic faculty members
- Good rapport between the faculty and students
- Use of innovative teaching methods
- Cordial relationship with students and alumni
- Industry based competitive syllabus

Weaknesses

- Decreasing enrollment of students
- Lower aptitude level of students at the entry level
- Inferior complex among stakeholders about the course
- Fluctuating job opportunities for the management students
- Being a self- financed course, difficult to meet financial requirements.

Opportunities

- To attend seminars and present papers to both the faculty and students
- To involve students in research activities
- To develop various student- centered teaching methods
- To facilitate the students with add- on courses
- To train the students with multi- faceted corporate skills

Challenges

- To attract more students to the course and to retain them
- Handling low aptitude students
- To increase the competency of teachers as well as the students
- Competition from other colleges and departments
- Unstable markets and corporate fields and their impact on job opportunities

Future Plans

- Expansion of the Departmental Library by adding more books
- Organising add-on courses to increase the competency of students
- Provision of computer facility to the students in the department

- with the assistance of different schemes of the college
- Organising study tours and field visits to empower the students with practical knowledge
 - Organize seminars/ conferences with the help of sponsoring agencies.

EVALUATIVE REPORT OF THE DEPARTMENT OF COMMERCE

1. Name of the department : **Commerce**
2. Year of Establishment : **1980**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **B Com**
4. Names of Interdisciplinary courses and the departments/units involved **No**
5. Annual/ semester/choice based credit system (programme wise) : **Semester**
6. Participation of the department in the courses offered by other departments : **No**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : **No**
8. Details of courses/programmes discontinued (if any) with reasons: **No**

9. Number of Teaching posts		
	Sanctioned	Filled
Professors	0	0
Associate Professors	4	4
Asst. Professors	1	1

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students
Mr Rajan VN	M Com M Phil	Associate Professor	Banking & International Finance	30	Nil
Mr Pascal DSa	M Com	Associate Professor	Personnel Management & Industrial relations	34	Nil
Dr Ganesh Bhat S	M Com PhD	Associate Professor	Costing	33	3
Ms Ratnawati Leena Ferrao	M Com	Associate Professor	Personnel Management & Industrial relations	31	Nil

Mr Ajith D'Mello	MBA	Assistant Professor	Financial Management	2	Nil
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11. List of senior visiting faculty :Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty :Nil
13. Student -Teacher Ratio (programme wise):80:5
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Shared with common office of the college
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:
Ph D:1 , M Phil: 1, PG: 3
16. Number of faculty with ongoing projects from
 - a) National :1
 - b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received 1
18. Research Centre /facility recognized by the University: Nil
19. Publications:

Publication per faculty :5

- a) Number of papers published in peer reviewed journals (national / international) by faculty and students:
- b) Number of publications listed in International Database (For eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : 2
- c) Monographs Nil
- d) Chapter in Books Nil
- e) Books Edited Nil
- f) Books with ISBN/ISSN numbers with details of publishers
- g) Citation Index
- h) SNIP
- i) SJR
- j) Impact factor
20. Areas of consultancy and income generated : Nil
21. Faculty as members in:
 - a) National committees Nil
 - b) International Committees Nil
 - c) Editorial Boards.... Nil

22. Student projects

Percentage of students who have done in-house projects including inter departmental/programme : 53

Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

1

b) International

Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2010-11	155	76	34	42	
2011-12	133	68	30	38	
2012-13	129	80	34	46	
2013-14	131	85	25	60	
2014-15	138	82	29	53	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from
B.Com.	100%	0%	0%

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

NA

29. Student progression

Student progression	Against % enrolled
UG to PG	30%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	Nil
Entrepreneurship/Self-employment	5%

30. Details of Infrastructural facilities

- a) Library: Yes
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility : Yes
- d) Laboratories: Yes (Computer Lab)

31. Number of students receiving financial assistance from college, university, government or other agencies: Scholarship list

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

CA Narashima Nayak,
 Prof Radhakrishna Sharma
 Mr Ronald D Mello

33. Teaching methods adopted to improve student learning ICT led classroom lectures,

34. Participation in Institutional Social Responsibility (ISR) and Extension activities : Blood donation, tree plantation, plastic clearance and campus cleaning

35. SWOC analysis of the department and Future plans

Strength:

Applications for BCom course are increasing year after year.

Location is convenient and safety especially for women students.

Weakness:

Senior staff members are on the verge of retirement.

Opportunities: Good Infrastructure facilities

Challenges: Competition from neighboring college.

EVALUATIVE REPORT OF THE DEPARTMENT OF COMPUTER APPLICATION

1. Name of the department: **Computer Application**
2. Year of Establishment: **2009**
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **NIL**
5. Annual/semester/choice based credits system (programmewise): **Credit based Semester System**
6. Participation of the department in the courses offered by other departments: **Participates in the course offered by Business Management.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**
8. Details of courses/programmes discontinued (if any) with reasons **NIL**
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	4	4
Part time	1	1

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Praveen Kumar	M.Sc	Lecturer	Computer Science	6	NIL
Ms. Sushma	M.Sc	Lecturer	Computer Science	4	NIL
Mr. Prakasha	M.Sc	Lecturer	Computer Science	3	NIL
Mr. Laxman Rao	M.Sc	Lecturer	Information Technology	2	NIL

11. List of senior visiting faculty: **NIL**
12. Percentage of lectures delivered and practical classes handled (programmewise)

by temporary faculty: **Practical- 0%, theory-7.14%**

13. Student-Teacher Ratio (programme wise):

Year	2010-11	2011-12	2012-13	2013-14	2014-15
1 year	1:6	1:5	1:7	1:5	1:8
2 year	1:6	1:6	1:5	1:7	1:5
3 year	-	1:6	1:6	1:5	1:7

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 2 common staff

15. Qualification of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG. : **PG 5**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NIL**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre/facility recognized by the University: **NIL**

19. Publications:

- a) Publication per faculty : **5 books containing the study materials for Computer Application by a faculty (K.Praveen Kumar) of BCA**
- Number of papers published in peer reviewed journals (national/international) by faculty and students : **NIL**
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database- International Social Sciences Directory, EBSCO host, etc.) : **NIL**
- Monographs : **NIL**
- Chapter in Books : **NIL**
- Books Edited : **NIL**
- Books with ISBN/ISSN numbers with details of publishers : **NIL**
- Citation Index : **NIL**
- SNIP : **NIL**
- SJR : **NIL**
- Impact factor : **NIL**
- h-index : **NIL**

20. Areas of consultancy and income generated : **NIL**

21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards... : **NIL**

22. Student projects : **Project leading to the generation of software for Institutional use is developed.**

- a) Percentage of students who have done in-house projects including interdepartmental/programme : **100%**
- b) Percentage of students placed for projects in organizations

outsidetheinstitutioni.e.inResearchlaboratories/Industry/
otheragencies: **NIL**

23. Awards/Recognitionsreceivedbyfacultyandstudents: **NIL**
 24. Listofeminentacademiciansandscientists/visitors to the department:
NIL
 25. Seminars/Conferences/Workshopsorganized&thesourceoffunding a)
National : **NIL** b)International: **NIL**
 26. Studentprofileprogramme/coursewise:

Nameofthe Course/programme(r efer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BCA 2010-13	27	24	7	17	100%
BCA 2011-14	20	19	12	7	100%
BCA 2012-15	28	27	15	12	-
BCA 2013-16	21	19	6	13	-
BCA 2014-17	30	29	11	18	-

*M=Male *F=Female

27. Diversityof Students

Name of the Course	% of students fromthe samestate	%ofstudents fromother States	%of students from abroad
BCA 2010-11	95.83%	0%	4.166%
BCA 2011-12	100%	0%	0%
BCA 2012-13	94.74%	5.26%	0%
BCA 2013-14	100%	0%	0%
BCA 2014-15	96.55%	3.45%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civilservices, Defenseservices, etc.? :**NIL**
 29. Studentprogression

Studentprogression	Against%enrolled
UGtoPG	15+
PGtoM.Phil.	NIL
PGtoPh.D.	NIL
Ph.D.toPost-Doctoral	NIL
Employed •Campuselection •Other than campus recruitment	3 (2013-14 Batch) 4 (2014-15 Batch)

Entrepreneurship/Self-employment	
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30. Details of Infrastructural facilities

- a) Library : **NIL**
- b) Internet facilities for Staff & Students : **Available**
- c) Class rooms with ICT facility : **Available**
- d) Laboratories : **2**

31. Number of students receiving financial assistance from college, university, government or other agencies:

Year	No. of Students received financial assistance
2010-11	13
2011-12	21
2012-13	04
2013-14	10
2014-15	01

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

Year	No. Of guest lectures
2011-12	1
2012-13	1
2013-14	5
2014-15	2

33. Teaching methods adopted to improve student learning: **ICT oriented learning, Project based learning.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Encouraging the student to participate in NCC, NSS, and Red Cross Activities-

- CPL Srivathsa Bhat secured 1st place in Volley Ball Game held on 28-05-2014 at MGM College, Udupi.
- CUO Anusha Devadiga secured Best cadet award in Mangalore University Level competition conducted by Sri Bhuvanendra College Karkala in December 2013

35. SWOC analysis of the department and future plans

Strength	Weakness	Opportunity	Challenge
<ul style="list-style-type: none"> Well Equipped Laboratories Experienced Lecturers Regular updation of software Conducting Various programme Advanced topics in the course. 	<ul style="list-style-type: none"> Rural area, has to spend more time in travelling. Financial problem for the students to opt BCA. Expenditure for the course is more. Low entry level of student. 	<ul style="list-style-type: none"> Campus selection. Employability. Self - employment. In-house development of software and its marketability. 	<ul style="list-style-type: none"> Competing Courses. Unstable student strength.

EVALUATIVE REPORT OF THE DEPARTMENT OF ECONOMICS

1. Name of the department: Economics
2. Year of Establishment: 1980
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Under Graduate
 - UG Courses: B.A., B.Com. and B.B.M.
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise)
 - Credit Based Semester System for all programmes
6. Participation of the department in the courses offered by other departments
 - Department participates in courses offered by B.Com. and B.B.M. departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts

	Sanctioned	Filled
Professors	--	--
Associate Professors	02	02
Asst. Professors	01	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Ronald Joseph Moras	M.A.	Associate Professor	Rural Economics	34	---
Dr. Radhakrishna Bhat M	M.A., Ph.D	Associate Professor	Banking	31	---
Mr. Azil Melwin Castelino	M.A.	Assistant Professor	Econometrics	06	---

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise)

Student-Teacher Ratio					
	2010-11	2011-12	2012-13	2013-14	2014-15
B.A.	47:1	40:1	39:1	35:1	32:1
B.Com.	52:1	48:1	49:1	54:1	56:1
B.B.M.	40:1	39:1	37:1	53:1	46:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
 - Ph.D: 01
 - PG: 02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

U.G.C Funded:

Faculty Name	Project Title	Grants Received
Mr. Ronald Joseph Moras	A Comparative Study on the Offerings of the Life Insurance Products by Public and Private Insurer in Determining Rural India Awareness: A Consumer Perspective	Rs. 55,000/-
Dr. Radhakrishna Bhat M.	Secondary Sources of Income Earning Activities _ A Study in Mulky Hobli Area	Rs.65,000/-
Mr. Azil Melwyn Castelino	Impact of Monetary Policy on the Post Reforms Economic Growth in India	Rs.92,500/-

18. Research Centre /facility recognized by the University: **Nil**
19. Publications:
 - a) Publication per faculty

Dr. Radhakrishana Bhat M.

- Article “Banking Sector In Entrepreneurial Development” published by Mangalore University Economics Association in its annual magazine ‘AMARTHYA’ in 2012
- Article ‘Innovation- A Requirement/Limiting Factor for ‘Sustainable Corporate Enterprise’ published in the RVIM Journal of Management Research, Vol. 4, Special Issue – 2012 ISSN 0974 – 6722, PP 7-12
- Article ‘Cooperatives –The Complementary Institutions To Realize Inclusive Growth’ published in Sahakara Deepika- Seminar Souvenir, 2013, pp 41-49
- Number of papers published in peer reviewed journals (national /international) by faculty and students: **Nil**
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : **Nil**
- Monographs: **Nil**
- Chapter in Books:

Dr. Radhakrishana Bhat M.

- i. ‘Inclusiveness- Challenges for the Twelfth Plan’ published in the book ‘Development Challenges in the 12th Five Year Plan- Issues, Concerns and Deliberations’ published by Justice K.S.Hegde Institute of Management, Nitte, 2012, ISSN 2231-6043 PP 86-101
- ii. ‘Innovative Social Entrepreneurship-Its Challenges’ published in the book ‘Third Sector Response to Contemporary Challenges’ published by Sahyadri College of Management and Science, Mangalore, 2012 ISBN: 978-93-81195-10-9 PP 74-82
- iii. ‘Corporate Governance And Sustainable Development- Its Need And Inevitability’ published in the book ‘Contemporary Issues in Ethics, Governance and International Financing Reporting Standards(IFRS) Published by United Publishers Mangalore, 2013. ISBN:978-93-81195-25-3 pp 208-214
- iv. ‘Multiple Income Sources- A Micro Level Case Study’ published in the book ‘Demographic Transition in India Diverse Perspectives Published by Prasaraanga Tumkur University Tumkur, 2012 ISBN:978-81- 924393-7 PP 127-136
- v. ‘Regional Disparities And Challenges of Development’ (Co-authored with Mr JagadishHolla, K) published in the book ‘Urbanization and Economic Transformation Issues and

- Challenges' published by Global Research Publications, New Delhi (India) 2012 ISBN:978-81- 89630-65-2 PP 182-1196
- vi. 'Development Planning And Financial Inclusion' published in the book – Inclusive Growth Model in India with Special Reference to Eleventh Plan Achievements ISBN 81-88685-12-7 Mangalam Publications, Mangalore -4, 2014, pp97-109
 - vii. Mahabalashali Bhima selected for publication in a book to be brought out by Karnaataka Government, Kannada Develoment of Authority, Vidhana Soudha, Bangalore
 - viii. 'An Enquiry into Globalization, Change and Stabilization' published in the book 'Globalization, Human Rights and Democracy' published by Milagres College, Kallianpir, in 2045 ISBN:978-81- 929263-0-8

Asst. Prof. Azil Melwyn Castelino

- i. 'Reaching People Through e-Governance: An Analysis of Direct Benefits Transfer Scheme' published in the book- 'New Paradigms in Administration: e-Governance in Karnataka' by St. Mary's College, Shirva with ISBN.
- ii. 'Economic Ideas of Swami Vivekananda: A Reflection' published in the book ' Life and Living of Swami Vivekananda and His teachings to Mankind' by St. Mary's College, Shirva with ISBN.

- Books Edited:

Dr. Radhakrishana Bhat M edited Book 'Life and Living of Swami Vivekananda and His Teachings to Mankind' published by St. Mary's College, Shirva with ISBN

- Books with ISBN/ISSN numbers with details of publishers: **Nil**
- Citation Index: **Nil**
- SNIP: **Nil**
- SJR: **Nil**
- Impact factor: **Nil**
- h-index: **Nil**
-

20. Areas of consultancy and income generated

Faculty	Areas of Consultancy	Income Generated
Assoc. Prof. Ronald J. Moras	UGBOS Member SDM College, Ujire (Autonomous)	Nil
Dr. Radhakrishna Bhat M.	PGBOS Member SDM College, Ujire (Autonomous)	Nil

21. Faculty as members in
- National committees b) International Committees c) Editorial Boards.....: **Nil**
22. Student projects:
- Effectiveness of NAREGA Schemes among Households in Shirva Panchayath Area: 2011-12
 - Status of Agro-Marketing in Shirva Area: 2013-14
 - Extent of Inclusive Growth among Households in Shirva Area : 2013-14
- Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
 - Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**
23. Awards / Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists / visitors to the department

Sl. No.	Date	Academicians / Scientists / Visitors
1.	20.08.2010	Dr. Muzaffar Assadi, Chairman, Dept. Political Science, MYSORE UNIVERSITY
2.	19.01.2011	Dr. Lashimisha Rai, Robotic Engineer, CHINA
3.	25.06.2012	Ms. Ramya, PG Dept. of Economics, Thenkanidiyoor, UDUPI
4.	25.06.2012	Ms. Sowmyashree, PG Dept. of Economics, Thenkanidiyoor, UDUPI
5.	18.07.2012	Asst. Prof. Suchith, M.G.M. College, UDUPI.
6.	05.08.2013	Mr. Pradeep Kumar Shety, Lecturer, in History, PU College, BAILUR
7.	07.09.2013	Mr. Liston Mendonca, Christ University, BANGALORE
8.	09.09.2013	Mr. Dinesh, Social Activist, UDUPI
9.	22.02.2014	Assoc. Prof. Gopal, Dept. of Economics, Davala College, MOODBUDRI
10.	02.02.2015	Fr. Prakash Menezes, AUSTRALIA
11.	26.09.2014	<ul style="list-style-type: none"> • Swami Atmashraddhanandaji, Ramakrishna Math, Chennai • Swami Jitakamanandaji, President, Ramakrishna Math, Mangalore • Dr. S.Vishwanath, Scientist and Retired Deputy Director, National Aerospace

		Laboratories, Bangalore. • Dr. R. Blasubramaniam, Frank Rhodes Professor, Cornell University, USA. • Prof Vineetha V.N., NSS Programme Coordinator, Mangalore University
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25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

b) International

- Department organized a National Conference on “Life and Living of Swami Vivekananda and His Teachings to Mankind” funded by UGC on September 26, 2014

26. Student profile programme/course wise:

Name of the Course/ programme		Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
BA	2010-13	48	45	11	34	100
	2011-14	47	45	10	35	95.45
	2012-15	34	32	09	23	---
	2013-16	32	31	11	20	---
	2014-17	33	32	03	29	---
B.Com.	2010-13	155	76	34	42	85.71
	2011-14	143	68	30	38	89.71
	2012-15	133	80	34	46	---
	2013-16	141	85	25	60	---
	2014-17	138	82	29	53	---
B.B.M.	2010-13	81	61	31	30	86.21
	2011-14	73	58	24	34	88.89
	2012-15	64	57	34	23	---
	2013-16	55	53	19	34	---
	2014-17	58	37	17	20	---

27. Diversity of Students

Name of the Course	Year	% of Students From the Same State	% of Students From Other States	% of Students From Abroad
BA	2010-11	100	---	---
	2011-12	97.98	2.22	---
	2012-13	96.87	3.13	--
	2013-14	100	---	---
	2014-15	96.87	3.13	---

B.Com	2010-11	98.53	---	1.47
	2011-12	100	---	---
	2012-13	100	---	---
	2013-14	98.82	1.18	---
	2014-15	98.78	---	1.22
B.B.M.	2010-11	100	---	---
	2011-12	100	---	---
	2012-13	100	---	---
	2013-14	100	---	---
	2014-15	93.75	6.25	---

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

29. Student progression in 2014

Student Progression	Against % Enrolled
UG to PG	43.18
UG to Diploma, LLB, B.Ed	25
Employed	
· Campus selection	---
· Other than campus recruitment	13.63
Entrepreneurship/Self-employment	----

30. Details of Infrastructural facilities

- Library: Departmental Library with 180 books
- Internet facilities for Staff & Students: Broad Band Net facility with computers to Staff
- Class rooms with ICT facility: LCD facility in all classrooms
- Laboratories: Not applicable

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

Name of the Course/programme	2010-11	2011-12	2012-13	2013-14
III BA	49	25	30	31
II BA	26	33	17	12
I BA	28	32	18	11
Total Amount Received	Rs.2,42,399/-	Rs.2,28,234/-	Rs.1,86,097/-	Rs.1,23,971/-
II B.Com	53	61	38	28
I B.Com	37	52	58	43
Total Amount Received	Rs.2,50,245/-	Rs.4,69,788/-	Rs.3,45,730/-	Rs.2,60,830/-

II B.B.M	25	28	11	13
I B.B.M	30	26	30	19
Total Amount Received	Rs.83,318/-	Rs.1,07,588	Rs.62,405/-	Rs.70,800/-

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

Sl. No.	DATE	THEME	RESOUCCE PERSON
1.	20.08.2010	Politics of Development	Dr. Muzaffar Assadi, Chairman, Dept. Political Science, MYSORE UNIVERSITY
2.	19.01.2011	Youth, China and Development	Dr. Lashimisha Rai, Robotic Engineer, CHINA
3.	25.06.2012	Consumer's Surplus	Ms. Ramya, PG Dept. of Economics, Thenkanidiyoor, UDUPI
4.	25.06.2012	David Ricardo	Ms. Sowmyashree, PG Dept. of Economics, Thenkanidiyoor, UDUPI
5.	18.07.2012	Supply and Law of Supply	Asst. Prof. Suchith, M.G.M. College, UDUPI.
6.	18.07.2013	Basics of Accountancy	Asst. Prof.jagadeesha, Coordinator, PG Dept. of Commerce, St. Mary's College, Shirva.
7.	23.07.20113	Correlation Analysis as a Statistical Tool for Research	Asst. Prof.jagadeesha, Coordinator, PG Dept. of Commerce, St. Mary's College, Shirva.
8.	05.08.2013	Paradigm Shift in Education Policy	Mr. Pradeep Kumar Shety, Lecturer, in History, PU College, BAILUR
9.	07.09.2013	Competency in Higher Education	Mr. Liston Mendonca, Christ University, BANGALORE
10.	09.09.2013	Mahatma Gandhi National Rural Employment Guarantee Scheme	Mr. Dinesh, Social Activist, UDUPI
11.	22.02.2014	Significance of Planning	Assoc. Prof. Gopal, Dept. of Economics, Davala College,MOODBUDRI
12.	02.02.2015	Australian Economy and Culture	Fr. Prakash Menezes, AUSTRALIA
13	24.02.2015	Capital Management	Asst. Prof. Sharmila, PG Dept. of Commerce, St. Mary's College, Shirva.

33. Teaching methods adopted to improve student learning

- Lectures with PPT
- Brainstorming
- Assignments
- Seminars

- Inter-class Exchange programmes
 - Quiz
 - Net-based Mini Projects
34. Participation in Institutional Social Responsibility (ISR) and Extension activities is ensured through:
- Faculty participation in various committees and cells instituted by the college
 - Motivating and ensuring student participation in various co-curricular activities organized by the college
 - Preparing the students for interviews and placement by imparting training in soft skills through holding an add-on course
 - Participation of students in extension activities of the NSS
 - Participation of staff and students in awareness programmes, literary programmes and academic programmes
 - Participation of students in Blood Donation Camps
35. SWOC analysis of the department and Future plans

Strengths:

- Well qualified and experienced faculty
- Good academic performance
- Good rapport between staff and students
- Team work

Weaknesses:

- Decreasing student strength in BA programme
- Lack of support staff

Opportunities:

- To present and publish papers
- To organize seminars and conferences
- To involve students in research activities

Challenges:

- To foster habit of reading among students
- To enhance the communicative skills of students
- Job placements for students

Future Plans:

- Build departmental library
- To undertake minor research projects

EVALUATIVE REPORT OF THE DEPARTMENT OF ENGLISH

1. Name of the department: English
2. Year of Establishment: 1980
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Under Graduate
 - UG Courses: B.A., B.Com. ,B.C.A., and B.B.M.,
4. Names of Interdisciplinary courses and the departments/units involved:**Nil**
5. Annual/ semester/choice based credit system (programme wise)
 - Credit Based Semester System for all programmes
6. Participation of the department in the courses offered by other departments
 - Department participates in courses offered by all UG Courses: B.A., B.Com. B.C.A., and B.B.M. departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts

	Sanctioned	Filled
Professors	--	--
Associate Professors	01	01
Asst. Professors	--	--
Guest Faculty	01	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Subrahmanya B	M.A.	Associate Professor	Language Teaching	33	---
Ms Reema	M.A.	Guest Faculty	Language Teaching	04	---

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **33%**

13. Student -Teacher Ratio (programme wise)

Student-Teacher Ratio					
	2010-11	2011-12	2012-13	2013-14	2014-15
B.A.	47:1	40:1	39:1	35:1	32:1
B.Com.	52:1	48:1	49:1	54:1	56:1
B.B.M.	40:1	39:1	37:1	53:1	46:1
B.C.A.	18:1	15:1	17:1	14:1	16:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Not applicable
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
1) Ph.D: Nil 2) PG: 02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
U.G.C Funded: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: Nil
20. Areas of consultancy and income generated
21. Faculty as members in a) National committees b) International Committees c) Editorial Board: **Nil**
22. Student projects: Nil
- Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
 - Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**
23. Awards / Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists / visitors to the department
Dr. Madhavi Bhandari, Principal, Poorna Prajna Evening College, Udupi, creative writer
25. Seminars/ Conferences/Workshops organized & the source of funding
a) National b) International: Nil
26. Student profile programme/course wise:

Student profile programme/course wise:						
Name of the Course/programme		Applications received	Selected	Enrolled		Pass %
				Male	Female	
BA	2010-13	48	45	11	34	100
	2011-14	47	45	10	35	95.45
	2012-15	34	32	09	23	---
	2013-16	32	31	11	20	---
	2014-17	33	32	03	29	---

B.Com.	2010-13	155	76	34	42	85.71
	2011-14	143	68	30	38	89.71
	2012-15	133	80	34	46	---
	2013-16	141	85	25	60	---
	2014-17	138	82	29	53	---
B.B.M.	2010-13	81	61	31	30	86.21
	2011-14	73	58	24	34	88.89
	2012-15	64	57	34	23	---
	2013-16	55	53	19	34	---
	2014-17	58	37	17	20	---
B.C.A.	2010-13	27	24	07	17	100
	2011-14	20	19	12	07	100
	2012-15	28	13	12	15	---
	2013-16	21	19	06	13	---
	2014-17	30	29	11	18	---

27. Diversity of Students

Name of the Course	Year	% of Students From the Same State	% of Students From Other States	% of Students From Abroad
BA	2010-11	100	---	---
	2011-12	97.98	2.22	---
	2012-13	96.87	3.13	--
	2013-14	100	---	---
	2014-15	96.87	3.13	---
B.Com	2010-11	98.53	---	1.47
	2011-12	100	---	---
	2012-13	100	---	---
	2013-14	98.82	1.18	---
	2014-15	98.78	---	1.22
B.B.M.	2010-11	100	---	---
	2011-12	100	---	---
	2012-13	100	---	---
	2013-14	100	---	---
B.C.A.	2010-11	95.83	---	4.17
	2011-12	100	---	---
	2012-13	94.74	5.26	---
	2013-14	100	---	---
	2014-15	96.55	3.45	---

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

29. Student progression in 2014

Student Progression	Against % Enrolled
UG to PG	15
UG to Diploma, LLB, B.Ed	---
Employed	
· Campus selection	3 (2013-14 Batch)
· Other than campus recruitment	4 (2014-15 Batch)
Entrepreneurship/Self-employment	----

30. Details of Infrastructural facilities

- Library: Nil
- Internet facilities for Staff & Students: Available
- Class rooms with ICT facility: Available
- Laboratories: Not applicable

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

Name of the Course/ programme	2010-11	2011-12	2012-13	2013-14
III BA	49	25	30	31
II BA	26	33	17	12
I BA	28	32	18	11
Total Amt Received	Rs.2,42,399/-	Rs.2,28,234/-	Rs.1,86,097/-	Rs.1,23,971/-
II B.Com	53	61	38	28
I B.Com	37	52	58	43
Total Amount Received	Rs.2,50,245/-	Rs.4,69,788/-	Rs.3,45,730/-	Rs.2,60,830/-
II B.B.M	25	28	11	13
I B.B.M	30	26	30	19
Total Amt Received	Rs.83,318/-	Rs.1,07,588	Rs.62,405/-	Rs.70,800/-
B.C.A.	13	21	4	10

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Communicative English Diploma Course held over the last four years.

33. Teaching methods adopted to improve student learning

- Communicative English Diploma Course
- Lectures with PPT
- Brainstorming
- Assignments
- Seminar

34. Participation in Institutional Social Responsibility (ISR) and Extension activities is ensured through:
- Faculty participation in various committees and cells instituted by the college
 - Motivating and ensuring student participation in various co-curricular activities organized by the college
 - Preparing the students for interviews and placement by imparting training in soft skills through holding an add-on course
35. SWOC analysis of the department and Future plans
- Strengths:**
- Well qualified and experienced faculty
 - Good academic performance
 - Good rapport between staff and students
 - Team work
- Weaknesses:**
- Decreasing student strength in BA programme
 - Lack of support staff
- Opportunities:**
- To present and publish papers
 - To organize seminars and conferences
- Challenges:**
- To foster habit of reading among students
 - To enhance the communicative skills of students
 - Placements for students
- Future Plans:**
- Build departmental library
 - To set up a language lab.

EVALUATIVE REPORT OF THE DEPARTMENT OF HISTORY

1. Name of the department : **History**
2. Year of Establishment : **1980**
3. Names of Programmes / Courses offered: **UG, B.A**
4. Names of Interdisciplinary courses and the departments/units involved - **Nil**
5. Annual/ semester/choice based credit system (programme wise) - **Semester**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. - **Nil**
8. Details of courses/programmes discontinued (if any) with reasons - **Nil**
9. Number of Teaching posts

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

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
GopalaKrishna	M.A. B.Ed	Associate professor	History	34	-
Akshatha	M.A	Asst. Professor		06	Nil

11. List of senior visiting faculty - **Nil**
12. Percentage of lectures delivered and practical classes handled(programme wise)by temporary faculty: 30%
13. Student -Teacher Ratio (programme wise):1:30

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Ratio/B.A.	47 :1	40:1	39:1	35:1	32:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled -**Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. : **Nil**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received -**Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received – Nil
18. Research Centre /facility recognized by the University : Nil
19. Publications:
 - * a) Publication per faculty
 1. Associate Prof. Gopalkrishna .Dept of History
“Epigraphical research in Karnataka with special reference to costal Karnataka – A book containing seminar papers organized in the college.
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students - **Nil**
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - * Monographs : **Nil**
 - * Chapter in Books : **Nil**
 - * Books Edited
 - * Books with ISBN/ISSN numbers with details of publishers
 - * Citation Index : **Nil**
 - * SNIP : **Nil**
 - * SJR : **Nil**
 - * Impact factor : **Nil**
 - * h-index : **Nil**
20. Areas of consultancy and income generated : **Nil**
21. Faculty as members in
 - a)National committees b) International Committees c) Editorial Boards...
Member Mangalore university history B.O.S., B.O.A.E
22. Student projects :Nil
 - a)Percentage of students who have done in-house projects including

inter departmental/programme :Nil

- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards / Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists / visitors to the department :
1. Mr.Muzaffar Hussein Asadi, University of Mysore
 2. Prof.Patrick Menezes. Principal Pompe college Aikala
 3. Prof. Murugeshi .M.S.R.S college shirva.
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National- State level -1 : “Epigraphical research in Karnataka with special reference to costal Karnataka” funded by U.G.C
 - b) Internation: Nil
26. Student profile programme/course wise:

Name of the Course/programme		Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.A	2010-11	48	45	11	34	100%
	2011-12	47	45	10	35	95.45%
	2012-13	34	32	09	23	-
	2013-14	32	31	11	20	-
	2014-15	33	32	03	29	-

*M = Male *F = Female

27. Diversity of Students

Name of the Course B.A	% of students from the same state	% of students from other States	% of students from abroad
2010-11	100%	-	-
2011-12	97.98%	2.2%	-
2012-13	96.87%	3.13%	-
2013 14	100%	0	-

2014-15	96.37%	3.13%	-
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28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? -**Nil**
29. Student progression

Student progression	Against % enrolled
UG to PG	43.18%
UG to Diploma/LLb/B.Ed.	25.00%
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	NIL 13.63%
Entrepreneurship/Self-employment	NIL

30. Details of Infrastructural facilities
- Library : History museum
 - College & Dept Library
 - Internet facilities for Staff & Students
 - 1. Library**
 - 2. Department**
 - Class room with ICT facility
 - 1.All class rooms are connected with ICT facility**
 - Laboratories- History Museum is maintained
31. Number of students receiving financial assistance from college, university, government or other agencies :

Sl No	Class	2010-11	2011-12	2012-13	2013-14
1	III B.A.	49	25	30	11
2	II B.A.	26	33	17	12
3	I B.A.	28	32	18	11
4	Amount	Rs2642399/	Rs228234/	Rs186097/	Rs123971/

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts –
- Special lectures :**
- 1 Prof 1. Mr.Muzaffar Hussein Asadi, University of Mysore**
 - 2. Prof.Patrick Menezes. Principal Pompe college Aikala**

3. Prof. Murugeshi .M.S.R.S college shirva.

Workshops & seminar arranged :

By the department “Epigraphical research in Karnataka with special reference to costal Karnataka”

By the students:

- 1. Students of 1,2 3 B.A have conducted seminars in the classes on the different topics of the syllabus & current events**
33. Teaching methods adopted to improve student learning
Student centered teaching methods have been used
 - 1. study tour**
 - 2. group discussion**
 - 3. lecture methods**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
 - 1.N.S.S & ECA programmes conducted by the college**
 - 2. I.A.S exam training programme arranged at udupi DC's office**
35. SWOC analysis of the department and Future plans:
Strength
 - faculty involved in active research
 - Good faculty, Reputation, Resourcefulness , recognition,
 - Cordial relation ship with student and alumini
 - Good results & Academic performance
 - Museum & computer use
 - Departmental library widely used
 - Preparing students for competitive examination.

Weakness:

- Dwindling admission due to starting of government colleges near by
- Low entry level of student
- Only one faculty in the department

Opportunities:

- The subject background helps the student write comparative examination.
- The staff can publish research articles
- To improve departmental library and college museum

Challenges:

- More number of government colleges offering the course
- students attraction towards combinations without involving history as an optional
- Wider knowledge gap is observed among the students at the entry

EVALUATIVE REPORT OF THE DEPARTMENT: HINDI

The Self-evaluation of every department may be provided separately in about, 3-4 pages, avoiding the repetition of the data.

1. Name of the department: **Hindi**
2. Year of Establishment : **1980**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **U.G**
4. Names of Interdisciplinary courses and the departments/units involved - **Nil**
5. Annual/ semester/choice based credit system (programme wise) - **Semester**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. - **Nil**
8. Details of courses/programmes discontinued (if any) with reasons - **Nil**
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Guest lecturer	01	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Vittal Nayak	M.A. B.ED	Associate professor	Tulasidas's literature	24	Nil

Pramila	M.A B.ED	Asst. Professor	Literature	O1	Nil
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11. List of senior visiting faculty - **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise)

Year	2010-11	2011-12	2012-13	2013-14
Ratio/1 year	1:19	1:19	1:15	1:14
2 year	1:10	1:19	1:20	1:14
3 year	1:27	1:10	1:19	1:20

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled -**Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
Hindi Ratna
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received -**Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received – **Nil**
18. Research Centre /facility recognized by the University : Nil
19. Publications:
 - * a) Publication per faculty
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students - **Nil**
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - * Monographs : **Nil**
 - * Chapter in Books : **Nil**
 - * Books Edited : **Nil**
 - * Books with ISBN/ISSN numbers with details of publishers Nil
 - * Citation Index : **Nil**
 - * SNIP : **Nil**
 - * SJR : **Nil**
 - * Impact factor : **Nil**
 - * h-index : **Nil**
20. Areas of consultancy and income generated- nil
21. Faculty as members in a) National committees b) International

Committees c) Editorial Boards.... **Nil**

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: 15%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**

23. Awards / Recognitions received by faculty and students : **Faculty**

Course	Year	Selected	Enrolled		Pass percentage
			*M	*F	
BA	2010-12	11	3	8	100
	2011-13	14	3	1	100
	2012-14	6	3	3	100
	2013-15	5	1	4	----
B.Com	2010-12	56	24	32	100
	2011-13	52	23	29	100
	2012-14	47	21	26	100
	2013-15	53	15	38	----
BBM	2010-11	39	19	20	100
	2011-12	37	15	22	100
	2012-13	24	13	11	100
	2013-14	27	7	20	100
	2014-15	20	7	13	----
BCA	2010-11	14	10	4	100
	2011-12	19	12	7	100
	2012-13	13	5	8	100
	2013-14	8	2	6	100
	2014-15	16	4	12	----

1.Vittal Nayak-Past President Internationl Rotary

2.Member Indian Jaycee

3.Member RataBeedi Geleyaru

4. Member Indian Red Cross

5. Award- Jnana sanjeevini award by sikshana jnana patrike Bangalore

6. Student-Nil

24. List of eminent academicians and scientists / visitors to the department :Dr. Madhavi Bhandari, scholar and principal PPEC

Udupi.

25. Seminars/ Conferences/Workshops organized & the source of funding a) -nil

25. Student profile programme/course wise:

26.

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A			
2010-11	100%	-	_____
2011-12	93%	7%	_____
2012- 13	93%	7%	_____
2013-14	100%	_____	_____
2014-15	82%	18%	

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Com			
2010-11	100%	-	_____
2011-12	100%	-	_____
2012- 13	100%	-	_____
2013-14	100%	-	_____
2014-15	100%		

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

29. Student progression

Student progression	Against % enrolled
UG to PG	12
PG to M.Phil.	Nil

PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed • Campus selection • Other than campus recruitment	Nil
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities a) Library
b) Internet facilities for Staff & Students
1.Computer & Internet facility
c) Class rooms with ICT facility :**All**
d) Laboratories :**Nil**
31. Number of students receiving financial assistance from college, university,government or other agencies
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts – **Two Guest Lectures**
1) **Dr. Suma T.R.- prof. govt.college mangalore (Importance on hindi lecture)**
2) **Dr. Madhavi Bhandary- ppe c udupi (ramacharita manas ek avalokan)**
33. Teaching methods adopted to improve student learning: **Lecture Discussion, Seminar, passage writing**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Encourage the student to participate in NCC,NSS Red CrossActivities
35. SWOC analysis of the department and Future plans

Strength:

- Good faculty, Reputation, Resourcefulness Research , recognition,
- Cordial relation ship with student and alumini

Weakness:

- Dwindling admission due to starting of government college.
- Low entry level of student

Opportunities:

- The subject background helps the student write comparative examination.

Challenges:

- More number of government colleges offering the course

Sahitya Sangha - 2014-15

Sl. no	Date	programme	Resource Person	Audience
1	26/6/2014	Natane kaliyeri Book Release & Inauguration of Sahitya sangha	Dr.Gananath Ekkar,Lecturer G.F.G.C.Tenkanidiyur, Udupi.	B.A/B.Com
2	10/7/2014	Londanlli Nanna 35Dinagala - Anubhava	Petreshiya,3 rd B.com	B.com2nd & 3 rd Year
3	7/8/2014	Tishilu Book Releasing	Prof.Pascal Desa,Dharshan,thanujay	B.com2nd &3 rd Year
4	15/8/2014	Educational Tour to Christa jyothe Ashram, Kolalagiri &Spandana Sp. School Nejar, Udupi	Shri.Umesh Naik,Rt.Principal,DED College, Suratkal. Sister Hild Coria	1 st &2ndB.A
5	9/9/2014	English andre tumbha Sulabha-Book Releasing	Prof. Shrikantha,P.P.College Udupi,Bhavani Shankar	B.A/B.Com
6	6/1/2015	Hennu Makkalige Apta salahe-Book Releasing	Dr. Niketana, Lecturer G.F.G.C.Tenkanidiyur, Udupi.	B.A&B.B.m.
7	27/1/2015	Quiz Competition	Prof.Vittal Nayak.	College Studence
8	9-2-2015	Mecbeth Natakadalli, Manaviya Samband	Dr.R. Poornima,mysore, University,Mysore	All 2 nd year Students

Note:- 1) Vittal Nayak Co-ordinetor

2)Tanujay& Shaeen -2ndB.Com. Student leader

3) Drawing &Stories are Displayed on the notice board

4) we encourage to write poem,story,Drawing, cartooning etc.

Hindi Departmental programme 2014-15

Sl	Date	Programme	Resource Person	Subject	Students
1	6/7/2014	Talk	Dr. Gananath Ekkar, G.F.C Tenkanidiyoor, udupi	Writing skills	1&2 B.A, B.Com
2	6/7/2014	Entrance Exam	Hindi Dept	Bridge Course	1 year B.A, B.Com, B.C.A, B.B.M Hindi Students
3	15/8/2014	Educational tour	Prof, Umesh, Rt. Principal, D.Ed college, Suratkal	Student Psychology, Poor people in India	1&2 B.A Students
4	21/8/2014	Competition	Dept	Essay	Hindi
5	24/8/2014	Competition	Dept	Elocution	Hindi
6	24/8/2014	Competition	Dept	Estemperation	Hindi
7	22/8/2014	Competition	Dept	Story writing	Hindi
8	12/9/2014	Hindi day celebration	Dr. Suma T.R. University college, Manglor.	Rashtra Bhasha Hindi ka Mahatva	All Hindi Students
9	30/1/15	Competition		Hindi Quiz	Hindi student
10	2/2/2015	Competition		Hindi Essay	Hindi student
11	7/2/2015	Competition		Elocution	Hindi student
12	7/2/2015	Competition		estampery	Hindi student
13	26/9/2014	Debate	Mehbob, Sridevi, lavita, keerti of 2 nd B.com Student		2 nd degree Hindi Student
14	28/12/2015	Nadumani Sahitya at Bantakal	Veeresh of 3 rd B.B.M, Dharshan of 3 rd B.Com,	Sahitya Kammata	Resource Person & Publics
15	4/3/2015	Talk	Dr. Bhandary Madhav, P.P.E. College, Udupi	Sri Ramacharith Manasa-ek Avalokan	First Year Degree Students
16	5,6/3/2015	seminar	Reshma, Glenita, Praveen, Priya & Priya.	Vani ki uljan	2 nd B.A

Prof. Vittal Nayak

- 1) Oct/Nov 2014 university Semester exam Deputy Chief M.S.R.college, Shirva.
- 2) 28/12/2014 attended Nadumani Sahitya Samaramb at Ayodya, Bantakal.
- 3) Feb-09, 12, 24/2015- Virtual Class –Karnataka Govt, Conducted
- 4) 27/2/2015 Hindi Seminar at M.R.P.L Manglore. Sub: Saral Hindi aur unki trutiya
- 5) Resource Person on the occasion of St. Mary's College N.S.S annual Sp. Camp 2014-15, held at Manasa Pambur.

EVALUATIVE REPORT OF THE DEPARTMENT OF KANNADA

1. Name of the department-Kannada
2. Year of Establishment-1980
3. Names of Programmes/ Courses offered (UG, PG, M.Phil., Ph.D. Integrated Masters ;Integrated Ph.D.,etc.)-UG=BA, BCom, BBM, BCA
4. Names of Interdisciplinary courses and the departments/units involved- Nil
5. Annual/semester/choice based credits system (programmewise)-Semester-Credit Based
6. Participation of the department in the courses offered by other departments- BA, BCom, BBM, BCA
7. Courses in collaboration with other universities, industries, foreign institutions, etc.- Nil
8. Details of courses/programmes discontinued (if any) with reasons- Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors		
Guest Faculty	1	1

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
N. Bhavani Shankar Rao	MA	Asst. Prof	Kannada	35	Nil
Yashoda	MA	Guest Lecture	Kannada	6	Nil

11. List of senior visiting faculty- Nil
12. Percentage of lectures delivered and practical classes handled (programmewise) by temporary faculty- 1/3
13. Student-Teacher Ratio (programmewise)- 102:2
14. Number of academic support staff (technical) and administrative staff sanctioned and filled- Nil

15. QualificationsofteachingfacultywithDSc/D.Litt/Ph.D/MPhil/PG.-PG-2
16. Number of faculty with ongoing projects from a)National
b)International funding agencies andgrantsreceived-Nil
17. Departmentalprojectsfundedby DST-FIST;UGC, DBT,
ICSSR,etc.andtotal grantsreceived-Nil
18. ResearchCentre/facilityrecognizedbytheUniversity-Nil
19. Publications:
 - * a) Publicationperfaculty-N.Bhavani Shankar-23, Yashoda-Nil
 - * Numberofpaperspublishedinpeerreviewedjournals(national/
international)byfacultyandstudents
 - * NumberofpublicationslistedinInternationalDatabase(ForEg:Web
of Science,Scopus,HumanitiesInternationalComplete,Dare
Database- InternationalSocialSciences Directory, EBSCO host,
etc.) -Nil
 - * Monographs-Nil
 - * ChapterinBooks-Nil
 - * BooksEdited-Nil
 - * BookswithISBN/ISSNnumberswithdetailsofpublishers-Nil
 - * CitationIndex-Nil
 - * SNIP-Nil
 - * SJR-Nil
 - * Impactfactor-Nil
 - * h-index-Nil
20. Areasofconsultancyandincomegenerated-Nil
21. Faculty as members in
 - a)Nationalcommittees b)InternationalCommittees c)Editorial Boards...-
Nil
22. Studentprojects
 - a)Percentageofstudentswhohavedonein-houseprojects
includinginterdepartmental/programme-100%
 - b)Percentageofstudentsplacedforprojectsinorganizations
outsidetheinstitutioni.e.inResearchlaboratories/Industry/
otheragencies-Nil
23. Awards/Recognitionsreceivedbyfacultyandstudents-Nil
24. Listofeminentacademiciansandscientists/visitorstothe department-
Nil
25. Seminars/ Conferences/ Workshops organized & the source
of funding a) National- Nil b)International-Nil
26. Studentprofileprogramme/coursewise:

Name of the Course/ programme		Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
BA	2010-12		32	6	26	100
	2011-13		31	8	23	100

	2012-14		26	6	20	100
	2013-15		24	9	15	----
B.Com	2010-12		20	9	11	100
	2011-13		15	6	9	100
	2012-14		31	10	21	100
	2013-15		30	10	20	----

*M=Male *F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
-Nil	100	0	0

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

29. Student progression

Student progression	Against % enrolled
UG to PG	-Nil
PG to M.Phil.	-Nil
PG to Ph.D.	-Nil
Ph.D. to Post-Doctoral	-Nil
Employed • Campus selection • Other than campus recruitment	-Nil
Entrepreneurship/Self-employment	-Nil

30. Details of Infra structural facilities a) Library - Nil
b) Internet facilities for Staff & Students - Staff only
c) Class rooms with ICT facility - All Class Rooms
d) Laboratories Nil

31. Number of students receiving financial assistance from college, university, government or other agencies -

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

Programme List-5 years Attached

33. Teaching methods adopted to improve student learning - Nil
34. Participation in Institutional Social Responsibility (ISR) and Extension activities - Nil
35. SWOC analysis of the department and Future plans -
S-Project making, Book publication

W-Nil

O-Improvement in Book Publication

C-Nil

St. Mary's College, Shirva, Udupi Dt., 574116,
Kannada Dept
Programmes Conducted during 2010-2011

ಕ್ರ	ತಾರೀಖು	ಚಟುವಟಿಕೆ	ಕಾರ್ಯಕ್ರಮ	ಸ್ಥಳ
1	3.9.10	ಪುಸ್ತಕ ಬಿಡುಗಡೆ	ಕನ್ನಡದ ಇ ಲೋಕ	ಸಂ.ಮೇ.ಕಾ, ಶಿರ್ವ
2	14.10.10	ಅಂತರಕಾಲೇಜುಕಾರ್ಯಾಗಾರ	ಇ ಕನ್ನಡತರಬೇತಿ ಶಿಬಿರ-ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿ-ಸಾತ್ವಿಕವನ್.ವಿ.	ಸಂ.ಮೇ.ಕಾ, ಶಿರ್ವ
3	6.1.11	ಪುಸ್ತಕ ಬಿಡುಗಡೆ	ಕಂಪ್ಯೂಟರ್ ಬಗ್ಗೆ ಏನೂ ತಿಳಿಯದವರಿಗಾಗಿ	ಸಂ.ಮೇ.ಕಾ, ಶಿರ್ವ
4	19.1.11	ಪುಸ್ತಕ ಬಿಡುಗಡೆ	ಕನ್ನಡದ ಇ ಲೋಕ 2ನೇ ಆವೃತ್ತಿ	ಸಂ.ಮೇ.ಕಾ, ಶಿರ್ವ
5	28.1.11	ಪುಸ್ತಕ ಬಿಡುಗಡೆ	ಗ್ರಾಮ ಲೋಕ	ಸಂ.ಮೇ.ಕಾ, ಶಿರ್ವ

Programmes conducted during 2011-2012

Sl No	Date	Name of Programme	Name of Resource Person /Chief Guest	Organisation
1	28.6.11	GelluvaDaarigaluIllive	Ashwin Lawrence Cornelio	Kannada Dept&Maanavika
2	26-8-11	Anna Hazaare Panel Discussion	N. Bhavani Shankar Rao	Kannada Dept& Stu Union
3	21-9-11	Car Driving MattuNirvahane	M. DivakaraShetty	Kannada Dept&Maanavika
4	23-9-11	Atrocities On Women	N. Bhavani Shankar Rao	Kannada Dept, Stu Union &Womens Forum
5	29-9-11	Degree Education-Which Way To Go	Dr. PadmanabhaBhat	Kannada Dept&Maanavika
6	02-1-12	Obama AmericavannuBadalisaballeya	Dr. MuzaffarHussainAssadi	Kannada Dept&Maanavika

7	13-1-12	NimmannuRakshisuvaKanoonunuga lu-Book Release	AshidullahKatapadi	Kannada Dept&Maanavika
8	10-02-12	NagisuvaKavanagalu	H. GopalaBhatta	Kannada Dept&Maanavika
9	11-02-12	NagumattuArogya	B. SeetharamaBhat	Kannada Dept&Maanavika

ProgrammesConducted during 2012-2013

SI No	Date	Name of Programme	Name of Resource Person /Chief Guest	Organisation
1	10/07/2012	Mallika Annual 2012 Release	UdayakumaraHabbu	Kannada Dept&Maanavika
2	01/08/2012	Mangaluru Home stay-Panel Discussion	N. Bhavani Shankar	Kannada Dept& Stu Union
3	03/08/2012	KatheBareyuvuduhege? Book Release	Dr. Na. Mogasale	Kannada Dept&Maanavika
4	03/08/2012	Katha Kammata	KatyayiniKunjibettu	Kannada Dept&Maanavika
5	18/12/12	SaralaBhagavadgeethe-Book Release	Dr. Radhakrishna	Kannada Dept&Maanavika
6	11/01/2013	SampoornaMahabharatha	KatyayiniKunjibettu	Kannada Dept&SaahityaSangha

ProgrammesConducted during 2013-2014

SI No	Date	Name of Programme	Name of Resource Person /Chief Guest	Organisation
1	03-07-2013	Book Release-Websitugalindajnana	Prof. Preema D'Souza	KanDept&Sahityasangaha

2	23-09-2013	Book Release- MakkalaManassigeIllideMaddu	Prof. Krishnamurthy	KanDept&Manavika
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ProgrammesConducted during 2014-2015

Sl No	Date	Name of Programme	Name of Resource Person /Chief Guest	Organisation
1	27-06-2014	Book Release-NataneKaliyiri-By Bhavani Shankar	Dr. GananathaEkkar	Sahityasangaha&KanDept
2	10-07-2014	Londonninallinanna 35 dinagalu	PetriciaDsa	Sahityasangaha&KanDept
3	7-08-2014	Tisilu- KavanaSankalana -by Thanuiava&Darshan Kumar B Shetty	Prof. Pascal D'sa	Sahityasangaha&KanDept
4	9-09-2014	English Andre TumbaSulaBha-By Bhavani Shankar	Dr. ShreekanthRao	Sahityasangaha&KanDept
5	6.1.2015	HennuMakkaligeAptasalahe-By Bhavani Shankar	Dr. Nikethana	Sahityasangaha&KanDept
6	26.02.2015	NanuNodida England – by PatriciaD'sa	Prof. Subramanya	Sahityasangaha&KanDept
7		Desha DrohigalaKathe-By Bhavani Shankar		Sahityasangaha&KanDept

EVALUATIVE REPORT OF THE DEPARTMENT OF POLITICAL SCIENCE

1. Name of the department : **Political Science U.G**
2. Year of Establishment : **1980**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **U.G Bachelor of Arts**
4. Names of Interdisciplinary courses and the departments/units involved
 - Human rights :Faculty of Arts Commerce ,B.C.A, & B.B.M
 - Indian constitution : Faculty of Arts Commerce ,B.C.A, & B.B.M
 - Gender equity : Faculty of Arts Commerce ,B.C.A, & B.B.M
 - Environmental science :Faculty of Arts Commerce ,B.C.A, & B.B.M
5. Annual/ semester/choice based credit system (programme wise) -
Credit **based Semester system**
6. Participation of the department in the courses offered by other departments: our faculties are actively contributing in conduct of Indian constitution ,Human Rights and value education classes
7. Courses in collaboration with other universities, industries, foreign institutions, etc. - **Nil**
8. Details of courses/programmes discontinued (if any) with reasons - **Nil**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	-	-
Associate Professors	01	01
Asst. Professors	02	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr.S.Padmanabha Bhat	M.A. Ph.D	Associate professor	Political theory	32	01
Ms.Saritha	M.A	Asst. Professor	Research Methodology	03	Nil
Mrs. Pooja shetty	M.A	Asst. Professor	Indian Constitution & Human Rights	03	Nil

11. List of senior visiting faculty - **Nil**
12. Percentage of lectures delivered and practical classes handled(programme wise)
by temporary faculty : 30%
13. Student -Teacher Ratio (programme wise)

Year	2010-11	2011-12	2012-13	2013-14
Ratio/1 year	1:19	1:19	1:15	1:14
2 year	1:10	1:19	1:20	1:14
3 year	1:27	1:10	1:19	1:20

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled -**Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: **PhD**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received -**Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received – **One UGC Major Research Projects 803000/-**
18. Research Centre /facility recognized by the University : Nil
19. Publications:
 - * a) Publication per faculty: Dr S Padmanabha Bhat:
 - 1) Dr. V S Acharya (Book)
 - 2) Political Corruption – A Case Study of Karnataka (Challenges to Democracy – Publishers Govt First Grade College , Kushalnagar.
 - 3) Swami Vivekananda as a national Builder (Vivekananda Chintana published by Shri Bhuvanendra College , Karkala 4) Introduction to Political Science (Text Book)
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students – **Nil**
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - Monographs : **Nil**
 - Chapter in Books : **Nil**
 - Books Edited : **3**
 - * Books with ISBN/ISSN numbers with details of publishers :
 - Democratic Space Consolidation in India: A Human Rights Perspective ISBN 978-81-927923-0-9

- New paradigms in Administration E-governance in Karnataka ISBN-978-81-927923-1-6
Publisher : Department of Political Science St Mary's College Shirva.

* Citation Index	: Nil
* SNIP	: Nil
* SJR	: Nil
* Impact factor	: Nil
* h-index	: Nil

20. Areas of consultancy and income generated : Dr S Padmanabha Bhat provides **consultancy water divining and Vastu – Income Nil**
 - BOS member of SDM College Ujire (Autonomous)
 - St Agnes college Mangalore (Autonomous)
 - Dr S Padmanabha Bhat rendered 11 guest lectures and expert lectures
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Board : Nil
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme : **Nil**
 - b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies : **Nil**
23. Awards / Recognitions received by faculty and students : **Faculty**
 1. Dr.S.Padmanabha. Bhat- Member Karnataka Tulu Sahitya academy
 2. University nominee for B.O.S St Agnes College (Autonomous Mangalore)
 3. Award –Dharma Bhoda Sindu
 4. Students- Nil
24. List of eminent academicians and scientists / visitors to the department :
 1. Mr. Nithyananda.S –Editor Udayavani
 2. Mr. Adithya Bhat- Journalist & lecturer Alva's College Moodubidri
 3. Rama Divana –Journalist Udupi
 4. Dr. Muzaffar Assadi –Chair man ,Department of Political Science Mysore University
 5. Dr.Sandeep Shastri - Pro-Vice Chancellor Jain University ,Bangalore

6. Dr. Jayaraj Amin - Chairman, Dpt of Political Science ,Mangalore University
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National : **02**
1. Two days National seminar on Democratic Space Consolidation in India :A Human Rights Perspective 15&16 Feb - 2013 :U.G.C (
 2. Two days National seminar on New Paradigms in Administration: e-Governance in Karnataka 23&24 August 2013:U.G.C
- b) International :Nil
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)		Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.A	2010-11	27	27	4	23	100%
	2011-12	10	10	6	4	98%
	2012-13	19	19	9	10	100%
	2013-14	14	1	4	10	100%
	2014- 15	16	15	1	14	100%

*M = Male *F = Female

27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A			
2010-11	93%	7%	-
2011-12	90%	10%	-
2012- 13	95%	5%	-
2013-14	100%	-	-
2014-15	87%	13%	-

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

29. Student progression

Student progression	Against % enrolled
UG to PG	25%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	10%
Entrepreneurship/Self-employment	15%

30. Details of Infrastructural facilities:

- a) Library :**Dept library** - 400 Books
- b) Internet facilities for Staff & Students
 - 1.Computer & Internet facility
- c) Class rooms with ICT facility: 3
- d) Laboratories :**Nil**

31. Number of students receiving financial assistance from college, University:10% Government or Other Agencies: **20%**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts - **Nil**

33. Teaching methods adopted to improve student learning:Talk and Chalk Method Group Discussion, Seminar, PPT.

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

- Students take part in NCC,NSS Red Cross Activities organized by college
- Provide volunteering service in various college activities
- Organised SVEEP Programme for the benefit of Students.

35. SWOC analysis of the department and Future plans
Strength

- Faculty involved in active research
- Qualified & dedicated teachers
- Revised syllabus as per requirement at the modern society
- Cordial relation ship with students and alumini
- Good result

Weakness:

- Dwindling admission due to starting of government college.
- Low entry level of student
- Consultation and extention to be enhanced.

Opportunities:

- The subject background helps the students write competitive examination.
- Certificate course in Human Rights

Challenges:

- More number of government colleges offering the course
- Students attraction towards combinations without involving Political Science as an optional
- Admission trend in the last 5 years declining

EVALUATIVE REPORT OF THE DEPARTMENT OF SOCIOLOGY

1. Name of the department: Sociology
2. Year of Establishment: 1980
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., and Integrated Masters; Integrated Ph.D., etc.): Under Graduate
 - UG Course: B.A
4. Names of Interdisciplinary courses and the departments/units involved
 - Nil
5. Annual/ semester/choice based credit system (programme wise)
 - Credit Based Semester System
6. Participation of the department in the courses offered by other department: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
 - Development of women entrepreneurship with Beautician's Certificate Course in collaboration with Ben's Beauty Parlour, Shirva.
8. Details of courses/programmes discontinued (if any) with reasons
 - Nil
9. Number of teaching posts

	Sanctioned	Filled
Professors	--	--
Associate Professors	02	01
Asst. Professors (Temporary)	01	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mrs.Jacintha Winfred Fernandes	M.A.	Associate Professor	Urban Sociology	33	---
Mrs. Srilatha	M.S.W.	Asst Professor	Personnel Management	1	-----

Shettigar			& Industrial Relations		
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11. List of senior visiting faculty
 - Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by
 - Temporary faculty
 - Nil
13. Student -Teacher Ratio (programme wise)

Student-Teacher Ratio					
	2010-11	2011-12	2012-13	2013-14	2014-15
B.A.	41:1	37:1	33:1	28:1	24:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
 - PG: 02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

U.G.C Funded:

Faculty Name	Project Title	Grants Received
Mrs. Jacintha Winfred Fernandes	Psycho Social problems of institutionalized elderly Women in Udupi District	70,000

18. Research Centre /facility recognized by the University: Nil
19. Publications:

a) Publication per faculty

Dr. Vinay Rajat D'Souza, Associate Professor

- i) Published article, "**Television and its Impact on Students**", in Samaja Shodana, journal of the Mangalore sociology association Vol. 21, No. 1-2, March, 2012. ISSN 2319-3247.
 - Number of papers published in peer reviewed journals (national / international) by faculty and students: **Nil**
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : **Nil**
 - Monographs: **Nil**

- Chapter in Books:

Assoc. Prof. Jacintha W. Fernandes

- “Family and Kinship System” in the Text Book for Principles of Sociology for First BA students of Mangalore University published by Mangala Publications, Mangalore
- “Pollution – A Global Menace” in the book on “Civic Response to Global Warming” published by Mangala Publications, Mangalore.

Dr. Vinay Rajat D'Souza, Associate Professor

- “**Sports, Health and Society**” in the book (2012) ‘**Sports Injuries and Rehabilitation**’ 2012. Mangalore : Mangala Publications. ISBN 97881 88685073

- Books Edited:

Dr. Vinay Rajat D'Souza, Associate Professor

- Edited book “Civic response to Global Warming” published by Mangala. Publications, Mangalore.
- Edited book ‘**Sports Injuries and Rehabilitation**’ (Papers presented at the National Seminar) 2012. Mangalore: Mangala Publications. ISBN 97881 88685073.
- Edited book “**Development Strategies & Inclusive Policies**”, (2009) Milagris College, Kallianpur, Udupi .,

- Books with ISBN/ISSN numbers with details of publishers: Nil
- Citation Index: **Nil**
- SNIP: **Nil**
- SJR: **Nil**
- Impact factor: **Nil**
- h-index: **Nil**

20. Areas of consultancy and income generated

Faculty	Areas of Consultancy	Income Generated
Assoc.Prof..Jacintha Winfred Fernandes	UGBOS Member Rohani Nilaya, School of Social works, Mangalore (Autonomous)	Nil

21. Faculty as members in

- National committees b) International Committees c) Editorial Boards

- **Nil**

22. Student projects

• **Nil**

- a) Percentage of students who have done in-house projects including inter departmental/programme : **Nil**
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**
23. Awards / Recognitions received by faculty and students: **Nil**
24. List of eminent academicians and scientists / visitors to the department

Sl. No.	Date	Academicians / Scientists / Visitors
1.	22.04.2010	Fr. Edwin, Dean of PG Dept. Social Works, St. Mary's College, Shirva
2.	27.08.2010	Mr Rian Clive Fernandes, Indian School, Dubai
3.	12.08.2011	Dr. Prashanth Palakkapille, Principal, Sacred Heart College, Thevara, Kerala
4.	22.12.2011	Mr. Suchith Kotian, Mangalore University Journalism Student
5.	04.01.2012	Br. Jitesh Castelino, Student Philosophy, Mangalore
6.	07.02.2012	Dr. Robert Clive, Crossland College, Braamavar
7.	13.07.2012	Kum. Kriti, Vaikunta Baliga Law College, Udupi
8.	03.09.2013	Mr. Dinesh Madival, Social Activist, Kundapur
9.	03.09.2014	Kum. Prajna Krishnan, MSW Student SMC, Shirva
10.	26.09.2014	Kum Vaishali, Mountessouri English Medium School, Kaup

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National b) International
- i. UGC sponsored National Conference on "Civic Response to Global Warming- A Sociological Perspective" in association with Post Graduate department of Social Works and Mangalore Sociology Association on 12th and 13th August 2011.
- ii. UGC sponsored National Conference on "Safety of Girl Students on Campus and in Society – Challenges and Remedies" in association with Prajna Counseling Centre, Mangalore on December 16, 2014.

26. Student profile programme/course wise:

Name of the Course/programme		Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
BA	2010-13	27	24	---	24	100
	2011-14	27	26	03	23	100
	2012-15	18	17	04	13	---
	2013-16	16	15	01	14	---
	2014-17	17	17	02	15	---

27. Diversity of Students

Name of the Course	Year	% of Students From the Same State	% of Students From Other States	% of Students From Abroad
BA	2010-11	100	---	---
	2011-12	100	---	---
	2012-13	100	---	--
	2013-14	100	---	---
	2014-15	100	---	---

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

29. Student progression in 2014

Student Progression	Against % Enrolled
UG to PG	50%
UG to Diploma, LLB, B.Ed	25%
Employed • Campus selection • Other than campus recruitment	--- 8.33%
Entrepreneurship/Self-employment	---

30. Details of Infrastructural facilities

- Library: Departmental Library with 25 books
- Internet facilities for Staff & Students: Provision Broad Band Net facility with computers to staff in Staff Room and for students in the library
- Class rooms with ICT facility: LCD facility in all classrooms
- Laboratories: Not applicable

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

Name of the Course/programme	2010-11	2011-12	2012-13	2013-14
III BA	18	18	19	19
II BA	19	19	10	06
I BA	17	18	12	05
Total Amount Received	Rs1,45,978/-	Rs.1,51,001/-	Rs.1,37,061/-	Rs.61151/-

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

Date	Special Lecture on	Resource Person
22.04.2010	Role of NGOs in Urban Development	Fr. Edwin, Dean of PG Dept. Social Works, St. Mary's College, Shirva
27.08.2010	Universe and Solar System	Mr Rian Clive Fernandes, Indian School, Dubai
12.08.2011	Keynote on Global Warming	Dr. Prashanth Palakkapille, Principal, Sacred Heart College, Thevara, Kerala
22.12.2011	Dysfunctions of Religion	Mr. Suchith Kotian, Mangalore University Journalism Student
04.01.2012	Work and its Importance	Br. Jitesh Castelino, Student Philosophy, Mangalore
07.02.2012	Women Empowerment	Dr. Robert Clive, Crossland College, Braamavar
13.07.2012	Process of Interview	Kum. Kriti, Vaikunta Baliga Law College, Udupi
03.09.2013	Streeshakti Yojana	Mr. Dinesh Madival, Social Activist, Kundapur
02.09.2014	Social Stratification	Kum. Prajna Krishnan, MSW Student SMC, Shirva
26.09.2014	Process of Interview	Kum Vaishali, Mountessouri English Medium School, Kaup

33. Teaching methods adopted to improve student learning

- Seminars
- Group Discussions
- Subject quiz
- Role Play
- Inter Class teaching
- Power point presentations
- Pick & Present
- Assignments
- Lectures with PPT
- Field visits

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

- Staff participation in various committees and cells of the college
- Encouragement to students to participate in co-curricular activities
- Women empowerment and entrepreneurship development through providing training in beauticians skills
- Participation of students in extension activities of the NSS
- Encouraging students to donate blood in Blood Donation Camps

35. SWOC analysis of the department and Future plans

Strengths:

- Experienced faculty
- Good academic record
- Healthy interpersonal relationship between staff and students

Weaknesses:

- Declining student strength
- Lack of support staff

Opportunities:

- To present and publish papers
- To organize guest lectures

Challenges:

- To foster habit of reading among students
- To enhance the communicative skills of students
- Job placements for students

Future Plans:

- Build departmental library
- To organize Inter-Collegiate quiz.

EVALUATIVE REPORT OF THE DEPARTMENT OF SOCIAL WORK (MSW)

1. **Name of the department :** Master of Social Work, MSW-PG
2. **Year of Establishment :** 2009
3. **Names of Programmes/Courses offered (UG, PG, M.Phil, Ph.D., Integrated Masters; Integrated Ph.D., etc)**
PG in Social Work
PG Certificate Course in HRM and Counseling
4. **Names of Interdisciplinary courses and department/units involved**
The department offers a CBCS paper titled "Contemporary Social Issues and Concerns" for the students of the other departments.
5. **Annual/semester/choice based credit system:**
Choice Based Credit –Semester
6. **Participation of the department in the courses offered by other departments.**
Our students participate in the CBCS papers offered by MBA – Management Concepts and Functions, MHRD- Soft Skills Management, Yogic Science –Yoga for Personal health, Political Science –Trends in Indian Politics.
7. **Courses in collaboration with other Universities, Industries, Foreign countries etc**
Nil
8. **Details of Courses/Programmes discontinued**
Nil
9. **Number of Teaching posts sanctioned and filled (Professors/Associate Professors/Assistant Professors)**

Posts	Sanctioned	Filled
Assistant Professors	4	4

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D Students guided for the last 4 years
Mrs. Laxmi Acharya	MSW, NET(JRF), SLET, MSCP pursuing	Asst. Professor, HOD	Medical and Psychiatric Social	6 years	-

			work		
Ms. Shobha D'Souza	MSW, NET, MSCP, PGDHRM, PGDC	Asst. Professor	Medical and Psychiatric Social work	5 years	-
Mr. Vignesh Holla	MSW, PGDHRM	Asst. Professor	Community Development	4 years	-
Mr. Mohammed Naseer	MSW	Asst. Professor	Personnel Management and Industrial Relations	2 years	-

11. List of senior visiting faculty:

Rev. Dr. Mark Mathias, Dean, College of Commerce, University of San Carlos, Cebu City, Philippines.

Bachelor in Philosophy, theology, Commerce, Marketing Management, Ph.D in Management.

12. Percentage of lectures delivered and practical classes handled by temporary faculty

71% of theory classes delivered

13. Student -Teacher Ratio (programme wise): 15:1**14. Number of academic support staff (technical) and administrative staff; sanctioned and filled**

Academic support staff: 1

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

PG- 4 Faculty

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nil.

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

Nil

18. Research Centre /facility recognized by the University

Nil.

19. Number of papers presented/published:

Faculty: 2

Students: 6

20. Areas of consultancy and income generated

Nil.

21. Faculty as members in

National committees b) International Committees c) Editorial Boards....

Nil.

22. Students projects:

- Percentage of students doing Research Projects in collaboration with industries/institutes (University prescribed): 100%

23. Awards /Recognitions received by Faculty: 1 JRF award

24. List of eminent academicians and scientists / visitors to the department

- Dr. Surindar Jaswal, Dean of Social Work, TISS, Mumbai.
- Rev. Dr. J. Prasant Palakkappilli, CMI, Principal, Sacred Heart College, Kerala
- Mr. Prince Solomon, Asst Professor in Social Work Madras Christian College, Chennai
- Dr. Lena Ashok, Chairperson MSW, Mangalore University, Mangalore
- Mr. Y. R. Wilson, Vice President –HR Himatsingka Seide Ltd, Bangalore
- Dr. Anand Jerald Sebastian, Asst Professor in Social Work, C.R. Periyar Maniammai University Thanjavur, Tamilnadu
- Mr. Rabbi I, Jayakaran, Project Head, Kutumb Jyothi, Bangalore
- Mr. Aravind RAJ, Psychiatric Social Worker, NIMHANS, Bangalore
- Mr. K. Anantha Gowda, DGM, HR, Personnel & Administration, Larsen & Toubro Ltd, Mysore
- Dr. P. V. Bhandary, Director, Dr. A.V. Baliga Hospital, Udupi
- Mr. David Selvaraj, Director, Vishthar, Bangalore.
- Dr. Y. Sidde Gowda, Registrar, Karnataka Samskrit University, Bangalore
- Dr. Ilango Ponnuswami, Professor, Head, Bharathidasan University, Tamil Nadu
- Dr. Vimla Nadkarni, Professor of TISS, Mumbai and President IASSW.
- Rev. Dr. Santiago Joseph, Tamilnadu
- Dr. Mohan Singhe, Co-ordinator, MSW, Mangalore University
- Dr. Deepak Walokar, Director, Karve Institute of Social Service, Pune.
- Mr. P. J. Rai General Manager –HR, MCF, Manglore
- Sr. Phyllis Fernandes FMA, Auxilium Convent, Bandra, Mumbai
- Rev. Fr. Ronald D'Souza, YCS Director, Mangalore Diocese

- Mr. Sanjeevkumar, NIMHANS, Bangalore
- Prof. Joselyn Lobo
- Ms. Ratna Pinto, GIRD(Group for Institution Development)Mangalore.
- Mr.Sundar Sherigar, Regional Co-ordinator of Ministry of small and medium enterprise
- Mr.Premananda Kalmadi, Director, Native Organization,Udupi
- Nada Maninalkur
- Dr.Robert Clive, Associate Professor, Dept of Social Science, Crossland College, Brahmavar.
- Mr. Basuma Kodugu, Director and Trainer in Drama
- Fr.Leo Pereira, Director, Konkan Development Society, Mangalore
- Fr.Saleen, Trainer
- Mr.Nandagopal, Convener, Centre for Integrated Learning, Mangalore

25. Seminars/ Conferences/Workshops organized & the source of funding (National/International)
Following seminars/workshops are funded by College and Donars.

Sl no	Name of the programme	Title of the programme	Date
1.	Workshop	Peace and Conflict resolution	16.08.2010
2.	Workshop	Communication &Media	09.10.2010
3.	National seminar – “Sanchalana”	Emerging perspectives of Social work in Present scenario- New Horizon	25.11.2010
4.	Workshop	Training for the trainers	10.03.2011
5.	Workshop	Disaster management	21,22,23 March 2011
6.	Workshop	Communication & presentation skills	29.07.2011
7.	Workshop	Self employment	20.08.2011

8.	Workshop	Automobile training, Art, Craft, Hardware	31.08.2011
9.	Guest lecture	Counselling Skills	28.09.2011
10.	Programme	Transactional analysis	02.11.2011
11.	Workshop	Human rights	2,3.02.2012
12.	“Sanchalana”- National seminar	HRD as a path towards career excellence	02.03.2012
13.	Workshop-	Research Methodology	4 th & 5 th July 2012
14.	Workshop	Professional skills	25 th July 2012
15.	Workshop	Good Governance	6 th July 2012
16.	Guest lecture	The Role and Challenges of HR	27.7.2012
17.	Workshop	Professional skills	31 st July, 1 st Aug & 2 nd August 2013
18.	Workshop	Drama/streetplay	6 th Sept 2013
19.	Workshop	Life skills	29 th & 30 th July 2014
20.	Workshop	Professional skills	23.01.2015

26. Student profile programme/course wise:

Name of the Course/programme		Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
MSW	2010-12					
	2011-13					
	2012-14					
	2013-15					
	2014-15					--

27. Diversity of students

Year	% of students from the same state	% of students from other States	% of students from abroad
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2010-11	87.1%	12.90%	-
2011-12	100%	-	-
2012-13	100%	-	-
2013-14	100%	-	-
2014-15	100%	-	-

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

KAS: 1

29. Student progression

Student progression	Against % enrolled
PG to M.Phil.	1%
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed • Campus selection • Other than campus recruitment	95%
Entrepreneurship/Self-employment	-

30. Details of Infrastructural facilities

a) **Library-** 3,012 Books (In PG Library)

b) **Internet facilities for Staff & Students-** LAN wired

c) **Class rooms with ICT facility** -

2

d) **Laboratories-**
Nil

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

Sl. No	Nature of financial assistance	2010-11	2011-12	2012-13	2013-14

1.	GOI Post metric scholarship to SC/ST students	02	04	03	06
2.	Post Metric Scholarship to GR1,IIA, IIIA,IIIB Backward classes Devt.Dept. Udupi	06	15	11	18
3.	Post Metric Scholarship to Semi Nomadic BC Welfare Dept. Udupi	-	-	01	01
4.	Fee Concession	24	-	27	
5.	Malpe Madhwaraj Charitable Trust	-	-	01	01
6.	FAAS/BC	-		-	02
7.	Kashi Santhana Trust	-		-	01
8.	Study tour expenses from social welfare dept Udupi	01		-	02
9.	Post Metric scholarship to minorities	02	06	-	-
10.	Scholarship from Mudalgi Purasabha	-	01	-	-
11.	Scholarship to handicapped students from women and child welfare dept. Udupi	01	01	-	-
12.	EBL Scholarship from Backward classes welfare Dept.Udupi	01			
13.	Dr.G.N.Shankar Family Trust	01			

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

- Orientation programmes for new comers
- Street theatre training for the 1st year MSW students
- Soft skills training programme
- Guest lecture on relevant topic
- Workshop on professional skills
- Surveys for field learning
- Study tour and Rural Camp

Sl.No	Programme	Title of the programme/place of visit	Date
1.	Cultural competition	Nrithyatsava	2.8.2010
2.	Orientation visit	Dr.A.V.Baliga Hospital, Namma Bhoomi, Spurthydhama, EO Office, Lamina Foundaries Ltd in Udupi and Kundapur, Karkala	August 2010
3.	Study tour	Sumanahalli Society, St.John's Hospital Bangalore, SOS Children's Village, NIMHANS,Bangalore	2.2.2011
3.	Rural camp	Loyola Vikas Kendra, Mundagod	14 th to 18 th February 2011
4.	Orientation visits	Dr.A.V.Baliga Hospital, Namma Bhoomi, Spurthydhama, EO Office, Lamina Foundaries Ltd in Udupi and Kundapur, Karkala	1.8.2011
5.	Study tour	Don Bosco Institution, Goa	19.01.2012
6.	Rural camp	Balki Social Service Centre, Bidar	10 th to 17 th March 2012
7.	Orientation visit	Prsahanth Nivas, St.Antony's Centre, Fr.Mullers in Mangalore	27 th and 28 th July 2012

8.	Rural camp	In Mardala in Puttur	10 th to 16 th February 2013
9.	Rural camp	Shirthadi	15 th , 16 th and 17 th April 2013
10.	Orientation visit	Dr.A.V.Baliga Hospital, Namma Bhoomi, Spurthydhama, Hangyo company, Lamina Foundaries Ltd in Udupi and Kundapur, Karkala	19 th and 20 th July 2013
11.	Workshop	Street play /drama	6 th Sept 2013
12.	Study tour	ARZ, Putzmeister, Konkan Development Society in Goa	7 th to 9 th February 2014
13.	Rural camp	Manvi Pannur Mission in Raichur	6 th to 13 th February 2014
14.	Orientation visit	Fr.Muller's Prashanth Nivas, Padi Valored, Hindustan Uniliver Ltd, Mangalore	26 th July 2014
15.	Street play performance	"Child line se Dosthi Sapthaha" in Mangalore	19 th November 2014
16.	Rural camp	VGKK, B.R.Hills, Mysore	7 th to 12 th February 2015
17.	Study tour	Chennai	9 th to 12 th February 2015

18. Teaching methods adopted to improve student learning.

Group discussion, presentation, discussion, Brain storming sessions, book reviews, and role plays, street plays, Panel discussion, debate, Participatory Rural Appraisal, organizational visits to NGO's and Government organizations, summer placement, advanced communicative skills course, Film review, puppetshow, student faculty programmes, field based surveys, street play surveys, collages presentation, summer camps, community based programmes etc.

19. Participation in Institutional Social Responsibility (ISR) and Extension activities

Sl. No	Name of the social service/extension work	Date	Target Group
1	Rural exposure camp at LVK Mundgod	04.02.2010	MSW Students
2	Health camp at Shirva	08.02.2010	Senior Citizens

3	Self Help Group Inaugural Function at Belman	10.02.2010	SHG Members
4	Participatory rural appraisal (PRA) at Jantra	25.02.2010	Janthra community people
5	Chinnara Spurthi Summer camp at Edmeru	21.3.2010	Children
6	Makkala mela Summer Camp at Belman	1.04.2010	Children
7	Women/child health at Uliyargoli	9.04.2010	SHG Members
8	Makkala kuta at Kaipunjai	4.04.2010	Children
9	PRA Programme at Pamboor	9.04.2010	Dharmashree colony pambur
10	Value Education, Leadership, Time Management at Shirva	14.03.2010	St. Mary's High School Children
11	Self Employment Training at Belman	21.10.2010	Self Help Group Members
12	Self Employment at Belman	23.10.2010	Self help group members
13	Self Employment-Badikigonda Urugolu at Uliyargoli	23.10.2010	Self help group members
14	Life Skills Training Programme at Mangalore	24.10.2010	Children
15	Self Employment	31.10.2010	S H G Members
16	Personality Development (High School)	19.11.2010	Students
17	Information Act at Subhas Nagara	21.11.2010	SHG Members
18	Annual Special Camp,Kalathur	5.12.2010	Students
19	School Day, Panambur	5.02.2011	Children

20	Gram Sabha: Shirva Gram Panchayath	11.2.2011	Shirva Community People (Panchayth)
21	Exposure Camp Mundgod	14 th to 18.02.2011	Students
22	Government Programmes for Handicapped,Mudarangadi	4.03.2011	Handicapped, and family members, SHG members,Panchayath members
23	Consumer rights programme at shirva	11.03.2011	Community people
24	Team work: Gumpalli Hondanike at Moodbelle.	13.03.2011	SKDRDP group members
25	Teaching techniques for teachers at Manasa Pamboor.	18.03.2011	Teachers
26	Awareness programme on Human rights at Bantakal.	20.03.2011	Pragathi bandhu okkuta, Bantakal
27	Women and Child Health and World TB day	25.03.2011	SHG members
28	Facilities provided for SC/ST students, Muloor	25.03.2011	SC/ST people, SHG members
29	Health Awareness-T B Women Health at Shirva	25.03.2011	SHG Members and Community People.
30	Carrier Guidance at Kalathur School	25.03.2011	S.S.L.C Students
31	Summer Camp:Chinnara Angala,Innanje	31.03.2011 and 7 th and 8.04.2011	Children
32	Summer camp: Spoorthi, Kalathur	31.03.2011	Children
33	Chaianya: Summer Camp, Edmeru	31.03.2011	Children
34	Summer Camp: Makkala mela ,Belman	1.04.2011	Children
35	Parents role in childrens education at Muloor	3.04.2011	Parents and childrens,SHG
36	Ayurvedic medicine shankarpura	08.04.2011	Parents of Anganwadi childrens,SHG Members

37	Health and Hygenine, Shirva	18.04.2011	students
38	Traing on Jasmine cu;ltivation Mudarangadi	21.04.2011	SHG Members
39	Ill effects of alcoholism on the society and how to prevent, Uliyargoli	23.04.2011	Public and SHG Members
40	Programme on Health, shirva	30.04.2011	Old age People
41	Self Employment Programme: Badukigondur Spoorthi at Belman.	7.05.2011	SHG Members
42	Chinnara Angala at Mudarangadi	18.09.2011	School Children
43	Programme on Cleanliness at Kukkunduru	5.11.2011	Public
44	Health Awareness programme, Bantakal	6.11.2011	SKDRDP
45	Right to Information, Kanchinadka	13.11.2011	SHG members
46	Health and Hygiene at Shirva	18.11.2011	School Children
47	Summer Camp: Chinnara Angala, Pilar	18.11.2011	School Children
48	Health and Hygiene programme at Pangala	18.11.2011	School Children
49	Importance of Education at Mattu	19.11.2011	School Children
50	Health Awareness at Pangala	19.11.2011	School Children
51	Programme on Cleanliness and Behavior at Moodubelle	10.02.2012	School Children
52	SRI Paddhati Training programme at Sanoor	11.02.2012	SKDRDP and Public
53	Leadership Programme at Mandara Shirva	12.02.2012	SHG Members

54	Health Awareness programme, Padubelle	26.02.2012	School Children
55	Leadership in Group at Thenkopa, Mattu	3.3.2012	SHG members
56	Personality development and communication Skill at Kalathur.	3.03.2012	High School Children
57	Adolescent Problems at Shirva.	4.03.2012	Adolescents
58	Teenage Problems at Shirva	4.03.2012	Youth
59	Leadership and Pre preparation for exam, Padu. Kaup.	9.03.2012	School Children
60	Child Rights at innanje	9.03.2012	PUC Students
61	Role of Parents in childrens achievements	25.03.2012	Parents and Childrens
62	Cooking without fire competition at Kukkunduru	7.04.2012	Parents of Anganwadi childrens and SHG members
63	Health and right to Information at Kaup	7.04.2012	Panchayath Members, SHG Members.
64	Summer Camp: Chinnara angala at Pangala	9.04.2012	Children
65	Summertime: Chilipili at Shirva	18 th and 19.04.2012	Children
66	Summer Camp: Chinnara Angala	12.04.2012	Children
67	Summer Camp: Chinnara Angala at Edmeru	12.04.2012	School Children
68	Summer camp: Chaithanya at Kuthyar	13 th and 14.04.2012	Children
69	Childrens Day at Jantra	14.11. 2012	School Children
70	Programme- Leadership	18.01.2013	School Children
71	Rural Camp -Rural Exposure		MSW Students

72	Programme -Women & Child legislation Awareness/Information	25.01.2013	
73	Training- Self Employment	2.01.2013	
74	Training/Workshop- PRA	4.02.2013 5.02.2013 6.02.2013	Community people Innanje
75	Programme -Role of mothers in childrens life	7.02.2013	Mudarangadi community people
76	Programme- Moral Education	23.02.2013	School children
77	Programme -Leadership	02.03.2012	Students
78	Programme- Personality development& leadership	2.03.2013	Students
79	Awareness programme -Legal awareness women &Child	8.03.2013	-
80	Programme- Personality Development values	15.03.2013	Students
81	Programme -Exam Preparation	16.3.2013	Students
82	Programme -Self Employment	21.03.2013	-
83	Summer Camp [Chinnara Chilipili	4&5.04.2013	School Children
84	Summer Camp[Chinnara kalarava	4&5.04.2013	School Children
85	Summer camp[Inchara-summer camp	4&5.04.2013	Schoool Children
86	Summer Camp [Makkala mela-2013	5.04.2013	School Children
87	Summer Camp -Spoorthi	8&9.04.2013	School children
88	Camp -Rural camp	15, 16 and 17 th April 2013	
89	Programme - Self employment	15.03.2013	SHG's
90	Programme -Teachers day	7.09.2013	Teachers at Manasa
91	Programme- Cancer awareness and role of parents in children's education	5 th Oct, 2013	Parents and children

92	Programme- Personality Devt & leadership	5 th Oct, 2013	Students
93	Programme -health awareness, personal hygiene	5 th Oct, 2013	Students
94	Cultural programme- Cultural events	31 st Oct, 2013	MR students and MSW
95	Programme -Life skills	8 th Nov, 2013	YSM students
96	Programme- Personal hygiene	8 th Nov, 2013	PU students
97	Programme- Role of parents and programmes for handicapped	8 th Nov, 2013	Parents and differentially abled
98	Programme- Child rights	9 th Nov, 2013	Students
99	Programme -Personal hygiene	25 th Oct, 2013	Children, hostel inmates
100	Programme Rashtreeya Vijnana Dinacharane (Information about science)	28.02.2014	School children
101	Programme- Women and child health	01.3.2014	SHG members
102	Programme -Training on SHG and women empowerment	8.3.2014	Sthri shakthi group members
103	Programme -Child rights and help from panchayat for children	15.3.2014	School children
104	Programme- Exam preparation	16.3.2014	Adolescents girls
105	Programme -Relevance of professional social work in present social scenario	21.3.2014	Final year BA/BBM students –GFGC, Kaup
106	Programme -Women welfare through SHG's	22.3.2014	SHG women
107	Programme- Personal hygiene and health awareness	23.3.2014	SHG
108	Summer camp CHIGURU	3.4.2014 & 5.4.2014	School children
109	Summer camp Honalu	3.4.2014 & 4.4.2014	School children
110	Summer camp Banadi	3.4.2014 & 4.4.2014	School children

111	child awareness & influence of mass media	4.4.2014	YSM students
112	Summer camp Ambara	4.4.2014 & 6.4.2014	Students
113	Summer camp Child rights & child awareness	5.4.2014	Students
114	Summer camp Makkala Prapancha	7.8.2014	School children
115	YSM/YCS Camp on Life Skill, Katpadi	16.10.2014 to 19.10.2014	8 th , 9 th , 10 th standard Students and 9 MSW students
116	Women Safety Campaign ,Innanje	7.11.2014	Women and PU Students
117	Programme on Child Rights,Mudarangadi	14.11.2014	Higher Primary Students
118	Children's day Programme, Inna	14.11.2014	Higher primary Students, Inna.
119	Children's day Programme, Shirva	14.11.2014	Students
120	Awareness Programme on child rights	14.11.2014	Students
121	Awareness Programme on POCSO,Sacheripete	15.11.2014	Students
122	Training Programme on Leadership and Life Skills,Polipu	15.11.2014	Students
123	Awareness Programme on Child rights	15.11.2014	Students
124	Training Programme on Leadership	15.11.2014	P U Students
125	Childrens Day programme at Auxilium Niwas Shirva	16.11.2014	Students
126	Laborers and Auto drivers card distribution Programme	18.11. 2014	Construction Laborers, and auto drivers
127	Child Line se Dosti saptaha- 'Street Play'	19.11.2014	Public
128	Programme on child Psychology and Prevention	21.11.2014	School Children

129	Incharge of water Counters As Volunteers at Lady of health church shirva on Centenary celebration	31.01.2015	Public
130	Rural Exposure-Vivekanand Girijan Kalyan Kendra B.R. Hills Mysore	7.02.2015 to 12.02.2015	Tribal Community
131	Visit to Jevodaya, Baniyan, World Vision, TNSC, Chennai	7.02.2015 to 12.02.2015	

20. SWOC analysis of the department and Future plans

Strengths	Weakness
<ul style="list-style-type: none"> Theory and practice go concurrently Utilization of student expertise and resources 	<ul style="list-style-type: none"> Better learning opportunities to students Get students from different backgrounds.
Opportunities	Challenges
<ul style="list-style-type: none"> Collaboration with NGO's, industries, Govt departments, health setting, self help groups etc Support from the community (community sanction) 	<ul style="list-style-type: none"> Increasing number of Post Graduate Colleges in Social work which affects admission Challenges from other similar PG courses

Future plans of the Department

- To create job opportunities for the students through organizing campus placements.
- Web based classes –submission of assignments, presentations etc
- To offer better opportunities for the trainees for the practical exposure through field work placements.
- To conduct various programmes at the department level for the all round development of the Trainees.
- To organize seminars at the department

EVALUATIVE REPORT OF THE PG DEPARTMENT OF COMMERCE (M.Com)

1. Name of the department : PG Department of Commerce
2. Year of Establishment : 2010
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : Post Graduate Course - M.Com
4. Names of Interdisciplinary courses and the departments/units involved – Nil
5. Annual/ semester/choice based credit system (programme wise)
Programme: M.Com
 - 2010 - 11 Semester system
 - 2011 - 12 Choice based credit system
 - 2012 - 13 Choice based credit system
 - 2013 - 14 Choice based credit system
 - 2014 - 15 Choice based credit system
6. Participation of the department in the courses offered by other departments
 - Department participates in courses offered by Post Graduate Department of Social Work
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
 - Nil
8. Details of courses/programmes discontinued (if any) with reasons:
 - Nil
9. Number of teaching posts

	Sanctioned	Filled
Asst. Professors	04	04

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Jagadeesha Acharya	M.Com	Associate Professor	Taxation	05	---
Ms. Sharmila	M.Com	Associate Professor	Finance	04	---
Ms. Flora Machado	M.Com	Assistant Professor	Finance	03	---
Ms. Chethana	M.Com	Assistant Professor	Finance	03	---

11. List of senior visiting faculty

- Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by

Temporary faculty

- Nil

13. Student -Teacher Ratio (programme wise)

Student-Teacher Ratio					
	2010-11	2011-12	2012-13	2013-14	2014-15
M.Com	12:1	13:1	18:1	25:1	29:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

- Not applicable

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Name	Qualification
Mr. Jagadeesha Acharya	PG - M.Com
Ms. Sharmila	PG - M.Com
Ms. Flora Machado	PG - M.Com
Ms. Chethana	PG - M.Com

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

U.G.C Funded:

Faculty Name	Project Title	Grants Received
Mr. Jagadeesha Acharya (Co-Investigator)	"A Comparative Study on the Offerings of the Life Insurance Products by Public and Private Insurer in Determining Rural India Awareness: A Consumer Perspective"	Rs. 55,000/-

18. Research Centre /facility recognized by the University

- NIL

19. Publications:

- a) Publication per faculty

Mr. Jagadeesha Acharya

- Article on "FDI in multi brand retail disinterest: A study with reference to India's policy" in National Conference Compendium of "FDI in Retail in India" Published by M.E.S College, Zuarinagar, Goa
- Number of papers published in peer reviewed journals (national /international) by faculty and students : **Nil**
- Number of publications listed in International Database (For eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : **Nil**
- Monographs : **Nil**
- Chapter in Books : **Nil**
- Books Edited : **Nil**
- Books with ISBN/ISSN numbers with details of publishers : **Nil**
- Citation Index : **Nil**
- SNIP : **Nil**
- SJR : **Nil**

- Impact factor : **Nil**
- h-index : **Nil**
- 20. Areas of consultancy and income generated : **Nil**
- 21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Boards
 - Nil
- 22. Student projects
 - Project on “Milk Product Manufacturer’s Co-operative Society” 2011-12
 - Project on “Marketing research on Hangyo Ice Creams” 2012-13
 - Project on “Rodrigues Quadros Oil and Flour Mill” 2011-12
 - Project on “Marketing research at Damodar kripa stationery shop” 2011-12
 - Project on “ Hariprasad General stores” 2011-12
 - Project on “Blossom cloth shop” 2011-12
 - a) Percentage of students who have done in-house projects including inter departmental/programme
 - Nil
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
 - Nil
- 23. Awards / Recognitions received by faculty and students
 - Nil

24. List of eminent academicians and scientists / visitors to the department

Sl. No.	Date	Academicians / Scientists / Visitors
1.	02-12-2010	Mr. Goutham Shenoy, Advocate, Udupi
2.	13-11-2010	Prof. Hydar Ali, Faculty, Commerce Department, S.R.S.M.N.F.G. College, Barkur, Udupi
3.	23-11-2010	Prof. Chandrashekara K., Faculty, Commerce Department, S.R.S.M.N.F.G. College, Barkur, Udupi
4.	12-08-2013	K.N.Prabhu, M.D & CEO of Manipal Ace Event Mgt, Pvt. Ltd.
5.	22-03-2013	Mr. Gurudath Bantwalkar, Coordinator, World Konkani Center, Mangalore
6.	13-01-2014	Mrs. Preetham Kamath, member of toast master's International, Mangalore
7.	21-03-2014	Prof. Krishna Mohan, Faculty, Indus College, Puttur

8.	29-09-2014	Mr. Robinson D'Souza, Retired Law Secretary Government of Karnataka.
9.	21-10-2014	Prof. Veena Suvaries, Department of Commerce, Pompei College, Aikala
10.	20-11-2014	Prof. Raghunandan, Faculty, SVS College, Bantwal.

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National b) International

▪ Nil

26. Student profile programme/course wise:

Name of the Course/programme		Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
M.Com	2010-12	37	24	06	18	100
	2011-13	36	30	07	23	100
	2012-14	46	43	08	35	100
	2013-15	63	59	23	36	100
	2014-15	61	60	20	40	--

27. Diversity of Students:

Name of the Course	% of Students From the Same State	% of Students From Other States	% of Students From Abroad
M.Com	100	0	0

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

Number of students who has cleared NET: 01

Number of students who has cleared SLET: 01

29. Student progression

Student Progression	Against % Enrolled
PG to Research Work	--

Employed · Campus selection · Other than campus recruitment	--- 75%
Entrepreneurship/Self-employment	---

30. Details of Infrastructural facilities
- Library: Departmental Library with 262 books
 - Internet facilities for Staff & Students: Broad Band Net facility with computers to Staff
 - Class rooms with ICT facility: LCD and Television in I M.Com class room LCD in II M.Com class room
 - Laboratories: Not applicable
31. Number of students receiving financial assistance from college, university, government or other agencies

Name of the Course/programme	2010-11	2011-12	2012-13	2013-14
M.Com	15	51	89	57
Total Amount Received (Rs.)	26,982	1,89,331	3,98,191	3,55,970

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

1. Guest lecture Programmes

Date	Topic of the lecture	Resource person
02-12-2010	Intellectual Property & Consumerism	Mr. Goutham Shenoy, Advocate, Udupi
13-11-2010	Uses of Financial Derivatives in Risk Management	Prof. Hydar Ali, Faculty, Commerce Department, S.R.S.M.N.F.G. College, Barkur, Udupi
23-11-2010	HR Metrics & Analytics	Prof. Chandrashekara K., Faculty, Commerce Department, S.R.S.M.N.F.G. College, Barkur

21-02-2012	Contemporary Issues in Marketing Research	Prof. Chandrashekara K., Faculty, Commerce Department, S.R.S.M.N.F.G. College, Barkur
12-08-2013	“Emerging Trends in Entrepreneurship”	K.N.Prabhu, M.D & CEO of Manipal Ace Event Mgt, Pvt. Ltd.
4-12-2014	“Corporate Restructuring”	Prof. Sandhya Department of Commerce, S.R.S.M.N.F.G. College, Barkur.
21-10-2014	“Valuation of Shares by Corporate Entity”	Prof. Veena Suvaries, Department of Commerce, Pompei College, Aikala
20-11-2014	“Capital Market Awareness Programme”	Prof. Raghunandan, Faculty, SVS College, Bantwal.
29-09-2014	“Motivational Talk on Focus on Success”	Mr. Robinson D’Souza, Retired Law Secretary Government of Karnataka.
04-12-2014	Corporate Restructuring	Prof. Sandhya, Department of Commerce, S.R.S.M.N.F.G. College, Barkur

2. Training Programme

Date	Topic of the lecture	Resource person
13-01-2013	Training Programme on Employment Skill	Mrs. Preetham Kamath
22-03-2013	Training Programme on Debate	Mr. Gurudath Bantwalkar
06-06-2013	UGC-NET Exam Training Programme	Prof. Sandhya Department of Commerce, S.R.S.M.N.F.G. College, Barkur.
13-01-2014	Employment Skill	Mrs. Preetham Kamath, member of toast master's International, Mangalore
21-03-2014	Group Discussion	Prof. Krishna Mohan, Faculty, Indus College, Puttur

33. Teaching methods adopted to improve student learning
 - Lectures with PPT
 - Assignments
 - Seminars
 - Inter-class Exchange programmes
34. Participation in Institutional Social Responsibility (ISR) and Extension activities is ensured through:
 - Faculty participation in various committees and cells instituted by the college
 - Promoting students to participate in various commerce fest organized by other institutions.
 - Training the students to face interviews.
 - Participation of staff and students in awareness programmes, and academic programmes
 - Participation of students in Blood Donation Camps
35. SWOC analysis of the department and Future plans

Strengths:

 - Qualified teaching staff
 - Good academic performance
 - Positive Students- Staff relationship
 - Departmental library

Weaknesses:

 - Lack of support staff

Opportunities:

 - To initiate innovative teaching methods
 - To present and publish papers
 - To organize seminars and conferences
 - To involve students in research activities

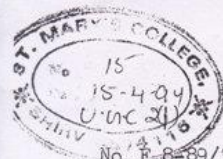
Challenges:

 - To build students' capacity to make mindful and intentional choices that will positively foster competitive employment
 - To develop both intellect and character of students
 - To enhance the communicative skills of students

Future Plans:

 - To undertake minor research projects
 - To develop advanced digital class room

APPENDICES



UNIVERSITY GRANTS COMMISSION
CHANDUR SHAH ZAFAR MARG
NEW DELHI-110002.

No. F.8-89/91 (CPP-I)

April, 1994

The Registrar
Mangalore University
Mangalaganthri-574199.

7 APR 1994

Sub: Inclusion of College under Section 2 (f)/12-B of the
UGC Act, 1956.

Sir,
I am directed to your letter No. Dev.23/90-91/02 dated 26th
October, 1993, 26th November, 1993 & 6th November, 1993 on the
subject cited above and to inform you that the following colleges
have been included in the above list under the head " Non-Govt.
Colleges teaching upto Bachelors degree " as detailed below :-

Name of college	Year of Estt.	Remarks
1. Saint Mary's College Shirva D.K. Distt. (Sh. Ronald J. Moras)	1980	These colleges have been declared fit to receive Central assistance from UGC and other central sources under Section 12-B of the UGC Act, 1956.
2. Pesant Women's College Mangalore-3 (Ms. Sulochana D.)	1977	
3. Shree Gokamanatheshwara College, Gandhi Nagar, Mangalore (Smt. Sujaya Ashok).	1982	

The Indemnity Bond and other documents of the colleges
have been accepted by the Commission.

Yours faithfully,

(R L SONDI)
UNDER SECRETARY


Copy forwarded to :-

- ✓ 1. The Principal, Saint Mary's College, Shirva D.K. Distt.
2. The Principal, Pesant Women's College, Mangalore-3
3. The Principal, Shree Gokamanatheshwara College, Gandhi
Nagar, Mangalore.
4. The Secretary, Govt. of India, Ministry of Human Resource
Development (Deptt. of Education), New Delhi-110001.
5. All Officers/Sections.
6. S.O., FD-III/CD-I, UGC Office.
7. Computer Cell.
8. Guard file.

Attested

(Signature)
Principal
ST MARY'S COLLEGE
SHIRVA, Udipi Dt - 574 116

(Signature)
(D D MEHTA)
SECTION OFFICER



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation


*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
St. Mary's College
Shirva, Udupi, affiliated to Mangalore University, Karnataka, as*

***Accredited
at the B level.***

Date : September 16, 2003



*Unarad
Director*

Attested

Principal
ST MARY'S COLLEGE
SHIRVA, Udupi Dt - 574 116

1. This certification is valid for a period of Five years with effect from September 16, 2003.
2. An institutional score (%) in the range of 55-60 denotes C grade, 60-65 - C* grade, 65-70 - C** grade, 70-75 - B grade, 75-80 - B* grade, 80-85 - B** grade, 85-90 - A grade, 90-95 - A* grade, 95-100 - A** grade (upper limits exclusive).

Quality Profile

Name of the Institution : St. Mary's College
Place : Shirva, Udupi, Karnataka

Criterion	Criterion Score (Ci)	Weightage (Wi)	Criterion X Weightage (Ci x Wi)
I. Curricular Aspects	65	10	650
II. Teaching-learning and Evaluation	75	40	3000
III. Research, Consultancy and Extension	55	05	275
IV. Infrastructure and Learning Resources	70	15	1050
V. Student Support and Progression	65	10	650
VI. Organisation and Management	75	10	750
VII. Healthy Practices	65	10	650
		100	$\Sigma C_i W_i = 7025$

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7025}{100} = 70.25$$

Handwritten Signature
Director

Attested

Principal
ST MARY'S COLLEGE
SHIRVA, Udupi Dt - 574 116


राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
St. Mary's College
Shirva, Dist. Udupi, affiliated to Mangalore University, Karnataka as
Accredited
with CGPA of 2.87 on four point scale
at B grade
valid up to March 27, 2015*

Date : March 28, 2010





H. K. Kumar
Director

EC/52/RAR/08

Attested

Principal
ST MARY'S COLLEGE
SHIRVA, Udupi Dt - 574 116



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

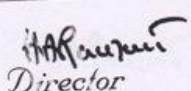
Name of the Institution : St. Mary's College
Place : Shirva, Dist. Udupi, Karnataka


Criteria	Weightage (W _i)	Criterion-Wise Grade Point Averages (Cr _i GPA)	W _i X Cr _i GPA
I. Curricular Aspects	050	2.80	140
II. Teaching-Learning and Evaluation	450	2.93	1320
III. Research, Consultancy and Extension	100	2.50	250
IV. Infrastructure and Learning Resources	100	3.25	325
V. Student Support and Progression	100	3.00	300
VI. Governance and Leadership	150	2.53	380
VII. Innovative Practices	050	3.00	150
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA}) = 2865$

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA})}{\sum_{i=1}^7 W_i} = \frac{2865}{1000} = \boxed{2.87}$$

Grade = B Descriptor = GOOD

Date : March 28, 2010



 Director



• This certification is valid for a period of Five years with effect from March 28, 2010
 • An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
 • Scores rounded off to the nearest integer

EC/52/RAA/08

Attested


 Principal
ST MARY'S COLLEGE
 SHIRVA, UDUPI Dt - 574 116

**PEER TEAM REPORT ON
INSTITUTIONAL
RE – ACCREDITATION OF**

ST. MARY'S COLLEGE

SHIRVA, UDUPI

KARNATAKA

Peer Team visit

20th and 21st January, 2010

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION of
St Mary's College, Shirva, Udupi, Karnataka
Peer Team Visit on 20th and 21st January 2010**

Section I: GENERAL		
1.1	Name & Address of the Institution	St. Mary's College Shirva - 574116 Udupi (Dist.) Karnataka
1.2	Year of Establishment	1980
1.3	Current Academic Activities at the Institution (Numbers)	
Faculties / Schools		Arts, Commerce, Management and Computer Science (Four)
Departments /Centres		Languages - 3 (English, Hindi, Kannada) Arts - 5(Economics, History, Political Science, Sociology(U.G.); Social Work(P.G)) Science - 1 (Computer Science) Commerce - 1 Business Management - 1
Programmes / Courses offered		UG - 4 (BA, B.Com., BBM, BCA) PG - 1 (Social Work) Diploma - 4 (Corporate Soft Skills, Communicative English, Personality Development, Computer Skills) Certificate -4 (Analytical Skills, Beautician's course, Computer Awareness, Yoga)
Permanent Faculty Members		15
Permanent Support Staff:		15
Students		493 (Female 322 and Male 171)

1.4	Three major features in the institutional Context (As perceived by the Peer Team)	<ul style="list-style-type: none"> An affiliated grant-in-aid co-educational minority college located in rural area. The College is affiliated to Mangalore University and has been recognized by UGC under Sec. 2(f) and Sec. 12B Offers diverse courses, three under self-financed scheme.
1.5	Dates of visit of the Peer Team (A detailed visit schedule may be included as given below):	20 th and 21 st Jan., 2010
1.6	Composition of the Peer Team which undertook the on-site visit:	
	Chairman	Prof. Dahiya L.N. (Former Pro Vice Chancellor) Maharshi Dayanand University, No.1129, Sector - 3 Near Community Center, Rohtak - 124001, Haryana
	Member	Dr. P. Selvaraj (Former Principal) Aditanar College, Tiruchendur, No.1/407-13, Kurinchi Nagar, Virapandiampattam - 628216, Tiruchendur, Tamilnadu
	Member Coordinator	3. Prof. Valerian Rodrigues, Professor and Chairman, Centre for Political Studies, Jawaharlal Nehru University, New Mehrauli Road, New Delhi 110067
	NAAC Officer	B.S.Potumudi
Section II: CRITERION WISE ANALYSIS		
2.1	<i>Curricular Aspects:</i>	
2.1.1	Curriculum Design & Development:	<ul style="list-style-type: none"> Being an affiliated College, it follows the syllabi of the University. The college has designed many add-on courses Syllabi are reviewed and revised periodically
2.1.2	Academic flexibility:	<ul style="list-style-type: none"> Range of programmes is reasonably wide Flexibility in course options is limited Medium of instruction is English
2.1.3	Feedback on Curriculum	<ul style="list-style-type: none"> Feedback from students and other stakeholders is obtained A few teachers have participated in the University curriculum design process
2.1.4	Curriculum update	<ul style="list-style-type: none"> Curriculum is periodically revised Subject associations are actively involved in syllabus revision Wider academic consultation in curriculum revision is not visible

2.1.5	Best Practices in Curricular aspects (If any):	<ul style="list-style-type: none"> The college offers a good number of add-on courses to supplement the university designed curricula
2.2	<i>Teaching- Learning & Evaluation:</i>	
2.2.1	Admission Process and Student Profile:	<ul style="list-style-type: none"> Wide publicity given at the time of admissions through prospectus, college website, announcements in local churches, banner displays and notices in feeder institutions Admissions are made as per rules of the state government, applicable to minority institutions
2.2.2	Catering to the diverse needs:	<ul style="list-style-type: none"> Rural and girl students are in majority Slow and advanced learners are identified by their entry level academic achievements Advanced learners are given opportunity for peer teaching and presenting seminar papers
2.2.3	Teaching-Learning Process:	<ul style="list-style-type: none"> Mentoring system with tutorials is visible Academic calendar is enforced Apt use of information technology
2.2.4	Teacher Quality:	<ul style="list-style-type: none"> Three teachers possess Ph.D. Degree and two more have registered themselves for Ph.D. Quality enhancement initiatives are visible Teachers are recruited as per the provisions applicable to minority institutions The college has taken adequate steps to orient teachers to the use of IT and different AV Aids
2.2.5	Evaluation Process and Reforms:	<ul style="list-style-type: none"> The evaluation methods are communicated to the students through the college calendar, notice boards and class announcements Continuous evaluation and monitoring of students is in practice
2.2.6	Best Practices in Teaching, Learning and Evaluation (if any):	<ul style="list-style-type: none"> Maintenance of work diary to ensure academic accountability Use of modern methods of teaching are being introduced Devoting an hour every week for value education class
2.3	<i>Research, Consultancy & Extension:</i>	
2.3.1	Promotion of Research:	<ul style="list-style-type: none"> The College has a standing research committee to oversee research activities Individual faculty led research exists No specific funds available for research

L. N. Dab

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2.3.2	Research and Publications Output:	<ul style="list-style-type: none"> Teachers have completed three collaborative research projects; two with regional and one with international agencies Some teachers have published in regional and national journals and presented papers at seminars
2.3.3	Consultancy:	<ul style="list-style-type: none"> Formal consultancy is not visible Appropriate system for consultancy is not in place
2.3.4	Extension Activities:	<ul style="list-style-type: none"> Extension activities are carried out primarily through NCC (one unit) and NSS (One unit) Academic extension is limited Students have donated blood (around 500 units in five years) on elective as well as emergency response basis
2.3.5	Collaborations:	<ul style="list-style-type: none"> Collaboration is initiated with the University of Pennsylvania, Manipal Institute of Computer Education(MICE) and a few other academic institutions Programmes on health awareness, legal awareness, rain water harvesting etc. are conducted in collaboration with government agencies, clubs and academic institutions
2.3.6	Best Practices in Research, Consultancy and Extension (If any):	<ul style="list-style-type: none"> Collaboration with Indian Red Cross for blood group identification of all students and regular blood donation A preparation of electronic reading materials on personality development and other fields by a faculty member is highly appreciated.
2.4	Infrastructure and Learning Resources:	
2.4.1	Physical Facilities for Learning:	<ul style="list-style-type: none"> The College has adequate physical facilities The college makes optimum use of the infra structural facilities Special arrangements are made to house MSW programme The college has recently added two class rooms, a ladies' hostel, a computer aided language laboratory and more books to the library in order to keep pace with the developmental needs

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2.4.2	Maintenance of Infrastructure:	<ul style="list-style-type: none"> The college is maintained in an eco-friendly manner Infrastructure maintenance is satisfactory AMC s are entered for maintaining electronic items
2.4.3	Library as a Learning Resources:	<ul style="list-style-type: none"> The library has an advisory committee that plans the budget and allocation of funds to departments The library has 14994 volumes of books, 615 volumes of reference books 13 magazines and 17 journals, The library has four computers, internet connectivity, reprographic and Book Bank facility Students may access internet at a nominal charge The library functions from 9 am to 5 pm on all working days Safety is ensured by following closed access system Stocks are verified every year
2.4.4	ICT as Learning Resources:	<ul style="list-style-type: none"> The college has a web site The college has 3 LCD projectors, 55 computers and broad band internet connectivity for 12 computers A language laboratory with 30 computers and an audio visual hall are available
2.4.5	Other Facilities:	<ul style="list-style-type: none"> Two generators are available for power back up besides UPS for computers The institution has canteen cum bookstall and a vehicle shed A UGC funded women's hostel is available
2.4.6	Best Practices in the development of Infrastructure and Learning Resources (If any):	<ul style="list-style-type: none"> Conference hall and auditorium are given for use of local community also History museum is a unique feature
2.5	Student Support and Progression:	
2.5.1	Student Progression:	<ul style="list-style-type: none"> The academic results are consistently good with high pass percentage with a few ranks at university level The dropout rate is low A few campus placements are made so far

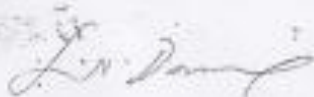
D. N. D. Singh

2.5.2	Student Support:	<ul style="list-style-type: none"> • More than 90 percent of the students get scholarships, fee concessions etc. • The college arranges financial support extended by faculty, philanthropists and alumni on need basis • A subsidized mid day meal scheme is functional
2.5.3	Student Activities:	<ul style="list-style-type: none"> • The college has a student council constituted by members elected directly by students to different positions • Students are provided opportunities to participate in sports competitions and some have won laurels including participation at University and National Level competitions • The College celebrates all days of National Importance
2.5.4	Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • The college has an active and supportive alumni association • The mid day meal scheme benefits more than 40 percent of students • Eligibility criteria for contesting for positions in Student Council is appreciable
2.6	<i>Governance and Leadership:</i>	
2.6.1	Institutional Vision and Leadership:	<ul style="list-style-type: none"> • The college is governed by the Catholic Board of Education that has more than 240 educational institutions including 5 HEIs • The Principal and the College Governing Council provide good leadership
2.6.2	Organizational Arrangements:	<ul style="list-style-type: none"> • The College Governing Council is constituted by seven members and is headed by the local parish priest • The Principal directly interacts with almost all functional and activity centers and individuals • Formal staff council, IQAC and the various committees help the smooth functioning of the institution
2.6.3	Strategy development and deployment:	<ul style="list-style-type: none"> • Individual departments have a plan of action for the future • A perspective plan for the college is not visible
2.6.4	Human Resource Management:	<ul style="list-style-type: none"> • Feed back on teaching is made by self assessment, and student evaluation reports received by the Principal • Annual staff enrichment programmes are arranged

L.N. Desai

2.6.5	Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> • Annual budget is prepared by the management • Resources are managed by funds from government, management, and support by alumni and philanthropists • The accounts are audited by the government designated departments
2.6.6	Best Practices in Governance and Leadership (If any):	<ul style="list-style-type: none"> • Alumni and parents support and endorsement of the institution
2.7	<i>Innovative Practices:</i>	
2.7.1	Internal Quality Assurance System:	<ul style="list-style-type: none"> • The IQAC is functioning
2.7.2	Inclusive practices:	<ul style="list-style-type: none"> • Minorities and OBCs form more than 90 per cent of student population • Mechanism for gender auditing needs strengthening • A majority of students hail from rural and socially deprived background
2.7.3	Stakeholder Relationships:	<ul style="list-style-type: none"> • The college has cordial relationship with the alumni, parents and the society • The stakeholders perception of the College is good
Section III: OVERALL ANALYSIS		
3.1	Institutional Strengths:	<ul style="list-style-type: none"> • Established management system of the Catholic Board of Education • Location provides good ambience for higher education processes • Being small in size, it has ample scope for expansion and experimentation • Dedicated and committed teachers and Administrative Staff • Wide public support
3.2	Institutional Weaknesses:	<ul style="list-style-type: none"> • Attitude towards innovation and research is not focused • Teacher-student ratio is not very favourable • A perspective plan indicating long term offers to public is missing • Sports facilities are not adequate
3.3	Institutional Opportunities:	<ul style="list-style-type: none"> • The institution has potential for growth and diversification by offering new UG and PG courses • It has opportunity to offer courses on environment and advanced learning opportunities in IT and management education, women's studies etc. • Inter institutional collaborations for teaching and learning

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3.4	Institutional Challenges:	<ul style="list-style-type: none"> • To focus on core values of NAAC • To further develop professional competency among students • To compete with the surrounding institutions of higher learning in the region • To persuade teachers to acquire research degrees and publish papers in reputed journals • The campus area being only 3.51 acres, acts as a limiting factor for expansion of the institution
Section IV: Recommendations for Quality Enhancement of the Institution		
➤ The college may plan to offer new courses including Women Entrepreneurship, E-Commerce, Home Science, Event Management, Psychology, Mathematics and Statistics		
➤ The mentoring and tutorial system needs to be strengthened		
➤ One or two teachers may be deputed to undergo formal courses on student counseling and a counseling center may be established		
➤ Women's rest rooms for students, administrative staff and faculty are to be given attention to and necessary infrastructure may be provided.		
➤ Resources for library need to be augmented		
➤ The institution may initiate the process of periodic written communication to the parents; specifically, the achievements in internal and external examinations, the attendance particulars and credentials in extra-curricular activities and sports		
➤ The college may take steps to include project work as part of curriculum at least for courses like MA (Social work), BBM and BCA		
➤ Leadership of students may be facilitated by making them actively participate in various club activities such as Gardening, Photography, Painting, Environment Protection, Consumer Rights, Youth Red Cross and adventure activities		
➤ The library may be fully automated to facilitate computerized search, locating, receipt and issue of books and other reading materials and soft copies		
➤ A vision document and a master plan may be prepared and implemented.		
		

➤ Students be made familiar with the use of internet as a medium of communication and each student may be provided with email ID
➤ An alumni liaison cell may be formed to foster good alumni relations as well as to raise funds
➤ IQAC may be systematized and strengthened
➤ Structured remedial courses be offered to the weaker students
➤ Teachers may be motivated and financially supported to go for academic advancement and research
➤ A separate placement cell may be established

1. Chairperson

1. *L.N. Dalvi* 21.01.2010

2. Member Co-ordinator/ Member

2. *Rodrigues* 21.01.2010
(PROF. VALERIAN RODRIGUES)

3. Member

3. *Dr. P. SELVARAJ* 11.01.2010

Principal 21-01-2010
Signature of the Head of the institution
with date & seal

Principal
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