SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MANGALORE UNIVERSITY

ADMINISTRATIVE BUILDING MANGALAGANGOTHRI
574199
www.mangaloreuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In the forty years since its establishment in 1980, Mangalore University has made rapid strides in its long march towards knowledge and light. As the only public university in coastal Karnataka, it has tried to become (in the celebrated words of the V.K.R.V. Rao Commission) “a university with a difference.” Over these years, it has striven to fulfil the hopes and aspirations of the people of its three constituent districts, Dakshina Kannada, Udupi and Kodagu, in substantial measure.

In this long path of progressive education, the last five years have been truly momentous for Mangalore University. Located in the vortex of change in a globalising world, the University has taken advantage of the changing currents in the national and international spheres to provide quality education that is relevant to our times. Through far-sighted policies and initiatives, the discipline, dedication and diligence of its employees, and the sustained use of technology, the University has sought to make quality the defining element of its educational environment. This quest for quality and excellence have ensured for the University a place of respect at both the national and international levels.

In particular, the University, having taken steps to ensure accessibility, has focused on the skill development of students in order to ensure a close relationship between the world of learning and the world of skills. This emphasis on human resource development and capacity building has enabled the University to cater to the needs of society in a meaningful way. As a result, our graduates are not merely empowered with core competencies that will ensure a bright future for themselves, but also core values that will ensure a better world for everyone.

With sensitivity towards cross-cutting community issues, gender disparities and social iniquity, environment protection and sustainability, the educational ethos at Mangalore University has centred on the creation of citizens who will do our nation proud – citizens who are not only innovative, creative and entrepreneurial, but also committed to the core values of truth and righteousness, cooperation and mutual understanding that alone can make for a society that is humane and compassionate.

Vision

TO EVOLVE AS A NATIONAL CENTRE OF ADVANCED STUDIES AND TO CULTIVATE QUALITY HUMAN RESOURCE.

The University has been steadily growing in academic and administrative spheres in the last 40 years. The vision shared by the academic departments and research centres truly reflects their potential to emerge as centres of academic excellence making this University eminent globally. The University has been able to establish several unique research centres: Microtron Centre, Centre for Advanced Research in Environmental Radioactivity (CARER), Centre for Application of Radiation and Radioisotopes Technology (CARRT) and Centre of Excellence for Biodiversity Studies which provide a strong base for a quantum jump to higher levels of research. Other departments like Chemistry, Applied Botany, Applied Zoology, Physics, etc. have already

achieved national recognition. Several faculty members have, over the years, been recognised with prestigious awards and important international fellowships such as the Commonwealth, Fulbright, Humboldt and Erasmus Mundus, and been involved in collaborative projects. The DST has granted a corpus to set up a sophisticated instrumentation facility under its PURSE programme based on the University's h-index of 31 in 2012, which now stands at 69. Glancing at the placements and performance of the alumni, it is seen that they have been successful entrepreneurs and well received at prestigious institutions/industries both in India and abroad.

The University has adequate facilities for both curricular and co-curricular activities. It has fostered the folklore, fine arts and cultural traditions of the region through more than twenty different Endowment Chairs and Study Centres such as the Yakshagana Adhyayana Kendra, Ambedkar Study Centre, Centre for Women's Studies, etc. It has also developed a unique sports policy which has enabled many upcoming sportspersons. It thus responds to the needs of the local people.

Students from Asian, African, Middle Eastern and European countries, who have been admitted since 2014-15 with support from ICCR, have been doing well. With excellent facilities, geographical settings, research output, and favourable atmosphere to achieve high quality academics, the University is well on course to achieve its vision of becoming an international centre for advanced studies with an emphasis on developing human resource.

Mission

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

In line with the above institutional mission,

- the University has under its wings, two constituent, five autonomous and 204 affiliated degree colleges besides two postgraduate campuses
- The physical infrastructure available on the WiFi enabled campuses includes the administrative and faculty buildings, library, hostels, staff quarters, health centre, and guesthouses.
- Sports facilities like the gymnasium, indoor and outdoor stadiums with 400m track, playgrounds are available.
- A full-fledged Auditorium is available for conferences, seminars and special events.
- USIC looks after servicing of instruments and provides central analytical facilities.
- The University Employment Information & Guidance Bureau runs a helpline for students for career guidance and placements.
- The campus has adequate infrastructure for comfortable living.
- All academic programmes are well-supported by competent faculty with good credentials, research infrastructure, and a library with ICT facilities.
- Appointment of 64 eminent Adjunct/Visiting Professors has augmented quality teaching.
- Chairs have been instituted for local languages like Tulu, Konkani, Beary and Kodava and programmes initiated to teach them.
- Study Chairs on prominent thinkers, reformers and writers have been established.
- On the folklore front, the Yakshagana study centre conducts teaching and research besides setting up a

museum and instituting awards.

- The University's sensitivity towards the society is evident in its programmes like Village adoption, Open house, computer literacy, Teacher Training, leadership camps, Medical and blood donation camps, yoga camps, ISRO-IIRS outreach and Swachh Bharat Abhiyaan
- Research, review, documentation and revitalization of traditional medicinal practices is carried out through a medicinal plants garden.
- Regular summer coaching camps in sports and games for high school and college students.
- The University conducts several periodical seminars/workshops/conferences to foster thinking and creativity.
- Awareness programmes and street plays on burning social issues are conducted frequently to enable creative and critical thinking.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Choice based credit system introduced in all PG programmes under semester scheme
- Curriculum based on employability of students and in relation to local ethos, besides inclusion of innovative research/ emerging fields of study
- Appointment of eminent persons as Adjunct/ Visiting Faculty
- Encouragement to multidisciplinary research with several collaborative programmes
- Advanced research centres which serve as national facilities : the DAE supported Microtron centre focuses on radiation processing, radiation biology and photo fission; CARRT collaborates with several regional and national institutions as regards Immunoassay Techniques, Radiolabelling Techniques; CARER, established with funding from BRNS, BARC and NPCIL, is involved in advanced radiation research with accreditation by AERB
- PURSE scheme of DST enabled installation of several advanced instruments
- Proactive Mechanisms to facilitate speedy implementation of research projects, through researcher-friendly sanction/ purchase procedures
- Scopus h-index of 69
- Green campus with well-equipped infrastructure including Wi-Fi for teaching-learning, research and recreation
- Adequate ICT infrastructure, Computer Centres and Cyber Labs
- Fully equipped library with latest editions of books, journals, e-books/e-journals of national and international repute
- 23 study centres and endowment chairs to achieve development in various areas and strengthen links with society such as Gender Sensitization and Social Inclusive Policy besides study of local languages and folklore
- Encouragement to sports and cultural activities with an innovative and comprehensive sports policy has given the University good visibility at the national/international level
- Several outstanding athletes and players who have participated/won medals in major international events, including Olympics
- Development of organizing skills, leadership qualities, and social empathy in students due to extension activities such as blood donation, AIDS awareness campaign, awareness programmes on current issues

undertaken
- Social surveys and research/extension work target the problems of underprivileged sections of society through field studies and suggest remedial actions
- Fostering of Folklore, Fine Arts and Cultural Traditions of the region
- Implementation of e-governance in administration - with end to end admission, examination and evaluation process
- Use of digital transactions in receipts and payments
- Strict adherence to pre-determined academic calendar and disruption-free campus
- Active Alumni association
- Openness to public feedback

Institutional Weakness

- Retirement of several Senior Professors and experienced staff as university has completed forty years of existence
- Limitation on creation/sanction of faculty positions for newly established programmes/departments
- Over 30 percent of sanctioned teaching posts have been vacant during 2018-19 (57 out of 174)
- Several programmes are run with help from guest faculty paid on hourly basis :163 during 2018-19
- Dearth of experienced/ pro-active administrative staff due to superannuation
- Permission to recruit administrative staff has been delayed
- Reduction in number of students aspiring for admission due to increase in number of PG courses in colleges
- Lack of strong/active industry-institute interface
- Reluctance among students to move away from their neighbourhoods and lack of local opportunities for employment /career growth has adversely affected campus placements
- Non-availability of documents with regard to employment of students as several employers do not issue employment orders and also impose a secrecy/non-disclosure clause about emoluments
- Nascent research incubation centre for industry interaction and collaboration
- Insufficient consultancy work and patented research contributions
- Lack of student and teacher diversity in admission/ recruitment

Institutional Opportunity

- Availability of interested and committed youth power; Vibrant and aspiring student community in a variety of excellent educational institutions which are part of our regional ethos
- Many local TV channels and recent startup entrepreneurs may further employment opportunities in the future
- As a cradle of Banking the region offers plenty of encouragement to commercial ventures enterpreunership and research studies
- Possibity of undetaking studies on regional languages like Tulu, Kannada, Kodava and Konkani with a focus on cultural diversity and regional traditions and studies on social transformation
- Interdisciplinary research opportunities: possibility for joint research projects with the nascent/ new HEIs in the region and outside
- The presence of several faculty members with international exposure, through fellowships/project funding/ collaboration, has enabled global joint ventures in research and industry and also affford placement opportunities

- Attracting wider range of international students from many more countries

- Sanction of grants by state government to set up an Advanced Research Centre at Belapu in Udupi district which will focus on advanced research in 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
- Development of drug-delivery system and remedial technologies to alleviate chronic infectious diseases and vector-borne / tropical diseases
- Faculty resources from the Sciences with specialization in advanced methods of cataloguing and analysis by biodiversity and DNA sequencing which would enable, research on whole genome sequencing, diversity studies, and molecular marking studies by establishing a Centre of Research in Genomics and Biodiversity Conservation (CRGBC)

Institutional Challenge

- Increasing resource mobilization
- Career guidance to students as against fast changing fields of employment/research
- Increasing employment opportunities in locality
- Overcoming logistic challenges especially repeated and prolonged power breakdowns during heavy monsoons
- Meeting the challenge of disruptive technology
- Increasing footfall in the library
- Enhancement of consultancy work/ patents/industry-university interaction
- Offering language/soft skills programmes to empower students
- Ensuring gender justice through higher participation by women in career growth rather than mere employment
- Looking beyond the horizons/out-of-the-box thinking for innovations
- Recruitment of efficient administrative staff and talented teachers in place of those who have retired
- Creation of new positions for institutional expansion
- Establishment of industry-institute interaction especially in view of the new SEZ set up in Mangalore
- Retention of temporary teachers /staff
- Motivation of students to look further for opportunities and move out towards other smaller cities and towns rather than the urban metropolises
- Accentuation of student friendly measures so as to motivate students to keep contact with the institution and actively work as alumni for the development of the institution.
- Strengthening of research incubation centre for industry interaction with international collaborations
- Enhancement of consultancy work
- Enabling applications for new patents arising out of research contributions

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- University offers 39 PG, 30 PhD and 1 PG Diploma programs under Faculties of Arts, Science & Technology, Commerce and Education
- Curricula envisaged in relation to local/national/regional/global developmental needs with Rationale, Programme Outcomes, Specific Outcomes, Course Outcomes, with overarching aims to:
    - create quality human resource
    - inculcate analytical and critical thinking
    - facilitate mobility and competitiveness
    - provide exposure and space for human development
    - enhance knowledge and capacities
    - impart soft and transferable skills
    - conscientize with moral, ecological and social values
- Curricula framed by Boards of Studies comprising of external experts, industrial/alumni representatives and special invitees, with need-based, regular revisions
- 7 new programmes - M.Ed., MSc Geography, MSc Food Science & Nutrition, MSc Environmental Science, MSc Medical Physics, PhD Geography and PhD Environmental Science were introduced
- 35 Masters, 28 PhD and 1 PG Diploma programs underwent syllabus revision
- 30 PhD curricula cater to the requirements of research methodology, techniques and guidelines for research, research ethics and plagiarism in an ecosystem of research-driven curriculum enrichment
- 565 new courses have been introduced
- CBCS has been expanded in scope with courses classified as:
    - mandatory/hard core
    - optional/soft core with choice
    - open electives across disciplines/institutions
    - practical courses, field work, project work (whole semester or a component) in-house/external internship and/ dissertation
    - compulsory assignments/seminars inculcate scientific writing/presentation skills.
- 556 courses focus on employability/entrepreneurship/skill development
- 36 Value added programs, including MHRD-GIAN, were offered on annual/one-time basis with 1346 in-house and out-station students benefitting
- Almost all final year students (1056) have undergone Project Work/Field Work in 2018-19
- Lectures by acclaimed Adjunct Faculty add to the deliverables of the curricula
- 72 international/national conferences/seminars/workshops organised, in addition to curriculum, expose students to current research, social issues, gender parity, societal development, human values, ecology and sustainability
- 177 courses and 7 initiatives address gender, environment and sustainability, human values and professional ethics with active engagement of chairs/centres
- 30% of the Annual feedback is curriculum-related with student engagement helping in continuous recalibration
- Annual student feedback and feedback from faculty and alumni, enhance deliverables for the benefit of the students

Teaching-learning and Evaluation

- The number of applications received is 1.4 times the number of seats available
- Transparent, centralised admission process with entrance tests and counselling, based on merit cum-reservation government policies
- From 2015, supernumerary seats for special target groups like Differently Abled, Defence, Northeast/

Kashmiri migrants, NCC & NSS, Transgender, etc have been enhanced to ten from four in each programme
- Bridge courses, tutorials and discussions are used to bring the slow learners to the mainstream.
- Workshops, seminars and special lecture by experts arranged to facilitate latest/advanced learning and exposure
- A mentees to mentor ratio maintained at 15-16 for PG students, ensures effective counselling to students in academic and stress related issues during their stay
- The average percentage of fulltime teachers against sanctioned posts is 80 %
- 87 % teachers possess doctorate degree
- Among the teachers with doctorate degree, 93 % are recognised as research guides
- The quality of teaching is maintained at a high level by experienced teachers, the average experience per teacher being 16 years
- Over 17% of full time teachers have received prestigious awards, fellowships and recognitions of National and International level such as the Commonwealth Fellowship, FRSC, Raman Postdoctoral fellowship, ACU Titular Fellowship, Erasmus Mundus Fellowship, Japan Foundation Fellowship, INSA visiting Scientist Fellowship, Young Scientist Awards and best paper presentation awards
- Majority of the teachers utilise smart classrooms, ICT facilities and e-resources such as E-Gyan Kosh, NPTEL, e-libraries, You Tube clippings of lectures etc. for effective teaching and dynamic learning
- Punctual and systematic academic schedule and examination by adopting latest technology and best practices
- Online student registration, issue of hall tickets, marks entry for speedy and meticulous declaration of results
- The average period for announcement of final semester results after the end of examinations is 45 days while results of all the semesters averages at 69 days
- The percentage of students with grievances about evaluation system is only about 2%
- Very low percentage of cases where marks have changed after challenge valuation
- Average pass percentage has been over 96%.

Research, Innovations and Extension

- University is known for its excellence in research – it has established 3 national research centres for nuclear physics/radiation physics studies with state-of-the art facilities with funding from BRNS, Govt. of India. These are: Microtron Centre, Centre for Advanced Research in Environmental Radioactivity and Centre for Application of Radiation and Radioisotopes Technology
- Research activities of the University are supported by University Science Instrumentation Centre, Promotion of University Research and Science Excellence (PURSE), Animal House, Green House, Central Library, Museum and Media Laboratory
- INR 7.73 lakhs of seed money for research has been distributed to teachers.
- 13 teachers have been awarded with International Research Fellowships
- 201 research students have received fellowships from various funding agencies
- 8 departments were awarded grants under DST-FIST, UGC-SAP and CPEPA programmes
- 16 departments and 3 research centres/central facilities of the university have received a total grant of INR 2063.0 lakhs for research projects sponsored by the government and non-government sources. This includes a grant of INR 741.0 lakhs for chairs and study centres.
- Eco-System for innovation including incubation centre has been established, IPR and other measures for creation and transfer of knowledge have been initiated by the university recently
- 26 workshops were organised on IPR and industry-academia collaboration

- 2 USA patents have been secured by the faculty; one application has been filed
- 59 awards have been won by faculty/research scholars/students for research/innovation
- 288 PhDs were awarded and the average number of PhDs awarded per teacher is 2.13
- 1408 research papers have been published in the last 5 years and average number of research papers per teacher is 10.23
- 296 books/book chapters were published by the faculty
- *h*-index of the university is 69 based on Scopus bibliometrics
- Well defined research and consultancy policies established
- Code of ethics to check malpractice and plagiarism is implemented
- University recognises the teachers who have won awards
- Revenue generated from consultancy is INR 55.42 lakhs and that from the corporate training is INR one lakh
- 270 extension programmes conducted/organized to fulfil institutional social responsibility
- 539 linkages and 20 MOUs with national and international institutions
- Research collaborations with 27 national/international institutions

Infrastructure and Learning Resources

- Well-lit buildings with full time security personnel and video surveillance
- Well-equipped departments with adequate ICT enabled classrooms and high end laboratories for an effective and interactive teaching-learning process
- Spacious Mangala Auditorium with ample facilities for conducting campus mega events
- Availability of central instrumentation laboratories like USIC, PURSE, Microtron Centre, CARRT and CARER to augment and cater to frontier areas of research used by both local, national and international researchers
- Physical infrastructure includes one administrative and 8 faculty buildings
- Excellent library with all modern facilities like UGC-Infonet and e-learning resources
- Encouragement for publication by faculty / intellectuals from within and outside the University through Prasaranga
- A web portal '*Kanakana Kindi*' is a repository of all major works of Kanakadasa, a renowned saint-poet of the Dasa tradition
- Yakshamangala Museum for the folk art Yakshagana displays life-size models and artefacts
- Other amenities include guesthouses, canteens, a day care centre, hostels for men, women, and working women, a health centre, two nationalised banks, four ATMs, a post office, a shopping complex and a Co-operative society
- Educational facilities in the form of a Pre-Primary School, Primary School, high school and Pre-University college run by University Employees Association have also been in existence since many years
- Excellent Sports facilities which include 03 gymnasium, indoor stadium, 02 play grounds, 400 mts track with pavilion, air conditioned fitness centre and 01 sports science laboratory
- Establishment of several endowment chairs and study centres with endowments from Government, NGOs and philanthropists
- Web and application servers in Computer Centre to provide ICT services with Internet connectivity and High-speed Wi-Fi (Download-28.77mbps, Upload-35.89mbps)
- Computer labs with sufficient computational facilities, data bases, software systems, IP phones, Incubation Centre, IOT lab and Digital University Information Management Systems
- Optimum utilisation and maintenance of all physical and academic support facilities through

Engineering Division, Estate Office, Departments, USIC, Advanced Research Labs, Study Centres, Directorate of Physical Education and Computer Centre as per procedures laid down from time to time
- Extension of services of use of scientific equipment, library, sports, auditorium, conference halls and sports complex to other universities/institutions on nominal charges

Student Support and Progression

- Multiple scholarships to students from Government, Institution and private agencies
- Various capability enhancement and skill development programmes for the benefit of the students.
- Active student grievance redressal cell, placement cell, SC/ST cell, OBC cell and Incubation Centre cater to student needs.
- Excellent performance of students in sports due to unique pro-active Sports Policy
- Active Alumni Association supports the activities of the University
- Average percentage (for last 5 years) of students who have been benefited by scholarships and freeships provided by government, Institutional and NGO schemes (excluding those receiving scholarships under the Govt. schemes for reserved categories) is 19.65%
- Over the last 5 years, an average of 25.69% students have qualified in state/national/international competitive examinations
- An average of 4.75% of students have been employed in private and public sectors during 2018-19 and about 2.38% of students have progressed to higher education. Actual figures of the placement and progression will be much higher: Complete details of such students are not available as some employers do not issue employment orders and some are reluctant to share information about emoluments.
- During the assessment period, students have secured 118 awards/medals in sports and cultural activities at inter-university/state/national/international level.
- There is a Student Council whose representatives take active part in academic and administrative bodies/committees of the institution, besides organizing several student programs during the year and volunteering in departmental and University functions. The average number of sports and cultural activities/competitions organised at the institution level per year is 38.
- The Alumni Association and its various chapters which are registered and functional, have organized alumni get-togethers, training programs and job fairs and thus contributed to the development of the institution. It has contributed seven lakh rupees for the construction of a bus shelter on the campus. Minimum of 10 meetings are held every year for alumni networking.
- The campus witnessed the arrival of international students for both PG and doctoral programmes during this assessment period which also saw the establishment of an International Students Centre. Their presence has contributed significantly to campus diversity.

Governance, Leadership and Management

- Vision and mission statements drafted keeping in mind the current developments in the field of Science and Technology, Social Sciences and Industry
- Vice Chancellor as the leader among equals to implement vision and mission of the university
- An inclusive administrative policy is adopted taking stakeholders into confidence with the guidance of the Syndicate and Academic Council under the Vice Chancellor’s chairmanship
- The Registrars execute the policy decisions taken in accordance with the UGC Act/Regulations, Karnataka State Universities Act, the statutes/ordinances framed by the University and approved by the

Chancellor

- The Deans and senior faculty members assist the administration in framing the policies and their execution through various committees formed for the purpose.
- Keen attention paid to societal problems in the jurisdiction so as to cater to the needs of society by undertaking several infra-structure development activities to provide a good learning ambience to the student community
- Enhancement of ICT facilities for good governance
- 12 National and 02 International conferences organised
- 17 MOUs signed to establish research collaborations with other Universities and Institutes of National/International importance. Some more are at various stages of processing.
- UGC mandates adopted and disseminated swiftly in the university system e.g., implementation of CBCS and adoption of self-learning schemes such as MOOCs
- Implementation of UGC regulations in appointment and promotion of teachers to ensure quality in teaching and research
- The university encourages faculty members to participate in faculty development programmes, seminars/conferences, and promotes research by providing facilities to execute funded research projects
- Adoption of e-governance in most sections of the administration for smooth functioning of the system
- Automation of admission process, examination process and financial transactions taken up on top priority to have transparency in administration process
- The finance committee ensures the proper utilization of the grants received and the corpus funds for various activities. Resources are mobilised through fees, consultancy, projects, sponsorship, philanthropy etc. All the expenditure is duly audited by the State Government audit office.
- The compliance of academic and administrative procedures and their continual improvement is ensured through IQAC activities and the appointment of AAA committee and followup action thereof

Institutional Values and Best Practices

- University focuses on the enlarged scope of institutions of higher learning from academics to the social arena
- Motivation to young students especially young women from a rural ethos, to take part in social activities
- Campus students focus on social coherence and harmony to emerge as an exemplary participative group with many activities leading to social inclusion
- Attempt to inculcate values like nationalism, respect for tradition and a historical sense in student learning in the day to day activities on campus
- Many programmes held about legendary icons who have shaped contemporary India : Thematic lectures on great icons which remind students of the importance of values our elders advocated
- Gender sensitization programs with focus on both men and women students as it is important to involve both genders rather than merely sensitize only the women
- Display of institutional values in strategic places so that these are internalized by all the stakeholders and their scope is widened
- Best Practices bring out the value placed on community outreach through Social Work practicum and on rural development (Mangala Grameena Yojane)
- Institutional distinctiveness strategizes on development in various areas like scientific research, tourism, banking, encouragement to local arts like Yakshagana, Gender Empowerment and others by setting up Study/Research Centres which organize activities in the focal areas

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MANGALORE UNIVERSITY
Address	Administrative Building Mangalagangothri
City	Mangalore
State	Karnataka
Pin	574199
Website	www.mangaloreuniversity.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	P. Subrahmanya Yadapadithaya	0824-2287347	9663930777	0824-2287367	vc@mangaloreuniversity.ac.in
Professor	Kishori Nayak K	0824-2284648	9342035991	0824-2287424	iqacmangaloreuniversity61@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affliating

Establishment Details	
Establishment Date of the University	10-09-1980
Status Prior to Establishment,If applicable	PG Centre
Establishment Date	01-06-1968

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	25-06-1986	View Document
12B of UGC	25-06-1986	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Administrative Building Mangalagangothri	Rural	353	114305.4	PG, PhD, PG Diploma		
PG centre	*Chikka Aluvara, Somwarpete Taluk, Kodagu District-571232*	*Rural*	*70.4*	*10250.4*	*PG, PhD*	*27-03-2013*	*10-06-2015*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	3	14	17
Business Administration/Commerce/Management/Finance	2	21	23
Universal/Common to All Disciplines	6	158	164

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	2
Affiliated Colleges	204
Colleges Under 2(f)	29
Colleges Under 2(f) and 12B	66
NAAC Accredited Colleges	82
Colleges with Potential for Excellence(UGC)	4
Autonomous Colleges	5
Colleges with Postgraduate Departments	56
Colleges with Research Departments	11
University Recognized Research Institutes/Centers	32

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	102064_4439_1_1579343721.pdf
NCTE	102064_4439_4_1578027896.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				29				42				103
Recruited	10	2	0	12	22	4	0	26	61	18	0	79
Yet to Recruit				17				16				24
On Contract	0	0	0	0	0	0	0	0	65	98	0	163

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				407
Recruited	107	108	0	215
Yet to Recruit				192
On Contract	73	110	0	183

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				53
Recruited	32	1	0	33
Yet to Recruit				20
On Contract	28	14	0	42

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	58	12	0	10	4	0	18	9	0	111
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	9	3	0	12

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	4	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	6	0	16
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	0	0	0	0	0	0	51	91	0	142

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	61	3	0	64
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	The Chairs are not attached to any Department. Coordinators are appointed and changed from time to time.	Ayurvedha Bhushana M. V. Shastri Memorial Chair in Ayurvedha Sanskrit	Ayurvedha Bushana M. V. Shastri Memorial Trust and Government
2	None	Beary Adhyayana Peetha	State Government
3	None	Brahmashri Narayana Guru Adhyayana Peeta	State Government
4	None	Chair in Rural Bank and Management	Syndicate Bank and Canara Bank
5	None	Corporation Bank Chair in Bank Management	Corporation Bank
6	None	Dharma Nidhi Yoga Peetha	SDM Education Society and some temples
7	None	Diocesan Chair in Christianity	Mangalore Diocese
8	None	Dr. K. Shivarama Karantha Peetha	State Government
9	None	Dr. P. Dayananda Pai and Sri P. Satish Pai Yakshagana Adyayana Kendra	Dr. P. Dayananda Pai and Sri P. Satish Pai
10	None	Kanakadasa Samshodhana Kendra	State Government
11	None	Kodava Samskrithika Adhyayana Peetha	State Government
12	None	Konkani Adhyayana	State Government

		Peeta	
13	None	Mahakavi Rathnakaravarni Adhyayana Peeta	State Government
14	None	Nehru Chintana Kendra	State Government
15	None	Rani Abbakka Adhyayana Peetha	State Government
16	None	Sri Ambigara Chowdaiah Adhyayana Peetha	State Government
17	None	Sri Dharmasthala Manjunatheshwara Tulu Peetha	Government and also Dr. D. Veerendra Heggde
18	None	Sri N. G. Pavanje Chair in Fine Arts	Ms. Anasuya Pavanje
19	None	Vijaya Bank Chair on Ecology and Environment	Vijaya Bank
20	None	Centre for Study of Social Exclusion and Inclusive Policy	University Grants Commission
21	None	Centre for Dr. B.R. Ambedkar Studies	University Grants Commission
22	None	Centre for Womens Studies	University Grants Commission
23	None	Centre for Application of Radioisotopes and Radiation Technology	BRNS and Mangalore University
24	None	Centre for Advanced Research in Environmental Radioactivity	BRNS BARC NPCIL IGCAR UGC CSIR Mangalore University
25	None	Promotion of University Research and Scientific Excellence	DST
26	None	Microtron	BRNS DST

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	5	2	0	0	7
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	273	7	0	21	301
	Female	215	16	0	0	231
	Others	0	0	0	0	0
PG	Male	462	80	0	20	562
	Female	1263	204	0	10	1477
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report

Cycle 1	Accreditation	70.3	Four Star	UCycle110010.pdf
Cycle 2	Accreditation	3.09	A	UCycle210010.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Applied Botany	View Document
Applied Zoology	View Document
Biochemistry	View Document
Biosciences	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
Education	View Document
Electronics	View Document
English	View Document
History	View Document
Human Consciousness And Yogic Sciences	View Document
Industrial Chemistry	View Document
Kannada	View Document
Library And Information Science	View Document
Marine Geology	View Document
Mass Communication And Journalism	View Document
Materials Science	View Document
Mathematics	View Document
Microbiology	View Document

Physical Education And Sports	View Document
Physics	View Document
Political Science	View Document
Social Work	View Document
Sociology	View Document
Statistics	View Document

NAAC

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
70	68	68	63	63

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 28

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2571	2702	2835	2749	2547

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of outgoing / final year students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1010	1162	1106	1099	1027

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the University examination year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2099	2444	2527	2424	2388

File Description	Document
Institutional data in prescribed format	View Document

2.4

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
92	97	88	62	71

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1346	1307	1307	976	1088

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
131	135	140	141	141

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
174	172	171	171	171

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3453	3729	3706	3380	3468

File Description	Document
Institutional data in prescribed format	View Document

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1121	1146	1099	968	962

File Description	Document
Institutional data in prescribed format	View Document

4.3

Total number of classrooms and seminar halls

Response: 132

4.4

Total number of computers in the campus for academic purpose

Response: 215

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
10326.12	9430.52	7649.04	6800.63	5457.36

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

- The University attracts and caters to rural and semi-urban students through its 39 PG, 30 PhD, and 1 PG Diploma programmes, offered at the Mangalagangothri campus in Mangaluru and the Jnana Kaveri campus in Kodagu District. These offer a wide range of curricula envisaged and drafted in relation to local/national/regional/global developmental needs, with Learning Objectives including Programme Outcomes, Specific Outcomes, Course Objectives, and Course Outcomes clearly spelt out, under the various departments in the Faculties of Arts, Science and Technology, Commerce and Education with overarching aims to:
- Create quality human resource
- Inculcate analytical and critical thinking
- Facilitate mobility and competitiveness
- Provide exposure and space for human development
- Enhance knowledge and capacities
- Impart soft and transferable skills
- Conscientize with moral, ecological, and social values.
- The curricula are framed by the Boards of Studies with the help of internal and external subject experts and industrial/alumni representatives/special invitees. Need-based revisions are carried out with maximum flexibility in drafting and implementation
- The curricula are designed to provide students an edge in competitive exams and interviews, and steer them towards research
- Project work and dissertation on globally-relevant, but locally-applicable topics enable students to engage with a research topic and to analyze data, synthesize information, and innovate
- The choice-based credit system (CBCS) is followed in all the Masters programmes. It has been expanded in scope with new courses classified as mandatory or hard-core courses; optionals or soft-core courses with choice; open electives facilitating horizontal mobility across disciplines and institutions; and project work (whole semester or in lieu of 1-2 papers/practicals) carried out intramurally or extramurally in industries and reputed national academic and research institutes. An eclectic array of choices is offered enabling students to engage with rich and diverse academic content that expands their horizons. Students from colleges as far as 150 km away can access the curricula offered exclusively on the university campus in Open Elective courses
- In keeping with recent trends, the new programmes introduced during this assessment period include MSc in Medical Physics, MSc and PhD in Environmental Science, Master of Education, MSc and PhD in Geography, and MSc in Food Science and Nutrition
- The University offers courses that leverage its geographic location (the coastal marine richness and hotspot biodiversity of the Western Ghats), socio-economic heritage (agriculture, fishing, banking, and education), linguistic richness (Kannada, Tulu, Konkani, and Beary), and cultural and oral traditions (Kodava, Yakshagana, and Bhoota Kola) of the three districts with focus on societal

relevance, job opportunities, and entrepreneurship
- Value-added Certificate and Short-term Courses of more than 30 contact hours are offered either on one-time or regular basis to campus students and out-station students as in the case of MHRD-GIAN Courses, where foreign faculty are invited to deliver lectures alongside our faculty on specific, advanced research areas to enrich the curriculum
- Over 70 workshops, seminars, and conferences of shorter duration have been organized in addition to the curricula offer additional knowledge in advancing fields and encourage interaction with the wider academia, and expose students to renowned researchers and experts

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 92.86

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 65

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 70

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 37.07

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
273	271	270	125	125

File Description	Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 9.38

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 565

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 6024

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 55.71

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 39

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

- The University exists in a multi-lingual, multi-cultural, and well-connected community that has been always open to influence from across the shores. It has a heritage of evolved cultures, languages, and traditions with occupations such as agriculture, business, and fishing sector
- The University curricula offer 23 courses on socially relevant issues such as gender, 85 courses on environment and sustainability, and 69 courses on human values and professional ethics, thus sensitizing and conscientizing the stakeholders
- The University has conceptualized, framed, and implemented courses on Gender Equity, Human Rights, Indian Constitution, and Environmental Studies to sensitize undergraduate students through its curricula
- Seminars/Workshops that go beyond the curriculum are organized not merely by the departments, but also by the numerous Endowment Chairs, Study Centres and Research Centres
- The Districts under the University's jurisdiction constitute matriarchal societies with gender equity practiced in spirit and deed. Whether in agrarian or fishing communities in the coastal belt or in banking, and health and educational service sectors, women contribute equally to the economy
- Students are made socially aware and sensitized on gender issues and undertake an anti-ragging oath
- An active civil society, increased exposure, gender parity, and awareness on gender issues are leveraged by the University with higher number of female students on its rolls
- Other courses with focus on gender issues are Reading Women’s Writing, Gender Studies, Women’s Writing in India, Population Studies, and Social Work with Families
- The Centre for Women’s Studies engages exclusively with women’s issues and offers Open Electives for Master’s students and has evolved Certificate courses on Gender and Development as also Women and Entrepreneurship Development
- The University campus is located in a pristine ecological setting surrounded by hillocks, the river Netravathi flowing into the Arabian Sea, and villages subsisting on agriculture. It is a green campus and houses botanical /medicinal plant gardens that have ecological, conservatory, and educative value. The biodiversity of the campus has been documented. Several bird species have been identified on the campus
- Courses on Fisheries and Aquatic Biology, Animal Breeding, Vermitechnology, Wildlife Conservation and Management, Biodiversity, Environmental Physiology, Pollution and Bioremediation, Ecotoxicology, Environmental Biotechnology, Environmental Chemistry, Environmental Electro- and Polymer Chemistry, Analytical and Green Chemistry, Environmental

Health and Safety Measures, Agriculture and Healthcare Chemicals, Industrial Safety, Environmental and Electrochemical Sciences, Environmental Geology, Meteorology and Climatology, Applied Geomorphology and Geo-environmental Science, Disaster Management, etc., focus on environment and sustainability, conserving biodiversity, rainwater harvesting, biomaterials, bioremediation of pollutants and heavy metals, rejuvenation of water bodies, bioleaching of soil, solid waste management, vermicomposting, etc.

- Human values and professional ethics in workplaces are included in the curricula with courses such as Bioethics and Biosafety, Radiation Safety, Intellectual Property Rights and Regulations, Business Ethics and Social Responsibility, Human Resource Management, Strategic Human Resource Development, Global Human Resource Management, Employee Relations Management, etc.
- The PhD coursework focuses on ethical issues such as plagiarism, research ethics, human ethical guidelines, guidelines on use of animals in experimentation and biosafety measures

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 36

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 29

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 10.12

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
262	163	142	72	97

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 41.07

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 1056

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 1.38

2.1.1.1 **Number of seats available year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2881	2890	2774	2391	2093

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	View Document
• Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 55.44

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
726	553	567	617	470

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Different strategies are adopted by different programmes to identify slow and advanced learners, and special programmes are designed to help these students accordingly. By and large, the departments conduct oral/written tests to assess the knowledge and learning abilities of the students immediately after admission to master's degree programmes. Based on performance, slow learners are identified and given extra coaching. Tutorials are part of the time table in almost every programme where slow learners are given opportunities to interact with teachers personally to discuss and solve their academic problems. Periodical evaluation is done by teachers in departments such as Business Administration and slow and advanced learners are identified by giving assignments in subject related areas, which the students present in the class. Mentors are assigned to students for academic and personal counselling. Standard lecture notes are provided to slow learners to facilitate learning. In some programmes like Physical Education, standardised skill and fitness tests are conducted periodically to assess fitness levels and the skill performance levels of the students. On the basis of this assessment, the students are categorised as highly skilled, average, and weak students. In events such as intramurals, talents day, and project meets, the average and below average students are given the responsibility of handling the events. Highly skilled students are given the responsibility to guide the average and weak students to bring them into the mainstream. Surprise tests, quizzes, group discussions, talent tests, etc. are conducted in the Statistics department to boost the confidence of slow learners. In the Department of Mathematics, bridge courses are conducted. Orientation programmes are conducted by the Department of Social Work during the first week of every academic year. A short question-answer session at the beginning of every class is routine in some departments like Biotechnology to evaluate the level of the students.

Special demonstration classes by Adjunct/Visiting Professors are arranged in departments such as Education and Business Administration, to motivate advanced learners to take up higher studies and to select an area of study. They are encouraged to take online courses, and extra coaching is provided to interested students during weekends and holidays to take up competitive examinations and to face interviews. They are encouraged to utilise the library resources to read journals and dissertations to enhance their learning levels. They are stimulated to participate in subject-related extra-curricular activities, workshops, seminars, and conferences held in-house and in neighbouring institutions. Records are maintained of the students' presentation of research papers based on their project work, some of which have won the best paper/poster awards in national and international conferences.

File Description	Document
Upload Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 20:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The departments in the university campus consistently believe in and practice student centric pedagogies. Teaching-learning methods adopted by faculty members include lecture method, interactive method, home assignments, project-based learning, computer-assisted learning, experimental learning, etc.

The following activities are regularly practiced to enhance experiential learning, participative learning and skills of speech, comprehension, analysis, and articulation:

- While delivering a lecture, the faculty invariably engage the students in discussion so as to express their point of view, experience, creativity, and innovation
- Seminars and group discussions are an integral part of almost all masters' degree programmes, where the students get opportunities to develop their communication, analytical, technical, and social skills
- Workshops are conducted routinely, which help the students gain hands-on experience and experimental skills
- Visits to industries and to central facilities are regularly planned to keep the students abreast of the developments in their fields, and to make them aware of the state-of-the-art facilities available for research
- Field trips and study tours enable students to acquire field experience and interact with the public to understand societal problems
- Rural/Tribal residential camps are organised to provide an opportunity to experience community life and dynamics including the functioning of local self-government and voluntary organisations
- Project work is included in post-graduate programmes. Through it, students learn to apply classroom knowledge to real-life problems, and develop the skill of writing reports and publishing
- Special lectures by eminent scientists, entrepreneurs, social scientists, and industrialists are organised to create awareness among students about their social responsibilities and to prepare them for future life challenges
- Every department has its own subject-specific society, whose activities provide a platform to showcase students' talents, manage inter-collegiate competitions, and learn through fun and activity
- Lectures are delivered using ICT facilities. Presentations with e-resources such as animations, videos, etc. make the concepts clear and facilitate experiential learning
- Most experiments are designed to include experiential learning, participative learning, and problem solving
- Case study method of teaching is used in some programmes. A case study is either circulated or shown as a video. The students gather information from different sources to enrich classroom discussion. Situations are also simulated to help formulate a theory and elicit students' reactions. These situations mostly comprise organisational problems, general problems, and hypothetical constructs
- Students undergo in-plant training in a company/ hospital/business organisation to study a real-life organisational problem. They interact with officials, promoters, employees, which fosters managerial skills like communication, analysis, decision-making, planning and improves their employability

- Students of Journalism are encouraged to publish newsletters and make videos of campus news, to enhance learning skills
- Students of Physical Education visit schools and colleges to conduct coaching and physical education theory classes, in each semester. This gives them practical experience of organising sports events, financial as well as manpower planning and management
- Mock objective tests and quizzes conducted as part of the learning process

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Successful e-learning depends on the self-motivation of individuals to study effectively. Information and Communications Technology (ICT) has enabled faculty members to use a variety of teaching methodologies and advanced technology in classrooms to enhance the teaching-learning experience.

Classrooms and seminar halls are equipped with multimedia teaching aids like interactive boards, LCD projectors, desktops/laptops/tablet systems with Wi-Fi/wired internet connectivity in addition to the traditional blackboards/whiteboards. Every faculty member is provided with a laptop. They are thus able to effectively use the internet to search for latest updates in their areas of interest, journals, conference proceedings, and research material. The major electronic resources such as Youtube, NPTEL, MOOC, Coursera, digital libraries including Inflibnet, spoken tutorials are accessible to the faculty as well as students. The Audio Visual aids are utilized to demonstrate the concepts to the students using the various electronic resources to enhance the teaching-learning experience. Further, audio clippings, e-books, web pages and animation software are also used as supplementary materials for the teaching process. The databases such as PubMed, NCBI, EMBL, DDBJ, OMIM, KEGG, PDB, UNIPROT, Sacharomyces genome, cancer genome atlas, human genome TKDL and tools like Rasmol BLAST and FASTA are used by Biotechnology and Bioscience faculty members and students.

All the departments conduct seminars, workshops, invited talks and special lectures on the new developments in the core subjects for effective teaching and learning in every semester. A few departments also take part in webinars on contemporary topics of significance.

Students are encouraged to enrol for online courses through NPTEL, SWAYAM, Coursera and similar ones. Licensed software such as MS Office (Word, Powerpoint, Excel), Matlab and Open Source Software such as Latex and Open Office are used by faculty members as well as research scholars and students for preparing slides for presentation and documentation. Software such as Rstudio, Java, Python, SPSS, LIS (Library Information System) are being used by Computer Science, Mathematics, Statistics and Electronics students for regular laboratory courses. Laboratory manuals and question banks pertaining to these are made available at the very beginning of the semester. All the events that happen in the University are documented as Videos and uploaded to University portal by the Mass Communication and Journalism students. These students also work on a quarterly practice journal called ‘Madhyama Mangala’ using the

ICT facilities.

Sufficient number of books, Journals, e-journals and e-books are available in the library. The library uses KOHA Library Software, the world's first free and open source library system. The University library is an Online Public Access Catalogue which gives access to e-books, theses, databases, digital repositories and plagiarism check service.

All these resources help to create an ecosystem of sustainable development using innovative learning tools, thereby enabling learners to enhance their capabilities and foster their intellectual growth in a virtual environment.

File Description	Document
Upload any additional information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 20:1

2.3.3.1 **Number of mentors**

Response: 131

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 80.11

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 86.81

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
117	117	121	121	121

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 15.79

2.4.3.1 **Total experience of full-time teachers**

Response: 2068

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 17.44

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	2	8

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 69

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
64	63	75	71	72

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 3.47

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
92	97	88	62	71

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

The University examination section has been continuously upgraded by adopting latest technology to improve the examination management system in terms of speed, accuracy, efficiency and reliability:

- Direct import of student data from the Online Admission Data
- Online Examination Registration, issue of admission cards and the Internal Assessment marks entry
- Automatic coding of answer books directly using printers, to avoid manual errors
- Online entry of marks at the valuation centre reducing the data entry errors from Oct/Nov 2018 examination
- Online entry of practical examination marks at the laboratory from April/May 2019 examinations reducing the data entry errors
- Ledger Copy and Marks cards with students' colour photograph sent to the respective Colleges
- Providing desktop to all the employees of the section
- Introduction of a new "Tatkal Scheme" for issuing the Provisional Degree Certificate within a day
- Facility of online documents verification of marks cards and degree certificates by the employers
- All the services are being provided by the section within the 'SAKALA' time limit
- Steps are taken to digitize the old manual ledger books

Pre Examination Process:

1. Online Admission and allocation of Register Number
2. Online Examination Application Registration
3. Online entry of IA and Practical Marks
4. Online generation of Admission Ticket
5. Online Absentees' Data Collection

Post Examination Process:

1. Collection of the Answer Script - Scripting/Coding
2. Online Entry of theory/project Marks at the Valuation Centre
3. Collection of Scripts and Verification of pending valuation
4. Announcement of Results
5. Printing of Marks Cards & ledger sheets

Pre Examination Process:

- Online Admission Portal is made available to the Colleges to access only after receiving the notification from the University
- After the last date of admission, register numbers are allocated to all students collegewise and coursewise

- With Login Credential each individual student’s documents are verified and approval accorded or refused
- University notifies Exam Registration schedule for Online Exam Registration, after which Admission Tickets are released to registered candidates through the online portal for download by respective colleges

Post Examination

- After the examinations, answer booklets are collected and automatic coding of the answer books is carried out
- Packets containing 15 booklets with OMR sheets are sent to Valuation Centres
- After the evaluation, marks are entered in the online portal at the valuation centre itself by both internal and external examiners and a verified, signed printout is preserved
- After completion of two valuations, scripts for third valuation are listed and the Valuation Centre is informed to initiate it
- The signed copies of printed online marks-sheets are collected along with answer scripts from the valuation centre. The discrepancy list is informed to Registrar(Evaluation)
- Result Generation involves Score generation, IA marks addition, Practical marks addition, Viva voce marks addition, Blocking of Malpractice List, Applying Gracing policy and GPA (Grade point average) calculation
- The single window Examination portal is secured with a client ID and password. Unique user credential is assigned to an authorized person without which nobody can access the data or software: user and IP are also recorded in database

File Description	Document
Any additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Each department in the University ensures that the Programme Outcomes, Programme Specific Outcomes, and Course Outcomes offered by the departments are stated and communicated to the teachers and students through departmental council meetings, Board of Studies meetings, and orientation programmes.

The faculty of each department discusses the requirements of the syllabus and take a unanimous decision regarding the contents of the syllabus keeping in view Course Outcome, Programme Specific Outcomes, and Programme Outcomes through discussion with the expert members of the Board of Studies in each programme. The expected Programme Outcomes are communicated to the students during the orientation programmes held in the first week after admission. The Course Outcomes are highlighted in the classes by the teachers handling the respective courses. The syllabus is made available to the students through handouts and also through the university website. The students' opinion about the effective delivery of course contents and meeting the course outcome is collected as feedback at the end of each year and reviewed by the University through an online questionnaire.

At the end of each year, the academic performance of the students is reviewed in the Board of Studies and problems, if any, are discussed. If the course outcomes are not realized, steps are taken to modify the syllabus to remedy and fill the gaps. In subsequent board meetings, the syllabus is revised and the same is implemented after obtaining the approval of the Academic Council of the University.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are

evaluated by the institution

Response:

The attainment of Course Outcome in each department is evaluated by the following methods:

- Continuous evaluation is carried out through two internal tests in each semester. It provides a direct assessment of the theoretical knowledge, problem solving ability, and analytical thinking ability of the student
- Evaluation through practical tests: This provides a direct evaluation of the practical skills and knowledge acquired by the student
- Evaluation through Seminars: This provides an assessment of the abilities of the students to acquire information, communication skills, and the ability to be involved in group discussions
- Evaluation through assignments: This helps to assess the ability of the students to collect information on a specific topic, writing skills, originality, etc.
- Evaluation through project reports: This helps to assess the ability of the student to apply his knowledge to real-life problems, planning and execution of experiments, data presentation, analysis of results, and ability to complete the work in a given time frame
- Evaluation through viva voce: This enables us to assess the comprehension capacity, ability to recall and communicate the contents learnt
- Evaluation through attendance: This helps to assess the regularity and punctuality of the student
- Evaluation through semester exams: The overall performance of the student in each course is quantified by the grades scored by the student in the final examination
- Assessment of students' performance is also monitored informally through feedback from students, alumni, employers and parents

The attainment of the Programme Specific Outcome is evaluated by employing the following methods:

- The overall grades obtained by the students in the semester examination
- The percentage of students getting placement in good organisations immediately after completion of the course
- The percentage of students qualifying for state level and national level competitive examinations
- The percentage of students taking up higher studies

The attainment of Programme Outcome is assessed by the number of outgoing students with the following qualities as gathered from the feedback of outgoing students, the alumni during alumni association meetings, and employers, and from the data submitted to the Higher Education Council:

- Requisite knowledge in the subject, skills and right attitude, and capability to lead a good life

- Competent professional with strong ethical values, capable of assuming a pivotal role in various academic and industrial sectors aligned with national priorities
- Proactive thinking to perform effective teaching and research
- Entrepreneurial approach and skills to function effectively, efficiently, and ethically in diverse sectors of the academia or industry

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 96.71

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1035

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1073

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.1

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The University has state-of-the-art research facilities for advanced research in Physical, Chemical, Materials and Life Sciences, and Radiation Physics. Majority of the research facilities are installed in Central Facilities such as PURSE and USIC. The research centres/national facilities: Centre for Advanced Research in Environmental Radioactivity (CARER), Centre for Application of Radioisotopes and Radiation Technology (CARRT), and Microtron Centre have advanced facilities for research in radiation physics studies. The technical details of each instrument and their capabilities are provided in the respective pages of these centres in the University website. Details the some of the high value instruments installed in the individual departments, which are used for interdisciplinary research, are also made available in the webpage of the respective department. Whenever new facilities are installed the details of the same are updated in the University website for the benefit of researchers, not only from within the University but also from other institutions.

In addition to users from within the University campus, the facilities available in the research centres are being extended to researchers from other institutions in order to support other institutions and to promote collaboration and interdisciplinary research culture. The Centre for Advanced Research in Environmental Radioactivity (CARER), Centre for Application of Radioisotopes and Radiation Technology (CARRT), and Microtron Centre have users from several institutions throughout India and many other countries. Some of the facilities are being extended on chargeable basis in which users have to pay stipulated charges to the University so that funds are generated for the effective maintenance of the sophisticated instruments. The details of the charges are revised periodically and the information are made available in the University website (see. https://mangaloreuniversity.ac.in/carer/ facilities.html). Provisions are also made available for the users to upload their request to utilise the instrument and accordingly the instrument time is allotted on first-come-first-serve basis. These centres conduct periodic training programmes and workshops on instruments and related areas for the benefit of the researchers and these details are also disseminated through the website

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in

Lakhs)

Response: 1.55

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2018-19	2017-18	2016-17	2015-16	2014-15
0.0	0.0	7.73	0.0	0.0

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 1.89

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	1	1	8

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 201

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
09	12	20	11	21

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 28.57

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 8

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 818.2

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2018-19	2017-18	2016-17	2015-16	2014-15
0.0	62.20	0.0	15	0.0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 1244.9

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2018-19	2017-18	2016-17	2015-16	2014-15
72.2	91.6	291.8	137.4	651.9

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 1.82

3.2.3.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 50

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 137

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The heart and soul of innovation in the education ecosystem is our ability to improve human knowledge base in a structured manner that can benefit students, the discipline, and the society. The growth in the research programmes of the University has been phenomenal and strong research centres have been established which currently serve as national facilities. The Microtron Centre developed with DAE support is a national facility used by other universities and industries. The other national facility CARER was established through funding from BRNS, BARC and NPCIL and is accredited by AERB. CARRT was established through BRNS funding and collaborates with many research institutions at the regional and national level. Considering the quality of research output, DST had initially sanctioned INR 900 lakhs under the PURSE scheme and INR 760 lakhs in the second phase. The instruments installed under the programme have further strengthened the research ecosystem.

A total grant of INR 2063 lakhs was received for projects during 2014-19. Several departments have entered into MOUs and hosted many researchers from reputed institutions. It also grants sabbatical leave to

faculty for research. The University has been providing seed money for research to the young faculty, travel grants for faculty to attend conferences, financial and logistical support for seminars/conferences/workshops. The Research and Consultancy Promotion Cell has been established to coordinate the research programmes.

To facilitate networking and establish collaborations for undertaking interdisciplinary and multi-disciplinary research, the University invites eminent scientists for lectures. A total of 23 GIAN (Global Initiatives for Academic Networking) programmes have been organized by the University during the assessment period. Faculty members are granted leave and provided financial support to attend similar activities outside the University. Honorary degrees are bestowed on academic and industry leaders. The University has also signed MoUs with leading research and academic institutions within the country and abroad.

Mangalore University Incubation Centre (MUIC) has been established in partnership with IBM India Pvt. Ltd. and their subsidiary NCS India to serve the needs of students in the job market. The centre offers Certificate, Diploma, Advanced Diploma, Internship and Project programs in latest technology trends in the marketplace. With a global technology giant like IBM on board, the University can evolve and adapt to latest technologies as and when new trends appear in the knowledge driven job market. The centre offers tailor-made courses, in tune with the demand of the industry, for the benefit of the students and trainers on data analytics with particular emphasis on business-to-consumer (B2C) applications, cyber security, Internet of Things (IoT) and SPSS statistical software. Another course offered is Bluemix, based on open standards and cloud to build, deploy, manage and run Omni-channel applications like web and mobile, big data and other smart services. The MUIC provides hands-on training using state-of-the-art facilities. Train the Trainers (T3) workshops are conducted with the objective of preparing the pool of experts who are ready to work as trainers and mentors for future MUIC programs.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 26

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
4	6	4	4	3

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 59

3.3.3.1 **Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
11	8	10	2	6

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the

Newsletter / website

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 3

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 2.13

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 288

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 135

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 10.23

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
274	257	177	161	146

File Description	Document
Institutional data in prescribed format	View Document

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.15

3.4.6.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
62	36	79	62	57

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **For NPTEL/NMEICT/any other Government Initiatives**
6. **For Institutional LMS**

Response: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.35

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 23

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

As per the policy the University would identify areas and faculty expertise from time to time for developing technology and expertise. The consultancy fees would be fixed by the University based on the available expertise and skills relating to technology. The University in turn shall pay 50% of the total amount received after deducting all the costs incurred in connection with the consultancy, if any, as consultancy fee to those involved in providing the same. The consultancy fee per annum must not exceed 30% of the salary of the faculty member. The consultancy services are provided only through MoU. If the consultancy is found to be useful to a larger population, the University might apply for patent. Disputes regarding consultancy are to be resolved by the Vice Chancellor on the recommendations of the syndicate. Finally, the consultancy and stakeholders would adhere strictly to the norms of the University respecting ethics of research. This service should be restricted to two consultancies per faculty member and in any case should not be turned into another business.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 56.42

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2018-19	2017-18	2016-17	2015-16	2014-15
11.41	8.45	7.22	7.42	7.06

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Most of the departments are involved in various extension activities, including social surveys and research/extension work targeting the underprivileged sections of society to know their problems and suggest remedial measures. Field studies are conducted on such aspects. These help the students to develop organizational skills, leadership qualities, and to understand the prevalent social problems. In line with the mission statement, the University has organized several programmes for the benefit of all the stakeholders. They can be broadly classified as:

- Village adoption programme
- Open house for rural students
- Provide computer literacy

- Training school teachers
- Conduct of motivational camps
- Medical and blood donation camps
- Frequent yoga camps for the benefit of neighborhood
- Swachh Bharat Abhiyaan
- Establishment of medicinal plants garden, medicinal plants exhibition and encouragement to cultivate medicinal plants
- Research, review, documentation and revitalization of traditional medicinal practices of the tribes of Western Ghats
- ISRO-IIRS outreach programme through Geoinformatics
- Public awareness programme on peaceful application of nuclear energy and radiation technology
- Awareness programmes and street plays on current social issues

The university-neighbourhood network is in place predominantly through NSS wing of the University. Regular camps are conducted to address local issues regarding health, environment, and culture. The University shares its knowledge with the neighbourhood community through Prasaranga by arranging a series of lectures and publishing books on current issues. Workshops and training programmes on issues like gender equity, women empowerment, alternative energy sources, and vermitechnology are also arranged. The Yakshagana Study Centre regularly arranges lectures and workshops, and honours senior Yakshagana artists besides training children from the neighbouring schools in Yakshagana. The Department of Social Work often organizes programmes to sensitize the neighbourhood communities with regard to pressing social issues like discrimination, gender equity, alcoholism, communal harmony, family planning and child health, rural hygiene and health, etc. The Department of Political Science interacts with local bodies and facilitates them in local governance. The Department of Physical Education has been extending its indoor and outdoor sports and games facilities to include the youth of the local communities.

Periodic and structured extension activities are carried out by the University NSS wing. Theme- based camps are organized in the neighbourhood communities to address issues of social relevance. To support NCC activities, the University has taken steps to introduce NCC as an optional subject in the undergraduate programmes. The Vice Chancellor was conferred with the honorary rank of Colonel Commandant due to the commendable achievements of the NCC cadets. The University promotes participation in NCC and NSS by giving credits under extracurricular activities in the undergraduate programmes. Best NSS unit and best NSS officers are recognized and felicitated annually. The University reserves seats in admission to the postgraduate programmes for meritorious NCC and NSS students.

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 0

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs).

Response: 270

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
30	53	74	62	51

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 95.97

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
122	322	571	380	230

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 57.8

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 20

3.7.2.1 **Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	2	3	7

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The Mangalagangothri campus is spread over an area of 353 acres with a built-up area of 1,14,305.35sq. meters lined up with well-focused street lights and high-powered LED and solar lights. The video surveillance system has been installed, in addition to full- time security personnel. It has 9 teaching blocks and other independent buildings that accommodate 26 teaching departments. The Jnana Kaveri Post Graduate Centre in Kodagu district was established in 2014 in an area of 70.47 acres with a built-up area of 10,250.4 sq. meters, which accommodate two departments.

All departments of the University are well-equipped with sufficient number of classrooms, seminar halls, and laboratories as per statutory guidelines. Out of 108 classrooms, 72 have Wi-Fi/LAN and LCD facility as also 16 seminar halls out of 24 for students and scholars to enable brainstorming and sharing of ideas in groups. There are 125 laboratories which include 50 for research and 25 computer labs. A few science departments have a well-structured central instrumentation facility to cater to the immediate needs of the researchers. The central instrumentation laboratories like USIC and PURSE have instruments such as NMR, LCMS, Single Crystal XRD, HPLC, FTIR, UV-VIS spectrophotometer, RF/DC-magnetron sputtering unit, EDS, AAS, FESEM, TGA-DTA/DSC, Amino acid analyser, Laser particle size analyser, Cytogenetic workstation, Gel Doc, PCRs, Logic Analyser, and liquid nitrogen plant. The Microtron Centre, Centre for Advanced Research in Environmental Radioactivity (CARER), and Centre for Application of Radioisotopes and Radiation Technology (CARRT) are specialized research centres useful for academic activities and industry interaction. The Language Lab housed in the English department enables development of specialized language skills through technology.

The campus has a spacious central library with over two lakhs volumes, which include books, bound volumes of journals, theses, dissertations, rare books, chemical abstracts, reports and government documents, covering a wide range of subjects. It has current subscriptions to journals, magazines, newspapers etc., and access to over 8500+ full-text journals. Remote Access Facility has been initiated to extend e-resources 24 x 7 to the subscribers. The Shodhganga project has been implemented to monitor plagiarism.

The entire campus is Wi-Fi enabled. Computing elements are facilitated *via* 417 computers (PCs), 341 laptops, printers, scanners, and photocopiers in the teaching departments and other learning centres. IP-based telephone facilities is provided in teachers' rooms and administrative offices. A few database/software systems are provided to augment the teaching-learning process. Corporate database PROWESS for monitoring the Indian economy, Schrödinger Molecular Drug Discovery Suite software, SPSS for data analysis, and QualNet communications simulation platform are available for the teaching and learning process. An Incubation Centre, established in partnership with IBM India Pvt. Ltd and their subsidiary NCS India, serves student needs. The Internet of Things (IoT) Lab facilitates internet connectivity into physical devices and everyday objects. The Office of the Digital University Information Management System maintains the university website.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Response:

The University has excellent infrastructure for harnessing the potential of the youth and promoting students' interest in sports with a Directorate of Physical Education to maintain and coordinate sporting activities on campus. The Director of Physical Education is the Executive Head, who initiates, executes, coordinates, and supervises physical education, sports activities, and programmes that enhance general/specific interest in sports. The Directorate has sufficient facilities, the highlights of which are the recently constructed 400 mts track with pavilion, air-conditioned fitness centre, and sports science labs. The sports science labs are equipped with all necessary equipment for sports performance evaluation, sports injury treatment and research.

The University has facilities for various indoor and outdoor sports and athletic activities. The physical infrastructure facilities include Indoor Sports Complex (badminton, basketball, multi-gym for men and women), weightlifting and weight training facilities, table tennis, chess, carrom, and wrestling. There are facilities for outdoor sports such as cricket, football, kabaddi, volleyball, hockey, kho-kho, ball badminton, throw ball, tennis, tennicoit and soft ball. Tracks of 200 Metres and 400 Metres for athletics are available on the campus. In addition, fitness centres are also created in the hostels for both men and women.

Sport/Games	Size	Year of Establishment
400m track with pavilion	36000 sq. m.	2014
200m track	8400 sq. m.	1985
Multipurpose indoor hall	1000 sq. m.	2010
Fitness centre	350 sq. m.	2018
Volleyball, Kho Kho, Kabaddi, Tennis courts	Standard measurement	1985
Sports science labs – Exercise physiology, Sports psychology, Biomechanics, Sports training	About 300 to 400 sq. feet each	2003 (renovated in 201

Mangalore University established the "DharmanidhiYoga Peetha" in 1983 with the objectives of pursuing Teaching and Research in Yoga besides Yoga Therapy and the spread of value-based Yogic Science. The Department of Human Consciousness and Yogic Sciences (the first of its kind in the region when established) under the Dharmanidhi Yoga Peetha provides yoga therapy for various kinds of ailments.

The Directorate of Student Welfare encourages and monitors the extracurricular activities of the students. It plays an active role in promoting initiatives for the creation of a cultural ethos within the University. The council plays an active role in organising Talents Day, Traditional Day, and Sambhrama – an annual student fest, academic and cultural events which provide opportunities to students to showcase their

talents. The Yakshagana Study Centre, supported by funds from philanthropists organises series of lectures and training programmes to disseminate knowledge and cultural heritage of the renowned regional folk art *Yakshagana*. It maintains the Yakshamangala Museum which displays life-size models and artefacts related to Yakshagana. Children from surrounding schools, students on campus and employees are trained in the folkart every year in batches by the Kalakendra.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The campus has various facilities for the students and staff like museums, arboretum, botanical gardens, University Science Instrumentation Centre (USIC), workshops, animal houses, Yoga therapy lab, cyber labs, hostels for men, women, and working women, staff quarters, Employment Bureau, and Guesthouses. Gymnasiums are available even in the hostels for men and women on the campus. The Mangala Auditorium is available for conferences, seminars and special events with larger audience, while the Rani Abbakka Hall, Dr.Veerendra Heggade Hall, Dr. U. R. Rao Seminar Hall, Prof. Vishwanathaiah Seminar Hall, MBA Seminar Hall, and the Sports Complex Seminar Hall are available for programmes with smaller gatherings. The University has its own power distribution centre and water supply. Two nationalised banks, two BCM hostels for men and women, one minority hostel for women, post office, school/college (kindergarten to PU College), a day-care centre for children, shopping complex, canteen, telephone exchange, and Employees Credit Co-operative Society can be found on the campus to cater to the needs of the students and staff. The University has a Health Centre with doctors and support staff.

Different bodies like the Directorate of Student Welfare, College Development Council, SC/ST Cell, Other Backward Classes (including Minorities) Cell, University Employment Information & Guidance Bureau, Sensitisation, Prevention and Redressal of Sexual Harassment Cell, and Anti Ragging Committee help in interacting with the stakeholders of the University.

Teams of security personnel are to be found all over the campus 24 × 7 to keep the campus safe. This is backed up with CCTV surveillance. The campus presents a clean environment courtesy the housekeeping support staff. The huge 353 acres campus has minimal spaces covered with concrete. Its sprawling green lawns are consistent with best environmental practices and water harvesting mechanisms. Moreover, the University has been awarded with the UGC-CPEPA scheme, DST-PURSE and MHRD-RUSA grants for research and infrastructure developments. Prasaranga, the Publication wing, undertakes the publication of textbooks and research monographs, besides bringing out publications based on the extension lectures organised. About 23 Chairs/Centres with endowments from the Government/NGOs/philanthropists undertake studies on the development achieved in various areas so as to strengthen the University’s links with society.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 18.37

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
2042.44	2334.85	1350.26	986.81	1423.03

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The University Library came into existence in 1980. This centrally located library building with an area of 6750 sq m provides a pleasant atmosphere for scholarly reading and research. More than 2 lakh print documents on different subjects have been collected over the years. The library provides access to 8500+ peer reviewed full-text e-journals of more than 25 internationally well-known publishers like Elsevier, Springer, Wiley, Taylor & Francis, OUP, CUP, ACS, RSC, Nature Publishing and more than 10 bibliographic, citation, and aggregator databases as a member of the UGC INFLIBNET e-Journals Consortia. The library portal also facilitates access to an exhaustive Discovery Tool J-Gate Plus covering more than 50000 e-Journals, Sage Journals, OA Journals and 34000 e-Books accessible under different databases and other kind of documents like e-theses. Prominent services include document 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. The UGC-Infonet Learning Resource Centre with 56 systems facilitates access to e-resources, apart from other computing needs, to its users.

The University library has automated its housekeeping activities using Libsys4. It has switched 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. The University Library provides remote access to all e-resources through Ez-proxy, and is in the process of creating a 24x7 reading hall for its users. It has ambitious plans to provide preloaded e-readers like Kindle to faculty members, research scholars, and PG students. It plans 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.

The library is open from 9 a.m. to 8 p.m. during working days and from 10 a.m. to 5.30 p.m. during vacation, Sundays and second Saturdays. During working hours, facilities available include borrowing/returning/ renewal of books, reprographic services, press clippings, reference services, UGC Infonet Online services, remote access, Wi-Fi facility, etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 39.84

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
41.047	39.094	55.886	45.399	25.413

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 8.62

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 233

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 66.67

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 88

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The IT facilities provided on campus consists of a central controller with access points distributed across

the campus. The access points conform to the IEEE standard 802.11 ac, which ensures ideal data transfer speed of 1300 Mbps. There are 190 indoor access points deployed to give coverage within the buildings, and 10 outdoor access points to give coverage to open spaces.

A central WLAN controller unit controls the major functions of all the access points such as authentication, encryption, quality of service, etc. This also acts as a management console to enable configuration of the access points by the administrator. A redundant controller has been provided to ensure high availability, in the event of failure of the main controller.

Security is of major concern in Wi-Fi usage. Adequate security has been ensured for connectivity to the Wi-Fi network. The user is allowed access only through a registered mobile device, where the MAC id of the device is the identifying feature. Additionally, the user has to authenticate using the user name and password assigned. A network security device, firewall, is used to monitor incoming and outgoing network traffic and to permit or block data packets based on a set of security rules. It establishes a barrier between internal network and incoming traffic from external sources (such as the internet) in order to block malicious traffic like viruses and hackers.

CCTV Surveillance System

Closed-circuit television (CCTV), also known as video surveillance, is the use of video cameras to transmit a signal to a specific place on a limited set of monitors. CCTV camera systems have one or more cameras, which are used to send videos, images, and audio data to a monitor. Essentially, these camera systems use cameras to transmit the signals to a main hub, which then records that data for later viewing or live viewing, based on availability of full-time/ part-time security personnel on the premises.

There are 147 cameras of different types installed on the campus, covering most of the areas of the University. An expert engineer is available in the campus - based on an annually renewed AMC contract, for maintaining the set-up.

The security system set-up can store video footage for a period of 30 days which can be viewed directly. The footage of a particular time slot can also be copied separately, if required. A separate networking set-up, including the network tower and wireless RF-based connectivity, has been established for the CCTV and surveillance system. Hence it does not affect the regular internet of the campus. The main control of the entire set-up is hosted at the Computer Centre.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 12:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files	
1	View Document

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 7.5

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
359.12	340.64	305.79	228.80	209.23

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Engineering Division is primarily responsible for overseeing the maintenance of all the physical and support facilities. It manages the day-to-day upkeep of the campus by supervising the conduct of housekeeping, security and other outsourced daily maintenance work.

The green initiatives of the University are undertaken by the Estate Officer and the University Green Audit Committee. The maintenance of horticulture facilities like trees, plants, hedges, flower pots, gardens, lawns, landscaping, planting of saplings and clearing of grass and vegetation is outsourced by engaging required number of employees under the supervision of a horticulture supervisor and the Estate Officer in association with the Engineering Division. The estate section of the University maintains the records pertaining to the properties and keeps a vigilant eye so that no encroachments are made on University property.

Housekeeping of buildings, classrooms, laboratories, library, sports complex is done by the regular University employees and some outsourced employees under the supervision of the Executive Engineer. The repair and maintenance of roads, footpaths, water supply, sanitation, fittings, water coolers and purifiers, geysers, overhead roof tanks, drains, round-the-clock electricity services, and civil maintenance works of buildings, hostels, and residential complexes are done by the Engineering Division. 24×7 security services are provided with the help of outsourced guards. The outsourced/contract staff from private agencies are obtained through e-tender as per government norms.

The maintenance of equipment/instruments in the central facilities and in the departments/other centres is undertaken by USIC. All equipments of USIC are maintained under AMC by the University.

The maintenance/repair of specific equipment in the departments is undertaken by the concerned Chairperson of the Department as per norms laid down. The maintenance of equipment is done through AMC or other similar procedures. With the help of laboratory assistants, the Chairperson maintains the stock register, registers for consumable materials and undertakes physical stock verification of laboratory materials. Laboratory assistants issue equipment, components and manuals to the students and keep records of consumables used in the laboratory.

The maintenance of the IT infrastructure is carried out through AMCs by the Director of the University Computer Centre. The Centre also co-ordinates the AMCs for the computers and accessories installed in various departments, offices, networking, Wi-Fi facility and the CCTV surveillance system.

The sports facilities are maintained by the Directorate of Physical Education. Several schools and colleges of the neighbourhood often use the sports grounds and other facilities to conduct their annual sports meets on payment of a prescribed fee. The funds generated thereby are paid into the University account and then apportioned towards the maintenance of sports facilities.

The University endeavours to ensure optimal utilisation of its physical facilities, i.e., classrooms, laboratories, computer labs, and sports facilities through the concerned Heads. Scientific equipment is accessible and made available to the faculty, students and researchers both in-house and outstation, on nominal charges. Some facilities like the library, auditorium, conference halls and sports complex are available beyond working hours and on holidays. Apart from bonafide students of the University, scholars from other universities/research institutes and wards of university employees can use the services available. The optimal use of laboratories is ensured by the concerned Head. The Computer Centre ensures appropriate use of the computing facility by issuing ethical guidelines. A day-to-day log book is maintained facility-wise, whereby the utilisation level is well-monitored.

CARER, the first AERB accredited laboratory in the University system in the country, undertakes the measurement of radioactivity in commodities and issues certificates as per the regulations of BIS, Govt. of India. It is actively engaged in educating and creating awareness among the general public, college teachers and students about radiation in the environment, the beneficial applications of radiation/radiation technology, and of the importance of nuclear power for the development of the country. The facilities at CARER are maintained through external research funding, grants generated from the analysis of samples from other institutions and consultancy. The University too provides significant grants towards the maintenance.

The CARRT is first of its kind among the Indian universities established as a central facility to carry out research and teaching programmes on application of Radiations and Radioisotopes in different fields of science and technology. CARRT extends its services either through collaboration or by charging. CARRT facilities are used by the University and other institutes/universities of the region including Kerala and Tamilnadu. Many research programmes funded by the Board of Research in Nuclear Sciences (BRNS) are directed to use the CARRT facilities/equipment and 50% of overheads from such projects are paid for maintaining the facilities and equipments.

Microtron was installed in the year 1995 and the facility is being extended to researchers from various departments of Mangalore University and sister universities/institutions of the region. Wednesdays of every week is dedicated for general maintenance of the facility by the staff working in the Microtron Centre. Any other major problems are attended to by the staff with online support from RRCAT scientists.

The PURSE laboratory equipped with various high-end equipment provides analytical data for the research samples submitted by various science research groups within and outside the University at subsidized rates. The maintenance of equipment is done through an Annual Maintenance Contract (AMC) by using the PURSE grant specified for maintenance or by the maintenance grant of the University as per procedures.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 19.82

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

2018-19	2017-18	2016-17	2015-16	2014-15
588	672	595	420	385

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 40.47

5.1.2.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
200	21	19	18	20

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving

students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 25.46

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.)*) year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
94	82	58	33	40

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg:**

IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
254	255	227	222	221

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 4.75

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
96	55	25	16	09

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 2.48

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 09

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 118

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
18	20	16	10	09

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

Each academic year, student class representatives are selected through class level elections among the PG students. The selected class representatives are assigned duties like student-faculty communication and internal department announcements. Discussion takes place among students about proposed academic and co-curricular activities and it is reported to the faculty for needful incorporation. The student representatives interact with classmates regarding planning of events like organising Freshers' Day and farewell functions. Along with staff members, the class representatives are actively involved in maintenance of classroom and laboratory requirements. The representative also has a role in maintaining discipline among the students in the classroom and the department.

Class representatives of the various departments elect the campus student council. This election process is carried out by a body comprising of some faculty members and the student welfare officer. The student council office bearers, such as President and General Secretary as also Secretaries for various academic, cultural and sports activities, are elected through voting amongst the class representatives.

The student council office bearers actively engage in conducting events like student council inauguration, cultural meet, campus-fest and various sports events. Council representatives are assigned duties along with the faculty in various organising committees. During campus programmes, they are included as members and volunteers for various committees such as reception, stage, food, accommodation, transportation and publicity. During meetings of campus administrative bodies such as the Advisory

committees for sports, canteens, hostels, cultural events and national festival celebrations too, student representatives actively participate as members. Student representatives are also involved as members in student welfare bodies like the Anti-ragging Cell, SC/ST Cell, SPARSH, etc. With all these responsibilities, class representatives and student council members imbibe leadership qualities, sense of social responsibility and problem-solving capacities along with academic learning.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 38.2

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
17	27	28	20	21

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Mangala Alumni Association (MAA) came into existence in 2006 with the vision of representing the academic and professional issues of the alumni, faculty, and students of its alma mater. Presently it has a membership of more than 25000 and the number is growing year by year. The Association is a registered body and elects fresh office bearers every year. The executive council of the association meets on the third Saturday of every month to discuss future programmes and implementation. Over the years, MAA has organised a number of Teacher Competency Development Workshops, Soft Skill Training Programmes, Endowment Lectures, Student Counselling Workshops, Voters Awareness Lecture Series, Job Fairs, etc. for the benefit of the students and faculty members of the university and its affiliated colleges. A bus shelter was constructed at the Mangalagangothri campus by MAA with a contribution of INR 7 lakhs. It

has, to date, organised two mega get-togethers at Mangalagangothri to reach out to larger sections of the alumni for their participation in strengthening the alumni base of Mangalore University.

MAA has been making efforts to set up departmental level alumni associations. There are about 15 department level alumni associations and all of them are actively involved in their respective departmental activities in some way. Most of the department level alumni associations organise programmes relevant to their department activities in association with their respective department staff and students.The Commerce Department Alumni Association has been regularly organising endowment lectures by eminent people. They have initiated the good practice of felicitation of retiring staff members. Earlier, the Chemistry alumni from different walks of life too joined together and felicitated their Professors during their superannuation. The Chemistry Alumni Association also organises endowment lectures every year in the department for the benefit of present students and research scholars.

The programmes of Human Consciousness and Yogic Sciences are conducted in different affiliated colleges and other places in association with MAA to spread awareness on Yoga and its positive effects for healthy living. Similarly, all other department associations too effectively contribute to the betterment of the University and the society.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: E. <5 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

VISION

To Evolve as a National Centre of Advanced Studies and to Cultivate Quality Human Resource

MISSION

- To Provide Excellent Academic, Physical, Administrative, Infrastructural, and Moral Ambience
- To Promote Quality and Excellence in Teaching- Learning and Research
- To Preserve and Promote Uniqueness and Novelty of Regional Languages, Folklore, Art and Culture
- To Contribute towards Building a Socially Sensitive, Humane, and Inclusive Society
- To Cultivate Critical Thinking that can Spark Creativity and Innovation.

In line with the vision and mission statement of the University, a long-term vision document "Vision 2030" chalking out plans for the forthcoming years has been prepared. During the assessment period, many new programmes were started based on regional and national interests and advancements. The University has undertaken infrastructure development activities for the benefit of the student community. The ICT facilities have been enhanced for good governance. The University has organised many national and international conferences. Many MOUs have been signed to establish research collaborations.

The teaching faculty of the university participate in various decision-making bodies, including the Syndicate and the Academic Council. Administrative policy decisions are planned in the Syndicate and are implemented by the respective departments. Issues related to academics are presented and policy decisions are taken during academic council meetings. Similarly, there are various committees such as finance committee, purchase committee, technical committee, malpractice inquiry committee, etc., where teacher representatives are included and their views are considered, while implementing academic and administrative policies.

Emphasis is given to research and consultancy through a Research and Consultancy Promotion Cell, which guides and helps researchers to obtain funds for research and to establish MoUs for consultancy with industries and research institutes. Over the last five years, eight MoUs have been signed with international institutes for collaborative programmes and research. In order to encourage research, University fellowships have been instituted for promising researchers. The University has sanctioned Minor Research Projects to young teachers, as seed money to initiate their research activities. Guest faculty is encouraged to carry out research studies along with teaching, so that they are able to teach emerging concepts to students. Senior academicians and scientists have been appointed as Adjunct Professors to various departments. Affiliated colleges are encouraged to be more interactive with the University departments, so that they can gain access to the learned faculty and research facilities. Teachers from constituent/affiliated colleges are recognised as research guides as per UGC norms. New research centres like CARRT and

CARER have been established, and the facilities in the PURSE labs are strengthened to provide access to all researchers in carrying out quality research in the frontier areas.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The University practises the system of making collective decisions in order to execute the works planned by the administration. Many activities of the University are decentralised for its smooth functioning. There are four different offices, namely, the Office of the Vice Chancellor, where policy decisions are made for the betterment of the University, the Office of the Registrar, which implements the policy decisions with the help of the respective departments and supporting staff, the Office of the Registrar(Evaluation), which is responsible for conducting University examinations with utmost confidentiality, and the Office of the Finance Officer, which manages the financial aspects of the University. There is also an Engineering Division, headed by an Executive Engineer to look after the construction and maintenance works.

The Deans of various faculties (Arts, Science and Technology, Commerce and Education) are responsible for bringing about significant changes in the academics and in meeting the demands/needs of the stakeholders for better employability. Many new programmes and add-on courses were planned, and offered after approval from respective statutory bodies. For instance, during the assessment period i.e., 2014-2019, the Choice based credit system was further widened in scope and choice both for soft core and open elective courses at the postgraduate level. Work for introducing the scheme at the undergraduate level began in 2018-19 and it was finalized and implemented in various colleges from 2019-20 with the active participation of the various Boards of Studies, the Faculties headed by the concerned Deans, the Academic Council and the Syndicate, after obtaining the approval of the Chancellor.

The office of the Registrar(Administration) constitutes the Boards of Studies and the Office of the Registrar(Evaluation) constitutes the Boards of Examiners (BoE) in consultation with the Vice Chancellor. Every department once in a year conducts the Board of Studies (BoS) meeting inviting external experts to look into the results, revision of syllabus and upgradation of syllabus. The BoS also prepares the panel of examiners. The doctoral committee meetings are held in the respective departments to review the research progress of the candidates enrolled for PhD programme. The Chairpersons of the respective departments conduct BoE meetings for the preparation of question papers and conduct of examination, followed by evaluation. Every department is responsible for conducting examinations and timely publication of results. The University constitutes the departmental council where all the faculty members of the respective department are the members in order to carry out the day-to-day activities of the department in an organized manner.

As part of participative management, the University also conducts many programmes by involving the student community and faculty members, including the public. Some notable programmes of national importance are held regularly.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The University executes many plans with specific and pre-defined goals. These strategic plans include implementation of policy decisions such as enrichment of academic programmes through CBCS and administrative office management involving 'Sakala' Scheme, for providing services in a specified time frame. The activities undertaken by the University to implement these schemes are highlighted below.

As per the directions of UGC and also considering the merits of the system, the University implemented CBCS at the postgraduate level in the first phase. A general framework on the number of credits, credit pattern, number of softcore and hardcore subjects for each programme was decided by a committee constituted by the Vice Chancellor for the implementation of CBCS. The University conducted workshops for the stakeholders, viz., the Principals of the Colleges offering PG programmes, the Chairpersons of the PG Departments, the Chairpersons of the Boards of Studies along with the members of the committee to explain the CBCS framework. The Boards of Studies then framed the syllabi in consultation with the respective Deans of faculties and also the CBCS implementation committee. The CBCS was implemented in a hassle free manner after getting the approval from the concerned authorities and the Hon'ble Chancellor.

Mangalore University is among the first to implement Sakala Services under the Higher Education Department. A nodal officer was appointed and sent for training at Bengaluru: in turn, training was conducted for designated officers on the campus. The University organised many training programmes for the employees for the successful implementation of the Sakala schemes, and meetings were conducted to discuss the progress to resolve pending cases. The Sakala training was also provided to the non-teaching staff of the University and to the Principals of the affiliated and constituent colleges. The Sakala Services were launched on 16th August 2013, and all services under the Academic Section of the Registrar's Office and the Registrar (Evaluation) were provided through this service. Services from the Finance Office have also been added later. The students/applicants, who received messages regarding the services, have expressed their happiness with the implementation of the scheme.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Under the leadership of the Vice Chancellor, officers execute and implement the plans envisioned by the University with approval from the statutory bodies and the Hon'ble Chancellor.

The officers and staff are governed by the statutes and regulations of the University framed in consonance with the UGC regulations from time to time under the provisions of the Karnataka Universities Act 2000, assented by the Hon'ble Chancellor. In the absence of relevant statutes and regulations on any particular aspect, Karnataka Civil Service Rules (KCSR) are followed.

The statutes related to service rules, procedures, recruitment, promotional policies, etc., the regulations governing the rules of implementation, the recruitment and promotional policies are as per UGC norms are given in https://mangaloreuniversity.ac.in/statutes, https://mangaloreuniversity.ac.in/regulations, and https://mangaloreuniversity.ac.in/sites/default/files/Appt%20Prom%20Teachers%20UGC%20Scale.pdf

In order to ensure safe and congenial study environment and to address the welfare of Women, Scheduled Castes and Scheduled Tribes, University has constituted various grievance redressal committees. The composition and the activities of these committees are given below:

SPARSH (Sensitisation, Prevention & Redressal of Sexual Harassment): The committee functions through the administrative structure of the University. Awareness about this cell is created by permanently displaying posters/pamphlets in the departments, offices of the University, and other central facilities. Lectures and workshops are conducted for students, research scholars, and teaching and non-teaching staff of the campus, and various competitions are held to create awareness about sexual harassment in the workplace and the possible means of redressal. The committee consists of a chairperson, woman representatives of teaching, research, non-teaching, SC/ST and PG students, as also a NGO representative and a legal adviser. There is also an Internal Complaints Committee (ICC) under SPARSH consisting of four members, namely, the chairperson, two female faculty members, and a legal adviser, which initially looks into the complaints that arise.

Anti-Ragging Committee: This is constituted for the prevention of ragging in the University and its constituent/affiliated colleges. The committee has representation from the administration, senior professors, police personnel, women representatives, press and hostel wardens.

SC/ST Cell: A special Cell for the welfare of Scheduled Castes and Scheduled Tribes is functional in effectively implementing the programmes and policies of reservation. The Cell is advised by a Standing

Committee on various policy matters pertaining to academic and non-academic issues under the Chairmanship of the Vice Chancellor.

Similarly, the Minority Cell, OBC Cell too are functional through the Grievance Redressal Mechanism set up by the University.

File Description	Document
Link for Additional Information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

The University has the practice of obtaining performance appraisal reports from both the teaching and non-teaching staff every year, which is used for giving feedback related to their performance. These reports are also used as a parameter for giving increments and awards during university functions. This encourages the faculty to excel in their academic activities in terms of publication in reputed journals, participation in international conferences/workshops/symposia, securing major/minor research projects, and to establish collaboration between departments/universities. This system also helps the faculty to get their career promotions.

The University has instituted many measures to enhance the professional competence of the teaching and non-teaching staff. Faculty members are encouraged to attend and participate in orientation programmes,

refresher courses, summer and winter schools, workshops, seminars, conferences, and symposia. The University constantly encourages and motivates faculty members to apply for research projects offered by different funding agencies and also provides seed money up to Rs.1 lakh to junior faculty members for preliminary research and to develop basic competencies to carry out research. A Study leave of 6-12 months is granted for funded post-doctoral research abroad. Sabbatical leave is provided for advancing research work as well as for writing books. Acknowledging the role and importance of teachers in the growth of institutes of higher education and to motivate teachers, the University has instituted the Best Teacher Award wherein the University teachers are presented with a citation and cash prize of INR 25,000/-. The non-teaching staff is also encouraged to attend training programmes organised by the University administration and other institutions.

The University campus is self-contained and provides all the essential facilities and infrastructure for the pursuit of excellence in higher education. There is an administrative building, two guest houses for visiting dignitaries and faculty, a well-equipped health centre attached with a dental clinic and a clinical laboratory, a useful shopping complex, two nationalised banks, and ATM centres along with a post office and a telephone exchange. The University has residential quarters for its employees on the campus itself, and two hostels for men and women, and a hostel for working women. Solar water heaters have been installed in all hostels. There are playgrounds, sports courts, indoor games facilities and several gymnasia at different places on campus. Vishwamangala Education Society has been setup on the campus providing primary, high school, and Pre-University education. An Employees' Credit Cooperative Society is formed by the employees of the university which caters to the needs of the employees, students and civic society. The University has a day care centre. The University also provides drinking water facility through water purifiers.

The University conducts periodic training programmes on adopting new technologies to better equip the teachers in the use of computer and internet. Internet facilities are made available to researchers, academics, students, and administration. Free Wi-Fi has been made available to the staff and students in the entire campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 4.44

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 14.2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 17.37

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
15	10	07	15	13

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The development of any organization depends upon the careful planning and mobilization of financial resources and effective utilization of the same. The Finance Committee headed by the Vice Chancellor along with statutory officers of the University makes the proper budget plan in each financial year before placing the budget details in Academic Council and Syndicate for its approval. The much needed facilities of each department are carefully taken into consideration along with plan for utilization of funds to procure equipment, provide provision for enhancing computing facilities, infrastructure development, intellectual property creation through organization of seminars/workshops/conferences etc. The Academic Council, Syndicate and Finance Committee review the use of resources and make recommendations for better handling of resources and effective utilization of available funds.

The funds received from State Government are spent by the University on payment of salary of teaching and non-teaching staff. The University follows complete transparency in utilisation of funds. Further, grants received from UGC are mainly earmarked for infrastructural related growth and developmental work of the University. UGC grants are spent after approval from Building Committee, Purchase Committee, Finance Committee and other statutory bodies. The RUSA grants are utilized in accordance with the plan of activities submitted in the proposal. The University also mobilizes some resources from funds generated through the partially self-financing courses that it runs.

Resource mobilization is also carried out through funding from alumni/donors, interest on corpus funds and fees. Funds generated from these sources are primarily used for maintenance and development of infrastructure. The University provides space on lease for various commercial utility facilities such as banks (State Bank of India, Bank of Baroda, ATMs), Post Office, Grocery shops, etc. for the benefit of students, faculty members, staff and the local populace.

Optimum utilization of funds is ensured through adequate allocation of funds for effective teaching-learning practices that include orientation programmes, workshops, inter-disciplinary activities, training

programmes, operational and administrative expenses and maintenance of fixed assets, enhancement of library facilities to augment learning practices, and development and maintenance of infrastructure

The departments are encouraged to submit proposals for GIAN programmes and other funding avenues available to conduct various programmes.

In the beginning of every financial year, budget provision is made for purchase of text books, reference books and journals for library, renovation of hostel facilities and library building, development grant for purchase of computers, study tours, minor/major research projects, career counselling, remedial coaching etc.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 1197

6.4.2.1 ***Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).***

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 46.5

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during

the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The financial transactions of the University are regularly audited by the officers of the Regional Office of the State Accountant General at Mysore. They carry out the audit for about two months annually to examine financial transactions, apart from verification of documents related to the recruitment process, utilisation of funds obtained from the government under different heads, developmental works executed by the University, etc.

The Finance Officer ensures that proper procedures are followed by the respective department/staff before releasing the payment. Thus, an internal audit is part of the functioning in the Finance section which ensures proper utilisation of resources. Such internal audit includes undertaking checks and measures of various documents such as the call for tenders, work orders issued, work completion certificates and so on. The internal audit process starts from case workers and moves up to the Deputy Finance Officer. In the meanwhile, if there are any clarifications to be sought, the documents are sent back to the concerned department. Subsequently, upon satisfactory submission of relevant documents, approval is given for the release of payment by the Finance Officer with concurrence of the Vice Chancellor.

Extramural funds received for various academic and research programmes which require the submission of utilisation certificates soon after the programme is concluded are audited by a competent Chartered Accountant appointed by the University for timely submission.

An external audit further verifies the documents approved by the internal staff and ascertains whether the payments were made as per the business rules of Karnataka Finance Code. In case of any objections, a query letter is sent to the Registrar who in turn directs the concerned department to provide explanations with complete details such as quotations/ tender documents, proceedings related to the administrative approval, stock register details, and if need be, physical verification is undertaken by the external auditors.

Upon successful completion of the entire auditing process, the matter is placed before the Audit Review Committee headed by the Vice Chancellor and further clarifications are sought during the meeting. Based

upon satisfactory reply, the audit query is dropped. Otherwise, an objection is filed and sent for approval to a higher audit committee. The higher level audit committee seeks clarification from the officer concerned: based upon verification of facts, if the work has been taken up without violating the norms and executed within the purview of the respective authorities, the audit objection is dropped. Otherwise, the officer concerned is asked to repay the excess amount spent.

Over and above this, there is an audit conducted by the Accountant General's office (Government of India) once in five years.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

IQAC has contributed significantly to maintain institutional quality through constant review of the processes in the following areas:

- Preparation and submission of AQAR annually
- Accreditation
- Ranking
- Internal promotion of faculty members through CAS
- Participation in media surveys
- Publications of research papers in peer reviewed journals
- Periodical collection of feedback from stakeholders

I. Ranking

IQAC has initiated participation in the surveys by the following national and international ranking agencies during the last three years.

- National Institutional Ranking Framework (NIRF) - MHRD
- India Today –MDRA Best Universities Ranking
- ICARE Rating- Karnataka State Universities Rating Framework (KSURF)
- QS India Summit Ranking
- UI Green Metric World University Ranking

- The Week- Best University Survey

The IQAC has collected relevant data from the faculty members, students and administrative sections, analysed and submitted to various agencies. The rankings obtained are as follows:

- Second place in Green Metric World University Ranking at the National Level
- 43 position in the QS India Ranking and 175 position in the QS BRICS Ranking
- 87 position in the NIRF (MHRD) Rankings of 2019
- Eighth place among academic institutions in the “India Today - MDRA Best Universities Rankings”
- Four star status and sixth place in K-SURF Rankings of 2019 at the State Level
- 31position in “The Week Best University Rankings” survey

II. Publications of Research papers in peer reviewed journals.

The IQAC has motivated all the faculty members to publish their research papers in refereed journals of international repute indexed by Scopus or Thomson Reuters or Web of Science, in order to improve the quality of research. As publication in peer reviewed journals requires high quality of research, the faculty and students have been involved in frontier areas of research. Several workshops have been organized to train research scholars in writing research papers and in application of statistics to the results. Thus, the quality of research and of publication has improved during the assessment period as evident from the following table:

Publication Year	Number of Publications	*h*-index
2014	331	49
2015	310	52
2016	361	55
2017	310	64
2018	341	66

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: B. 4 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

During 2014-2019, following initiatives were undertaken:

- Implementation of Elective CBCS System in all the programs with a contemporary curriculum
- Faculty augmentation through appointment of Adjunct/Visiting Professors from reputed Institutions in India and abroad

Promotion of research through -

- Research and Consultancy Promotion Cell (RCPC)
- Interdisciplinary Research Committee
- Improvement in the quality of publications
- Establishment of Centre for Advanced Research in Environmental Radio Activity (CARER) to cater to the needs of scholars working on Environmental radioactivity and related aspects, with a grant of INR 550 lakhs
- Upgradation of research facilities already existing in the University such as Promotion of University Research and Scientific Excellence (PURSE), Centre for Application of Radioisotopes and Radiation Technology (CARRT), University Science and Instrumentation Centre (USIC) and Microtron Centre

Other significant strides in the last five years include

- Increase in the number and quality of publications, as evident from the data available in the databases viz., 'Scopus' and 'Web of Science': Scopus *h*-index of 69 as on date
- Research projects worth INR 818.2 lakhs from various non-government funding agencies
- Research projects worth INR 1244.9 lakhs from various government agencies
- 76 Books were published in Prasaranga in the last 5 years
- A grant of INR 10 Lakhs earmarked during 2016 as seed money for young faculty
- Initiated a Centre for Advanced Research at Belapu with an estimated cost of INR 4492.5 lakhs
- Established Mahakavi Rathnakaravarni Peeta in 2014 with a grant of INR 100 lakhs
- Established Brahmashree Narayana Guru Study Centre in 2015 with a grant of INR 100 lakhs

- Established Konkani Study Centre in 2016 with a grant of INR 200 lakhs
- Established Beary Adhyayana Peeta in 2017 with a grant of INR 41 lakhs
- Established Nehru Study Centre in 2017 with a grant of INR 300 lakhs
- Online courses such as MOOCs have been brought to the notice of students and teachers to encourage them for lifelong learning
- Investment of over INR 2700 lakhs towards the construction of Lecture Complex and International Hostel
- Investment of INR 2100 lakhs at PG Centre, Chikka Aluvara Campus towards the construction of Women's and Men's Hostels and additional Faculty Buildings
- Initiatives by IQAC include data collection for NIRF, India Today and international ranking processes like QS and UI Green Metrics, development of templates to collect data through a clear and non-ambiguous methodology and designing of feedback formats for data collection from stakeholders such as students, faculty and alumni as also for analysis for different surveys necessitated by accreditation besides emphasis on research projects and publications, including interdisciplinary ones
- Implemented e-governance with online initiatives in the admission and examination processes
- Campus Management System is being set up for complete e-governance
- Initiated efforts to set up a centralized language laboratory to impart language communication skills
- Offered incentives for filing patents or obtaining consultancy assignments
- Established Incubation Centre for start-ups and an IBM Training Centre in 2018-19: five workshops held during 2019-20

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Mangalore University has been in the forefront in catering to the educational needs of girl students: over the years, the number of girl students has been increasing and is above 65% at present. This trend of enrolment has prompted the university to initiate actions to protect the interest of the girl students on the campus as part of its primary duty. The University has a Centre for Women's Studies which has worked towards bringing all girl students and women staff together to create more awareness about women's rights through several programs for their sensitization, awareness and motivation. Regular interactive sessions have been conducted and opinions as well as suggestions from the participants have been taken seriously on priority. This has kept the campus matured and highly gender sensitive.

The campus has appointed gender champions (apropos UGC scheme) who ensure egalitarian social practices and an harassment-free campus. Gender champions have arranged programs on their own by inviting guest speakers and conducted workshops about various issues concerning gender. This development amongst the students is not only the outcome of the gender sensitization programs but also the inevitable pattern of life of girl children outside their home.

Safety and Security - Safety and security have been the priority of the University. The security personnel work round the clock under the supervision of a Security Officer. To support their effort and to provide maximum security a dedicated CCTV system is installed in sensitive locations. Constant consultations are being held with the Staff Advisors of all the hostels to monitor the safety and security measures. The Student Representatives chosen for the respective academic years have been often instructed to inform the authorities about the necessary arrangements required for the safe movement of the students even in the late evenings.

Counseling - Professional counselors have been part of the University Campus and work regularly. They have helped students to make use of the advanced facilities of Counseling from the nearby Medical Colleges with whom the University maintains academic and working relations. Along with the assigned work there is a regular departmental visit according to the requirement. As the campus provides hostel facilities for both men and women, the counselors have chosen to visit the wards in the beginning of the academic year to boost their morale. As per feedback from students, counseling has helped them to build up their personalities.

Common Room - Common rooms for women are made available in all faculty buildings. The University has provided basic infrastructure to the common rooms according to the advice of the Centre for Women's Studies which works for the protection of interests of girl students and women employees on the campus. There is an active daycare centre catering to the needs of young mothers with children.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid waste including garden waste is converted through vermi-culture methods and the vermi-compost produced is used in the nursery gardens. The organic waste produced from the women's hostels, mens' hostel and canteen is also used in vermi-composting.

The university has taken a policy decision to stop using plastic cups/plates in its hostels/cafeteria and in official programs. It avoids flex banners, plastic carry bags and cups for academic and cultural programmes and instead uses cloth/ paper/steel ones. It also encourages the use of biodegradable cups/plates made from areca/banana leaves.

Civil construction waste, e-waste, electrical appliances waste etc. is stored in a particular place and

disposed once a year through an agency. Examination paper waste and newspapers purchased by the library and various departments are auctioned periodically and sent directly for recycling.

Used tubelights and accessories are stored in Engineering division and the same is handed over to the city corporation for disposal once a year.

Waste is regularly collected by placing waste baskets at various places as required. Along with this, every month “Swacchtha Abhiyan” program is being conducted by involving all the staff, students and research scholars to keep the campus clean.

A Biogas plant for effective management of organic waste has been established in the Womens’ hostel and the gas generated partly supplements its cooking fuel needs.

Liquid waste from toilets, bath rooms, kitchen and laboratories, is connected to the leach pits in the respective buildings and care is taken to see that the waste does not create problems on campus. Recycling of liquid waste is being planned.

Biomedical waste is disposed as per government norms and handed over to the authorized agency. Radioactive waste is handled as per AERB regulations.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**

2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Mangalore University has a number of Chairs and Study Centres which have been working for the creation of an inclusive environment characterized by harmony and tolerance. There are some Study Centres sanctioned by the UGC dedicated to studies around national icons such as Mahatma Gandhi, Pandit Nehru and Babasaheb Ambedkar.

The Gandhi Study Centre initially laid foundation for extension through its work with the slogan “reach the unreached” and programs on peace, coexistence, harmony and cultural integrity. Additional classes were conducted for students of different levels on Gandhian ideals and the significance of social harmony and are continued to date. Both the Ambedkar Studies Centre and the Centre for Social Exclusion and Inclusive Policy have penetrated into the villages under the jurisdiction of the University and conducted a survey on the status of the scheduled caste and scheduled tribes in Dakshina Kannada, Kodagu and Udupi. The centres organize several programs for students, women and administrators to make them realize and practise the notion of social justice. This has not only helped the poor and villagers but also helped the University to maintain a healthy relationship with different categories of people and initiate an academic action plan. As a result of such programs social harmony has been achieved and zest for education amongst the oppressed emphasised. As a result, the enrolment in the nearby schools and colleges in the subsequent years of workshops and seminars at the village level has significantly increased. These Centres have conducted programs in the regional languages which has attracted a large number of people who have responded positively to the programmes. They have also nurtured the culture of understanding the manner in which the benefits of government schemes can reach people without any hitch. This has been a popular program which has helped them to maintain a good relationship with the people concerned.

The local philanthropists/ State government have made contributions to set up Study/Research Centres around local/regional iconic figures like Rani Abbakka Devi of Ullal (a pioneer freedom fighter who fought against the Portuguese), religious leaders like Sri Narayana Guru or Bhakta Kanakadasa or Ambigara Chowdaiah, and writers like Shivaram Karanth, besides emphasizing local arts through the Beary Study Centre, Tulu Peetha, Kodava Peetha and the Yakshagana Study Centre. The three districts covered by the University are multilingual and multicultural regions with the coexistence of different religions and faiths. The extension activities conducted by these chairs/centres emphasise cultural specificities and diversities. They facilitate the creation of an environment favourable to inclusive policies. The University provides a conducive environment through the activities of the several study centres and Peethas to help harmonise student and people’s attitudes.

The university also follows the tradition of celebrating various significant religious festivals like Ganesh Chathurthi and Onam. An annual Iftar Kuta is hosted. Similarly, students celebrate traditional day with great enthusiasm showcasing their regional attire and food which also facilitates an inclusive environment and leads to mutual understanding.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Owing to the direction from the UGC as well as the decision of the apex court of India, the University has introduced a compulsory paper on Indian Constitution across all courses. Through this effort of the university, every enrolled student gets a chance to read and understand constitutional obligations with reference to values, rights, duties and responsible citizenship. To encourage students to think critically and not get attracted by anti-social and anti-national forces, but realize their goal of pursuing higher education, regular programs concerning the Indian constitution/nation are conducted. National days too are celebrated regularly.

Independence Day, a national festival of pride, memory and unity all synthesized in one, is celebrated every year. A Defence Veteran is invited to address the gathering on the heroics of the freedom struggle and motivate students to understand our history and encourage them to join the Defence Services. This celebration is observed with high spirit of patriotism and commitment.

The Republic Day is a festival which signifies independence as well as self rule. It commemorates the great souls who are responsible for the historical Indian Constitution and the moment we gave ourselves the Constitution. The younger generation is briefed on how modern India came into existence through a struggle against the colonial rulers which has earned us freedom to live with self respect. By focusing on the sacrifice of the freedom fighters and their engagement with the future course of action the younger generation is motivated to retain the freedom and serve the nation to fulfill the underlying principles of the Constitution. The celebration motivates students to read and work for implementing the principles of the Constitution. Unity as both a lesson and an agenda for every citizen is emphasized. This day the entire staff and students attend the celebration voluntarily.

Gandhi Jayanti is an event celebrated in Mangalore University to mark the birth anniversary of Mahatma Gandhi annually on 02 October and also as International Day of Non-Violence as per the resolutions of the UN General Assembly. The Gandhi Jayanti activities include prayer meetings, commemorative ceremonies in different departments/study centres of the University in addition to a general programme involving all the students and staff of the university at a common auditorium. The 150th year of Gandhi

Jayanti has been celebrated in the year 2019 with a specific purpose of practising cleanliness in and around the campus under Swacchha Bharat program. The program was also extended to nearby villages by involving various associations of the surrounding villages and government bodies. The programme also gave a call to declare campus plastic-free.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Besides celebrating national festivals such as Independence Day, Republic Day and Gandhi Jayanthi (see 7.1.9), there are several national and international commemorative events which the University has been marking on a regular basis. The various chairs/peethas instituted to spread the ideas of important social reformers and thinkers mark the birthdays and anniversaries to propagate their ideas and teachings. Similarly, international commemorative days like Women's Day, Yoga Day, Sports Day, etc too are celebrated as outlined below:

Women's day programs are held during March in the University. a seminar/lecture is organized followed by a cultural program organized exclusively by women students and employees. They have also undertaken social service or honoured local women achievers to mark the day.

With the recently introduced sports policy, the sports day has occupied a vital pace in the university. To start with, every individual department is involved in the event as there are competitions arranged for and between departments. Every single student is made part of the sports day in some way. Achievers in the field of sports are invited to campus every year to motivate and encourage the younger generation to get

involved in sports activity.

National Science Day is celebrated on 28 February each year to mark the discovery of the Raman effect by Indian Physicist Sir C. V. Raman. The celebration includes a scholarly lecture by an eminent scientist/researcher on the latest developments in science and technology.

The world first celebrated Environment Day on 5th June, 1974. Protecting all kinds of species, plants and water resources to protect human being is its watchword. All students on campus are educated about strategies of saving the environment. Mangalore University has joined the mainstream effort to protect the environment and initiated a bold act of introducing a compulsory course where every undergraduate student studies and internalises the importance of protecting the environment. 'One Student - One Tree' is the slogan on campus today. The use of plastics is discouraged; there is a ban on cutting trees on campus and on burning solid waste. Rational utilization of water, recycling used water are emphasized. The University has installed solar energy systems and initiated "paperless office".

International Yoga Day celebrations on 21 June every year, was initiated by India in 2015. This historical move influenced the world community to understand the importance of practising yoga in daily life to become stress-free. Both the staff and students of the campus are encouraged to make use of the facilities available in the Yogic Science department to which there has been a tremendous response.

Youth day is celebrated on 12th January at the campus to commemorate the birthday of Swami Vivekananda. A lecture by an expert on the significance of the day is arranged for the entire campus followed by cultural programs. The responsibility of youth and their accountability towards society are stressed during the celebrations.

File Description	Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1:

Title of the Practice:

- "Use of Street Play and Role Play as part of community outreach programs in Social Work".

Objectives:

- To give proper guidance based on Social Work practice to develop rapport with the local community and work with them
- To enhance student networking and collaboration with other NGOs or Welfare agencies
- To encourage a 'sense of Social Responsibility' among the students
- To sensitize students about burning social issues like distressed women and children, the elderly and their welfare, and the welfare of disadvantaged communities.
- To develop understanding of social issues and to inculcate skills in students

The Context:

The objective of initiating the practice was to give proper guidance to our social work students to organise or conduct community outreach programmes in order to advance social justice through mutually transformative community-university partnerships. The outreach programmes give young people a chance to meet the community and is often the first step to access help. People in trouble can be supported and put in touch with the services they need. This practice has successfully served the local community directly through organization of activities, consultation and resource mobilization at local levels. The group presenting street plays collected strong and live audiences with its gripping narratives.The role playing exposed students to different viewpoints or ways of thinking about a situation, and expanded their ability to resolve situations, and provided experience within a given context. Both these programmes have contributed to community awareness and understanding of health issues and enabled the public to participate in the programme.

The Practice: Through the community outreach programs which include street plays, psychodrama and role-play, Social Work students make contact and connections with people living in the nearby villages. The outreach we make with the community at the grassroots is vital. It is a key part of what we do at local level. There has been a long history of poor living conditions, illiteracy and ill health in the neighbourhood. Community activity is part of 'civic responsibility'. It is about doing things in our community because we want to give back to our communities, or help others, rather than because we have to, by law.

In order to understand how community programs for locals may incorporate features of settings, it is first useful to understand the diverse nature of these programs. The characterization of community programs for people is complicated. The scope of these programs is vast. In addition, the variety of terms used to describe the programs varies. At the most basic level, "these programs are semi-structured processes, most often led by adults and designed to address specific goals and youth outcomes. This category incorporates a range of programs from those that are highly structured, often in the form of curriculum with step-by-step guidelines, to those that may have a looser structure". They may be called after-school programs, youth programs, youth activities, community programs, extracurricular activities, or programs during out-of-school time.

The field practicum gives students the opportunity to take on professional roles in order to learn skills, render services and participate in the provision and development of social work service. The hands-on experience reinforces the student's identification with the purpose, values and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence.

Evidence of Success: Community activities give students the chance to apply the skills they already have. Volunteer work and community activities are also great opportunities to show initiative and develop

skills to get a suitable job. Being able to manage free time while balancing leisure, work and study is an important life skill. Being part of community activities could motivate students to be more organised and start to manage their personal time well.

Community outreach programs that focus on supportive relationships provide settings in which the community people feel a strong sense of warmth, closeness, caring, support, and get guidance from leaders. These programs provide opportunities to expose young people to caring adults who challenge and encourage them to participate in positive experiences, and respect their opinions. Youth respondents to the community impact survey indicated that they desire and require guidance from adults. The best practice also has a positive impact on academic abilities and brings about attitudinal changes among Social Work students.

Problems Encountered and Resources Required

While designing this practice,

- Some reserved and diffident students were initially hesitant to cross their academic borders affecting the successful conduct of awareness programmes
- Organizing various programmes during working hours, sometimes, has led to dilution/less attention to class work
- Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedules
- Lack of co-operation from locals is also an issue in some localities besides local political undercurrents

Best Practice 2:

Title of the Practice: Mangala Grameena Yojane

Objectives of the Practice: The Mangala Grameena Yojane - an innovative set of extension activities has been started with the objectives of carrying out sector specific studies in the chosen villages and providing guidance for development wherever necessary. The programme has been designed to empower the villagers through training regarding socio-political issues. The training also included land and ornamental fish farming in collaboration with Zilla Panchayat and Department of fisheries. Programmes of this kind when associated with commercial inclination would help the villagers to supplement their income. The village extension programs were designed to highlight the commitment and engagement of the University in regional development in general and its stakeholders in particular.

The Context: The University since its inception has been engaged with the idea and practice of rural development through one of its Chairs sponsored by various nationalized Banks. With the support of the Department of Rural Development and Panchayati Raj of Government of Karnataka, the University planned to address the issues of water scarcity in rural areas during summer and sustainable agriculture practices, with the participation of villagers. The village extension programmes also educate the villagers about central and state government schemes for the welfare of the villagers to plan their agriculture and other economically viable activities.

The Practice**:** The overall planning of the programme has been shaped in such a way that the University students, during their final semester project work, are directed to visit villages and submit study-based project work after identifying a variety of issues. They are encouraged to carry out interdisciplinary studies on social conditions, DNA sequencing, genetic problems faced by the people of the village, common diseases affecting them, political awareness, awareness on human rights, facilities provided by the Central and State governments, etc. The project work on all these problems would successfully unravel the hidden facets of the genuine problems of the villagers and help them to avoid indirect suffering. This throws light on how higher education institutions can adopt an inclusive approach to community life in the villages.

Evidence of Success: The students could successfully complete different projects which have direct socio-political impact on the overall development of the villages under study. Village oriented programs under the programme enabled students to engage with the life of rural people and get first-hand information to compare life patterns across different social groups. The political, social, cultural, economic and organizational dimensions of the life of rural people have been documented to understand and get educated on the schemes and programs launched by the respective governments as also the way they are implemented, to assess the result over the years.

Problems encountered and Resources required: Co-operation from the villagers was the major concern as their priority was their work and earning. Most of the people in the villages under study could not be reached to draw conclusions. Those who responded and helped us to collect data fail to represent the entire village under study.

Time factor was another issue. Students are sent to the villages not according to the convenience of the villagers but according to the academic calendar of the university. Many of the departments do not have the extension activities components in their syllabi.

The initial obstructions for the implementation of the programme were mainly due to the illiteracy of the villagers and the non-availability of information from the respective government agencies. The interactions of the students with the villagers through channels established by this practice have helped the students to carry out some meaningful work that has direct relevance for the villagers.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The University is located in a rural setting at the outskirts of Mangalore city. The barren dry land before

the establishment of the university has been turned into a lush green campus and a platform for more than two thousand students to pursue higher education. The university has given priority to research based activities in almost every field of higher education.

The University researchers who excel in basic research have moved towards applied research with a focus on interdisciplinary, collaborative and community based work to generate qualified and trained human resources, to generate technologies and knowledge to cater to local, national and global interests.

Among various areas of research pursued by our researchers in the early days, Radiation Physics is an area which has been given importance in view of the unknown aspects of environmental radioactivity in the region and along the southwest coast of India, radiation damage studies on various functional materials, utilization of radiation for advantageous purposes and production of trained human resources to work in the area of radiation physics for the technological development of the country. This important research program has resulted in the establishment of an Environmental Radiation Laboratory in the Department of Physics with all required facilities. As an extension of this program and also to strengthen the collaborative activities in several important areas of radiation physics and allied sciences with grants from the Department of Atomic Energy, Govt. of India, the Microtron Centre with an 8 MeV Microtron accelerator facility was established as a Regional Centre for Electron Accelerators under the Department of Studies in Physics. This first of its kind facility in the country was set up in the year 1995 in collaboration with the Raja Ramanna Centre for Advanced Technology (RRCAT) Indore and Bhabha Atomic Research Centre (BARC) Mumbai. The facility, with its versatile nature, has been playing a significant role in promoting collaborative research programs between various science departments of the university, sister universities, neighboring institutions of the region and national laboratories.

These programs got further strengthened when a Centre for Application of Radioisotopes and Radiation Technology (CARRT) in collaboration with the Board of Research in Isotope Technology (BRIT), Mumbai was established in the year 2010. The Centre has dedicated research programs in different areas of science and technology using radiation and radioisotopes. The facilities at the Centre include Co-60 Gamma Chamber, Radioisotope Labelling Laboratory, Radio-immuno assay / Immuno-radiometric assay (RIA/IRMA) Laboratory, Radio-iodination Laboratory, Hybridoma Laboratory, etc. The facilities at the centre are also being used by various users from different institutions, both in India and abroad.

The emphasis of the University on research and developmental activities has encouraged all the researchers on the campus to work in their respective areas effectively and has resulted in quality publications in refereed journals of international repute. The Department of Science and Technology, Govt. of India has noticed these developments and in appreciation of the R&D contributions, has supported the University under PURSE (Promotion of University Research in Scientific Excellence) programme to initiate value added proactive measures for a period of 10 years. The PURSE lab, established in the year 2012, is equipped with sophisticated equipment such as Single Crystal X-Ray Diffractometer, Liquid Chromatography Mass Spectrometer, Amino Acid Analyser, Field Emission Scanning Electron Microscope, Energy Dispersive Spectrometer, Thermo Gravimetric Analyser & Differential Scanning Calorimeter / Differential Thermal Analyser (TGA-DTA/DSC), RF/DC-Magnetron Sputtering Unit, UV-Vis Spectrophotometer Laser Particle Analyser, Cytogenetic Workstation, Logic Analyser and other equipment for research in Physical, Chemical and Biological Sciences. These facilities are accessible to interested researchers on campus and from other institutions.

The Centre for Advanced Research in Environmental Radioactivity (CARER) was established in the year 2014 with funding from BRNS. The Centre has advanced state-of-the-art laboratory facilities for radio-

ecological and radiation protection related research studies. These facilities are extended to researchers from national and international universities, institutions and industries. The Centre has AERB accreditation to undertake testing for radioactivity and issue certification for packaged water, food, commodities, etc.

All these research centres are unique in their own way and cater to the needs of the researchers on the campus and various institutions across the globe. These research activities have been gaining momentum over time which has enthused our younger generation to take up research as a career. The distinctiveness of the institution is clearly visible in establishing the research centres to involve in quality research activities and encourage the same. The University has constantly endeavoured towards excellence and remains committed to enhanced performance in Science and Technology areas. In this regard, several conferences/workshops/theme meetings in various areas are conducted periodically to add momentum to the work undertaken.

On the Humanities front too, research and extension have been a priority. The Kannada Department has done considerable work on the Status of Kannada language and Literature with special grants from the UGC-SAP program and the State government. The Political Science department besides interacting with local bodies and facilitating them in local governance, has had several visiting researchers from Europe under the Erasmus Mundus program. Two Professors from the Humanities and one from Management have visited different countries in Europe on an Exchange Programme. Some teaching faculty have also undertaken major research projects with assistance from UGC/ICSSR. Most of the Humanities departments are also involved in various extension activities, including social surveys and research/extension work targeting the underprivileged sections of society to know their problems and suggest remedial measures, as highlighted in the Best Practices.

The University shares its knowledge with the neighbourhood community through the publication wing Prasaranga by arranging a series of lectures and publishing books on current issues. Workshops and training programmes on issues like gender equity, women empowerment are also organised by the Centre for Women's Studies. The Yakshagana Study Centre regularly arranges lectures and workshops, and honours senior Yakshagana artists besides training children from the neighbouring schools in Yakshagana. The emphasis on research and extension thus builds up on all fronts – science, arts and culture, to produce well-rounded personalities to contribute to nation-building.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Mangalore University has now taken up the third cycle of NAAC accreditation. It had, earlier, earned an 'A' grade with 3.09 GPA in 2014. The University has been striving hard to shape and upgrade itself over the past few years. In accordance with the recommendations for Quality Enhancement made by the Peer Team that visited the University in 2014, efforts have been made to develop and formalize feedback mechanism from various stakeholders. The Choice Based Credit System (CBCS) has been implemented fully with additional options. E-governance has been implemented with online initiatives and a Campus Management System is being set up. Examinations are conducted as per schedule without postponements.The academic life on the campus is peaceful with supportive staff and students. A few departments have applied for and obtained UGC-SAP, UGC-CPEPA recognition and DST-FIST assistance.

The University has established 3 national research centres for nuclear /radiation physics studies with funding from BRNS - Centre for Advanced Research in Environmental Radioactivity (CARER), Centre for Application of Radiation and Radioisotopes Technology (CARRT) and Microtron. Research activities of the University are supported by USIC, DST-PURSE, Animal House, Green House, Central Library, Museum and Media Laboratory. The Directorate of Physical education has been granted INR 240 lakhs under the UGC plan head Development of Sports Infrastructure and equipment in Universities.

Efforts are on to set up a centralized language laboratory in order to impart communication skills. Incentives for filing patents or obtaining consultancy assignments have been offered. An Incubation Centre for startups and an IBM Training Centre have been established during 2018-19 and five workshops have been held during 2019-20.

A long-term perspective document entitled 'Vision 2030' was prepared in 2015 and it laid out the roadmap for the University's development for the next 15 years. Online courses such as MOOCs, Swayam, NPTEL, etc., have been brought to the attention of students and teachers to encourage lifelong learning. The University has also taken on the challenge of attracting more international students by internationalising the curricula, setting up an International Students Centre and building an International Students' Hostel in the past five years.

Concluding Remarks :

The preceding pages have provided a bird's eye-view of Mangalore University and its unique facets. True to its motto "Knowledge is Light", it has been focusing on updating curriculum periodically, with a wide choice in soft core and open electives in frontier areas under the CBCS. The University has dedicated teachers, majority of them with Ph.D. The high pass percentage of 97% reflects excellence in academics.

The University has received research funding of INR 2063 lakhs and has an *h*-index of 69. Many faculty members have received prestigious fellowships/awards. There are specialised research centres like CARER, CARRT, DST-PURSE and Microtron. Eight departments have DST-FIST/UGC-SAP/CPEPA funding. There are 23 chairs/peethas/study centres for extension work. The folkart Museum 'Yakshamangala' and the digital repository of Bhaktha Kanakadasa 'Kanakadasa Kindi' showcase the institution's interest in preserving local culture and tradition.

Modern infrastructure including free Wi-Fi has been provided as also adequately ICT-enabled classrooms and advanced laboratories. There is an excellent library with all modern facilities like UGC-Infonet, e-learning resources, etc. Most students are well-placed after graduation or progress to higher studies in India and abroad. Efforts have been made to provide support to aspiring sportspersons through a Sports Policy. The Directorate of Student Welfare guides extra-curricular activities on campus with active student participation. The Alumni has been very supportive and has organised several workshops/events for the institution.

The institution is run under the leadership of the Vice-Chancellor as per rules. The Examination System is fully automatized. The focus has been on e-governance and a Campus Management System is being set up. The IQAC has been active in ensuring quality enhancement as evinced in the excellent rankings and grades obtained from national/international agencies.

The institutional ethos emphasises academic freedom and research besides equity at different levels, national pride, social coherence and harmony as epitomised in activities organised and the recent best practices which have focused on increasing rural awareness of government schemes and improving their employability skills. Through its policies and programmes, Mangalore University has fulfilled its responsibilities to the nation and emerged as a vibrant institution ready to face the future with confidence.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.3</td><td>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years
Answer before DVV Verification:
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>556</td><td>528</td><td>524</td><td>327</td><td>327</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>273</td><td>271</td><td>270</td><td>125</td><td>125</td></tr>
</table>
Remark : Considered the courses that directly leads to employability/entrepreneurship/skill development.</td></tr>
<tr><td>1.3.2</td><td>Number of value-added courses for imparting transferable and life skills offered during last five years.

1.3.2.1. How many new value-added courses are added within the last five years.
Answer before DVV Verification : 36
Answer after DVV Verification: 29</td></tr>
<tr><td>1.3.3</td><td>Average Percentage of students enrolled in the courses under 1.3.2 above.

1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.
Answer before DVV Verification:
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>477</td><td>248</td><td>257</td><td>168</td><td>196</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>262</td><td>163</td><td>142</td><td>72</td><td>97</td></tr>
</table>
Remark : Revised as per the list attached in 1.3.2</td></tr>
<tr><td>1.4.2</td><td>Feedback processes of the institution may be classified as follows:</td></tr>
</table>

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken
Answer After DVV Verification: C. Feedback collected and analysed

2.4.4 **Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	4	3	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	2	8

Remark : Revised excluding the awards received from Non-Government Organization like Venus International Foundation etc as per the newly attached modified excel sheet.

2.6.3 **Pass Percentage of students(Data for the latest completed academic year)**

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
Answer before DVV Verification : 1000
Answer after DVV Verification: 1035

2.6.3.2. **Total number of final year students who appeared for the examination conducted by the Institution.**
Answer before DVV Verification : 1034
Answer after DVV Verification: 1073

3.1.4 **Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**

3.1.4.1. **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
26	34	59	29	53

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
09	12	20	11	21

Remark : Revised excluding the Research Fellowships given by the HEI and the research fellows

appointed under research project grants and not registered for Ph.D.

3.2.1 **Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

3.2.1.1. **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.0	103.2	300.0	315.0	100.0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.0	62.20	0.0	15	0.0

3.3.2 **Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.**

3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	5	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	6	4	4	3

Remark : Revised excluding programmes on Yoga.

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

3.3.3.1. **Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	15	12	6	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	8	10	2	6

Remark : Revised according to the modified data template as per the required criteria for this metric.

3.4.5 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.5.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
310	261	299	263	275

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
274	257	177	161	146

Remark : Considered the UGC approved journals whose ISSN numbers are present in the UGC-list.

3.4.7 **E-content is developed by teachers :**

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **For NPTEL/NMEICT/any other Government Initiatives**
6. **For Institutional LMS**

Answer before DVV Verification : C. Any 3 of the above
Answer After DVV Verification: D. Any 2 of the above
Remark : Revised as per the proof attached.

3.5.2 **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

3.5.2.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

11.41	13.5	17.03	7.42	7.06

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11.41	8.45	7.22	7.42	7.06

Remark : Revised as per the newly provided document authorized by Finance Officer.

3.6.4 **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2424	2607	2786	2599	2452

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
122	322	571	380	230

Remark : Revised as per the attached list for the year 2018-19, authorized list is not provided for rest of the years so no. of students participating in the extension activities is considered as per the data template. Attached links of the reports are not working.

3.7.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

3.7.1.1. **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
78	54	70	44	43

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	00	00	00

Remark : Only copies of collaboration considered, just letters for permission for activities and certificates issued cannot be considered as collaborations. Special collaborative documents to be

provided and conduct of GIAN course cannot be a collaborative activity.

4.2.3 **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
41.248	39.094	53.687	39.760	25.413

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
41.047	39.094	55.886	45.399	25.413

4.3.5 **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Only serial nos. 1 & 2 are considered.

4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
918.62	773.49	650.65	568.67	434.87

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
359.12	340.64	305.79	228.80	209.23

Remark : Revised considering only items for pertaining to maintenance of physical and academic

support facilities.

5.1.2 **Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.**

5.1.2.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1594	665	1082	762	1270

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
200	21	19	18	20

Remark : Most of the students under career guidance program are for students of affiliated colleges and not for their own students, campus interview is not part of the metrics. Therefore students participated in coaching class & pre-exam training can only be considered.

5.2.1 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

5.2.1.1. **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations*, etc.)*) year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
93	82	58	33	40

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
94	82	58	33	40

5.2.1.2. **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
254	255	227	222	221

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
254	255	227	222	221

Remark : Revised as per the authorized list of students and the pass certificates given in the link of HEI website.

5.2.2 **Average percentage of placement of outgoing students during the last five years**

5.2.2.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
108	66	35	24	21

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
96	55	25	16	09

Remark : Campus placements shown appointments to their own department as guest faculty on hourly basis cannot be considered.

5.2.3 **Percentage of student progression to higher education (previous graduating batch).**

5.2.3.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 25

Answer after DVV Verification: 09

Remark : HEI has not provided admission letters of the selected students to Ph.D in their own University. Appointments as Research Assistant for the Research Project cannot be considered.

5.3.1 **Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
36	48	16	09	09

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

18	20	16	10	09

Remark : Revised excluding the awards given by their own HEI.

5.3.3 **Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	46	41	31	28

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
17	27	28	20	21

Remark : Revised considering the events only and counted the events academic year-wise from the newly attached excel sheet. The link is not accessible.

5.4.2 **Alumni contribution during the last five years (INR in Lakhs)**

Answer before DVV Verification : D. 5 Lakhs - 20 Lakhs

Answer After DVV Verification: E. <5 Lakhs

Remark : Amount contributed towards Alumni Association cannot be considered and list of alumnus/alumni with the amount contributed is not provided.

6.3.2 **Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
03	01	04	11	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

Remark : Mere orders of the university cannot be taken as amount paid to the faculty.

6.3.3 **Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
06	24	17	21	03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

Remark : Majority of the programs conducted are seminars/workshops and conferences which does not pertain to this metric. No such supporting document is provided as per SOP.

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32	20	14	29	24

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	10	07	15	13

Remark : Revised as per the clarification given by the HEI and counting one teacher attending one or more professional development Program in a year as one only from the newly attached excel file.

6.4.2 **Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).**

6.4.2.1. ***Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).***

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
100	95	350	400	252

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The sanction order from the state government indicating that it is for development and maintenance of infrastructure is not provided.

6.4.3 **Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

6.4.3.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	20	2	0.5	24

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No supporting documents as per SOP.

6.5.2 **Institution has adopted the following for Quality assurance**

1. Academic Administrative Audit (AAA) and follow up action taken

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: B. 4 of the above

7.1.6 **Quality audits on environment and energy regularly undertaken by the Institution and any**

	awards received for such green campus initiatives: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses in all programs year-wise during last five years** Answer before DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 1346 | 1307 | 1307 | 976 | 1088 Answer After DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 1346 | 1307 | 1307 | 976 | 1088
2.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 968 Answer after DVV Verification : 215
2.5	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** Answer before DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 10977.52 | 10771.76 | 8475.17 | 7929.59 | 6135.66 Answer After DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 10326.12 | 9430.52 | 7649.04 | 6800.63 | 5457.36