MANGALORE UNIVERSITY

Accredited by NAAC with 'A' Grade

VISION 2030

MANGALORE UNIVERSITY
Mangalagangothri - 574 199
D.K., Karnataka, India

VISION 2030
MANGALORE University

First Edition, 2015

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MANGALORE UNIVERSITY

VISION

To evolve as a national centre of advanced studies and to cultivate quality human resource

MISSION

1. To provide excellent academic, physical, administrative, infrastructural, and moral ambience,
2. To promote quality and excellence in teaching, learning, and research,
3. To preserve and promote uniqueness and novelty of regional languages, folklore, art, and culture,
4. To contribute towards building a socially sensitive, humane, and inclusive society,
5. To cultivate critical thinking that can spark creativity and innovation.

Vajubhai Vala
Governor of Karnataka

Message

No.GS 152 MSG 2015 26□□ August 2015

Over the years, I have come to believe in the power of envisioning the future. Personally and institutionally, having a vision makes a huge difference. Persons and institutions who have a vision do well in managing their priorities and aspirations. A good Vision Plan alone can give such a clear sense ofdirection.

For these reasons, I am happy that Mangalore University has come up with a Vision Plan that documents the past, analyses the present, an contemplates an exciting future for itself. Vision 2030 envisages a more vibrant and quality-driven university fifteen years from now.

I complement the Vice Chancellor, Prof. Dr. K. Byrappa, on his leadership and the Vision Team of the University for having charted a unique roadmap for the future. I appreciate the fact that the University has not only drawn upon the expertise of its own faculty, but also enlisted the help of a number of giants in the field of higher education

I wish every success in implementing the Vision Plan effectively and in a sustained manner.

(Vajubhai Vala)

Siddaramaiah
Chief Minister
Govt. of Karnataka

Message

CM/PS/199/15 Date: 02/09/2015

I am very much delighted and pleased to learn that the Mangalore University has brought-out its Vision Plan, extending up to the year 2030.

I am glad to state that the Vision Plan has been very well conceived and meticulously planned.

Indeed, the sincerity and commitment of the University in reaching greater heights of excellence is visible in the document, in which the process of arriving at this Vision has been very well organized as well as innovative programmes envisaged for the future.

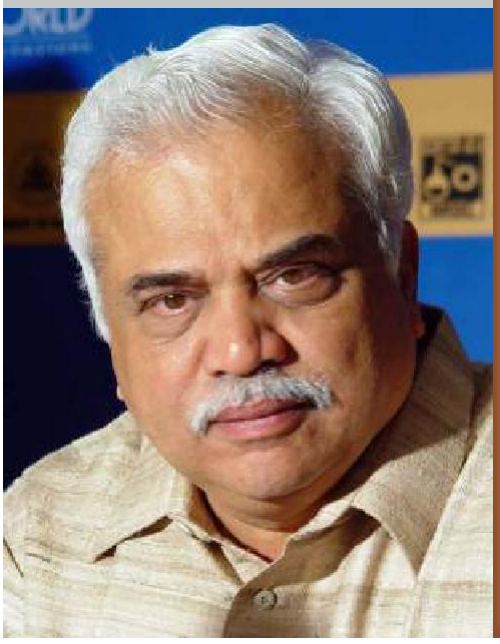
I am sure that these concepts, processes and programmes will go a long way in ushering a bright future for the University. I hope that the Mangalore University is well equipped in its attempts to re-invent itself with the help of this document, the Vision 2030.

May the Vision 2030 give Mangalore University a new sense of direction in these increasingly competitive times, In the context of globalization of higher education.

I wish the Mangalore University, all success in all its endeavours.

Siddaramaiah

(Siddaramaiah)



R V Deshpande
Minister for Higher Education and Tourism Development

Message

No.HETM/72/2015-16 Date: 31-07-2015

These are changing times for Universities in India and Karnataka is not an exception. These changes emerge from the challenges of globalization, privatization, increasing competitive environment, issues of social justice, quality and relevance, and so on.

Universities need to measure up to these challenges in an appropriate way. One of these ways is to generate a Vision Plan for the future, so that Universities make available to themselves a roadmap and goals to work for.

I am happy that Mangalore University has conceived such a Vision for itself, titled VISION 2030. I have noted that the Vision document is not an off-the-cuff affair, but a well-thought out one, meticulously planned and executed over the last six months.

I am also happy that the University has not only made use of the intellectual resources of its own faculty, but also drawn upon the expertise of several giants in the field of higher education, including Prof. M. I. Savadatti, Prof. Siddappa, Prof. A. Ramachandra Reddy and Prof. G. D. Sharma.

I appreciate Prof. Dr. K. Byrappa, Vice Chancellor, for the leadership he has shown in this matter. I congratulate every one responsible in bringing out this document.

(R V Deshpande)

Message

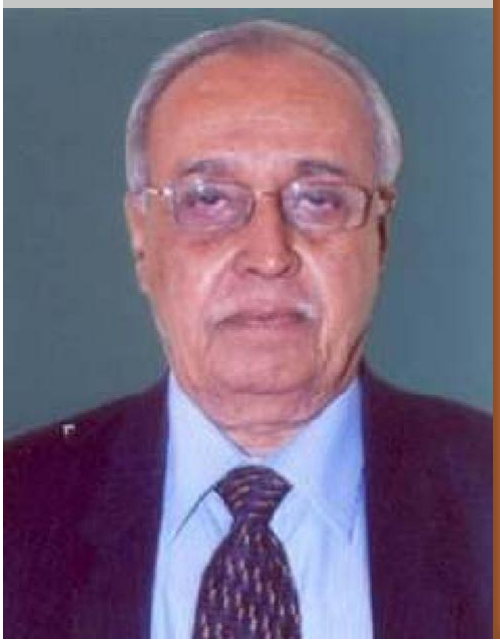
I am happy that the Mangalore University is bringing out a Vision Document titled "VISION 2030 – Mangalore University". Mangalore University has grown impressively since Sept. 10, 1980 and is attempting to impart quality higher education. The University has performed well in research as evident from the research output. This University has great potential to excel and become a top University. It is most appropriate that the University is making future plans for expansion and improvement of quality. Vision 2030 is well drafted and has come out with the goals as well as a road map to realize the goals. I feel that this is an important document for the University. I am delighted that the Vision Document has emphasized the need for engagement with the society. I congratulate Prof. K Byrappa, Vice-Chancellor of Mangalore University for the initiative taken and commend Prof. M I Savadatti and his team for bringing out this document.

I wish the University success in its endeavours.

(Prof. C N R Rao)

Prof. C N R Rao, F.R.S
National Research Professor
and
Honorary President, Jawaharlal Nehru Centre for Advanced Scientific Research

Preface



M I Savadatti
Chairman, Vision 2030 Committee
Mangalore University
Former Vice Chancellor,
Mangalore University & Member UGC
Former Vice Chairman,
Karnataka State Council for Higher Education

Mangalore University has progressed over the years since its establishment on 10 September 1980. The University has steadily grown in terms of departments, constituent and affiliated colleges and the number of faculty and students.

The present forward looking Vice Chancellor Prof. K. Byrappa thought that it is appropriate time to plan its growth in terms of expansion, quality, and relevance and set its goals for the next 15 years. To achieve this Vision 2030 Committee was constituted by the University with the mandate to provide vision, goals and the road map to realize these goals. The members of the committee contributed significantly with their experience in higher education as teachers and administrators.

Committee adopted the approach that the vision document should reflect the aspiration and views of the stakeholders.

Each and every department was requested to provide the present status: faculty, programmes, short comings and what could be achieved in a time-frame split into three phases of five years each, along with a plan whereby resources could be generated and managed, kind of Government support expected, and the management processes needed to attain the goals.

After receiving these inputs the committee consisting of both internal and external members, discussed and deliberated each presentation. With all these reports the vision document with a strategic plan and a clear road map was finalized after six meetings of discussions where Vice Chancellor, Registrar and other senior officers of the University participated.

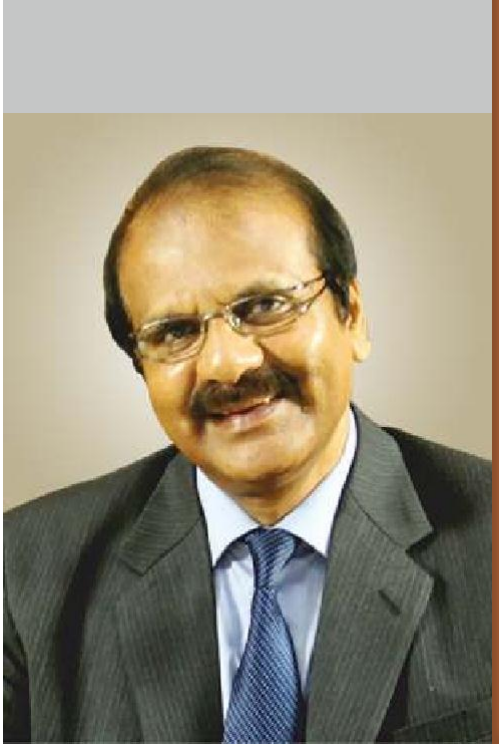
Certainly it was a rewarding experience for the committee to identify the possibilities and to evolve feasible mechanisms for realizing the vision with the hope that the spirit of thinking as a University is reflected in the Vision Document.

The committee appreciates the cooperation and participation of all the concerned. As Chairman, I must specially mention the support and enthusiasm of the Vice Chancellor and members of the committee who worked overtime, taking time off their busy schedule and contributed meaningfully towards the preparation of the document, especially Dr N. Karunakara and his team for taking the major load of recording, revising, and rewriting with patience, diligence and all on time.

The committee places on record its gratefulness for all the excellent arrangements and hospitality.

The committee hopes that the state Government will take note of this document and support the University in realizing its dream, and in the process the University becomes a feather in the cap of the Government of Karnataka.

The committee wishes that the Mangalore University realizes its vision and becomes one of the top 10 universities of the nation and find its place in the comity of world class Universities.



Foreword

I am delighted to present Mangalore University Vision 2030, set against the understanding of our strengths and weaknesses and challenges ahead in higher education in the ever so fast changing global scenario. Building on the legacy and responding to the changing times we need to discern and lay roadmap for the onward journey and set goal plans for evaluation. We have done this in this Vision 2030 document. I welcome all the stakeholders to be a part in the development process and contribute in the progress of the University.

Over the past 35 years, Mangalore University (accredited by NAAC with 'A' grade) has grown in stature and has earned a respectable position among the higher education institutes of the country. With a mere 4 departments to begin with on the campus in the year 1980, today our University has 26 Departments and a Post Graduation Center at Chikkaluvara. These departments offer 37 PG programmes and 29 Ph D programmes. The University has 2 constituent colleges in Mangalore and Madikeri, both accredited with 'A' grade by NAAC. The constituent college in Mangalore has now been recognized as Heritage College by the University Grants Commission (UGC). More than 200 colleges are affiliated to this University and these colleges are imparting quality education. Today, the university has adequate infrastructure facility including 24

Prof. K Byrappa
Vice Chancellor
Mangalore University

x 7 internet connectivity to all the students and faculty using Wi-Fi technology. All University offices are computerized and the University is adopting e-governance initiatives.

Our teaching faculties have rendered themselves creditably in teaching and research activities. Mangalore University has been ranked number two in Chemical Science research at national level and number one in International collaboration by SCOPUS, which is the largest abstract and citation database of peer-reviewed literature and quality web sources. Mangalore University stands 24th among the top 50 institutes of higher learning in the country.

The University is now establishing the Centre for Advanced Scientific Research at Belapu, Udupi District to fulfill the aspirations of people of this region and when it comes to its full shape this would be a world class research center. In the campus we have 4 internationally recognized research centers: (i) Microtron Centre, (ii) Center for Application of Radiation and Radioisotope Technology (CARRT),(iii) Centre for Advanced Research in Environmental Radioactivity (CARER), and (iv) Ocean and Atmospheric Science and Technology Cell (OASTC). The University Library has an extensive collection of over 2 Lakh books and 293 journals required for teaching and research. It is also connected with UGC-Infonet for e-resources. University is now planning to establish Innovation Facilitation Centre with the help of NRDC. The University maintains a close liaison with the public of the coastal region and Kodagu through meaningful programmes, extension activities, Endowment Chairs, Study Centers and through University-Industry interaction. Mangalore University received Indira Gandhi National Service Scheme Best University Award 2013-14 from the President of India. The University has produced great players, athletes, Olympians, Asian Games Medalists, Ekalavya, Arujna and Khel Ratna awardees. In addition to this, the University has introduced sports scholarships for talented sports persons. All

these achievements are the testimony for the impressive growth of the University over last 3 decades.

When I assumed charge as Vice Chancellor of this University, I realized that a lot of good work had been done over the years and that there was an implicit vision guiding these activities. However, I felt that if this tradition was to be taken to world-class levels of excellence in tune with our changing times, it was necessary to formalize a new vision so that it could serve as the anchor as well as guiding spirit of the new thrusts and initiatives. Today, the University is at the anvil of enormous change in the context of new aspirations of society and globalization of education. There are new challenges and there are ample opportunities as well. The task is to transform the challenges into opportunities. This task can be fulfilled in good measure only when a vision is in place that will clarify our goals and guide our activities in the right direction. This is how VISION 2030 was born.

Once the idea of formalizing a vision for the University was in place I began to look around for someone to steer this process in the proper direction. Immediately Prof. M I Savadatti came into mind. Because of his vast experience as an academician and researcher of international repute, an astute administrator with a sound sense of the world of education, Prof. Savadatti had served as Vice Chancellor of Mangalore University for two terms – an illustrious tenure marked by huge strides taken by the University to become a 'Dream University'. Also, as the Vice Chairman of Karnataka State Higher Education Council he had the first hand knowledge of all the Universities in Karnataka. At the same time, I thought of Prof. K Siddappa, who had worked closely with Prof. Savadatti and had been instrumental in forging collaborations with national institutions, such as, the Bhabha Atomic Research Center (BARC), Indira Gandhi Center for Atomic Research (IGCAR), Indian Space Research Organisation (ISRO), etc. and established the Microtron Center, the first of its kind in Indian University. Prof.

Siddappa also has the experience of serving as Vice Chancellor of Bangalore University. The other members of the Committee, Prof. A Ramachandra Reddy, Former Vice Chancellor, Yogi Vemana University, and Prof. G D Sharma, Former Secretary of UGC, I thought they would do a great job together.

Happily, the members of the committee led by Prof. M I Savadatti took up this task in right earnest. They were able to identify the challenges before the University through a comprehensive involvement of all the stakeholders as well as suggest new directions that would capitalize on the strengths of the University and harness the potential of the faculty, staff and students. A new synergy was contemplated and envisioned as Vision 2030.

Vision 2030 of Mangalore University takes stock of the university's potential to generate quality human resource which is in tune with the rapidly changing needs of the society as well as changing world scenario. The Vision Document focuses on how the University can respond to the challenges of the higher education in the coming years. It also provided road map for (i) expansion and bringing in excellence in research, (ii) transformation of the teaching and learning process, (iii) strengthening faculty and infrastructure, (iv) effective resource management, (v) establishing strong interaction with society and industries, (vi) providing a proactive administration, and (vii) involving the alumni and affiliated colleges in the development process. It provides possible growth trajectory, goal plans and road map to achieve the goals and mechanism for periodic evaluation of progress.

Our vision is to create a conducive environment for the inter-disciplinary learning and advanced research, address global and regional challenges and needs of the higher learning system, build additional infra-structures befitting a world class University and provide access and support to talented students from all sections of the society. The University envisions developing into a robust platform for students, researchers, and teachers to pursue their academic goals and career in a

beneficial ambience. The University will establish Schools of Studies consisting of allied departments to optimize faculty and financial resource to carry out inter-disciplinary teaching and research. Strategic plan would be developed to catalyze the immediate growth and to strengthen those departments, which have made significant achievements, and simultaneously take-up phase-wise development of other departments. The University will establish a Center of Research in Genomics and Biodiversity Conversation (CRGBC) with faculty resources from the departments of Applied Zoology, Applied Botany, and Bioscience. The existing research centers will be taken to the next level of research, thus improving their visibility at national and international levels. All the departments will be supported with additional infrastructure, faculty, and research grants. A fully automated University Administration System including students, faculty, and examination portals will be established. The University will make every effort to foster more international and national collaboration for research and attract students from both developed and developing countries. Towards that goal, the University is planning to build international students hostel and visiting faculty hostels to attract the brightest students and scholars. The PG Centre at Chikkaluvara, will be strengthened in terms of faculty, library, sports facilities, and other basic infrastructure facilities. The constituent colleges will be strengthened with infrastructure, faculty, and introduction of new courses of local and regional relevance. University has already introduced an innovative and comprehensive sports policy for the first time in the state, and it will pursue for preparing champions at both national and international levels through the operation of this policy.

I am deeply indebted to His Excellency Sri Vajubhai Rudabhai Vala, Honourable Governor of Karnataka and Chancellor of Mangalore University and Sri R Deshpande, Honourable Minister for Higher Education, Government of Karnataka and Pro-Chancellor of Mangalore University for their moral support

and encouragements in the course of preparing this Vision Document. I also acknowledge the valuable support extended by the members of the Syndicate and Academic Council of Mangalore University towards successful completion of this fruitful venture.

I gratefully acknowledge the services rendered by Prof M I Savadatti, Former Vice Chancellor, Mangalore University and Chairman of the Mangalore University Vision Document Committee. He is instrumental in the successful completion of this important task. I am also thankful to Prof. A Ramachandra Reddy, Prof. K Siddappa, Prof G D Sharma, Prof. Pushpa Kuttanna, Dr. K Sundara Naik, and Sri Vijaya Kumar Sorake for their support in drafting the Vision Document. I wish to thank Prof. P S Yadapadithaya, Registrar, Prof. B Narayana, Registrar Evaluation, Prof. P A Rego, Finance Officer, and other members of the Vision Document Committee - Dr M K Bhandi, Prof. T. Mallikarjunappa, Prof. K.R. Chandrashekhar, Prof. Ravishankar Rao, Prof. P.L. Dharma, Prof. Ganesh Sanjeev, Prof. A.M. Khan, and Prof. Jayaraj Amin for the support. I should also thank Dr. N Karunakara for the excellent co-ordination with all the members of this Vision Committee and. I am also thankful to the chairpersons, faculty members of all departments, central facilities and research centers of the University for providing required information and valuable suggestions towards drafting this document.

It is a moment of pride and a matter of great satisfaction that this Vision Document is here to guide this University into the future as a road map. Anchored by this Vision, I am sure that this University will grow from strength to strength and will take its place as a world class University by the year 2030, by which time the University would be celebrating its Golden Jubilee. Let us all pledge to work together to realize this Vision.

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2. VISION: ACADEMIC PROGRAMMES

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1. ABOUT THE UNIVERSITY

1.1 Establishment and Growth

Mangalore University was carved out of Mysore University in the year 1980 to fulfil the aspirations of the people of undivided Dakshina Kannada and Kodagu districts of Karnataka. The campus, named Mangalagangothri, with an area of 353 acres, is a treat to the eyes and the mind with the river Nethravathi flowing into the Arabian Sea and the cloud-capped Western Ghats creating an ambience for creative higher educational programmes for the youth and society of these districts.

The University has grown impressively since its inception. It has, at present, under its wings, 210 affiliated degree colleges, two constituent colleges, and five autonomous colleges. The constituent colleges, include the erstwhile Government College at Mangalore (147 years old and now designated as a Heritage College by the Ministry of Human Resource Development, Govt. of India) and Field Marshal K M Cariappa (FMKMC) College at Madikeri (66 years old), the management of which was taken over by the Mangalore University from the Government of Karnataka in the year 1992. Mangalore University has 24 postgraduate departments offering 39 PG programmes, one UG programme, and 26 PhD programmes. These programmes are well- supported by competent faculty (though the number may not be adequate), good infrastructure, and a spacious and modern library hosting ICT facilities. The University has established a PG Centre at Chikkaluvara (Cauvery Campus), near Kushalnagar in Kodagu district. It is also in the process of establishing an Advanced Research Centre at Belapu in Udupi district.

1.2 Vision and Mission Statement of the University

The vision of the University is 'to evolve as a national and international centre for advanced studies and to develop and nurture quality human resource'. The mission of the University is to provide an excellent academic, physical, administrative,

infrastructural, and moral ambience. In addition, it aims to excel in teaching, learning, and research, and to contribute towards building a socially-sensitive, humane, and inclusive society. The University is committed to fulfilling these objectives, by providing good infrastructural facilities to develop as a national centre for quality teaching, learning, and research.

University Campus at the time of inception

1.3 Organizational Structure of the University and Effective Governance

The organizational structure of the University is as per the Karnataka State Universities Act (KSU Act, 2000). The leadership in governance vests with the Vice Chancellor, who is guided and supported by various statutory bodies, namely, the Syndicate, Academic Council, Finance Committee, etc. and assisted by the offices of the Registrar, Registrar (Evaluation), and the Finance Officer to ensure that the faculty and students are provided with the best possible support for their education, growth, and enrichment of knowledge and culture.

To provide specific support, bodies like the Directorate of Student Welfare (DSW), Directorate College Development Council (DCDC), SC/ST Cell, Other Backward Classes including Minorities (OBC) Cell, University Employment Information & Guidance Bureau (UEI&GB), Sensitization, Prevention and Redressal of Sexual Harassment (SPARSH) Cell, and Anti-Ragging Committee create platforms for interacting with the stakeholders of the University. It promotes a culture of participative management by providing opportunities to student representatives and faculty members to get involved as members of various statutory bodies and committees. It provides effective guidance to various colleges in the development of quality undergraduate education and the College Development Council coordinates these efforts. It has a strong alumni association, which takes an active interest by contributing its support materially and intellectually.

With its commitment for effective governance and academic excellence, Mangalore University has won a respectable place in the educational map of India.

His Excellency Governor of Karnataka Sri Govindanarayana laying the foundation stone for Boys Hostels

For effective governance, and to promote fairness, transparency, and accountability, it has adopted the policy of inclusive mechanisms to protect and enhance the stakeholders' value and interests and to promote participative management. It presents a system of order and discipline.

1.4 Infrastructure

The physical infrastructure available on the campus include the administrative building, faculty buildings, library, hostels (2 for men, 1 for women, 1 is for international students, and 1 for working women) staff quarters, health centre, and guest houses. Various sports facilities like the gymnasium, indoor stadium, and play grounds are available on the campus. An outdoor stadium with 400 m track is nearing completion. The Mangala Auditorium with state-of-the-art facilities is available for conferences, seminars, special events, etc. The University has its own power and water supply arrangement. Two nationalized banks, post office, school/college (kindergarten to UG degree), cyber laboratories, shopping complex, canteen and Employees Credit Co-operative Society can be found on the campus.There is also a Day Care Centre.

Hon'ble Chief Minister of Karnataka Sri R. Gundoo Rao laying the foundation stone for Administrative Building

The University Library has a collection of over 2,02,537 volumes, which include books, bound volumes of journals, theses, dissertations, rare books, reports, and government documents, covering a wide range of subjects. It also has access to over 25 databases covering 8500+ full text journals from UGC-INFONET and over 38500+ journals from J-Gate database. Remote Access Facility has been initiated to extend the e-resources 24 x 7. The Shodhganga project has been implemented to monitor and reduce plagiarism.

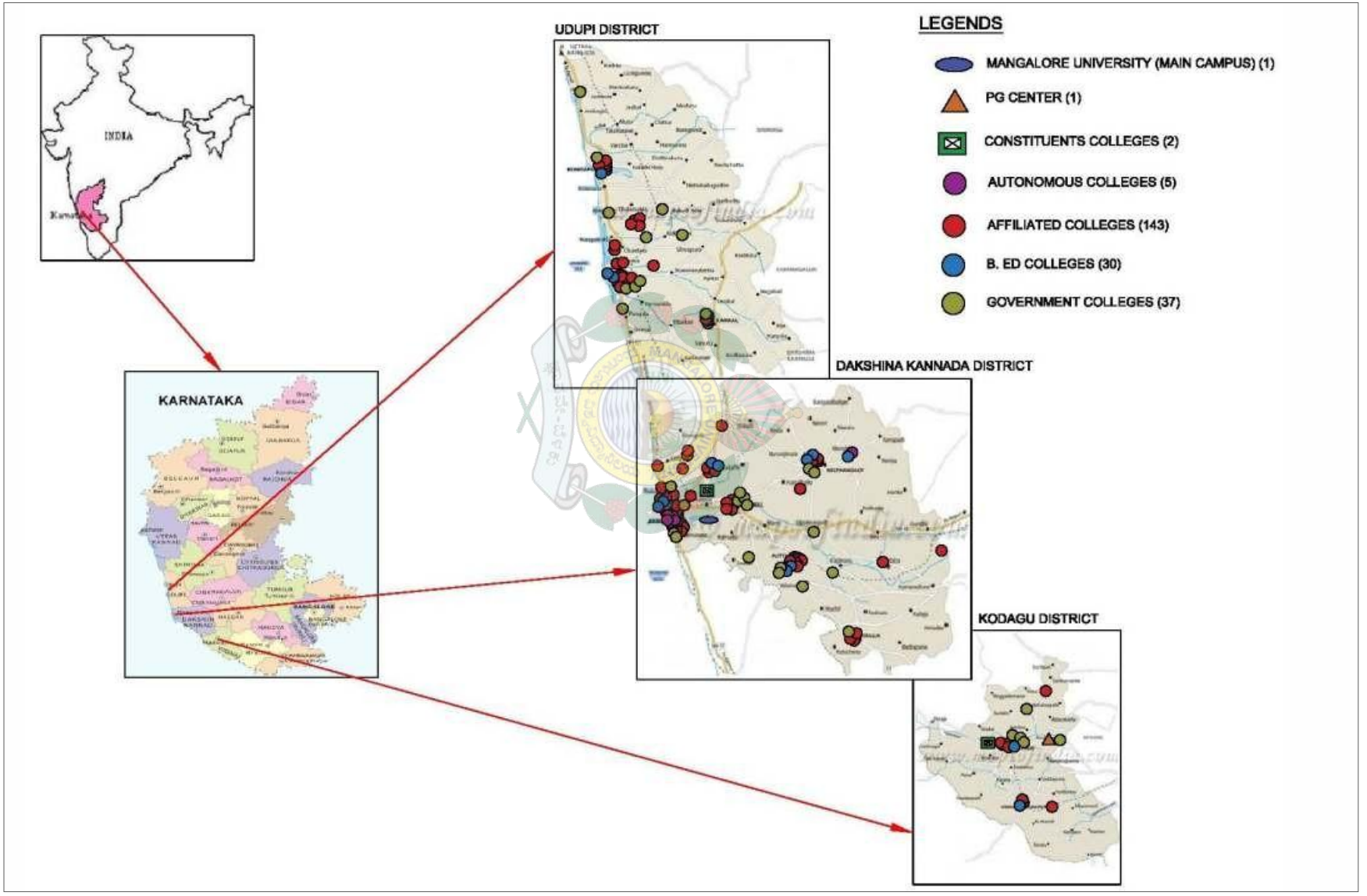
The University Computer Centre houses mail, web, and application servers to provide ICT services.These servers are connected to clients from PG departments and/offices. The optical fibre campus network interconnects all computers in one

logical network. The entire campus is Wi-Fi connected. The internet connectivity is available through two service providers, namely, the 1 Gbps from the National Knowledge Network (NKN) and the 10 Mbps from BSNL. The University Science Instrumentation Centre (USIC) not only takes care of the servicing of the instruments of all the departments, but also provides excellent central analytical facilities like FT-IR, HPLC, AAS, ultra pure water system, etc. The University Employment Information & Guidance Bureau runs a helpline for students for career guidance and placements.

It has evolved a knowledge management strategy by creating a repository of research publications, theses, and monographs. The publication wing called Prasaranga, undertakes the publication of thesis, books, and lectures. Kanaka Peeta, a state-funded research centre has launched a web portal 'Kanakana Kindi'- (Kanaka's window), which is a repository of all major works of Kanakadasa, a renowned saint-poet of the Dasa tradition. The Yakshagana Study Centre organizes lectures and training programmes to disseminate knowledge on the renowned regional folk art, Yakshagana. It also maintains the Yakshamangala Museum, which displays life-size models and artefacts related to Yakshagana. The yoga therapy centre is the latest addition to the facilities available on the campus.

Hon'ble Chief Minister of Karnataka
Sri S.M. Krishna inaugurating the Senate Hall

Areal view of the campus



Area of jurisdiction of the University and distribution of colleges

1.5 Excellence in Teaching and Learning

The University reflects excellence in academics through teacher quality, student performance, curriculum development and in its implementation and evaluation, research and consultancy works, and through the collective performance of the major stakeholders with the active support of the administration. It is in the process of implementing its vision and mission by tracing its research and design curriculum. It follows a systematic process in the design and development of the curriculum by taking into account the employability of the students and to reflect local needs, ethos, etc. It tries to include new research and innovation in the syllabus. It also tries to emphasize the cultural diversity and uniqueness of the region. It has taken the lead in introducing some new/emerging fields of study/academic programmes. It also interacts with the industry/premier research institutions while developing the curriculum. It offers a few fully self-financed and partially self-financed programmes on the campus.

The University has adopted Choice Based Credit System (CBCS) in the PG programmes and Credit Based Semester Scheme (CBSS) in the UG programmes, which are under the semester scheme. However, the diploma and correspondence degree programmes represent the annual system. The curriculum of a programme is revised once in three years, and the departments are free to revise the syllabus of the course to make it more useful for employment opportunities. It has a formal mechanism to obtain feedback from students regarding curriculum content, and the effectiveness of teaching and evaluation. Remedial/bridge courses/add-on courses are also arranged for those who are in need of them. Similarly, students are encouraged and trained for UGC/CSIR/GATE/SET and other competitive examinations such as IAS, KAS, etc. They are persuaded to undergo summer training programmes/summer research projects in various industries and national laboratories, as part of the curriculum in many departments.

The University invites eminent persons/experts in different fields by arranging seminars, workshops, endowment lectures, etc., to motivate students. Recently, it has taken active steps to appoint eminent scholars as Adjunct Professors in different departments.

It promotes the use of ICT in administration, teaching, learning, and evaluation process. It ensures quality through student feedback, academic and administrative audit, performance appraisal, etc. The departments are given functional autonomy within the broad framework of the University. It has an inbuilt mechanism at different levels, to promptly attend to and redress grievances/complaints of the various stakeholders of the University. To ensure excellence and overall quality in teaching and research, a pro-active Internal Quality Assurance Cell (IQAC) has been established.The inputs of IQAC are used in the decision making processes.

1.6 National ResearchCentres

The growth in the research programmes of the University has been phenomenal and strong research centres have been established, which currently serves as national facilities. The Microtron Centre developed with the support of the Department of Atomic Energy (DAE) is a national facility used by other universities and industries. The ongoing research programmes of this facility include radiation processing, radiation biology, and photo fission studies. The other centre is the Centre for Advanced Research in Environmental Radioactivity (CARER), also a national facility, was established through funding from the Board for Research in Nuclear Sciences (BRNS), Bhabha Atomic Research Centre (BARC), and the Nuclear Power Corporation of India (NPCIL). This centre is currently involved in advanced research in Radiation Protection, Radioecology, and development of new methods and techniques for radiation measurements, and other related areas. The Centre for Application of Radiation and Radioisotope Technologies (CARRT), established through BRNS funding, collaborates with a

large number of research institutions at the regional and national level. Currently, this centre has ongoing research programmes on radiation biology, Immunoassay Development Techniques, Radiolabelling Techniques, etc. The Ocean and Atmospheric Science and Technology Cell (OASTC) was set up in collaboration with the Department of Ocean Development (DOD), which acts as a nodal centre to promote research in ocean and atmospheric sciences. Considering the quality of research and research output from this University, the Department of Science and Technology (DST) has sanctioned a grant of Rs. 9 crores under the Promotion of University Research and Scientific Excellence (PURSE) scheme, and the advanced instruments installed under this programme has further strengthened the research programmes of the University.

1.7 Research Activities of the Departments

The University has adopted proactive mechanisms to facilitate speedy implementation of research projects. Procedures related to sanctions/purchases are made researcher friendly. To enrich research activities on the campus, eminent scholars are invited as visiting faculty under different schemes. The University has established basic infrastructural facilities for research in all the deparments, and the central facilities like the library, computer centre, and the University Science Instrumentation Centre (USIC) have been strengthened to cater to the needs of the researchers.

Four departments received grants from UGC under SAP, three departments under the Innovative Programme, and one department was given recognition as a Centre of Excellence by the State Government. Two departments received support from DST under the FIST programme during the last five years. The faculty members published 3161 papers in international journals and 1441 in national journals, with the corresponding numbers during the last five years being 1751 and 405,

respectively. In addition, they contributed 77 chapters to books published by international publishers of which 55 was during the last five years, and 128 chapters to books published by Indian publishers of which 79 was during the last five years, which also saw them contributing about 75 books and 77 reports.

Some of the faculty members serve on the editorial boards of national and international journals. In the last five years, the faculty members of the University have successfully guided 45 MPhil and 218 PhD scholars. The University is encouraging interdisciplinary research, as is evidenced by a number of collaborative research programmes between the central facilities of CARRT and Microtron Centre and the various departments of the University.

The major research projects funded by BRNS, NPCIL, DST, Department of Biotechnology (DBT), Indian Council of Social Science Research (ICSSR), Indian Council of Historical Research (ICHR), UGC, Council of Scientific and Industrial Research (CSIR), Indian Council of Agricultural Research (ICAR), Ministry of Earth Sciences (MoES), Indian Space Research Organization (ISRO), and other funding agencies have helped the faculty to achieve excellence in research. The total grant received for projects during the last 5 years has been Rs. 25.54 crores. The University has encouraged its faculty to offer consultancy and has a statute for sharing the funds obtained through such consultancy.

1.8 Advanced Research Centre at Belapu

Acknowledging the excellence in research achieved by Mangalore University, the Govt. of Karnataka sanctioned grants to setup an Advanced Research Centre at Belapu in Udupi district. The work on establishing the centre has started and on completion it will be an international research centre, which will focus on advanced research in the following frontier areas of science and technology:

- bio-prospecting, conservation of endangered flora and fauna of the Western Ghats region,

- characterization of medicinal plants of the region and drug development from the plants for a variety of indications of human and animal population, and
- development of drugs delivery systems and remedial technologies to alleviate chronic infectious deceases.

In addition to the above, identified emerging areas include nanotechnology, solar energy, and solid waste management.

Hon'ble Chief Minister of Karnataka Sri Siddaramaiah laying foundation stone for the Advanced Research Center at Belapu, Udupi

1.9 Research Linkages: National and International

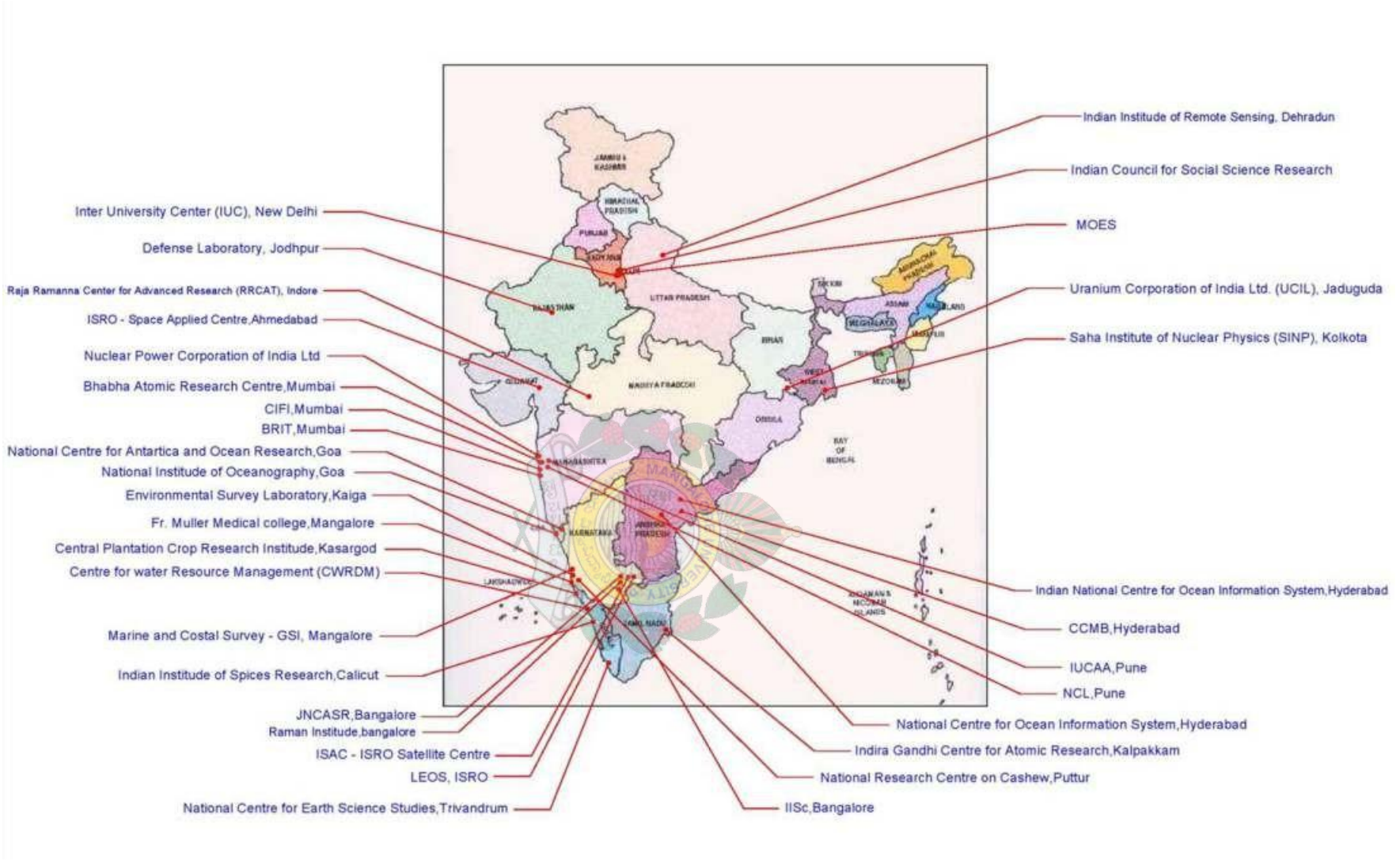
The faculty members of different departments and research centres have established research linkages with national and international research institutions of repute. While some departments have entered into MOUs with institutions/research laboratories, both within the country and abroad, the other departments have exchange programmes and ongoing collaborative research. These interactions have contributed significantly to the academic growth of the University.

There is faculty exchange programme with universities of USA, UK, Finland, Japan, Korea, Taiwan, Norway, Germany, and other countries. Many faculty members have been on research assignments with fellowships from the Commonwealth, Humboldt, Rockefeller, McAuthur, Japan Foundation, JSPS, Fulbright, Erasmus Mundus, and the Agatha Harrison Memorial. Some of the departments and research centres have hosted researchers from other countries through different fellowships, and sabbatical leave.

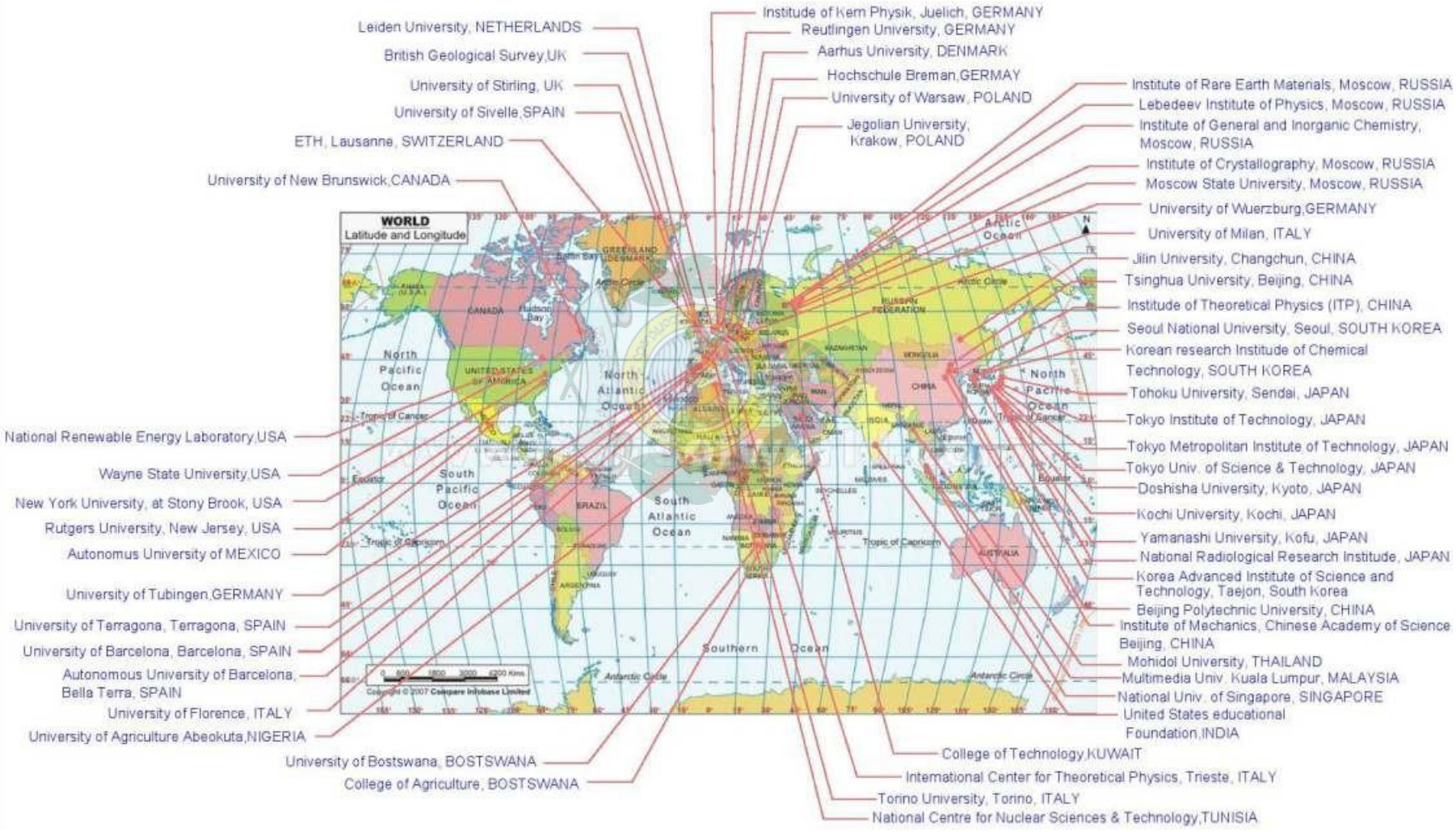
International students in the campus

1.10 Excellence in Sports and Games

Sports and cultural activities are encouraged on the campus, in constituent and affiliated colleges, which has given the University an honourable place at the national level. It has produced outstanding athletes and players who have represented the country in major international events, including the Olympics, and have won medals and brought laurels to the state and country. Some of these achievers have been awarded with the Arjuna, Ekalvya, Khel Rathna, and other prestigious awards. Since the performance of the students in sports is linked to reserving seats for admissions as well as for awarding grade points, it has brought a significant change in the attitude of the students towards sports activities.



Research linkage with institutions within India



World-wide research linkages of the University

1.11 Excellence in NSS, NCC, Cultural, and Extension Activities

Mangalore University is well- recognized for its activities related to NSS and NCC. The NSS wing carries out periodic and structured extension activities. Theme-based camps are organized in neighbouring communities to address issues of social relevance. It was awarded the prestigious Indira Gandhi award for the best NSS activities in India for 2012-13. The University has taken steps to introduce NCC as an optional subject in the undergraduate programmes. It promotes participation in NCC and NSS by giving credits under extracurricular activities. Seats are reserved for admission to PG programmes for meritorious NCC and NSS students.

The various departments are actively involved in extension activities, such as blood donation, AIDS awareness campaign, awareness programme on current issues, etc. In addition, certain departments are engaged in social surveys and research/extension work targeting the underprivileged sections of society to know their problems and suggest remedial measures. Field studies are conducted related to these and other aspects. Such activities help the students to develop organizing skills, leadership qualities, and in understanding the problems of the society.

Vice Chancellor of Mangalore University receiving the Indira Gandhi Award for best NSS activities from the President of India

1.12 Assessment and Accreditation

The growth of the University has been phenomenal with modern infrastructure facilities and excellent research activities in a number of departments. It has been accredited by NAAC with 'A' Grade in May, 2014. The two constituent colleges have received 'A' grade from NAAC. All the autonomous, and majority of the

affiliated colleges of the University have been acccredited with an 'A' grade by NAAC.

The University is now encouraging its research centres to approach for accreditation from national and international quality accreditation agencies. The Centre for Advanced Research in Environmental Radioactivity (CARER) has been accredited by the Atomic Energy Regulatory Board (AERB) to test the commodities and materials meant for public use for radioactivity. This is a boon not only for the industries of Karnataka, but also of neighbouring states for the certification of the products as per the guidelines of the Bureau of Indian Standards (BIS).

Noble Laureate Prof. George H. Porter, who was conferred with Honorary Doctorate by Mangalore University in January, 1995 - visiting the laboratories

2. VISION: ACADEMIC PROGRAMMES

The academic activities are spread across the various PG departments, centres of research, central facilities, and study centres in the main campus, and in other UG and PG programmes in colleges and PG centres. Their vision and growth possibilities are presented individually below.

2.1 Department of Applied Botany

The Department of Applied Botany is involved in an in-depth study of the bio-diversity of the Western Ghats and its conservation, besides their core subject areas. They have exemplified their expertise in the floristic of the Western Ghats through publications. Studies have been carried out on ethnobotany, structural aspects of certain forests, plant- microbe interactions, phytochemistry, tissue culture, angiosperm taxonomy, and bioremediation.

The department has a vision to enhance and strengthen studies on bio-diversity and its conservation. Future studies will focus on the uses/ values of bio-diversity. This will result in developing newer formulations and compounds, newer sources of food, biodiesel or energy source solutions for pollution abatement, bioremediation, etc.

The phase- wise vision plans are indicated in the table:

Phase	Plans	Requirements
Phase 1	Strengthening of infrastructure and research.	Additional faculty and laboratory infrastructure to meet the teaching and research needs, including structuring of herbarium, museum, greenhouse, and botanical garden.
Phase 2	Carrying out advanced research.	
Phase 3	Continuation with emphasis on the production of useful molecules and new herbal formulations.	

2.2 Department of Applied Zoology

The faculty of the Department of Applied Zoology has proven their expertise in areas of genetic toxicology and cancer biology, neurobiology, radiation biology, physiology, cyto-genetics, and biodiversity.The department, since its inception, has been engaged in biodiversity programmes with the grants from major funding agencies, including the McArthur Foundation, USA. It has been elevated to DRS level-II from 2015. One of the special features of the department is the molluscan museum, which houses more than 2000 molluscan shells from all over the world. Thus, it has made a mark of its own in the field of bio-diversity. The department in collaboration with the Centre for Application of Radioisotopes and Radiation Technology (CARRT) has developed indigenous kits for diagnosis of human Diabetes mellitus.

Molluscan Museum

It has a vision to develop as a top-ranking department with good faculty and highly motivated students. It is in the process of implementing MoUs with national and international institutes for collaborative research and faculty/students exchange programmes. It is also working towards establishing a Natural History Museum with a database on the regional fauna, the biodiversity of the Western Ghats, and the molluscan shells. The other proposed interdisciplinary teaching programme is the MSc Radiation Biology course in collaboration with CARRT, USIC and the departments of Physics, Chemistry, Bio-Sciences, and Statistics.

Phase	Plans	Requirements
Phase 1	Undertaking collaborative projects besides individual or team- based projects, signing of MoUs, development of museum, and introducing innovative methods of teaching.	Additional staff and laboratory infrastructure to complement the teaching and research programmes.
Phase 2 & 3	Strengthening the teaching and research programmes by undertaking collaborative network projects and filing patents.	

2.3 Department of Biosciences

Since its establishment in 1969, the Department of Biosciences has forayed into diverse research fields such as biodiversity, fresh water, marine and estuarine ecology, biology of fungi, algae, cyanobacteria, pill-millipedes, mussels, fish, physiology, environmental biology, cancer biology, genotoxicology, neuroscience, etc. This has been possible due to its strategic location between the biodiverse rich Western Ghats in the east with the major rivers flowing from it, and the Arabian Sea in the west. In addition, being in the vicinity of medical institutions, the department is focusing on application-based research in bio-medical sciences. It is offering three MSc programmes- MSc in Biosciences, MSc in Biotechnology, and MSc in Microbiology.

It is envisioning to evolve as a Centre for Excellence in research in life science and to gain recognition as a national and international leader in quality post graduate education. It is aiming to further improve the quality of research and increase its research output. It has plans to establish specialized culture facilities that can serve as central facilities. It has also chalked out programmes to establish a biotechnology business incubator.

Phase	Plans	Requirements
Phase 1	Setting up advanced research laboratories and central instrumentation room with high-end equipment.	Additional staff, separate building, high- end equipment, and other infrastructure.
Phase 2 & 3	Establishing specialized culture facilities that can serve as central facility and biotechnology business incubator.	Clean room facility, microbial culture laboratory, animal house, and other laboratory infrastructure.

2.4 Department of Chemistry

The Department of Chemistry has been actively involved in research on structural chemistry, coordination chemistry, reaction dynamics and mechanics, heterocyclic chemistry, electrochemistry, analytical chemistry, medicinal chemistry, solid oxide synthesis, liquid crystals, polymer chemistry, pesticide chemistry, and environmental analysis. It is currently offering MSc courses in chemistry, applied chemistry, and organic chemistry. The department has an excellent track record in research and currently leads all other departments by its number of research publications.

The department has programmes to modernize the teaching and research laboratories with state-of-the-art facilities for advanced research in synthetic chemistry, structural chemistry, and analytical chemistry. It is now planning to start integrated MSc and PhD programmes. The vision of the department also includes establishing a skill development centre with vocational courses on instrumentation techniques of analysis for graduate students. It plans to offer services to the public and the industry on drug, water, soil, food adulteration analysis, and other social activities. The department envisions to develop major thrust areas of study and research. These are natural chemistry, medical chemistry, drug discovery and development, and novel synthesis.

Phase	Plans	Requirements
Phase 1	To strengthen ongoing teaching and research programmes.	Additional staff and laboratory infrastructure to complement the teaching and research programmes and to meet the requirements of other proposed academic plans.
Phase 2	To start integrated MSc and PhD programmes and vocational courses.	
Phase 3	To establish a skill development centre; which can be used by the public and hired by industries.	

2.5 Department of Computer Science

The Department of Computer Science promotes innovative research and education programmes in the core Computer Science as well as multidisciplinary application areas. The focused areas include Image Processing and Visual Pattern Recognition, Text Mining, Data Mining & Knowledge Discovery, Advanced Computer Networks (Mobile and Wireless Communications and Wireless Sensor Networks), Grid and Cloud Computing, and Natural Language Processing.

It plans to provide emphasis on infrastructure development including establishing an independent IT block on the campus, and sign MoUs with industries, national laboratories, and other research organizations. It envisages strengthening of R&D through research grants from major funding agencies, and finally, wishes to grow as a centre for excellence in teaching and research.

Phase	Plans	Requirements
Phase 1	To set- up smart classrooms and state-of-the-art computer laboratories for students, research scholars, and staff. To sign MoUs between University-Industries and research organizations.	Independent building with adequate facilities and infrastructure. Additional staff to meet the needs of the teaching and research programmes.
Phase 2	To undertake collaborative research projects sponsored by UGC, DST, DRDO, DBT, and MIT.	
Phase 3	To establish a centre for excellence in computer science for both teaching and research.	

2.6 Department of Electronics

The Department of Electronics, sponsored by the UGC, was started in 1995, as an innovative course programme. This programme, initiated under the Department of Physics, became a fully fledged independent department in 2005. It is a unique department, which offers a PG programme in collaboration with various industries. The students work for one full semester in an R & D laboratory /industry during their course. The faculty has also excelled in research and has expertise in bio-medical image processing, embedded system design, nano sciences, RF and microwave circuit analysis, and microwave and microstrip antennas. Some research projects too have been completed, while others are ongoing under the sponsorships of BRNS, DST, ICMR, and UGC. Research studies are being carried out in association with industries, and over 100 publications have been published in peer reviewed journals. A few works are also in line for patenting, while some have been recognized and published in the book of innovations by ISRO and NAL.

The department aspires to be a premier department in the country for student-centric training and services with a strong focus on applied research whilst maintaining the highest academic and ethical standards in a creative and innovative environment. It wishes to grow as a centre for quality teaching and research and bridge the gap between the department and industry, and also take up consultancy works through the innovation club.

Phase	Plans	Requirements
Phase 1	To be a self- sufficient department in terms of facilities.	Additional staff and infrastructure, including a separate building to meet the needs of the teaching and research programmes.
Phase 2	To reach out to society as well as develop manpower.	
Phase 3	To develop sophisticated research facilities and make provision for interdisciplinary applied research.	

2.7 Department of Industrial Chemistry

The MSc course in Industrial Chemistry was started in the academic year 2009-2010 under the Department of Chemistry, and became an independent department in 2015. It holds a unique position in its ability to produce human resources, which are in demand both in the industry and academic institutions. The faculty are involved in extensive research activities and the department has very good interaction with major industries of south India.

Its vision is to evolve as a self- sustainable department with innovative research and development practices for the creation of self-reliant individuals and indigenous products. It intends to focus on expansion of infrastructure and staff strength, and to widen research and development activities to include inter-, multi-, and cross-disciplinary research areas. It also proposes to focus on resource generation from different funding agencies and through direct application- oriented certificate and

PG Diploma courses. It plans to establish a pilot plant according to international standards for product development, which will cater to the needs of industries and institutions.

Phase	Plans	Requirements
Phase 1	Strengthening ongoing teaching and research programmes with focus on industrial photo and radiation chemistry, industrial cheminformatics and bioinformatics, and waste to wealth - green technology and management.	Additional staff and laboratory infrastructure to complement the teaching and research programmes and to meet the requirements of other proposed academic activities.
Phase 2 & 3	To undertake interdisciplinary and collaborative research and establish a pilot plant of international standard for product development.	

2.8 Department of Library and Information Sciences

The Department of Library and Information Science was established in 1982. Currently, it is running an integrated two-year MLISc (Master of Library and Information Science) course. It has well- set research programmes in thrust areas of Information and Communication Technology (ICT), Information Technology, and E-Resources and Services.

The Department has a vision to start a PG Diploma course in Library Automation and Networking (PGDLAN). As part of the curriculum, it intends to use the facilities of the University Library to train its students, and accordingly, plans to introduce modern tools and technologies, like multi-user operating systems, library automation software, digital libraries, WAP technology, etc. within the library to enhance the learning opportunities of the students. It also wishes to grow as a centre of excellence in teaching and research.

Phase	Plans	Requirements
Phase 1	To start PG Diploma course in Library Automation and Networking.	Additional staff, laboratory infrastructure, and computer software to complement the teaching and research programmes.
Phase 2 & 3	To grow as a centre of excellence in teaching and research, and produce well-trained library professionals.	

2.9 Department of Marine Geology

This department conducts MSc in Marine Geology and Geoinformatics courses and research programmes in different thrust areas of marine geology, remotes sensing, and GIS. It has completed 25 research projects funded by the UGC, DST, BRNS, ISRO, DoD, MoES, INCOIS, ICMAM, MoEF, and NRB with grants amounting to Rs. 486.49 lakhs. It has identified high priority areas such as coastal oceanography and integrated coastal studies, marine/estuarine geochemistry, atmospheric chemistry, and environmental magnetism for teaching and research.

The department has plans for up-gradation of the existing laboratories and museum, and to establish new laboratories to undertake major collaborative research programmes with MoES, ISRO, DST, etc. along with consultancy projects. Its vision is to take up extension activities like popularization of earth science and teacher training programmes.

Phase	Plans	Requirements
Phase 1	Up-gradation of existing laboratories and museum.	Additional staff and laboratory infrastructure to meet the needs of the planned teaching and research programmes.
Phase 2 & 3	Establishment of new laboratories in relevant subjects of teaching and research. To undertake major collaborative research programmes of MoES, ISRO, DST, etc. along with major consultancy projects.	

2.10 Department of Materials Science

The MSc and PhD programmes of the Department of Materials Science had started way back in 1988 with the starting of the Materials Science Division, and became an independent department in 1994.The course content of MSc Materials Science involves both Physics and Chemistry with emphasis on technologically important materials such as smart materials, semiconductors, thin films, nano materials, composites, polymers, ceramics, etc. Extensive research studies are being carried out in areas of thin films, shape memory alloys, nano particles, polymers, and related areas.

The vision of this department is to grow qualitatively and quantitatively to become a centre of excellence in Materials Science. It plans to involve experts in teaching programme to ensure that in-depth knowledge is imparted to the students. It is also planning to diversify its research to other related fields so as to open up avenues for research in various disciplines individually and collaboratively. Its vision is also to establish an advanced research centre in Materials Science, with capability in device fabrications.

Phas	Plans	Requirements
Phase 1 & 2	Strengthen the teaching programme by inviting experts to teach, and diversify research activities.	Additional staff and laboratory infrastructure with high- end equipment to meet the needs of teaching and research programmes and to realize the vision of establishing an advanced research centre.
Phase 3	Establish an advanced research centre to fabricate devices.	

2.11 Department of Mathematics

The Department of Mathematics offers a 2 year (4 semesters) MSc course. It has been imparting quality education, in pure and applied mathematics, by designing curriculum based on the recommendations of the UGC curriculum development committee, which has been running successfully.

The vision of the department is to introduce some optional papers including combinatorics to the curriculum and to train the students in the latest software (such as MATHEMATICA, MATLAB, etc.) for mathematical computations, which could help them get better jobs in the IT sector. It plans to organize lectures for the MSc students by eminent mathematicians from reputed research institutions to motivate them to join research and development programmes after their completion of the course. Further, it proposes to start a five- year integrated MSc degree programme under RUSA funding. It also has plans to start MSc Applied Mathematics course with additional faculty members, laboratory facility, and classrooms.

Phas	Plans	Requirements
Phase 1 & 2	Introduce optional papers on combinatorics to the curriculum and organize lectures by eminent mathematicians and strengthen research activities.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.
Phase 3	Start an MSc programme in Applied Mathematics with additional faculty members, laboratory facility, and classrooms.	

2.12 Department of Physics

The Department of Physics has already established its presence in several thrust areas such as nuclear physics, radiation physics, condensed matter physics, theoretical physics, and other related areas. Until now the staff has published over 550 publications in refereed journals, and have strong collaborative programmes with BARC, ISRO, SINP, IISc, etc. along with some of the overseas laboratories of Germany, UK, China, USA, Malaysia, and other countries. The department has DST-FIST and UGC-SAP programmes.

It has plans to establish a nano material- based (organic and inorganic) photo voltaic research centre, opto-electronic and photonics research centre, theoretical research group in nuclear, high energy, and radiation physics, and in photon induced positron annihilation spectroscopy. The department also has plans to establish advanced research laboratories in the field of radiation physics, material characterization using nuclear techniques, and environmental radioactivity. It also has plans to strengthen collaborative programmes in teaching and research with BARC, BRIT, RRCAT, IGCAR, and other national laboratories as well as with reputed foreign universities. Moreover, it visualizes introducing certificate and diploma courses as value addition courses to enhance job opportunities for students.The department will develop strong acadedmic and research programs on Advanced Materials, Nanotechnology, Soil Physics and Advanced Geophysics.

Phas	Plans	Requirements
Phase 1 & 2	Strengthen ongoing teaching and research programmes. To establish nano material- based photo voltaic research centre, and optoelectronic and photonics research centre. Establish advanced research laboratories for Radiation Physics Research and Atmospheric Sciences.	Additional staff in relevant areas of physics and infrastructure to meet the requirements of the teaching and research programmes.
Phase 3	Impart quality education and carry out cutting edge research of international standards.	

2.13 Department of Statistics

The Department of Statistics offers MSc programme in Statistics and trains its students to solve statistical problems through software such as SPSS, MATLAB, R, EXCEL and C++, etc. It has a well- equipped computer laboratory to cater to the needs of its students. It is actively engaged in research programmes in emerging areas of data handling and analyses.

It has a vision to start an inter-disciplinary MSc programme in Statistical Finance in collaboration with the Department of Business Administration. It also plans to start a PG Diploma in Statistical Analysis and to establish a Statistical Consultancy Cell to cater to the needs of researchers and public organizations in the scientific analysis of data.

Phase	Plans	Requirements
Phase 1	Start an inter- disciplinary MSc programme in Statistical Finance in collaboration with the Department of Business Administration, and also, a PG Diploma in Statistical Analysis.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.
Phase 2 & 3	Establish a Statistical Consultancy Cell and to start MSc programmes in Data Analytics and PG Diploma courses.	

2.14 Department of Human Consciousness and Yogic Sciences

In 1998, Mangalore University pioneered by starting the Department of Human Consciousness and Yogic Sciences and offered the first ever MSc course in the country. It was initially funded by the "Dharmanidhi Yoga Peeta", the Temple Trustees of the region. The course provides opportunity to students to learn, practice, and propagate the techniques of this ancient science, which is more relevant to modern times. The department has undertaken research investigations on this ancient science using sophisticated research equipment. It has signed MoUs with leading universities of Russia and South Korea.

The department has the vision to strengthen the teaching programme by employing innovative methods of teaching, to establish good laboratory infrastructural facilities, and to introduce internship programmes. It is contemplating starting a PG Diploma course, certificate courses, and a 5- year integrated course in a phased manner. It is also planning to strengthen its research activities through sponsored projects and by establishing an advanced research laboratory. In addition, it plans to establish Yoga therapy centres with modern instruments and utilize the services of experts in the field.

Phase	Plans	Requirements
Phase 1	Strengthen the teaching programme and research activities.	Additional faculty, space, and laboratory infrastructure for the proposed new programmes.
Phase 2	Start PG Diploma course and Certificate courses. Establish Yoga Therapy Centres.	
Phase 3	Start a 5- year integrated MSc programme.	

2.15 Department of Economics

The faculty of the Department of Economics has proven its expertise in areas of Agricultural Economics, Urban Economics, Demography, Third Sector, Rural Development, Banking and Insurance, Social Exclusion and Inclusion Policy, Micro Finance, Livelihood, Poverty and Economic Policy Reforms, and Development Economics. The department has linkages with NGOs, colleges, Corporation Bank Chair, and the Chair in Rural Banking and Management. It plans to start new courses in Applied Economics and Development Studies, along with a PG Diploma in Finance and Banking, and Rural Economy.

Humanities Block

Phas	Plans	Requirements
Phase 1 & 2	To start new courses in – Applied Economics, Development Studies, PG Diploma in Finance and Banking, and Rural Economy. To update existing courses, found a well-equipped laboratory and departmental library, and establish linkages with the industry, society, and NGOs for awareness programmes on health, consumer issues, environment, agriculture, etc. To publish quality books and research works of identified writers.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.
Phase 3	Undertake multidisciplinary research and establish a Centre for Rural studies, Agricultural Rural Industrial Training, and Rural banking to encourage studies on Rural Development.	

2.16 Department of English

The Department of English envisions its growth as a premier department of research and training by the year 2030. It plans to continue its emphasis on the task of sensitizing the mind of a technologically advanced society. Along with this traditional function, the department will reorient its teaching strategies towards the enhancement of linguistic competency among students. It also envisages evolving as a centre that is widely sought after for conducting training programmes in language acquisition and usage.

Phase	Plans	Requirements
Phase 1 & 2	To establish a Centre for Postcolonial Studies. To introduce diploma and certificate courses and doctoral work in funded areas. To establish a fully fledged and sophisticated language laboratory.	Additional staff and infrastructure to meet the requirements of teaching and research programmes.
Phase 3	To establish a centre for the facilitation of communication skills through intensive training to teachers at all levels.	

2.17 Department of History

The Department of History, while imparting information and knowledge about the progress of mankind through various stages and ages, also focuses on studies and research in history. It contributes to strengthen the spirit of secularism and democracy by informing the youth about the secular and liberal values of our freedom struggle and the sacrifices made to make India a nation. The department has a vision to make it a Centre for Advanced Studies, for which it envisages the establishment of a comprehensive archive and a library, which will encourage studies and research in local history and culture. It will continue to interact with the villagers and general public regarding the need to preserve historical heritages and monuments of the land, which are a source of inspiration for all. The department has a long- term vision to introduce interdisciplinary courses such as History and Tourism, Maritime History, Social and Economic Change, Sociology of Development, Oral History, Local History, etc.

Phase	Plans	Requirements
Phase 1	To develop the department as a Centre of Studies and Research in Regional History. To create an archive of sources such as archaeological, epigraphic, numismatic, literary, and of foreign accounts, colonial records, newspapers, books, oral sources, etc.	Additional staff and infrastructure to meet the requirements of teaching and research programmes .
Phase 2 & 3	Start new courses in Archaeology, Maritime History, Environmental History, Social History, Plantation History, Oral History, etc. Apply for SAP and CPEPA and CAS in Indigenous History and Culture. Establish a museum.	

2.18 Department of Kannada

The Department of Kannada regularly interacts with local organizations and people through special lectures, extension lectures, workshops, training programmes, and conferences on varied topics related to Kannada language, especially literature, while the cultural issues of this region are generally organized on a collaborative basis. It intends to initiate a comprehensive programme called the 'Gramantara Sahitya Yojane' to invoke community participation and interaction. It plans to forge a number of extension activities in terms of its disciplinary focus of studying different cultural practices highlighting its ritualistic and normative significance. The extension activities are carried out by the department through various chairs and centres. More than 100 extension lectures

have been arranged at affiliated colleges and other local organizations, and these lectures are published in the form of printed books. More human and financial resources are needed to strengthen these activities.

The department plans to establish a well-equipped documentation centre to strengthen research and teaching, digitalization of old manuscripts, rare journals and periodicals, and expansion of its cultural museum.

Phase	Plans	Requirements
Phase 1 & 2	To start new certificate and diploma courses in Tulu, Konkani, Kodava, and Byari languages. To establish a Folk Theatre.	Additional staff and infrastructure to meet the requirements of teaching, research, and other programmes.
Phase 3	Strengthen all programmes started earlier.	

2.19 Department of Mass Communication and Journalism

The Department of Mass Communication and Journalism, established in 1988, offers a two-year PG course leading to a Master of Communication and Journalism (MCJ) degree and PhD programme. It provides orientation in various areas such as audio-visual communication, film communication, health communication, new media technology, and corporate communication. The department has the rare distinction of establishing an international collaboration (MOU) for conducting an Academic Exchange Programme with the Department of TV and Media Studies, Volda University College, Norway. The faculty and students from both the countries have produced collaborative TV programmes. The department is in the process of receiving the UGC Special Assistance

Programme (SAP) for the third phase. It is well- equipped with professional, technical, and production- oriented practical inputs required for the media industry. The placement of students is good, wherein they are well- placed within the country and abroad. The department has an active Media Alumni Association of Mangalagangotri (MAAM).

Phas	Plans	Requirements
Phase 1 & 2	To introduce PG diploma courses in Journalism, Advertising, and Public Relations. To set- up a community radio station and a fully fledged audio-visual and television studio.	Additional staff and infrastructure to meet the requirements of teaching, research, and social activity programmes.
Phase 3	Establish collaboration with industries and media. To undertake seminars and surveys under UGC-SAP DRS III phase.	

2.20 Department of Political Science

The academic programmes of this department are designed to respond to the sustainable future of the society.The faculty of this department has expertise in the areas of social movements, judicial activism, international politics, border disputes, gender politics, public policies, backward class movements, and political crises.The department has been conducting training programmes for Panchayat members on the legal and constitutional provisions of the Panchayat Raj system in India along with outreach programmes on communal harmony and secularism.

It has plans to apply the Erasmus Mundus plus programme for exchange of students and staff between Mangalore University and European universities that have signed MOUs with the department. In the coming years, village adoption programmes will be its priority.

Phase	Plans	Requirements
Phase 1	To introduce new PG courses in – Public Administration, Policy Study, and other relevant areas, and a PG Diploma Course in Political Leadership.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.
Phase 2	To establish a 'Centre for the Study of Democracy and Secularism'.	
Phase 3	To adopt certain backward villages and engage in their overall development, making them model villages.	

2.21 Department of Sociology

The Department of Sociology offers PG and PhD courses in Sociology. It has successfully placed students in teaching, NGOs, and corporate sectors. It has undertaken and successfully completed 18 research projects and generated grants amounting to Rs. 62.12 lakh. It plans to conduct out-reach programmes and village camps with the help of students and research scholars.

Phase	Plans	Requirements
Phase 1	Evaluate the present syllabus for its relevance and introduce socially relevant syllabus and schemes. Strengthen the faculty, teaching and learning methods, and research infrastructure. Provide training in social entrepreneurship, social policy and planning, social marketing and development, new social movements, etc.	Additional staff, provision for a department library, and additional classrooms.
Phase 2	Increase the intake of the students (MA & PhD). Apply to UGC Special Assistance Programme (SAP).	
Phase 3	Apply for CAS and research projects, research publications in new areas. Create Sociology Specialty Centre, and database for social development and planning. Establish culture study centre.	

2.21.1 Department of Sociology - *Division of Social Works (MSW)*

The faculty of the Division of Social Works has expertise in the fields of family and child welfare, community development and mental health, human resource management and industrial relations, and community development. This department envisions being an excellent teaching and learning centre. It has been providing supportive supervision for ICTC counsellors in Mangalore region.

Phase	Plans	Requirements
Phase 1	To be an excellent teaching and learning centre. To conduct more awareness programmes.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.
Phase 2 & 3	To conduct research investigations in the fields of medicine and psychiatry, personnel management and community development, and international relations.	

2.22 Department of Business Administration

The Department of Business Administration was established in the year 1981, after the formation of Mangalore University. It offers MBA, MBA (Tourism Administration), and MBA (International Business) courses. About 32 batches of MBA students have passed out of the department, which has grown in strength and contributed to society by imparting quality management education. It has built a good rapport with the society by conducting programmes such as health camps and blood donation camps. It also has a good rapport with the industry and industry professionals, who are invited to interact with the students, researchers, and the faculty.

The department has a vision to evolve as a centre imparting excellent management

education to young graduates, who will occupy responsible positions in organizations and become entrepreneurs. It would like to grow further and cater to the ever growing demand for management graduates in India and abroad. It has the following goals:

Commerce and Management Building

Phase	Plans	Requirements
Phase 1	Start a five- year integrated course in MBA (Tourism Administration), develop databases of SMEs in Dakshina Kananda, and conduct frontier research in the area of Services Sector, HR, Marketing, Accounting and Finance, and other management related areas.	Additional staff and infrastructure to meet the requirements of the proposed teaching and research programmes.
Phase 2 & 3	Start a Masters degree course on an interdisciplinary basis in Financial Econometrics, a Diploma course on Actuarial Science on an interdisciplinary basis through distance mode, organize training programmes for small and medium enterprises (SMEs), and develop an incubation centre to train young graduates in entrepreneurship.	

2.22.1 Department of Business Administration – *MBA (Tourism Administration)*

This division supplies skilled human resource to the tourism industry at the executive, middle, and top level, and also promotes entrepreneurial and managerial skills with a global outlook. This department, in collaboration with the Konkan Railway, has organized tourism guide training programmes and soft skill training programmes for taxi and auto drivers, and was also involved in beach cleaning and several other programmes of societal concern.

This division envisions to be a separate full-fledged department of PG Studies & Research in Tourism and Hospitality Management with all the facilities and to start several new courses. It plans to develop a digital database of the major and potential tourism destinations of Dakshina Kannada. It wishes to enter into MOU with industries and other universities for faculty and student exchange programmes.

Phase	Plans	Requirements
Phase 1, 2 & 3	Start a course in Distance Mode on tourism, and PG Diploma in Travel & Tourism Management. Develop a digital database of the major and potential tourism destinations of Dakshina Kannada district. Create a database of tourist destinations of Karnataka, besides Dakshina Kannada district, and start interdisciplinary and multidisciplinary collaborative research programmes.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.

2.23 Department of Commerce

The Department of Commerce helps students to study commerce and business related subjects and to excel in business and teaching fields. It has established a very good linkage with the society by organizing several societal welfare programmes, including AIDS awareness, PAN Card Mela, Blood donation camps, etc. The department would also like to emerge as an advanced centre for imparting commerce education to meet the competitive challenges of the global environment.

The department has a vision to start new courses, which will not only help students to cope with the needs of banking and other industrial undertakings, but also enhance the chances of their employability. It will also work towards setting up of skill training, and an entrepreneurship incubation centre to make the students competent, and more possibly, job creators rather than job seekers, and also, to work on getting SAP programmes.

Phase	Plans	Requirements
Phase 1	Start MCom e-Commerce course, a Soft Skill Training Centre as a single club for various disciplines of students, and an Entrepreneurship Incubation Centre.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.
Phase 2	Undertake research and consultancy in the information technology area and extend the services of the soft skill training centre to teachers of affiliated colleges.	
Phase 3	Strengthen the vision of phases 1 & 2.	

2.24 Department of Physical Education

The department is proactively creating physically, psychologically, sociologically fit and healthy citizens of society, by motivating the students, and generating professionals, fitness trainers, coaches, sports trainers, fitness consultants, and qualified officials for conducting various tournaments. It has successfully completed 5 research projects with financial grants amounting to Rs.2.63 crore. It is planning to conduct fitness awareness programmes on the importance of sports and job opportunities for sports persons as part of the extension activities of the department.

Phas	Plans	Requirements
Phase 1 & 2	To introduce additional specializations like – Fitness Training, Sports Marketing, Sports sponsorship, Sports Management, E-fitness in MPEd course, and to start a PG Diploma course in correspondence mode. To apply for UGC-SAP.	Additional staff and infrastructure to meet the requirements of the teaching and research programmes.
Phase 3	To strengthen the teaching programmes and undertake research and extension activities.	

2.25 Microtron Centre

The Microtron Centre was set up in the year 1995 in collaboration with RRCAT, Indore and BARC with the prime objective of carrying out frontline research studies in radiation physics and allied sciences. The Centre, with its 8 MeV Microtron and necessary research infrastructure plays an important role in the coordinated multidisciplinary research programmes with the various science departments of the University, sister universities, national laboratories, and neighbouring institutions. The BRNS has been very supportive to the Microtron Centre in its research activities in different areas of science and technology. More than 100 research scholars of different disciplines have successfully used the facilities provided by the Microtron Centre to complete their PhD work so far.

The Centre plans to set up a 10 MeV RF linear accelerator with higher beam power (~3 kW) to cater to the needs of a maximum number of users, and also, to have different avenues for frontline research activities in interdisciplinary areas of science andtechnology.

8 MeV Microtron facility

Phas	Plans	Requirements
Phase 1 & 2	Existing collaborative programmes of the Microtron facility (extension of the facility to all researchers for a variety of studies) to be continued and initial modalities to have a 10 MeV RF Linear Accelerator with the help of BRNS and BARC to be carried out.	Qualified manpower for the Linac programme and a dedicated building with proper shielding and other facilities for housing the Linac.
Phase 3	Undertake radiation processing studies of wood and other materials of a commercial nature as well as food items in collaboration with local entrepreneurs and leading industries. To extend research activities to accelerator- based research.	

2.26 Centre for Application of Radioisotopes and Radiation Technology (CARRT)

The Centre for Application of Radioisotopes and Radiation Technology was established in 2010 in collaboration with the Board of Research in Isotope Technology (BRIT), Mumbai and the Board of Research in Nuclear Sciences (BRNS). It caters to the needs of researchers working in the field of applications of radioisotopes. It provides facilities like gamma irradiators (high dose irradiator and blood irradiator), radioisotopes labelling laboratory, radioimmunoassay (RIA) laboratory, radioiodination laboratory, hybridoma laboratory, instrumentation/counting laboratory, liquid scintillation counter, radio thin layer

chromatographic system, radioimmunoassay counting system, thermoluminescent dosimeter reader, UV-Visible spectrophotometer, CO2 incubator, etc.

The vision of the centre is to develop as an internationally recognized research centre by taking up research projects with industry and international collaboration. It plans to start (i) MSc in Radiation Physics (Medical Applications & Industrial Applications); (ii) MSc in Radiological Physics (Equivalent to Diploma in Radiological Physics offered by BARC), and (iii) MSc in Radiation Biology. It also plans to start short-term courses and training programmes, R & D programmes on Food & Agricultural Sciences, Health & Pharmaceutical Science, and Industrial Applications.

CARRT Laboratory

Phase	Plans	Requirements
Phase 1	To start MSc Radiation Physics and other Diploma and Certificate courses.	Additional staff and infrastructure, including building to meet the needs of the teaching and research programmes.
Phase 2 & 3	Create an independent research centre, initiating more interdisciplinary and collaborative research programmes, establishing international collaboration.	

2.27 Centre for Advanced Research in Environmental Radioactivity (CARER)

The Centre for Advanced Research in Environmental Radioactivity (CARER) was established as CARER in 2015 through the Board of Research in Nuclear Sciences (BRNS) funding. This centre has been accredited by the Atomic Energy Regulatory Board (AERB). The centre has excellent infrastructure facility of international standard and has the capability to measure radionuclides of interest in the entire nuclear fuel cycle. It has signed MoUs with BRNS, NPCIL, and BARC and has users from nearly 30 different institutions of the country and collaboration with 10 countries. So far, 8 major research and consultancy projects have been carried out by the staff of the centre and the total grant generated is about Rs. 9 crores.

This centre has a vision to develop as a national centre within one year, target for recognition as an International Atomic Energy Agency (IAEA) training centre for scientists from its member states in the next 2-3 years, get ISO and BIS certification, and increase national and international collaboration. It has well- set programmes to conduct advanced studies on dynamic transfer factors, spike experiments, nuclear aerosol simulation studies, develop new techniques for radiation measurement, and generate well-trained human resources in radiation measurements through training programmes.

CARER Laboratory

Phase	Plans	Requirements
Phase 1	Develop as a national centre with in a year, obtain recognition as IAEA training centre for scientists from its member states. Start MSc course in collaboration with other related departments. Become a self -sustaining research centre in the next 3 years.	Additional staff and infrastructure to meet the needs of the teaching and research programmes.
Phase 2 & 3	Undertake advanced studies on dynamic transfer factors, spike experiments, and nuclear aerosol. Strengthen research programmes in collaboration with national laboratories and industries. Position CARER as one of the top research centres in the world in the next 10 years.	

2.28 Ocean and Atmospheric Science and Technology (OAST) Cell

The OAST Cell was established in the year 1998 through an MoU signed between the Department of Ocean Development [now called Ministry of Earth Sciences (MoES)] and Mangalore University with the objective to promote research in Marine Sciences and Technology, and also, to develop trained human resources required for sustained use of the vast ocean resources for the socio-economic benefit of the Indian society. The Cell acts as a nodal agency for reviewing and recommending research projects in the field of Marine Geology and Geophysics. So far, it has recommended ten projects for MoES funding. The main thrust of research by the Cell pertains to the study of paleoclimatic and paleoenvironmental

aspects using various paleoclimatic proxies like clay minerals, oxygen isotopes, and other geochemical parameters confined to the western continental margin of India.

Phase	Plans	Requirements
Phase 1,2 & 3	To undertake research in relevant thrust areas of Oceanography and Atmospheric Science.	Additional staff and infrastructure to meet the needs of the research programmes.

2.29 Promotion of University Research and Scientific Excellence (PURSE)

This centre was established in 2012 under the Promotion of University Research and Scientific Excellence (PURSE) programme of the Department of Science and Technology (DST), Govt. of India. Advanced research facilities, such as, FESEM, Single Crystal XRD, DSC-TGA, LCMS, Liquid Nitrogen Plant, and Sputtering Unit are available in this centre.The faculty and research scholars actively use these facilities. The centre has the following vision plans:

PURSE Laboratory

Phase	Plans	Requirements
Phase 1	Focus on strengthening the technical/research staff and procure additional equipment.	Additional staff and infrastructure to meet the needs of the research programmes.
Phase 2	Install more sophisticated equipment, such as, NMR, HRTEM, Maldi-Toff, and spectroflourimeter.	
Phase 3	Further expand its services and facilities.	

2.30 University Library

The Mangalore University Library (MUL) came into existence in 1980. This centrally located magnificent MUL building with an area of 6750 sq m provides a pleasant atmosphere for serious reading and research. More than 2 lakh print documents on different subjects have been collected over the years. The library provides access to 8,500+ peer reviewed full text e- journals of more than 25 internationally well-known publishers like Elsevier, Springer, Wiley, T & F, OUP, CUP, ACS, RSC, and Nature Publishing, and more than 10 bibliographic, citation, and aggregator databases as a member of UGC INFLIBNET E-Journals Consortia.The library portal also facilitates access to an exhaustive Discovery Tool J-Gate Plus covering more than 44,500 E-Journals, Sage Journals, OA Journals, and other kind of documents like E-theses, E-books, etc. Prominent services include documents lending, Web-Opac, CDs and DVDs, photocopy, internet, multimedia, UGC INFONET databases, reprints, inter library loan, referral and reference, reader's guidance, paper clippings, and access to online databases. UGC-Infonet learning resource centre with 56 systems facilitates access to E-Resources apart from other computing needs to its users.

The Mangalore University Library has automated its housekeeping activities using Libsys4. It plans to switch over to the universal and user friendly open source automation software KOHA, enabling all libraries under Mangalore University,

including constituent colleges, PG Centre, and departmental libraries to have a common database, that is functionally distributed for their respective housekeeping activities. While it has already facilitated remote access to all E-Resources through Ez-proxy, it is in the process of creating 24x7 reading hall for its users. It has an ambitious plan to provide preloaded E-readers like Kindle to faculty members, research scholars, and PG students. It has a plan to create a digital library of rare manuscripts and books, and another repository of faculty and research scholars' publications, dissertations, and theses. Separate information resource centres for competitive examinations and the visually challenged are planned.

Phase	Plans	Requirements
Phase 1,2 & 3	Switching over to OS ILMS- KOHA, extending automation to all libraries of Mangalore University, implementation of RFID, establishing a comprehensive e-resources portal. Setting up of institutional repository, career information resource centre, and assistive technology centre for the visually challenged. Digitization of rare books and manuscripts, providing e-book readers like Kindle. Steps to increase reading habits of users; facilitate more quality publications by Mangalore University scholars; steps to boost citations and H-index of Mangalore University publications. Online directory of achiever alumni. Extensive orientation programmes at department level. Create institutional repository of rare manuscripts and books.	Additional staff and ICT infrastructure such as computers and servers. Additional funds for e-resources, print resources, and infrastructure.

2.31 University Science Instrumentation Centre

The University Science Instrumentation Centre (USIC) was established in the academic year 1992-93 with the financial support of the UGC. Presently, USIC is functioning at Level - I and provides Central Analytical Facility through sophisticated analytical equipments and servicing/repairing facilities for instruments needed for teaching and research in various departments of the University and colleges affiliated to it. Small gadgets required for research studies are also fabricated in the USIC. Training programmes for University and college teachers regarding the maintenance of instruments are conducted in collaboration with the Western Instrumentation Centre (WRIC), Mumbai. Major research projects have been sanctioned by BRNS, DAE, and UGC to this centre. It has also initiated R & D programmes and interaction with the industry in collaboration with the Bhabha Atomic Research Centre (BARC), Mumbai in the field of Radioisotope Applications in Industry for troubleshooting and process optimization.

The vision of the this centre is to (i) Strengthen the Central Analytical Facility with more equipment and provide the best analytical service, and (ii), Conduct short-term programmes on instruments' maintenance and safety training. It will interact with the Science departments to identify the additional equipments required for research. It will explore the possibility of bringing all the major equipments under USIC so that effective analytical services can be provided. It will also arrange to train staff members in maintenance and operation of specific equipments.

Phase	Plans	Requirements
Phase 1	Interacting with Science departments to identify additional equipments required for research. Training staff members in maintenance and operation of specific equipments.	Additional staff and infrastructure to meet the needs of the planned programmes.
Phase 2 & 3	Procuring new equipments as a Central Facility and providing better central analytical facility service to users.	

2.32 Computer Centre

The University has established the Computer Centre as a central facility in 1990 with a special grant from the UGC with the main objective of providing computational service facility to various academic / administrative departments, and also, to impart training to faculty, students, researchers, and administrative staff. The computer centre is well- equipped with good computing systems and manned by a team of qualified professionals. It is upgraded from time to time to provide the best computational infrastructure.

The vision of the computer centre is to provide good support to all the academic and administrative programmes of the University. It plans to have its own spacious building to house the facility and visualizes providing ERP solution to the University management to implement e-governance, college-wide area networking to facilitate electronic collaboration and communication, and smart classrooms to facilitate e-learning with media convergence.The plans of this centre would be implemented based on the ICT requirements of the user departments and offices, harnessing the technology available at the time of implementation.

Phase	Plans	Requirements
Phase 1	To expand the centre's activities and provide better services.	Independent building, infrastructure, wide area networking facility, and communication facilities. Smart classrooms to facilitate e-learning with media convergence.
Phase 2 & 3	Provide ERP solution to the University management to implement e-governance initiative, college-wide area networking, and associated services. Modernization and up-gradation of the centre to meet new and additional requirements.	

2.33 Prasaranga

Prasaranga was established in 1986 as a publication wing of Mangalore University. It was commissioned with the objective of imparting awareness and knowledge among the students, scholars, and the public at large. It conducts extension lectures by experts in the rural and urban areas of Dakshina Kannada, Udupi, and Kodagu districts. Publishing such lectures in the form of books is one of the major activities of Prasaranga. It has organized 60 extension lectures so far. In the Mangala Extension Lecture Publication Scheme, Prasaranga has published 35 books covering a wide range of subjects such as literature, arts, folk media, bio-diversity, genetics, and satellites. It has also published research books and text books.

The vision of Prasaranga is to make available more extension lectures on relevant topics useful to the rural community and publish these lectures in the regional and

local languages. It also proposes to undertake publication of books and monographs on the historical, cultural, and social aspects of the region to facilitate the holistic growth and development of the region.

Phase	Plans	Requirements
Phase 1	Organize extension lectures on relevant topics useful to the rural community and publish these in regional / local languages.	Additional staff and infrastructure to meet the needs of the planned programmes.
Phase 2 & 3	Continue the above programmes and undertake publication of books and monographs on relevant aspects of the region.	

2.34 Centre for Women's Studies

The centre was established in 2005, with a special grant from the UGC, to serve as a proactive cell for undertaking welfare work in this area. Since then, it has worked towards addressing issues like gender equity, sensitization and women's development, women's rights, sexual harassment, and other issues relevant to the current society, thereby reaching out to the society at the Panchayat level, rural level, and the neighbouring districts. It has hosted several interactions events with society. It has framed syllabi for courses in women's studies at the graduate and post graduate level. It is planning to evolve as a fully fledged academic department.

Phase	Plans	Requirements
Phase 1	To evolve as a teaching department from being just a centre. To offer courses at diploma, PG and Research Levels, and PhD programme. To co-ordinate with women organizations and voluntary groups.	Additional staff and infrastructure to meet the needs of the planned programmes.
Phase 2 & 3	To grow as a fully fledged PG department and emerge as the most sought after training centre on gender issues.	

2.35 Centre for Dr B R Ambedkar Studies

The Centre for Dr B R Ambedkar Studies was established in the year 2005 in Mangalore University with the financial support of the UGC. This centre aims to impart the ideas and thoughts of Dr. Ambedkar to teachers, students, and the campus community. It also undertakes fieldwork- based research and extension activities to disseminate the ideas of Dr. Ambedkar. It proposes to initiate advanced studies on the philosophical understanding of all the intellectual disciplines and branches of Dr. Ambedkar's thoughts and ideas. It is planning to organize outreach programmes at the taluk level in the three districts covered by Mangalore University and initiate other research studies on contemporary issues related to Dr. Ambedkar and the Dalits.

Phase	Plans	Requirements
Phase 1	To impart the ideas and thoughts of Dr. Ambedkar to teachers, students, and the campus community.	Additional staff and infrastructure to meet the needs of the planned programmes.
Phase 2 & 3	To undertake fieldwork- based research and extension activities to disseminate the ideas of Dr. Ambedkar.	

2.36 Centre for Study of Social Exclusion and Inclusive Policy

The Centre for Study of Social Exclusion and Inclusive Policy (CSSEIP) is a new multi- disciplinary research centre sponsored and established under the UGC X plan to carry out research and teaching in the areas of social exclusion, discriminatory studies, and inclusive policy. The key objective of this centre is to conceptualize, contextualize, and problematize discrimination, exclusion, and inclusion based on caste, ethnicity, and religion.

It visualizes social change by creating a sense of pride and dignity in every citizen/community through effective inclusive strategies by undertaking research studies to identify various forms and processes of social exclusion and to explore the possibilities of creating new avenues for social inclusion and establishing and developing research relationships with external public policy makers, researchers, and non-governmental agencies. It proposes to undertake interdisciplinary research and address the issue of social exclusion of the deprived and marginalized communities such as the Scheduled Castes, Scheduled Tribes, and religious minorities, who experience exclusion in the matter of sharing development gains in the government schemes and programmes. Based on the research outcome, the centre intends to develop effective inclusive policies for a meaningful inclusion of these socially and religiously excluded communities in the mainstream of society.

Phase	Plans	Requirements
Phase 1	To evolve effective inclusive strategies by undertaking research studies to identify various forms and processes of social exclusion and to explore the possibilities of creating new avenues for social inclusion.	Additional staff and infrastructure to meet the needs of the planned programmes.
Phase 2 & 3	To undertake interdisciplinary research and address the issue of social exclusion of the deprived and marginalized communities.	

2.37 Dr P Dayananda Pai & Sri P Sathish Pai Yakshagana Study Centre

Yakshagana Study Center

The centre was instituted and started to function in the year 2009 to make a systematic study of the various aspects of Yakshagana, the most popular art form of the region. It has established good infrastructure, including a "Yaksha Mangala

Museum" with nearly twenty life-size models of the important characters of the northern and southern Yakshagana style. The museum includes a photo corner exhibiting various performance sequences of Yakshagana. The costumes, dress materials, and musical instruments used in Yakshagana are also exhibited. A library houses two thousand five hundred and fifty books on Indian theatre in general, and Yakshagana in particular. Old, rare, and valuable manuscripts are preserved in this library.

The vision of the Yakshagana Study Centre is to evolve as a centre of documentation, edition and publication, training and performance, dissemination of knowledge, and promoting creativity among the real owners of the Yakshagana tradition; to build a well- equipped fieldwork and documentation centre with adequate technical staff, and to organize annual Yakshagana festivals in collaboration with the Tourism Department to create and impart knowledge.

Phase	Plans	Requirements
Phase 1	Establishment of a well-furnished auditorium. Fully fledged training centre and an archive centre.	Additional staff and infrastructure to meet the needs of the planned programmes.
Phase 2 & 3	Undertake publication work in related areas and other knowledge dissemination work.	

2.38 Kodava Samskritika Adhyayana Peeta

Kodagu is one of the distinctive and distinguished regions of Karnataka. This verdant region is noted for its bio-diversity, geographical peculiarities, ethnographic specialties, sociological and anthropological curiosities, special linguistic features, a rich folk tradition, and many more things. It has its own

problems of social and economic development. In terms of religion, Kodagu is a veritable mix of many cults and practices as well as established religions like Christianity, Islam, and Hinduism of various shades. It has a rich folk culture and copious oral literature. A very important picture of Kodagu as a land of the martial race is another significant identity of the region.

Kodava Peeta, established recently, envisages the following projects in a phased manner.

Phase	Plans	Requirements
Phase 1	To publish a dictionary of Kodava language, preparation of a Kodava Samskrithika/Janapada Arthakosha (Kodava cultural/folk traditions dictionary), and translation of works of Kodagu in English to Kannada	Additional staff, separate building, and other infrastructure as per the needs.
Phase 2 & 3	Undertake a major project of micro filming the invaluable documents maintained in the District Records Office and establish an archive on Kodagu History and culture along with a museum. Start Certificate and Diploma Courses in Kodava language. Focus on the establishment of an archive on Kodagu History and Culture, and a Kodava museum.	

2.39 Centre for the Study of Nehruvian □ought

The Centre for the Study of Nehruvian Thought is a recently envisioned endeavour in Mangalore University. It is conceived to critically engage and bring to the public domain a wide spectrum of Nehruvian ideas, concerns, dreams, and pursuits. The objectives of the centre are (i) to develop the centre into a place of advanced learning where studies on normative political theory, Indian political philosophy, and Indian politics and democratic political theory are pursued, (ii) to develop critical and informed perspectives among students, youth, and communities of people on democracy, secularism, and such other associational values, (iii) to promote among different sections of the people a conceptual understanding of India's history, politics, and culture, and enable them to appreciate the Indian nationalist movement and the framing of the Indian Constitution, and (iv) to evolve a long- term and sustainable programme for democratic political leadership among the youth in Karnataka.

Phase	Plans	Requirements
Phase 1	Concentrate on chalking out in detail the various programmes and activities of the centre and evolve a cohesive perspective.	Adequate staff and infrastructure to meet the needs of the planned programmes.
Phase 2	Concentrate on infrastructural facilities for the envisioned programmes and activities.	
Phase 3	The third phase shall be the phase of consolidation and expansion.	

2.40 Kanakadasa Chair & Kanakadasa Research Centre

Kanakadasa occupies a distinct place in the cultural and social history of Karnataka. As a philosopher and social thinker, he has greatly influenced the contemporary history of Karnataka. For the last several years, both the Kanakadasa chair and the

Kanakadasa Research Centre have engaged in multifarious activities in order to spread and popularize the ideas and concerns that Kanakadasa represented. These activities include publication of research papers and books on Kanakadasa, organization of seminars, conferences, and workshops on issues and themes concerning Kanakadasa and the Bhakthi movement.

The Kanakadasa Adhyayana Peeta has a vision to grow into a centre of international stature through a wide range of academic and communicative pursuits.

Phase	Plans	Requirements
Phase 1	Organize literary and cultural activities related to Kanakadasa and the socio- cultural history of Karnataka and India. Organize seminars, workshops, and lectures on Kanakadasa as well as on the themes and issues relevant to Kanakadasa's concerns. Encourage research on themes and issues related Kanakadasa.	Additional staff, separate building, and other infrastructure as per the needs.
Phase 2 & 3	Publish documents and relevant materials on Kanakadasa and his time. Translate the works of Kanakadasa into English and other Indian languages. To develop an exclusive library on Kanakadasa, Karnataka's cultural history and literature. This will also include works on the Bhakthi movement in India and around the world.	

2.41 PG Centre at Chikkaluvara, Kushalnagar

The University has established a PG Centre at Chikkaluvara, near Kushalnagar to cater to the needs of the Kodagu district. The centre has 2 PG departments - the Department of Microbiology and the Department of Biochemistry offering PG courses in respective disciplines. It also offers PG courses in Mass Communication and Journalism, Kannada, Social Work, Commerce, History, and Political Science. It has ambitious plans to develop as a model PG Centre using the natural ambience of Kodagu. It intends to increase the MSc and PhD students' strength in all the existing courses and to start research programmes in the newly introduced courses. It also proposes to strengthen the infrastructure facility of all the existing courses, establish a Knowledge Bank of traditional knowledge, ancient practices and skills, establish entrepreneurship in microbial technology with the fully fledged Microbial Culture Collection Centre, develop research laboratories and Clinical Research Centre, establish microbial-based cancer therapy, molecular-based plant - viral interaction, microbial enzymology, and nano biotechnology studies. The phase-wise plans are given below.

PG Centre at Chikkaluvara

Phase	Plans	Requirements
Phase 1	To introduce new courses and increase the existing strength in all MSc and PhD courses. To strengthen the infrastructure facility – hostels, library, department buildings, multipurpose auditorium, and smart classes. To organize workshops, conferences, symposia/ seminars at national/ international levels, create a placement cell, and other facilities.	Additional staff and infrastructure to meet the needs of the planned teaching and research programmes.
Phase 2 & 3	Development of research laboratories, clinical research centre, studies related to microbial-based cancer therapy, enzymology, nano-technology, molecular- based plant – viral interaction studies. Start integrated MSc course in industrial microbiology along with paleo- microbiological aspects.	

2.42 Constituent College - University College, Mangalore

University College, Mangalore, assessed and accredited with 'A' grade by NAAC, has reached its current prestigious status of Heritage College from its origin as a Provincial School after passing through different phases at different periods over the last 147 years. The college has a strong team of resourceful and dedicated teachers and enthusiastic and energetic students. At present, it offers both undergraduate and post-graduate programmes. Recently, the college got a special grant of Rs. 1.83 crore from the UGC in recognition of its heritage status.

To further improve the teaching, learning, and evaluation, certain areas need to be strengthened: up-gradation and modernization of the laboratory and classrooms, developing soft skills, providing career and counselling, developing entrepreneurship, and setting up a Business Incubation Centre. Filling up of all the existing staff vacancies and providing additional staff is also urgently required.

University College, Mangalore

Phase	Plans	Requirements
Phase 1	Strengthening of infrastructure and development of the various departments in the college. Starting of add-on courses and facilities for soft skill training.	Filling up the existing vacant positions and providing additional staff and infrastructure to meet the needs of the planned teaching and research programmes.
Phase 2	Introducing post-graduate courses in new subjects. Strengthening research facilities. Signing MoUs with industries and reputed educational institutions.	
Phase 2	Starting of training centres for banking, insurance, and the Indian railways staff. New Courses in Healthcare, Food Processing, and Climate Change.	

2.43 Constituent College - FMKM Cariappa College, Madikeri

FMKM Cariappa College, Madikeri

This constituent college is a premier institution of higher education, which has been catering to the educational aspirations and needs of the people belonging to Kodagu district for more than six decades. It has been assessed and accredited with 'A' grade by NAAC. The college offers UG and PG courses, and various add-on

courses like Certificate courses, Diploma courses, and Advance Diploma courses. Some programmes like BSW and BHRD are linked with the social activities. The students take part in NSS and NCC camps for societal welfare programmes, blood donation camps, etc. The NSS unit of the college has adopted a village to create public awareness regarding community development and societal welfare. The college has linkages with the tourism industry, hotel/resort industry, IT industry, and so on. It has completed 5 research projects and has 23 ongoing projects.

The college intends to equip the students with the necessary skills to face new emerging challenges and impart value- based education for sustainable development. It plans to supplement the students' progression through relevant programmes such as life management, career planning, crisis management, leadership qualities, skill development, moral education, gender sensitization, and responsible citizenship. The institution will give utmost importance to building of linkages with industries, NGOs, and government agencies for mutual benefit through faculty exchange programmes, interface meet for curriculum design, collaborations for R&D, content development, and placement services.

Phase	Plans	Requirements
Phase 1	Strengthening of infrastructure and introducing innovative methods in teaching and evaluation.	Filling up the existing vacant positions and providing additional staff and infrastructure to meet the needs of the planned teaching and research programmes.
Phase 2	Introducing value addition courses. Strengthening research facilities. Establishing linkages with industries and NGOs. Signing MoUs with industries and other reputed educational institutions.	
Phase 3	Undertaking extension activities and consultancy services.	

2.44 Autonomous Colleges

There are 5 autonomous colleges functioning under Mangalore University. They are the School of Social work, Roshini Nilaya, Mangalore; Sri Dharmasthala Manjunatheshwara College, Ujire; St. Agnes College, Mangalore; St. Aloysius College, Mangalore, and St. Ann's College of Education, Mangalore. These autonomous colleges have a glorious past and are presently functioning with excellent infrastructure and well-qualified staff imparting quality education in all major disciplines at the UG level, and some selected courses at the PG level. These colleges have also started some research activities. The University is continuously interacting with these colleges in academic matters.

These autonomous colleges visualize excelling in every stream they deal with and have a systematic plan to reach the goal. Some of the common features of the vision of these colleges are given below:

Phase	Plans	Requirements
Phase 1 & 2	To revise and upgrade the curriculum of the courses every year. To introduce new and relevant innovative courses both at UG and PG levels. To introduce value addition courses for enhancing the job opportunities for students. To strengthen research activities through sponsored research projects. To undertake consultancy service. To establish closer interaction with industries.	Academic support and help from the University in establishing research centres and recognizing qualified staff as research guides. Additional infrastructural facility needed for the new programmes and courses. University guidance and support to reach excellence and maintaining it.
Phase 3	To work towards acquiring Deemed University status.	

2.45 Affiliated Colleges

There are 210 affiliated colleges functioning under Mangalore University imparting quality education to the urban, semi- urban, and rural students. Most of these affiliated colleges are private colleges and only a few are government colleges. Many of these colleges are well- known for their high standards because of the dedicated teachers and excellent infrastructure. Quite a few of these colleges have also been accredited by NAAC with grade A. Some of these colleges conduct PG programmes and research activities.

All the affiliated colleges have vision to achieve excellency in their teaching programmes. Some have a vision to start post- graduate courses. Some colleges also have planned to establish research centres and undertake research in some chosen areas.

2.46 Endowment Chairs

The University has three types of endowments - (i) established/supported by the Government of Karnataka, (ii) sponsored through private grants (by financial institutions, religious institutions, and by various trusts), and (iii) sponsored jointly by the Government and the private Trusts.

Peetas established with Government grant

Sl. No.	Name of the Peeta/ Centre	Year of Establishment	Corpus (Rs. in lakh)	Focused area of study
1.	Dr. K. Shivarama Karantha Peeta	1993	7.00	To study the life and literary works of Dr. K. Shivarama Karantha and to promote related activities.
2.	Kanakadasa Adhyayana Peeta Kanakadasa Samshodhana Kendra	2003 2008	10.00 100.00	To educate and disseminate Kanakadasa's philosophy, literature, and messages.
3.	Kodava Samskrithika Adhyayana Peeta	2008	30.00	To study the history of the Kodava people and to record the related ethnographical and sociological aspects.

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Sl. No.	Name of the Peeta/ Centre	Year of Establishment	Corpus (Rs. in lakh)	Focused area of study
4.	Sri Ambigara Chowdaiah Adhyayana Peeta	2008	50.0	To undertake study on the work of Ambigara Chowdaiah and the socio-economic and cultural study of the fishing community in coastal Karnataka.
5.	Jaina Kavi Rathnakaravarni Adhyana Peeta	2014	100.00	To study and research on the literary works of Rathnakaravarni and the related aspects of the Jain community.
6.	Brahmashri Narayana Guru Adhyayana Peeta	2015	100.00	To educate and disseminate Narayana Guru's philosophy, literature, and messages.
7.	Rani Abbakka Adhyayana Peeta	2015	100.00	To reconstruct the history of Rani Abbakka and her dynasty and to study the political, social, economic & cultural life of the period of Rani Abbakka.
9.	Neharu Chinthana Kendra	2015	397.00	To critically engage and bring to the public domain a wide spectrum of Nehruvian ideas, concerns, dreams, and pursuits.

Peetas established through private grant

Sl. No.	Name of the Peeta/ Centre	Year of Establishment	Corpus (Rs. in lakh)	Focused area of study
1.	Vijaya Bank Chair in Ecology & Environment	1988	13.00	To study and conserve environment and natural resources.
2.	Corporation Bank Chair	1993	14.00	To study and promote expertise among youth in bank management.
3.	Chair in Rural Banking and Management	1995	20.0	To promote and conduct research in the area of Rural Banking Management and allied areas.

Peetas established through grant from Trusts

Sl. No.	Name of the Peeta/ Centre & donors	Year of Establishment	Corpus (Rs. in lakh)	Focused area of study
1.	Dharmanidhi Yoga Peeta (by temples of DK & Udupi district)	1983	87.00	To teach and propagate yoga.
2.	Ayurveda Bhushan M V Shastri Memorial Chair in Ayurveda & Sanskrit (by Ayurveda Bhushana M V Shastri Memorial Trust®)	1984	10.00	To conduct studies on Ayurvedic medicine and Sanskrit literature connected with Ayurvedic medicine.
3.	Diocesan Chair in Christianity (by Most Rev. Basil D'Souza, Bishop of Mangalore)	1986	16.00	To undertake comparative study of Christianity with other religions and to promote the study of languages spoken by the Christian community.
4.	Sri N.G. Pavanje Chair in Fine Arts (by Ms. Anasuya Pavanje)	1998	21.75	To train and promote aspiring artist in fine arts.
5.	Dr. P Dayananda Pai & Sri P Satish Pai Yakshagana Adyayana Kendra (by Dr. P. Dayananda Pai)	2009	100.00	To document, preserve, promote, and disseminate traditional Yakshagana in all its styles.

Peeta established jointly with Government and private grant

Sl. No.	Name of the Peeta/ Centre and funding agency	Year of Establishment	Corpus (Rs. in lakh)	Focused area
1.	Shri Dharmasthala Manjunatheshwara Tulu Peeta (by Govt. of Karnataka & Sri Veerendra Heggade, Dharmasthala	1991	20.00	To promote Tulu language and literature.

The endowment chairs / peeta / study centres have a vision to contribute significantly to the cause for which they are created. They have well- set plans to mobilize additional/ adequate funds for advanced studies and /or partnering with allied disciplines. This would contribute to the cultural and historical enrichment of knowledge and culture.

2.47 Administration

The administrative departments of the University have vision plans to make the administration IT- enabled and transform into paperless office through e-governance. The vision plans of these administrative departments are presented below.

2.47.1 Administration (Office of Registrar)

- Paperless office through e-governance in a phased manner by leveraging ICT. A blueprint, including past resources to be prepared for implementation by clearly specifying resources, financial support, and technical support for a paperless office.
- Interactive web portal through proactive disclosure of all kinds of data and information.
- Promote transparency and accountability in administration through time-bound and target-oriented decisions.
- Digitization and connectivity between the University and all its constituent, autonomous, and affiliated colleges. A plan for networking with colleges to be prepared and implemented.
- Act as a facilitator by increased interaction with all the stakeholders.
- Focus on delegation of responsibility and promote autonomy with backward linkages. Guidelines should be developed and shared with the relevant bodies and individual unit heads.
- Evolve procedures for growth taking into account conflicting expectations of multiple stakeholders through dialogue and networking.
- Support and stimulate excellence in teaching, research, learning, evaluation, outreach programmes, cultural, and sports activities.

- Encourage resource sharing and teamwork through innovative ideas.
- Dedicate to keep the interests of the University in view by adopting the above steps to create a 'niche' for the University as a place of excellence.

University Administrative Building

2.47.2 Finance Division

- To be totally electronic.
- To develop (in consultation with the government, if necessary) auditing methods that remove hurdles, if any, for smooth academic functioning.
- Zero Audit Paras (elimination of audit objections and recoveries).
- Digital format for Annual Report, Annual Accounts, and Audit Report.
- Double-entry system of accounting and zero-base budgeting system.
- Simplification of procedures and formats.
- More authentic and accurate asset management system. An ERP system should be developed in this automation process.
- Disclosure of true and fair view of the financial position of the University.
- Strengthen internal financial resources through effective cost management, self-financing mode, and other innovative plans.

2.47.3 Examination Division

- Total automation (end- to- end service) for students and staff.
- Evolve and adopt examination calendar for the whole year so that conducting examinations and announcement of results are on time.
- Continuous development of evaluation methods to see that the students are suitably guided and assessed.
- Online examination to be introduced progressively at different levels of UG/PG programmes.
- Zero tolerance for any examination-related malpractice.
- Development of exhaustive question banks and key answers repository.

Proposed Parikshanga Bhavan

3. ROAD MAP

3.1 General

The University has been steadily growing in the academic and administrative spheres in the last 35 years. The vision shared by the academic departments and research centres of the University truly reflects their potential to emerge as centres of academic excellence making this University eminent in India and globally. The University is bestowed with several strong research centres: Microtron Centre, Centre for Advanced Research in Environmental Radioactivity (CARER), and Centre for Application of Radiation and Radioisotopes Technology (CARRT), which provide a strong base for a quantum jump to higher levels of research. These centres are extremely useful for academic activities and industrial interactions. Other departments like Chemistry, Applied Botany, Applied Zoology, Physics, etc. have already achieved national recognition and have great potential to emerge as centres of excellence in their chosen areas. Glancing at the placements and performance of the alumni, it is seen that the graduates and post-graduates have done reasonably well. The University has also adequate facilities for both curricular, co-curricular, and extension activities. It can be said that it has fulfilled its present expectation of a State University. It is observed that the University has the potential to become a Central University in view of the excellent facilities, geographical settings, research output, and favourable atmosphere to achieve high quality academics, etc.

The two well-established constituent colleges of the University (one of them has a history of about 150 years and has recently been recognized by the UGC as a Heritage College for additional funding support) have been accredited with 'A' grade by NAAC and have great scope for further strengthening and expansion. The proposed Advanced Research Centre at Belapu, sanctioned by the Govt. of Karnataka, will be a feather in the cap of the University. This centre when fully operational will provide a strong research base for advanced research in bio-diversity and conservation, genomics and advance materials, nano technology, etc.

The University is bestowed with a natural serene campus in picturesque surroundings suited for the pursuit of knowledge. This eco-friendly campus, besides having great location advantage serves as a great place for continued international standard research in a conducive academic ambience.The University, with its constituent colleges, which are also located in equally peaceful locations, can become a potential hub for knowledge generation and dissemination and provide a powerful base for social interaction. It has produced great players, athletes, Olympians, Asian Games Medalists, and Ekalavya, Arjuna, and Khel Ratna awardees. It has a well- established library with a great collection of text books and journals and ranks 44th among the 320 universities at the national level in the UGC INFLIBNET. The University administration is transparent, proactive, and open to the public.

The vision document is a projection for an achievable future based on the performance until now and its aspirations and willingness to walk the road. It provides a plan for that future. In order to reach that, the need is to strengthen the teaching and research programmes and to get into emerging areas so as to be recognized as one of the top Universities in the world. The following roadmap is created with the proviso that it should be corrected after periodical reviews and a review every five years.

3.2 Transformation to School of Studies Structure

- "Schools of Studies" structure to be introduced for better management and utilization of the teaching, laboratory, and advanced research facilities available in the University. For example: Applied Botany, Applied Zoology, Biosciences, Microbiology, and Biotechnology can be combined under the School of Life Sciences. Similarly, Physics, Materials Science, Computer Science, etc. and research centres like Microtron Centre, CARRT and CARER can combine as the School of Physical Sciences. In the same way, School of Chemical Sciences, School of Arts, and School of Commence and Management can start functioning.

- Since the state government has not yet made any provision for school structuring, some of the allied departments and centres can come together immediately and start working on the school structure informally.
- The statutory status of each department and centre will continue to remain unchanged.

3.3 Faculty Strengthening

- Emphasis to be placed on developing a new generation of faculty and researchers for the continued development of the University. The recruitment policy should be such as to make strong departments stronger and weak departments to grow strong.
- The University may go for a rolling advertisement whereby scholars on the lookout for an opportunity in quality institutions may apply at any time. A screening committee, consisting of eminent academicians, of whom at least 50% should come from outside the state and premier institutions, should scrutinize the applications from time to time. The individual departments and University should identify the subject/specialization areas in which faculty is needed and the recruitment should be done accordingly. This will help in strengthening the departments.
- Special efforts should be made to invite respected academicians and experts from within the country and abroad to augment the teaching and research programmes on a regular basis or by any other arrangement, which will enhance the quality of teaching and research.
- Provisions should be made whereby the faculty can go on industry assignments on short- term basis and the teaching and learning programmes should be relevantly modified.
- The University should choose the best available candidates with a proven track record during recruitment.

3.4 Strengthening the Infrastructure

- The infrastructure needs to be strengthened from a long- term perspective and this process should be done with the full involvement of the faculty. Faculty and experts should come up with a 15- year plan of their requirements and the University should develop infrastructure in tune with this plan.
- The University should focus on research areas in which it is strong or have potential and aim to further strengthen those areas, whereby it can be recognized worldwide.

3.5 Transformation of Teaching, Learning, and Admission Process

- The existing syllabus- based learning system should be transformed to a knowledge- based learning system.
- There is need for a ground level change in the teaching- learning process - the teacher should be able to educate beyond the syllabus and teach the latest developments and change to better methods of teaching.
- Students should learn advanced topics so that the University becomes a centre for generating quality human resource.
- Teachers may teach a topic for three years, and then, shift to another topic as this might help the teacher to acquire a much wider knowledge in different fields and gain new ideas across diverse areas.
- The University should promote faculty mobility for inter-departmental teaching and research to create an inter-disciplinary creative ambience.
- PG teachers should be provided incentives to undertake voluntary teaching in the constituent colleges of the University to promote knowledge sharing and updating.

- Question papers may be set with emphasis on analytical and reasoning skills. The quality of teaching should be such that it should enable students to think.
- It is relevant to ensure that question papers do not contain internal choices and questions are framed in such a way so as to promote logical thinking.
- Students should be trained in managing, planning, crisis management, etc.
- Information and communication technology (including audio- visual recording, OCW, etc.) should be employed to the maximum extent. The faculty should be encouraged to video record their lectures and the same should be uploaded on to the University website. Lectures delivered by eminent personalities visiting the University should be uploaded on to the website. EDUSAT and such other facilities should be utilized so that the lectures delivered by the University teachers can be viewed by the students of colleges also.
- The University should open up PG admission to students from other states to those departments in which the seats have remained vacant. Where no such vacancies exist, a few seats can be provided on supernumerary basis. However, the quota for the local students should not be decreased.
- Students should be encouraged to take on next level of participation in sports, cultural activities, and other skill development activities. Students should also be motivated to participate in national and international events.
- The University should encourage the participation of students in the smooth functioning and maintenance of the various departments and of the campus.
- Efforts should be made to introduce experimental learning wherever possible.
- Innovative methods of teaching and evaluation should be tried informally, and wherever found effective, should be adopted in the formal structure.

3.6 Choice Based Credit System (CBCS) : Innovation

- CBCS should be further strengthened. While the hardcore subjects should carry about 60-70% credit, the remaining should be from soft-core subjects. The departments should gradually offer more soft-core subjects.
- The University should provide better flexibility for credit transfer across departments and should introduce value- addition courses to ongoing programmes.

3.7 University Newsletter: Improvisation

- The newsletter should be more innovative and reflect the activity and aspirations of the University.
- Students activities based on creative thinking and novel ideas should be encouraged.

3.8 Integrated Post Graduate Courses : Main Campus

- The University should explore the possibilities of introducing integrated PG programmes in selected areas in which it has adequate facilities and opportunities.

3.9 Strengthening PhD Programme

- To achieve the vision and to become a world class University, the quality and originality of the PhD programme is the key. The intake for the PhD programme should be increased substantially, and the University should target to at least double the present PhD students strength by the year 2020 without compromising the quality. It should recognize research centres in constituent

colleges and reputed affiliated colleges, after assessing the availability of competent faculty and other facilities.

- The faculty from constituent and affiliated colleges should be recognized as PhD guides in a case- by- case format, strictly subject to the fulfilment of the eligibility conditions stipulated by the University regulations. The University should also consider the possibilities of Adjunct Professors with proven track record, for guiding PhD students.
- The overriding principle is not to compromise the quality.

3.10 Research Programmes: Expansion and Excellence

- The University may set- up incubation and innovation centres for inter-disciplinary research, in the fields of Radiation Physics, Chemistry, Nano Technology, and Biodiversity and Conservation, to name a few.
- It should focus on specialized areas of research in which it has already excelled, for e.g., the research in Radiation Physics currently ongoing at the Microtron Centre, CARER, and CARRT, and make them internationally recognized by providing additional staff and infrastructure.
- It should provide impetus for research on social transformation with relevance to the West Coast region, including Kodagu.
- It should focus on extensive studies on regional languages, such as, Tulu, Kannnada, Kodava and Konkani. The research should be focused on the cultural diversity and traditions of the region.
- It should initiate research on advanced methods of cataloguing and analysis by biodiversity and DNA sequencing, including the whole genome sequencing, diversity studies, and molecular marking studies.
- The Departments of Mathematics and Statistics should collaborate in research and teaching with the Departments of Biological Sciences, for example, in areas such as biostatistics and bioinformatics.

- There shall be intense interaction between the University and other institutions, both public and private. New linkages should be established between national and international R&D laboratories on a continued basis.
- Centres of Excellence in research should be established to promote focused research and development activities in modern areas of science.

3.11 Advance Research Centre at Belapu, Supported by the Government of Karnataka

- The University should take up the establishment of the Advance Research Centre at Belapu on a priority basis. When completed, this Centre, supported totally by the Government of Karnataka will prove to be a trend setter in advanced research on drug synthesis and delivery, biodiversity and conservation, and advanced materials, in the University system of the country.

3.12 Centre for Genomics and Biodiversity Research

- The University should plan to establish a centre for research in genomics and biodiversity under the proposed School of Life Sciences, with state- of- the- art facilities to carry out research using advanced tools of genomics, biotechnology, molecular biology, and genetics aimed at biodiversity analyses, conservation, and basic plant biology. Besides, it will impart training to researchers, including students and staff, in advanced technologies such as whole genome sequencing, diversity array analyses, genome editing, etc.

3.13 Research Journals

- The University should take necessary steps to publish research journals - one each for Science, Arts, and Commerce disciplines. Initially, the journal may be published on a half- yearly or yearly basis, and later, it may be issued as quarterly

editions. The Editorial board should comprise of at least two experts from other institutions or national laboratories. Emphasis should be given to the publishing of critical reviews. The journal should consider articles from teachers belonging to the constituent and affiliated colleges for publication. Extracts from research seminars should also be included in the journal. Possibilities of publishing e-journals should also be explored.

- PhD students should be encouraged to contribute their manuscripts to such journals. All articles should be peer reviewed.

3.14 University – Industry Interaction

- The University should focus on maintaining intense linkage with industries. The industries should be allowed to enroll their employees for further studies in the University. Experienced staff / specialists from various industries should be invited to present lectures in the departments of the University. Eminent persons from various industries could also be identified as Adjunct Professors of the University, as these initiatives will help in strengthening the University –Industry partnership for mutual development.

3.15 University and Society : Development of Meaningful Engagement

- Innovative methods are to be evolved to foster better linkage between the University and the society.
- The University should take up R&D activities that are relevant to society and disseminate the information to the society.
- It should place emphasis on programmes to explore/study the knowledge base of the society, such as, yoga, agricultural practices, folk art, and folk medicine, to name a few.

- Any socially relevant programmes identified by the departments should be funded on merit basis so that it will serve the needs of the people in the region.
- Eminent persons of the society should be identified as Adjunct Professors of the University, by following rigorous scrutiny, as this would immensely help in bridging the gap between the institution and society.
- The University should adopt villages around the campus for developmental activities. PG students and teachers should take an active interest in interacting with society. Activities such as student groups visiting the households for social survey, project works, etc. should be encouraged. This may also be made eligible for obtaining credits.

3.16 Resource Management

- Prudent management of resources should be adopted for the overall development of the University.
- Infrastructure: cost/hour and cost/benefit analyses for the facilities/instruments should be carried out and used for optimization of resources.
- The departments should be provided greater autonomy in resource management.
- Interdisciplinary teaching and research programmes should be encouraged for better utilization of teaching resources.
- The University should consider utilizing the faculty strength optimally. The faculty working in central facilities and research centres should take up teaching assignments in related subjects/departments. This will help in providing better teaching and laboratory facilities for the students.
- The University should ensure that all academic staff members get involved in teaching and research activities and proper methods and ambience should be put in place.

3.17 Involvement of Alumni

- The University should enhance the involvement of the alumni to participate in its development process. An alumni register should be maintained to initiate close interaction and to involve them in the development programmes and social and creative activities.
- The University should make efforts to involve the alumni in generating corpus funds through innovative mechanisms in addition to funding.
- Annual events for the alumni should be organized by the University.

3.18 Students' Role and Participation

- Students should be encouraged to take an active part in the academic and extracurricular activities and efforts should be made to inculcate a sense of belongingness in them, whereby a disciplined and favourable atmosphere is created in the University.
- The University should promote greater enrollment of underprivileged students.
- The University should provide special facilities, which will create equal opportunities for the differently abled students.
- The University should instigate gender positive initiatives that would facilitate women students' development and empowerment.

3.19 Innovative Centres

- The University should establish innovative centres in various disciplines, such as, microelectronics, developing small, but important gadgets of national importance (e.g., sensors for saving electricity, validation of gadgets, etc.), bioconservation, skill development centres, IPR facilitating centres, etc. These should be done in project mode so that the planned structure would help in developing healthy centres that become models.

3.20 Proactive Administration : IT Enabled and Academic Supporting

- The administration should be proactive and a facilitator for quality research and teaching.
- Teachers and administration should complement each another to develop in a wholesome way.
- The administration should evolve methods and events such that the faculty, non-teaching staff, and students develop a feeling of pride for their institution. The students should be involved in various activities as this would help them in developing leadership qualities.

3.21 Affiliated Colleges : Better Interaction

- The University should ensure periodic meetings with college principals to discuss the issues connected with academic and administrative programmes of their colleges.
- CDC should be more proactive for the growth of the colleges.
- Affiliated colleges should be made to genuinely feel that they are a part of the University and not just affiliated.
- New colleges should be encouraged to come up in regions where there are no colleges at present.
- The University should help the autonomous colleges to achieve Deemed University status and developed colleges to become autonomous.
- The University should establish individual cells (i) for autonomous college, and (ii) for other colleges, and to help them to grow into Universities in the near future.

3.22 Management of Research Projects

- The utilization of project funds should be streamlined so that the Principal Investigator can efficiently and effectively use the funds for the purpose for which it has been allotted, and strictly follow the financial code of conduct. The utilization process should be streamlined for efficient and speedy utilization.

3.23 Constituent Colleges

- The constituent college in Mangalore is the oldest college in the region (147 years) and has now been identified as a Heritage College by the MHRD. The college plans to become one of the top colleges of the country by providing relevant and high quality programmes both at the UG and PG level.The college should try and introduce integrated PG programmes in Commerce and Chemistry with strong support from the respective PG departments in the main campus. This is not only a possibility, but also highly desirable since graduates and post- graduates in these disciplines are very much in demand, both in the industry and research.
- The FMKMC College was setup in 1949 in Madikeri, a region which has a special character culturally, environmentally, and socially, and yet, enjoys a sense of pride for its alumni. This college attracts the best students in the area and could develop integrated MA and MSc programmes in hospitality, tourism, and allied areas. In view of its specific cultural identity, the college can develop strong social science departments by focusing their activities in multiple areas.

3.24 PG Centre, Chikkaluvara, Kushalnagar

- This PG Centre should be strengthened with additional infrastructure, faculty, and new courses that are locally and regionally relevant. The faculty from the University campus can periodically visit the PG Centre and deliver lectures so that the students gain new experience and knowledge.
- Emphasis should be given to the all- round development of the PG Centre.

3.25 □e University Campus

Even though the main campus has good roads and buildings, the University should focus on the development of additional student facilities and general facilities, and launch socially relevant programmes as indicated below:

- Hostels for all needy students with facilities of electronic connectivity and other conveniences.
- Installation of solar power system so that electricity is generated for internal consumption. It is expected to provide better group maintenance and help in augmenting power supply.
- Rain harvesting in the campus along with recycling of water so that the gardens (both medicinal and ornamental) are well- maintained without dependence on outside support.

It is hoped that the government will extend its full support to the University to realize this vision as it has already shown its capacity for growth in a number of areas already identified. The Government of Karnataka has shown its commitment for quality research and concern for environment by sanctioning the Advanced Research Centre at Belapu in Udupi district. It is hoped that the same is expected in letter and spirit to the other centres of Mangalore University in realizing this vision.

4. REALIZING THE VISION

The University envisions developing into a robust platform for students, researchers, and teachers to pursue their academic goals and career in a beneficial ambience. The aim is to transform the lives of the students by imparting quality education besides developing entrepreneur skills, leadership, and a sense of social responsibility. The vision document provides an overall framework for qualified faculty, world class infrastructure, and a responsive and developmentally sensitive administration.The University will establish Schools of Studies consisting of allied departments to optimize faculty and financial resource to carry out interdisciplinary teaching and research. Further, the Schools of Studies will also strengthen the choice based credit system (CBCS) within and between Schools by providing diverse courses covering core, non-core subject areas, and a number of electives. The University has generated substantial analytical data regarding the present academic status of various departments, their objectives, future plans, and resource requirement. Based on this, a strategic plan is being developed to catalyze the immediate growth and to strengthen those departments, which have made significant achievements, and simultaneously take up phase-wise development of other departments.

The well- recognized departments in teaching and research, such as, Chemistry and Physics, have the potential to excel with further support: (i) good infrastructure, with state-of the-art laboratories and analytical equipment, (ii) creating Centers of Excellence in their chosen areas with proven track record. Thrust areas for chemistry include drug discovery and development, natural chemistry, novel synthesis and for physics the thrust areas are applied radiation physics, radioisotopes applications in industry and medical diagnosis, advanced materials, novel tools and materials. Faculty will be encouraged to launch interdisciplinary net work projects by competing for funding from all the national funding agencies (Phases I and II).

The university will establish a Centre of Research in Genomics and Biodiversity Conservation (CRGBC) with faculty resources from the departments of Applied

Zoology, Applied Botany, and Biosciences with provisions for new faculty of allied disciplines, infrastructure, seed grants, and laboratory facilities (Phase 1 and Phase II).

The departments of Applied Botany, Applied Zoology, Biosciences, Yogic Science, Mathematics, and Statistics, will be strengthened further in their teaching and research activity in addition to infrastructure and laboratories. These departments should have greater access to well- equipped CRGBC under the proposed School of Life Sciences (Phases I and II).

The existing centres of Radiation Physics, namely, the Microtron Centre, CARER, and CARRT is to be taken to the next level of research, thus improving their visibility at national and international levels. These centres should initiate research and development projects of local relevance and skill development among students and researchers. They are expected to emerge as centres of national and international importance (Phases I and II).

The departments of Business Administration and Management, and Commerce, which have significant strength in teaching and research to be supported with additional infrastructure, faculty, and research grants (Phases I and II). The departments of Sociology, History, Economics, and Political Science to be supported in specific areas of research by strengthening additional infrastructure, faculty, and fellowships (Phases I and II). The departments of Kannada and English to be strengthened in areas of local relevance and applications, such as skill development at various levels (Phases I and II).

A fully automated University Administration System including students, faculty, and examination portals to be taken up in Phase 1. Simultaneously, creation of enclosures/rooms within a library with better acoustics for faculty and researchers to be established (Phase I and II).

The central facilities of the University, such as the Library, Computer Centre, USIC, and Examination Division to be developed on a continuous basis to meet the fast changing requirement of all the stakeholders in the University (Phases I, II, and III).

The University is to make every effort to foster more international and national collaboration for research and attract students from both developed and developing countries into their star performer departments. Towards that goal, the University is to build international students hostel and visiting faculty hostels to attract the brightest students and scholars (Phases I and II).

The University is to introduce compulsory PG research projects such as the adoption of at least four villages in a year and prepare a comprehensive model of development, which will form a part of the Prime Minister's Adarsh Gram Yojana. Since the University has already received the necessary approval from all statutory bodies, this activity is to be implemented vigorously.

The PG Centre, Chikkaluvara, Kushalnagar needs to be strengthened in terms of faculty, library, sports facilities, and other basic infrastructure facilities to minimize the problems of location disadvantage (Phases I and II). The possibilities to introduce select courses of local relevance and skill enhancement to be explored (Phases II and III).

The constituent colleges, namely, the University College at Mangalore and FMKMC College at Madikeri are to be strengthened with infrastructure, faculty, and introduction of new courses of local and regional relevance, besides strengthening the Computer Centre and the Library (Phases I, II, and III).

Since the University has introduced an innovative and comprehensive sports policy for the first time in the state, it should pursue to generate the pool of youth for sports, identify talent, train and support their entry into national and international sports events. The University has great potential in preparing champions at both national and international levels through the operation of this policy.

The vision document provides a general view of the roadmap, set goals, and strategic plans to realize the objectives. This document does not impose any limit on performance or achievements of the University. In fact, it has the potential to outperform, and thus, exceed the goals set by this document. However, the plans as given by each department (given in appendices) may be adhered to with suitable modifications after a review and reality check.

THE VISION 2030 DOCUMENT COMMITTEE

1.	Prof. M.I. Savadatti Former Vice-Chancellor, Mangalore University "Veerabhadra Krupa", Navodaya Nagar, Dharwad – 580 003.	Chairman
2.	Prof. K.Siddappa Former Vice-Chancellor, Bangalore University # 442 B, Naman-1A 2nd Cross, Ideal Homes Township Rajarajeshwarinagar, Bangalore-560 098.	Member
3.	Prof. A. Ramachandra Reddy Professor Emeritus, University of Hyderabad Former Vice Chancellor, Yogi Vemana University Gachibowli, Hyderabad-500 046.	Member
4.	Prof. G.D. Sharma Former Secretary, UGC President, SEEDs Flat No.56, Secter –I Packet -1, Dwarka, New Delhi-110075.	Member
5.	Dr. K. Sunder Naik IFS Retired APCCF, Syndicate Member, Mangalore University E-105, 7th A Cross Road, Manyatha Residency Rachena Halli Village, K.R. Puram Hobali Near Nagavara Lake, Bangalore – 560045.	Member
6.	Sri Vijayakumar Sorake Syndicate Member, Mangalore University Kumaradhara Form, Kapinakadu Charvaka, Puttur, D.K.	Member
7.	Dr. Pushpa Kuttanna Syndicate Member, Mangalore University Hosakeri Village, Arekad, Via Sidapur - 571 253, Kodagu Dist.	Member
8.	The Registrar Mangalore University Mangalagangothri - 574 199.	Convener
9.	The Registrar (Evaluation) Mangalore University Mangalagangothri - 574 199.	Member
10.	The Finance Officer Mangalore University Mangalagangothri - 574 199.	Member

11.	Prof. P Nagabhushan Dept. of Computer Science, University of Mysore Manasagangothri, Mysore.	Member
12.	Prof. T. Mallikarjunappa Professor, Dept. of Business Administration Mangalore University Mangalagangothri - 574 199.	Member
13.	Dr. M.K. Bhandi Librarian, University Library Mangalore University Mangalagangothri - 574 199.	Member
14.	Prof. K.R. Chandrashekhar Professor, Dept. of Applied Botany Mangalore University Mangalagangothri - 574 199.	Member
15.	Prof. Ravishankar Rao Professor, Dept. of English Mangalore University Mangalagangothri - 574 199.	Member
16.	Prof. P.L. Dharma Professor, Dept. of Political Science Mangalore University Mangalagangothri - 574 199.	Member
17.	Prof. Ganesh Sanjeev Professor, Dept. of Physics Mangalore University Mangalagangothri - 574 199.	Member
18.	Prof. A.M. Khan Department of Electronics Mangalore University Mangalagangothri - 574 199.	Member
19.	Prof. Jayaraj Amin Professor, Dept. Political Science Mangalore University Mangalagangothri - 574 199.	Member
20.	Dr. N. Karunakara Associate Professor, USIC Mangalore University Mangalagangothri - 574 199.	Coordinator

FORMER VICE CHANCELLORS

Prof. B. Sheik Ali
(1980 - 85)

Prof. K.M. Safeeulla
(1985 - 89)

Prof. M.I. Savadatti
(1989 - 95)

Prof. S. Gopal
(1995 - 2001)

Prof. B. Hanumaiah
(2001 - 05)

Prof. K.M. Kaveriappa
(2006 - 10)

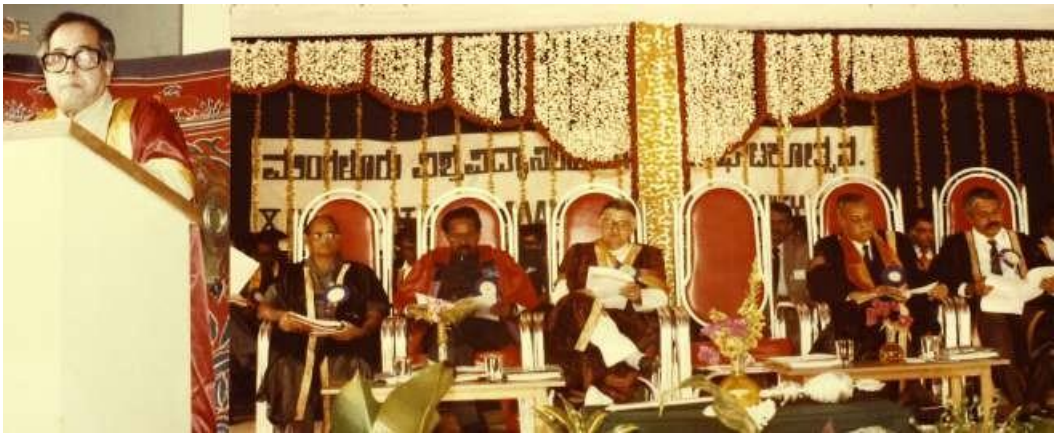
Prof. T.C. Shivashankaramurthy
(2010 - 14)

GLIMPSES OF CONVOCATIONS

Group picture of 1st Convocation

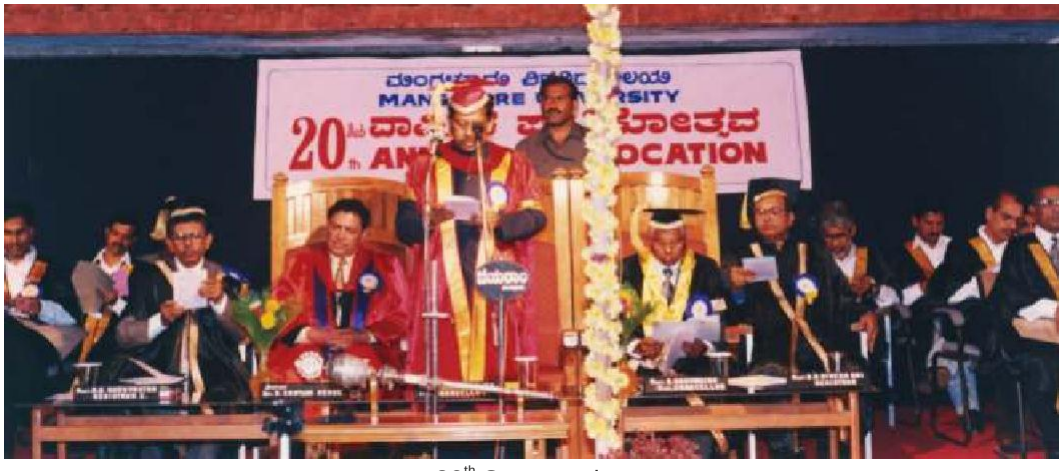
2nd Convocation

5th Convocation



10th Convocation

15th Convocation



20th Convocation

25th Convocation

30th Convocation

33rd Convocation