Shree Jagadguru Moorusavirmath Vidyavardhak Sangha's

ARTS AND COMMERCE COLLEGE FOR WOMEN

Jayachamraj Nagar, Hubballi-580020

Accredited 'A' Grade by NAAC (3rd Cycle)

College with Potential for Excellence

The Annual Quality Assurance Report

2015-2016

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Nagarbhavi, Bangalore – 560010

SHREE JAGADGURU MOORUSAVIRMATH VIDYAVARDHAK SANGHA'S

ARTS AND COMMERCE COLLEGE FOR WOMEN

Jayachamaraj Nagar, Hubballi - 580 020.

Re-Accredited 'A' Grade by 'NAAC'

College with Potential for Excellence

Estd-1967

Principal : 0836-4256820, College : 4256817, Fax: 0836-4257324.

email:sjmvscollegeforwomenhubli@rediffmail.com sjmvswomenscollege2016@gmail.com

website:www.moorusaviramath.org

Date: 27-09-2016

To,
The Director,
Academic Consultant,
National Assessment and Accreditation Council
P.O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore-560072.

Sir,

Subject: Submission of AQAR 2015-16.

We have great pleasure in submitting the AQAR for the year 2015-16. We have followed the guidelines you have sent while preparing the annual report of our college.

Please acknowledge the receipt of the same.

Thanking you,

Your's faithfully,

PRINCIPAL

Enclosures:

- Annexure I – Feedback on curriculum (Arts)
- Annexure II – Feedback on curriculum (Commerce)
- Annexure III – Academic Calendar for the year.
- Annexure IV- Best Practices

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

AQAR for the year *(for example 2013-14)* 2015-2016

1. Details of the Institution

1.1 Name of the Institution	SJMVS Arts & Commerce College for Women, Hubballi
1.2 Address Line 1	SJMVS Arts & Commerce College for Women
Address Line 2	Jayachamaraj Nagar
City/Town	Hubballi
State	Karnataka
Pin Code	580020
Institution e-mail address	sjmvscollegeforwomenhubli@rediffmail.com
Contact Nos.	0836-4256817 /4257324
Name of the Head of the Institution:	Dr.Malavika M.Deshpande
Tel. No. with STD Code:	0836/4256820

Mobile: 0-9481530375

Name of the IQAC Co-ordinator: Dr. Vijaya K. Kulkarni

Mobile: 0-9448051612

IQAC e-mail address: iqacsjmvswomenscollege15@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)* KACOGN11176

OR

1.4 **NAAC Executive Committee No. & Date:** EC(SC)/15/A&A/19.3

(For Example EC/32/A&A/143 dated 3-5-2004. This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

1.5 Website address: www.moorusavirmath.org

Web-link of the AQAR: www.moorusavirmath.org/aqar 15-16

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	A	85.55%	2004	03/05/2009
2	2nd Cycle	A	3.13%	2010	04/09/2015
3	3rd Cycle	A	3.18%	2016	25/05/2021
4	4th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY 15/06/2004

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*(for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

i. AQAR 2010-11 submitted on 02/08/2011(DD/MM/YYYY)
ii. AQAR 2011-12 submitted on 03/08/2012 (DD/MM/YYYY)
iii. AQAR 2012-13 submitted on 10/08/2013 (DD/MM/YYYY)
iv. AQAR 2013-14 submitted on 30/09/2014 (DD/MM/YYYY)
v. AQAR 2014-15 submitted on 07/10/2015 (DD/MM/YYYY)

1.9 Institutional Status

University State ✓ Central ☐ Deemed ☐ Private ☐

Affiliated College Yes ✓ No ☐

Constituent College Yes ☐ No ✓

Autonomous college of UGC Yes ☐ No ✓

Regulatory Agency approved Institution Yes ☐ No ✓

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☐ Men ☐ Women ✓

Urban ✓ Rural ☐ Tribal ☐

Financial Status Grant-in-aid ✓ UGC 2(f) ✓ UGC 12B ✓

Grant-in-aid + Self Financing ✓ Totally Self-financing -

1.10 Type of Faculty/Programme

Arts ✓ Science ☐ Commerce ✓ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☐ Engineering ☐ Health Science ☐ Management ☐

Others (Specify) . M.Com.

1.11 Name of the Affiliating University *(for the Colleges)* | Karnataka State Women's University, Vijayapur

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University	No		
University with Potential for Excellence	No	UGC-CPE	✓
DST Star Scheme	No	UGC-CE	No
UGC-Special Assistance Programme	No	DST-FIST	--
UGC-Innovative PG programmes	No	Any other (*Specify*)	--
UGC-COP Programmes	No		

2. IQAC Composition and Activities

2.1 No. of Teachers	13
2.2 No. of Administrative/Technical staff	02
2.3 No. of students	02
2.4 No. of Management representatives	02
2.5 No. of Alumni	02
2. 6 No. of any other stakeholder and community representatives	02
2.7 No. of Employers/ Industrialists	02
2.8 No. of other External Experts	--
2.9 Total No. of members	25
2.10 No. of IQAC meetings held	06

2.11 No. of meetings with various stakeholders: No. 04 Faculty 04

Non-Teaching Staff Students 04 Alumni 04 Others 04

- We have conducted **four** IQAC meetings with all our stake holders.

2.12 Has IQAC received any funding from UGC during the year? Yes [ ] No [✓]

If yes, mention the amount --

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. 03 International - National - State - Institution Level 03

(ii) Themes

a) Academic and Administrative Audit
b) Departmentwise Documentation
c) Mock NAAC

2.14 Significant Activities and contributions made by IQAC

- Preparation of RAR
- Submission of RAR
- Organised 3 National Seminars
- Organised 1 State Level Workshop
- Green Audit
- Introduced Certificate Courses
- Initiated students Research Projects
- Internal & External Academic Administrative Audit
- Mock NAAC
- NAAC Peer Team visit

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
• To organize 03 national level seminars (UGC Sponsored)	• Department of English, Commerce and Sociology have organized UGC sponsored national level seminars.
• To organize a state level Workshop. (UGC Sponsored)	• Department of Kannada have organized UGC sponsored state level workshop
• Plan to start certificate courses	• 5 certificate courses introduced.
• Plan to organise a programme on Scientific temper	• The Department of NSS & Students Welfare jointly organized a guest talk on 'Scientific Temper'.
• Plan to organise First Aid training for students	• The Department of NSS & Students Welfare jointly organized First Aid Training for students.
• Plan to organize Workshops on Research Methodology.	• Workshops on Research Methodology organised.
• To initiate research culture among students	• Students research projects have been introduced with seed money facility for final year students.
• Programme on 'Defence Against Rape and Eve Teasing'.	• The department of Sociology & Political Science jointly organised a Guest talk on 'Women Rights and Domestic Violence' • The department of Women's Cell and Women's Studies jointly organised a Workshop on' Defence Against Rape and Eve teasing'
• Group insurance for students	• The provision of group insurance for students has been made/ introduced.
• Conducting NSS Special camp	• NSS Camp was conducted at Bandiwad Village, Hubballi Taluk , Dharwad District.

• Adding reference books and international journals	• 557 books, 2057 volumes , 171 reference books, • Journals : International -06 National-4 Online – 10 News papers -17
• Organising students-teachers-parents and management meeting.	• The department of Students Welfare organised students-teachers-parents and management meeting.
• To conduct AAA	• Internal and External AAA conducted
• To prepare RAR and submission.	• RAR was submitted and NAAC accreditation is over.
• To conduct Green Audit	• Green Audit done.

** Attach the Academic Calendar of the year as Annexure.*

* Academic Calendar of the year is attached in the Annexure - III

2.15 Whether the AQAR was placed in statutory body Yes ✓ No ☐

Management ✓ Syndicate ☐ Any other body ☐

Provide the details of the action taken

- AQAR 2014-15 submitted.
- Wi-Fi facility
- Intranet facility
- Conducted Internal & External AAA
- Students research projects
- Publication of 8 books and 32 research articles.
- Smart board training to faculty and students.
- Mock NAAC
- Peer team visit

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	-	-	-	-
PG	01	-	01	-
UG	02	-	-	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	--	-	-
Certificate	01	04	-	-
Others	-	-	-	-
Total	04	04	01	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

For B.A- Elective options

Table showing the elective options offered by the Institution

A	B	C	D	E	F
Pol.Science	H.Music	English	Kannada	Kannada	Opt. English
Sociology	History	History	Psychology	History	Pol. Science
History	Sociology	Psychology	Economics	Women's Studies	Economics

For B.Com. & M.Com.-Core options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	03
Trimester	-
Annual	-

1.3 Feedback from stakeholders* Alumni ✓ Parents ✓ Employers ✓ Students ✓ ***(On all aspects)***

Mode of feedback : Online ✓ Manual ✓ Co-operating schools (for PEI) ☐

Please provide an analysis of the feedback in the Annexure

Enclosed Annexure – I and II

* Analysis of the feedback is provided in the Enclosed Annexure I and II

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

YES.

Update of regulation or syllabi and their salient aspects

Class	Subject	Topic added	Topic removed
B.Com-V Sem	Principles of Financial management	Capitalization	Financial Planning
B.com-V Sem	Human Resource Management	Quality circle and total quality management	Human Recourse Development
B.Com-V Sem	Auditing	1. Audit Programme 2. Auditing in computerized information system (CIS) environment	1. Preparation before Audit 2. Verification and Valuation of Assets and liabilities
B.Com-V Sem	Indian Economy	Indian Agriculture	Foreign trade
B.com-V Sem	Income Tax-I	1. Income from Business 2. Income from Profession	Deductions
B.Com-VI Sem	Financial Service	Dematerialization	Mutual Fund
B.Com-VI sem	Industrial Economics	1. Framework and problems of Industrial economics. 2. Market conduct and performance. 3. Indian Industrial growth. 4. Industrial financing 5. Current Problems of selected Industries	1. Industrialization 2. Location of Industries 3. Industrial Policy 4. Industrial finance & Productivity 5. Foreign Capital & Collaboration
B.Com-VI Sem	Income Tax-II	1. Set-off and carry forward of losses and unabsorbed expenses 2. Deductions 3. Assessment of Individual 4. Assessment of Partnership firm and Partner	Income From Business/Profession
B.A. I	Basic English	New Text 'Guiding Stars' Anthology of Prose and Poetry	Reflections

Class	Subject	Topic added	Topic removed
B.A. I	Additional English	The Guide (I Sem) Hayavadhana (II Sem)	Eight Short Plays Modern Short Stories
B.A. I	Opt. English	King Lear (I Sem) Bacon's Essays (I Sem) Rabinson Crusoe	Merchant of Venice Macflecknoe
B.Com I	Basic English	New Avenues An Annthology of Prose and Poetry	Intimations
B.Com I	Additional English	Emma(I sem) The Importance of Being Earnest(II sem)	One Act Plays Modern Stories
B.A III	Economics	Public Economics	Development Economics
B.Com I	Managerial Economics	• Firms & their objectives • Breakeven Analysis • Monopoly & Oligopoly	Price-Skimming-penetration pricing & product life cycle
B.A.I	Kannada	Halagannada Kavya Sanchay Sampadakaru Dr. Mahesh Chintamani	Pracheen Kannada Sahitya Sangrah By Nagabai Bulla
B.A. I	Kannada	Nadugannada Kavya Sanchay Sampadakaru Smt. Pushavati Shalavadimath	Madyakaleen Kannada Kavya
B.A. II	Kannada	Katan Kavanagala Sangraha Sampadakaru- Dr. A Seetabai	Hosagannada Kavanagalu By Dr. S.M. Hiremath
B.A. II	Kannada	Chandrahasa – Kuvempu (Nataka)	Nakubeedi Natakagalu By Dr. Basavaraj Sabarad
B.A I Sem	Hindustani Music	Raga-Durga Talas-Keharwa	Raga-Yaman Talas-Jhaptal
B.A II Sem	Hindustani music	Raga-Yaman	Raga-Durga Talas-Keharwa
B.Com I Sem	Hindi	Shresht kahaniya	Hindi kavya Dhara
B.Com II Sem	Hindi	Kavya Kusumakara	Gadhya gaatha
B.A I Sem	Hindi	Katha loka	Sahitya Dhara
B.A II Sem	Hindi	Kavya Kusum	Katha loka

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
15	02	13	-	-

2.2 No. of permanent faculty with Ph.D. 10

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
-	-	-	-	-	-	-	-	-	21

2.4 No. of Guest and Visiting faculty and Temporary faculty | - | - | 27 |

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	-	51	13
Presented papers	01	36	02
Resource Persons	-	-	01

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Student Research Projects for B.A. and B.Com final year students with seed money facility.
- Peer Teaching.
- INTRANET sharing of study materials by faculty.

2.7 Total No. of actual teaching days during this academic year 190

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

CCTV coverage of semester examinations

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

05	-	-

2.10 Average percentage of attendance of students

80%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division					
		Distinction %	I %	II %	III %	Pass %	Fail
B.A.	92	23.91%	72.8%	-	-	96%	03.26%
B.Com.	208	44.64%	26.78%	20.21%	0	94.64	09%
M.Com.	62		RA	-	-	-	-

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- Smart board training for newly appointed faculty.
- Introduced student Research Projects with seed money facility for B.A. and B.Com final year students.
- Certificate course on Guidance and Counselling, E-filing & Taxation, Translation, Light Music and Basic Mathematics.
- Add on course on Fevicryl Painting.
- Students participated and presented papers in National level seminars and state level workshop.
- The IQAC works on quality benchmarks and functions as an overall advisory body operating constantly for the betterment of teaching learning process by conducting regular meetings.
- Feedback analysis and suggestions for improvement.
- Evaluation through internal and external AAA.
- Initiated three national level seminars and one state level workshop.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	-
Faculty exchange programme	01
Staff training conducted by the university	-
Staff training conducted by other institutions	01
Summer / Winter schools, Workshops, etc.	-
Others	-

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	06	-	05	
Technical Staff	--	-	-	01

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- On 9-10-2015 one day workshop was organised on " Research Project" . The resource person was Dr Vinod Annigeri, Director, Centre for Multi Disciplinary Research, Dharwad
- On 16-02 2016 one day workshop was organised on " Research Methodology". The resource person was Dr N.M.Makandar, Associate professor, Ajuman College, Dharwad.
- Introduced Research projects for B.A. and B.Com final year students with seed money facility.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	01	03(UGC) 08 (CPE)	01(UGC) 08 (CPE)	01
Outlay in Rs. Lakhs	85,000	Rs.3,27,500/-	Rs.5,45,.000/-	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	-	33	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	-	-	-

3.5 Details on Impact factor of publications:

Range [ ] Average [✓] h-index [ ] Nos. in SCOPUS [ ]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-	-	-	-
Minor Projects	2 years 2016-18	UGC	Rs.1,10,000/-	Rs.60,000/-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	2 years 2015-17	CPE	Rs.2,50,000/-	Rs.1,25,000/-
Students research projects *(other than compulsory by the University)*	2015-16	College	Rs.93,553/-	Rs.93,553/-
Any other(Specify)	-	-	-	-
Total	-	-	Rs.4,53,553/-	Rs.2,78,553/-

3.7 No. of books published i) With ISBN No. 08 Chapters in Edited Books --

ii) Without ISBN No. -

3.8 No. of University Departments receiving funds from

UGC-SAP - CAS - DST-FIST -

DPE - DBT Scheme/funds -

3.9 For colleges Autonomy - CPE ✓ DBT Star Scheme -

INSPIRE - CE - Any Other (specify) -

3.10 Revenue generated through consultancy Honorary

3.11 No. of conference organized by the Institution

Level	International	National	State	University	College
Number	-	-	-	-	-
Sponsoring agencies	-	-	-	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons 01

3.13 No. of collaborations International - National - Any other 01

3.14 No. of linkages created during this year -

3.15 Total budget for research for current year in lakhs : Rs.4,53,553/-

From Funding agency UGC- Rs. 1,10,000/-
CPE - Rs. 2,50,000/-

From Management of University/College College- Rs. 93,553/-
(Student CPE)

Total Rs. 4,53,553/-

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution who are Ph. D. Guides -
and students registered under them -

3.19 No. of Ph.D. awarded by faculty from the Institution -

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF - SRF - Project Fellows - Any other -

3.21 No. of students Participated in NSS events:

University level	-	State level	-
National level	03	International level	-

3.22 No. of students participated in NCC events:

University level	-	State level	-
National level	-	International level	-

3.23 No. of Awards won in NSS:

University level	-	State level	-
National level	-	International level	-

3.24 No. of Awards won in NCC:

University level	-	State level	-
National level	-	International level	-

3.25 No. of Extension activities organized

University forum	-	College forum	03		
NCC	-	NSS	02	Any other	-

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Beautician Crash Course for Women in Basava Colony.
- Donated Sports kit and Books to Government School Students in Basava Colony.
- Donated Groceries to Old Age Home Anand Ashrama, Salikinakoppa.

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities		Existing	Newly created	Source of fund	Total
Campus area		4033 sq.mtrs	--	--	--
Class rooms		17	--	--	17
laboratories		05	--	--	05
Seminar halls		01	--	--	01
No. of important equipments purchased (>1-0 lack)during the current year	Podium	05	06	--	11
	Laptop	05	15	--	20
	Projector	23	14	--	37
	Desktop	79	61	--	140
Value of the equipments purchased during the year (Rs.in lakhs)	Podium	Rs.1,52,100	Rs.3,03,002	UGC Grant	Rs. 4,55,102
	Laptop	Rs.1,85,783	Rs.6,14,532	UGC Grant	Rs.8,00,315
	Projector	Rs.8,83,905	Rs.8,75,063	UGC Grant	Rs.17,58,969
	Desktop	Rs.24,32,922	Rs.19,43,908	UGC Grant	Rs.43,76,830
Others	Samsung LED TV 55" & Speaker		01(Rs 99,000)	UGC Grant	Rs. 99,000
	Multicolor Indoor Display System		02 (Rs 1,80,000)	UGC Grant	Rs. 1,80,000

4.2 Computerization of administration and library

Office and library fully computerized

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	48,505	Rs. 65,05,415	1,686	Rs.3,63,094	50,191	Rs.68,68,509
Reference Books	21,000	Rs. 24,39,903	550	Rs.1,40,630	21,550	Rs.25,80,533
e-Books	83,000	Rs. 12,500	1,00,000	Rs.3,075	1,00,000	Rs.15,575
Journals	70	Rs. 3,87,170	--	Rs.88,592	70	Rs.4,75,762
e-Journals	6,175	Rs. 12,500	7,000	Rs.2,500	7,000	Rs.15,000
Digital Database	01	Rs. 31,000	--	Rs.6,500	01	Rs.37,500
CD & Video	105	Rs. 16,238	--	--	105	Rs.16,238
Others (specify)	10	Rs. 95,000	10	Rs.26,940	--	Rs.1,21,940

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	105	36	5-Mbps	-	-	05	26	38
Added	60	40	-	-	-	02	08	10
Total	165	76	5-Mbps	-	-	07	34	48

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

Programmes	For faculty	For students
Internet access training	01	02

4.6 Amount spent on maintenance in lakhs :

i) ICT	Rs.3,65,57
ii) Campus Infrastructure and facilities	Rs.2,07,59
iii) Equipments	--
iv) Others	--
Total :	Rs.5,73,16

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Orientation for the students about support facilities.
- Formation of student council.
- Meetings for students representatives.
- Display of students support facilities on digital board.

5.2 Efforts made by the institution for tracking the progression

- Monitoring the working of the committees.
- Ensuring that there is penetration of services to all the students.
- Data about student progression are collected by alumni regularly in Alumni meets.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1031	59	-	-

(b) No. of students outside the state 04

(c) No. of international students Nil

No	%
-	-

Men

No	%
1031	100

Women

Last Year 2014-15						This Year 2015-16					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
213	134	44	690	--	1081	193	142	34	662	--	1031

Demand ratio 3:2 Dropout % 7.36

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- Orientation on competitive exam.
- Orientation on UPSC and KAS.

No. of students beneficiaries 150

5.5 No. of students qualified in these examinations

NET	-	SET/SLET	-	GATE	-	CAT	-
IAS/IPS etc	-	State PSC	01	UPSC	-	Others	-

5.6 Details of student counseling and career guidance

- Personal academic and career counselling.
- Conducts programmes on mental health.
- Conducts counselling for dropout students.
- Over all personality development program.
- Workshop on interview and job skills.
- Special counselling for married student and their spouse.
- Programme on career opportunities.
- Workshop on Counselling and Rehabilitation of children affected by atrocity.

No. of students benefited 700

5.7 Details of campus placement

On campus			***Off Campus***
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
--	--	--	13

5.8 Details of gender sensitization programmes

- Workshop on Women and Health
- Guest talk on Women Rights and Domestic Violence
- Workshop on Defence Against Rape and Eve teasing

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level | 67 | National level | -- | International level | --

No. of students participated in cultural events

State/ University level | 48 | National level | - | International level | -

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level | 05 | National level | - | International level | -

Cultural: State/ University level | 15 | National level | - | International level | -

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	28	Rs.14,000/-
Financial support from government	630	Rs.12,13,011
Financial support from other sources	04	Rs.40,000
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs : State/ University level	-	National level	-	International level	-
Exhibition: State/ University level	-	National level	-	International level	-

5.12 No. of social initiatives undertaken by the students 04

5.13 Major grievances of students (if any) redressed: Nil

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

VISION	MISSION
Education Employment Empowerment Excellence	To prepare young women from different social spectra for their life ahead Foster knowledge, culture and values. Providing a holistic education to make them human beings.

6.2 Does the Institution has a management Information System

- Yes, Management Information System followed.
- The college has participative management system.
- Feedback & suggestions are taken from stakeholders.
- Regular meetings are held to discuss and decide on matters relating to academic and administration.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- The College follows the guidelines for curriculum development and restructuring set by the UGC and the KSWU, Vijayapur.
- Faculty are actively involved in the Board of studies set up by the university.
- Seven Staff members are appointed in the Board of studies.
- Other than the prescribed syllabus, we have skill development projects, Case studies, Field Visits etc.
- Certificate courses under CPE introduced.
  1. Translation
  2. E-filing and Taxation
  3. Light Music
  4. Basic Mathematics
  5. Counselling and Guidance
- Feedback on curriculum is taken and the suggestions made are conveyed to the university through BOS members.

6.3.2 Teaching and Learning

1. Various strategies are used to make teaching learning students centric.
2. Seminars and guest talks are organized.
3. Enrichment programmes like IT Quiz, IT Exhibition, PPT on Indian economy, Commerce Intra fest, etc are organized.
4. Introduction of SRP (Students Research Projects) with seed money facility for B.A. and B.Com final year students.
5. Classroom seminars, Group discussion, field visits, projects are conducted for all the classes.
6. Students participated and presented papers in UGC sponsored National level Seminars and also in State Level workshops organized in the college and outside the college.
7. Teachers are encouraged to update their knowledge in their respective subjects by actively participating in conferences, seminars and workshops.

6.3.3 Examination and Evaluation

1. The college regularly follows and adopts the changes made by the university which are as follows:
    - Internal assessment with a weightage of 20% of total marks.
    - Two internal tests for each semester.
    - Semester end examinations of three hours.
    - Bar coding of answer scripts by university.
    - Central evaluation and moderation at university.
2. The college has adopted some reforms like allotment of marks for seminars, projects, home assignments and due weightage is given for attendance while allotting internal marks.
3. The internal marks of the students are fed on to the university examination software.
4. The hard copy of the internal marks list is shown and is displayed on the notice board for the reference of the students.
5. CCTV footage of semester examination is sent to the University

6.3.4 Research and Development

- Research cell is established to manage research work.
- The Parent university viz KSWU, Vijayapur has accepted our proposal and given the permission to establish a Reserch centre in our institution.
- Introduction of SRP (Students Research Projects) with Seed money facility to B.A. and B.Com final year students. 69 projects are being undertaken by the students on different topics. The students are divided into group of five each and are headed by a faculty member.
- It organizes programmes for both students and faculty on Research activities.
    - Two Workshops were conducted on Research methodology for students.
        1. Workshop on Research methodology was organized for Students by Research Cell on 09-10-2015.
        2. One Day workshop on 'Selection of Topic for Research Projects' was organized by Research Cell on 16-02-2016.
- MRP → Under UGC – 01 Ongoing
- Publication: Books – 09, Articles - 32

6.3.5 Library, ICT and physical infrastructure / instrumentation

- The library has INFLIBNET and OPAC System.
- It has photocopying facilities, T.V. Audio/Video System. To make the library student/ user friendly a Multi colour indoor display system (Digital Notice Board) is set up in the library.
- ICT:-All the classrooms have LCD's, Computers, Electronic Podium, Ceramics steels scratch resistant magnetic white board for better Teaching and Learning.
- We have two computer labs, one language lab, one Commerce lab with internet facility.
- Each staff room is given a desktop with internet facility.
- Each department is given a laptop.
- Free Wi-Fi facility for staff and students.
- Physical Infrastructure: The college campus area is 4033 sq. meters with 17 Class Rooms. There are three staff rooms, one administrative room along with separate chamber for Principal, Music Room and Psychology lab.
- An inverter is added to the other various existing provisions in the hostel.
- Instrumentation : Music Instruments, Psychology Instruments, Sports Equipments.

6.3.6 Human Resource Management

1. Construction of committees and their empowerment.
2. Delegation of power.
3. Decentralized administration.
4. Timely training in new areas.
5. Permission to submit proposals for funding agencies.
6. Deputation of faculty to attend training programmes in other Institution.
7. Good learning resources like digital library and new edition of books.
8. Scope and facilities for research.
9. Incentives for good work.
10. Recognition of talent.

6.3.7 Faculty and Staff recruitment

The Management is made aware of the vacancies and the posts are advertised. The management recruits the required faculty on pure merit basis conducting interviews, demo classes and feedback of the students which helps to appoint competent faculty. The management also appoints the administrative staff having competent skills.

6.3.8 Industry Interaction / Collaboration

- The college has MoUs with many industries, Industrial visit and study tours are organized to fill in gap in theory and practice.
- Industry interaction among students is made strong due to the introduction of SRP (Students Research Projects). The students are having interaction with various industries like small scale industries, banks, insurance and mutual fund institutions, etc through their respective Research projects.

6.3.9 Admission of Students

1. Strict adherence to the norms of reservation policy of affiliating university and Government of Karnataka is followed.
2. Advertisements are given in the local news papers and Institutional website.
3. Orientation for PU students of local colleges about the college.
4. Admission committee is set up.
5. Transparency is maintained in admission process by putting up the first list and the second list on the notice board.
6. Seats are filled on first come, first serve basis

6.4 Welfare schemes for

Teaching	ESI facility, Group Insurance, Provident Fund scheme, Employee Credit Co-operative Society and Family benefit funds schemes.
Non teaching	ESI facility, Group Insurance, Provident Fund Scheme, Employee Credit Co-operative Society and Family benefit funds schemes.
Students	1. Group Insurance 2. Financial assistance by faculty, alumni association and by Management. 3. Seed money facility to undertake research projects.

6.5 Total corpus fund generated Rs.42,680/-

6.6 Whether annual financial audit has been done Yes ✓ No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	An Expert Committee	Yes	IQAC
Administrative	Yes	An Expert Committee	Yes	IQAC

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes ✓ No -

For PG Programmes Yes ✓ No -

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Online Internal Marks.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

6.11 Activities and support from the Alumni Association

- Cash prizes and Certificates to top 10 students.
- Paid admission fees for 04 poor students amounting to Rs. 19,535/-
- Felicitation to gold medallists, rank holders and retired staff.
- Organized Alumni Meet on 21-03-2016. Invited the alumni to register their names for the Campus placements.
- Installation of inverter in the hostel.

6.12 Activities and support from the Parent – Teacher Association

- Meetings conducted.
- Feedbacks collected.
- Suggestions are implemented.

6.13 Development programmes for support staff

6.14 Initiatives taken by the institution to make the campus eco-friendly

1. 'No Vehicles Day' is practiced on every Saturday to maintain eco friendly campus.
2. The department of NSS and Extension Cell organize "Vanamahotsava" by planting saplings.
3. Environmental Awareness programmes are organised .
4. Separate waste bins for non-biodegradable and biodegradable waste.
5. Maintaining of medicinal garden in the campus.
6. Green Audit.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1. Sharing of study materials through Intranet.
2. SWOC analysis of students to identify the strength, weakness , opportunity and challenges.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Action plan [2015-2016]	Action taken
• To plant medicinal plants	• Medicinal plants are planted.
• To conduct programmes like workshop, special lecture on environment to create awareness among students.	1. On 22.4.2016, a work shop was organised on the topic ' Uses of medicinal plants', Resource person B.D. Huddar, Rtd. HOD of Botany department. 2. On 09-03-2016, a Special lecture was organised on the topic 'Eco – system and bio-diversity and conservation' Resource person Mahadevi N. Kotyal Dept. of Geography, JSS college, Dharwad.
• Dustbins for Bio-degradable & Non-degradable waste to be kept.	• Dustbins for Bio-degradable & Non-degradable waste are kept in the corridors.
• Pit to be dug to throw waste materials.	• Pit is dug to throw waste materials.
• Environment Audit to be done.	• Environment Audit is done .
• LED bulbs to be installed	• LED bulbs are installed
• Placards to be displayed on the walls to create Eco-friendly and Environment consciousness.	• Placards are displayed to create Environment consciousness.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

1. Peer teaching by students.
2. Counselling to students.

Provide the details in annexure (annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

1. Plantation of Trees.
2. Guest talk on Eco -friendly environment .
3. No vehicles on every Saturday.
4. Medicinal Plants are planted .
5. Dustbins are placed in corridors.

7.5 Whether environmental audit was conducted? Yes [✓] No [ ]

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

- Students were made to write their Strength, Weakness, Opportunities and threat.
- Based on the SWOT analysis , student are counselled.

8 . Institutional Academic Plan 2016-17

To organise

- Inter Collegiate Competitions by the Debating Union .
- Programme on counselling by inviting Psychiatrist.
- Inter Institution & Inter-University student exchange programmes.
- Training programme for non-teaching staff.
- Certificate Courses –
  a) Income tax
  b) E-Filing
  c) Theatre Arts
  d) Beautician course.
  e) Translation
- Tally training for B.Com students.
- Training students for Employability Skills
- Training on First Aid (Youth Red Cross)
- Job fair
- Programmes on Clean & Safe Environment
- Computer Training for B.A. students.

Name: Dr. Vijaya K. Kulkarni

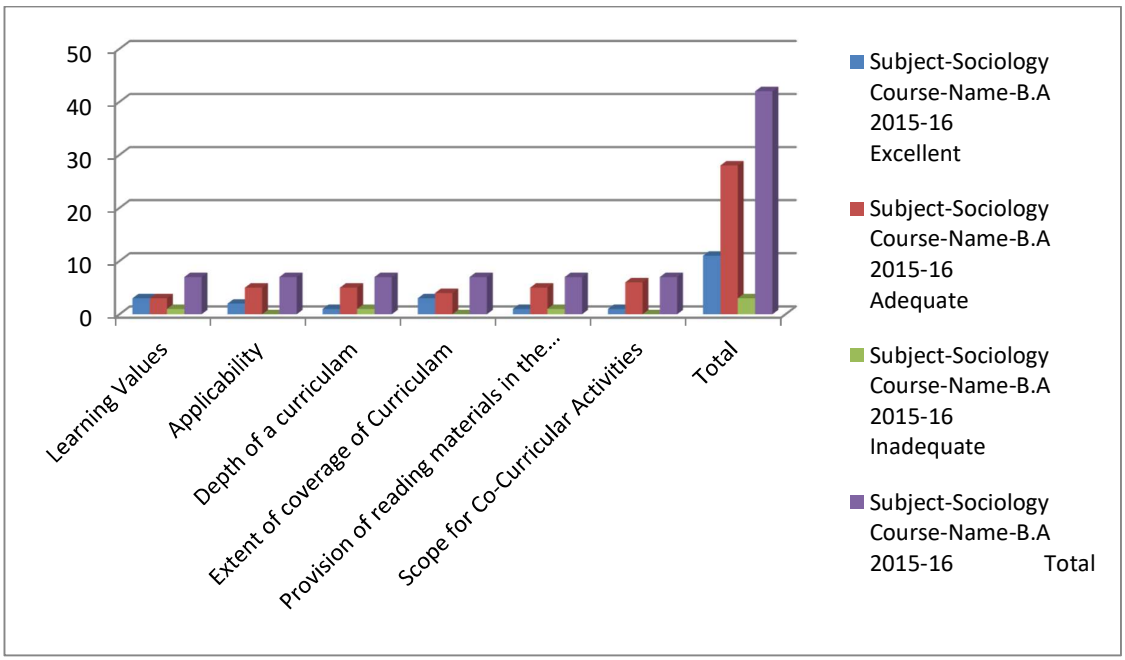
Signature of the Coordinator, IQAC

Name : Malavika M. Deshpande

Signature of the Chairperson, IQAC

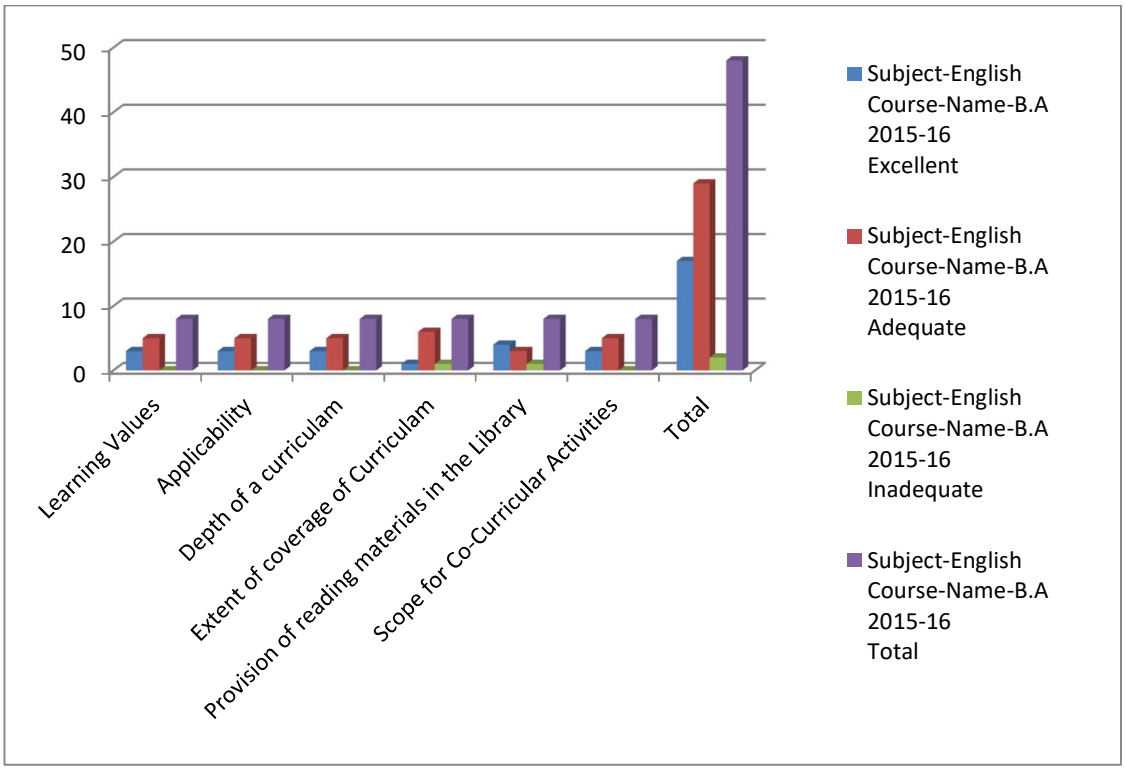
1.3 **Annexure- I (a)**

S.J.M.V.S Arts & Commerce College for Women, Hubli				
STUDENT FEED BACK ON CURRICULUM(ARTS)				
Course Name – B.A. 2015-16 Subject – Sociology				
Parameters	**Excellent**	**Adequate**	**Inadequate**	**Total**
Learning Values	3	3	1	7
Applicability	2	5	0	7
Depth of a Curriculum	1	5	1	7
Extent of coverage of Curriculum	3	4	0	7
Provision of reading materials in the Library	1	5	1	7
Scope for Co-Curricular Activities	1	6	0	7
Total	11	28	3	42



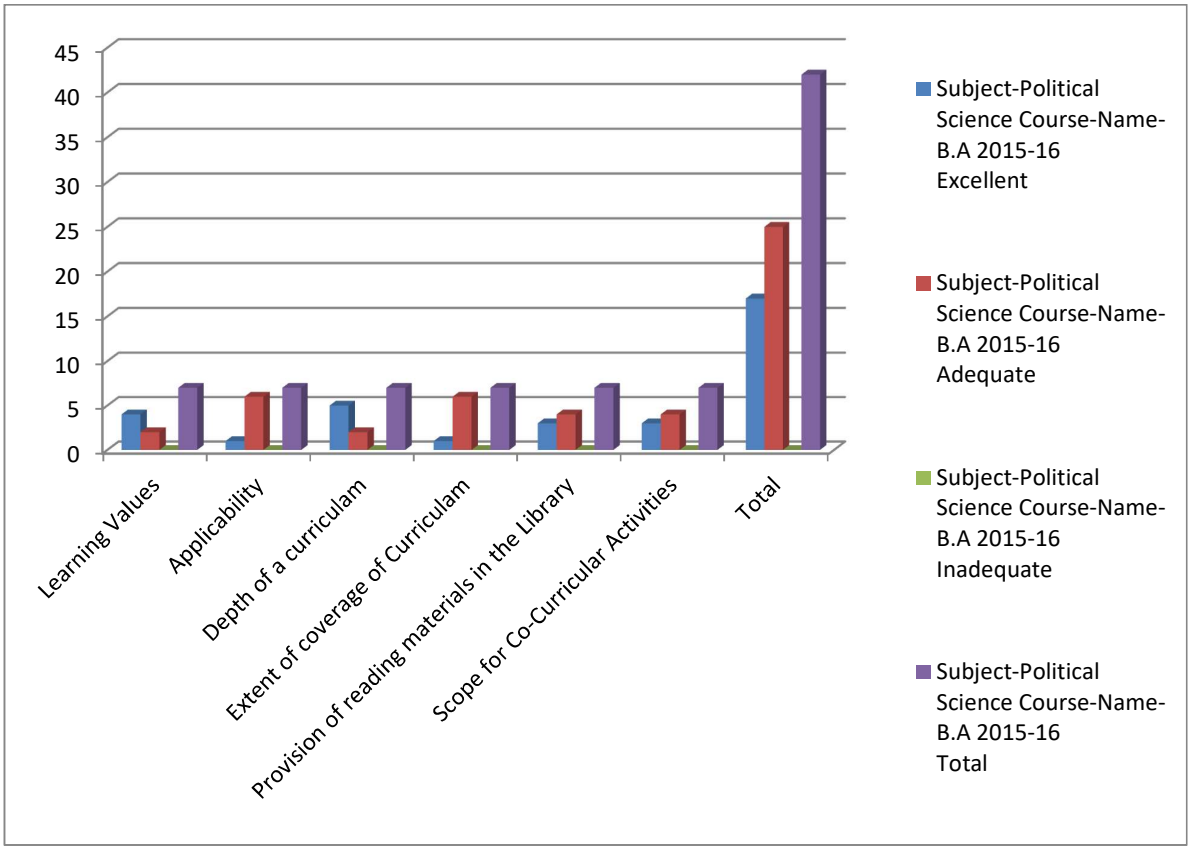
Annexure- I (b)

S.J.M.V.S Arts & Commerce College for Women, Hubli				
STUDENT FEED BACK ON CURRICULUM(ARTS)				
Course Name – B.A. 2015-16 Subject – English				
Parameters	**Excellent**	**Adequate**	**Inadequate**	**Total**
Learning Values	3	5	0	8
Applicability	3	5	0	8
Depth of a Curriculum	3	5	0	8
Extent of coverage of Curriculum	1	6	1	8
Provision of reading materials in the Library	4	3	1	8
Scope for Co-Curricular Activities	3	5	0	8
Total	17	29	2	48



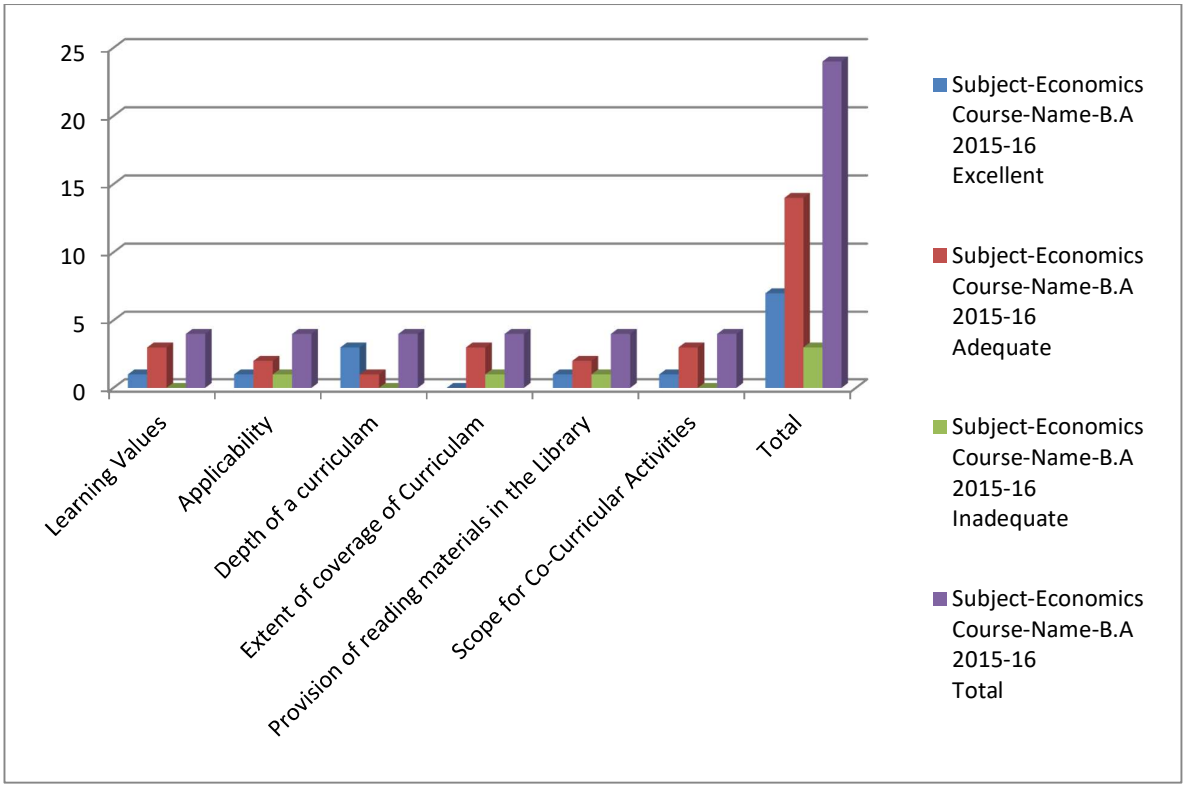
Annexure- I (c)

S.J.M.V.S Arts & Commerce College for Women, Hubli				
STUDENT FEED BACK ON CURRICULUM(ARTS)				
Course Name – B.A. 2015-16 Subject – Political Science				
Parameters	**Excellent**	**Adequate**	**Inadequate**	**Total**
Learning Values	4	2	0	7
Applicability	1	6	0	7
Depth of a Curriculum	5	2	0	7
Extent of coverage of Curriculum	1	6	0	7
Provision of reading materials in the Library	3	4	0	7
Scope for Co-Curricular Activities	3	4	0	7
Total	17	25	0	42



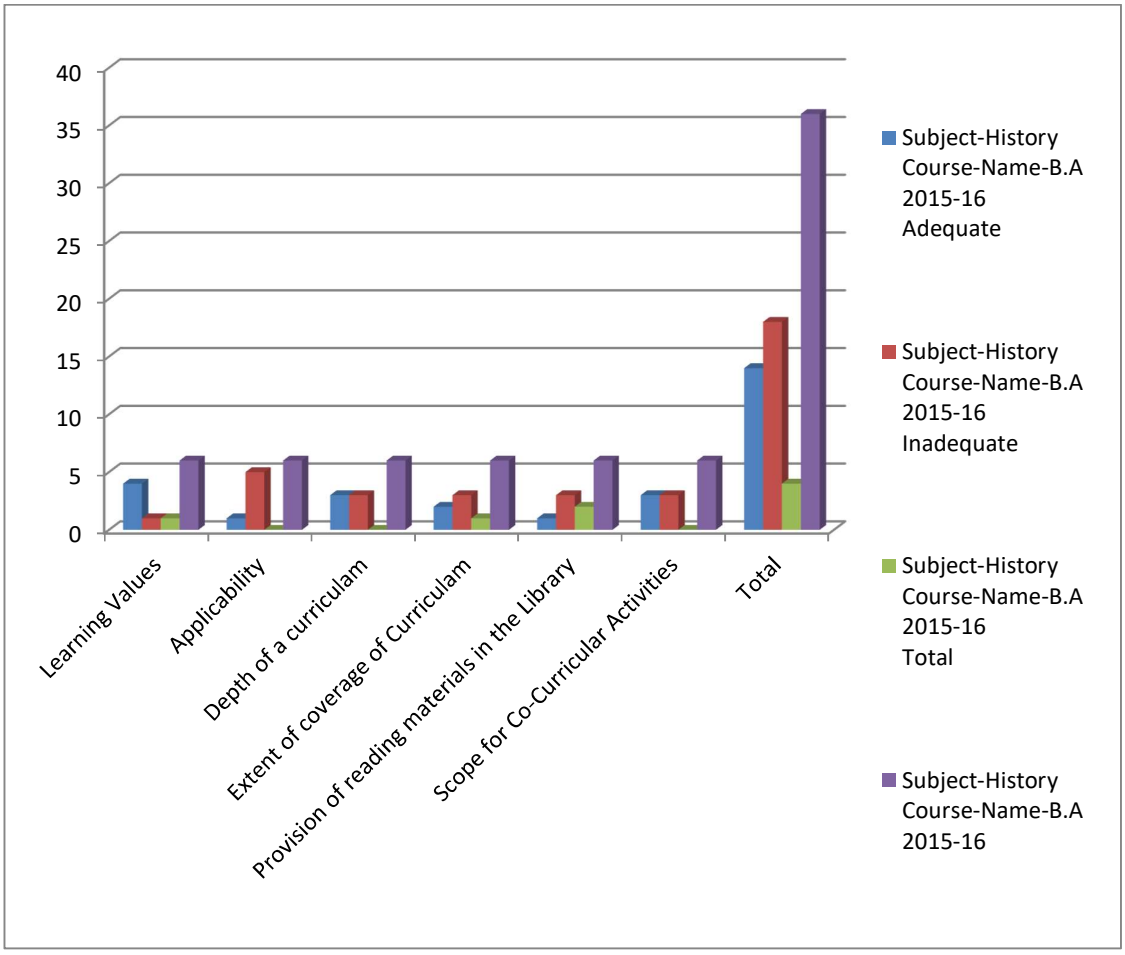
Annexure- I (d)

S.J.M.V.S Arts & Commerce College for Women, Hubli				
STUDENT FEED BACK ON CURRICULUM(ARTS)				
Course Name – B.A. 2015-16 Subject – Economics				
Parameters	**Excellent**	**Adequate**	**Inadequate**	**Total**
Learning Values	1	3	0	4
Applicability	1	2	1	4
Depth of a Curriculum	3	1	0	4
Extent of coverage of Curriculum	0	3	1	4
Provision of reading materials in the Library	1	2	1	4
Scope for Co-Curricular Activities	1	3	0	4
Total	7	14	3	24



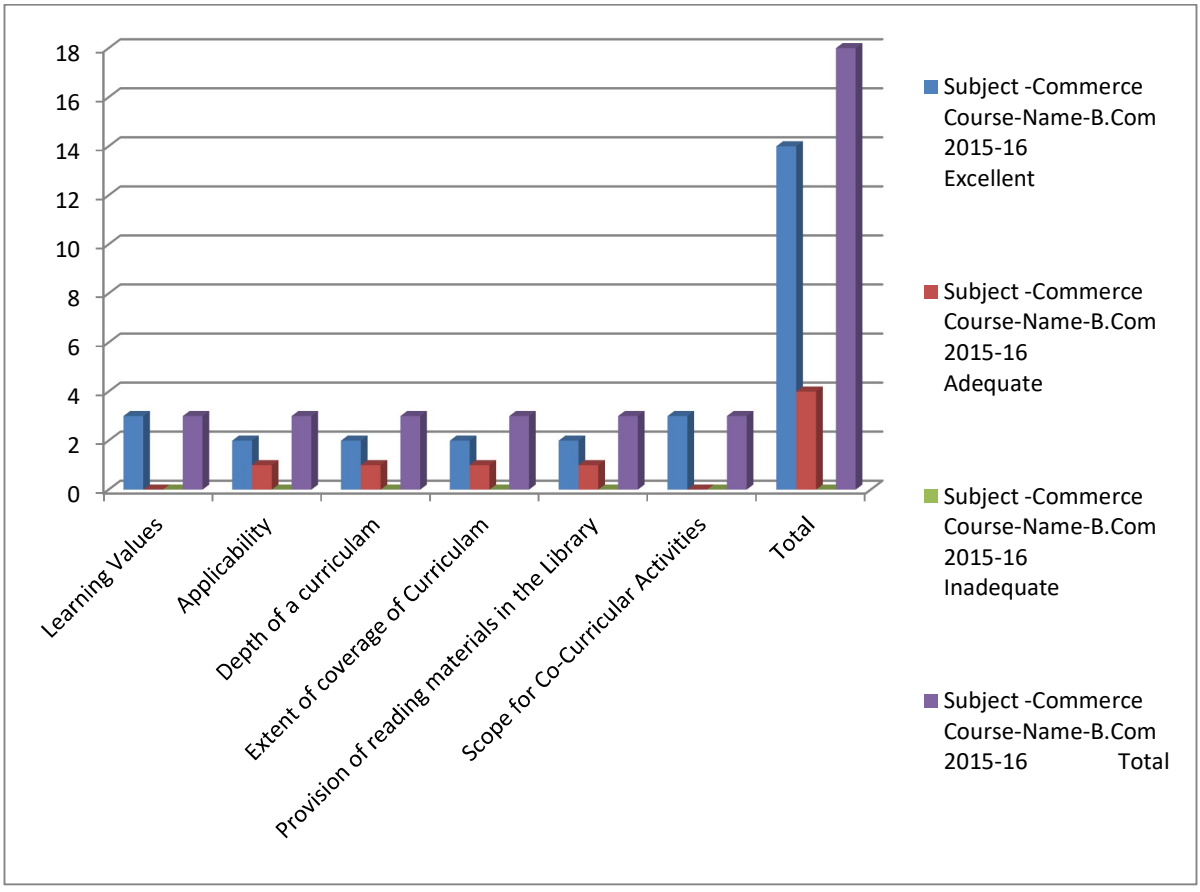
Annexure- I (e)

S.J.M.V.S Arts & Commerce College for Women, Hubli				
STUDENT FEED BACK ON CURRICULUM(ARTS)				
Course Name – B.A. 2015-16 Subject – History				
Parameters	**Excellent**	**Adequate**	**Inadequate**	**Total**
Learning Values	4	1	1	6
Applicability	1	5	0	6
Depth of a Curriculum	3	3	0	6
Extent of coverage of Curriculum	2	3	1	6
Provision of reading materials in the Library	1	3	2	6
Scope for Co-Curricular Activities	3	3	0	6
Total	14	18	4	36



1.3 **Annexure- II (a)**

S.J.M.V.S Arts & Commerce College for Women, Hubli				
STUDENT FEED BACK ON CURRICULUM(COMMERCE)				
Course Name – B.Com. 2015-16 Subject – Commerce				
Parameters	**Excellent**	**Adequate**	**Inadequate**	**Total**
Learning Values	3	0	0	3
Applicability	2	1	0	3
Depth of a Curriculum	2	1	0	3
Extent of coverage of Curriculum	2	1	0	3
Provision of reading materials in the Library	2	1	0	3
Scope for Co-Curricular Activities	3	0	0	3
Total	14	4	0	18



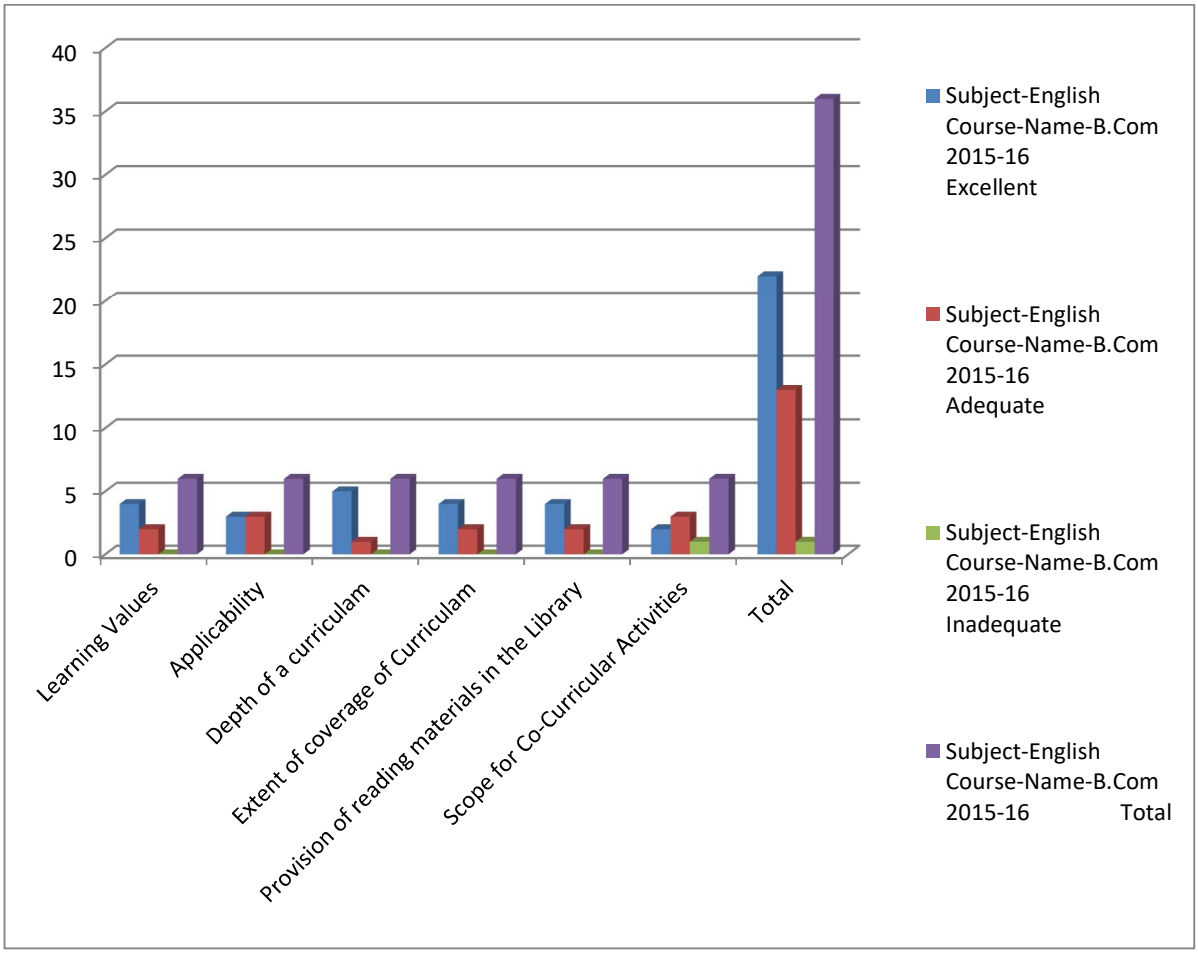
Annexure- II (b)

S.J.M.V.S Arts & Commerce College for Women, Hubli

STUDENT FEED BACK ON CURRICULUM(COMMERCE)

Course Name – B.Com.
2015-16
Subject – English

Parameters	Excellent	Adequate	Inadequate	Total
Learning Values	4	2	0	6
Applicability	3	3	0	6
Depth of a Curriculum	5	1	0	6
Extent of coverage of Curriculum	4	2	0	6
Provision of reading materials in the Library	4	2	0	6
Scope for Co-Curricular Activities	2	3	1	6
Total	22	13	1	36



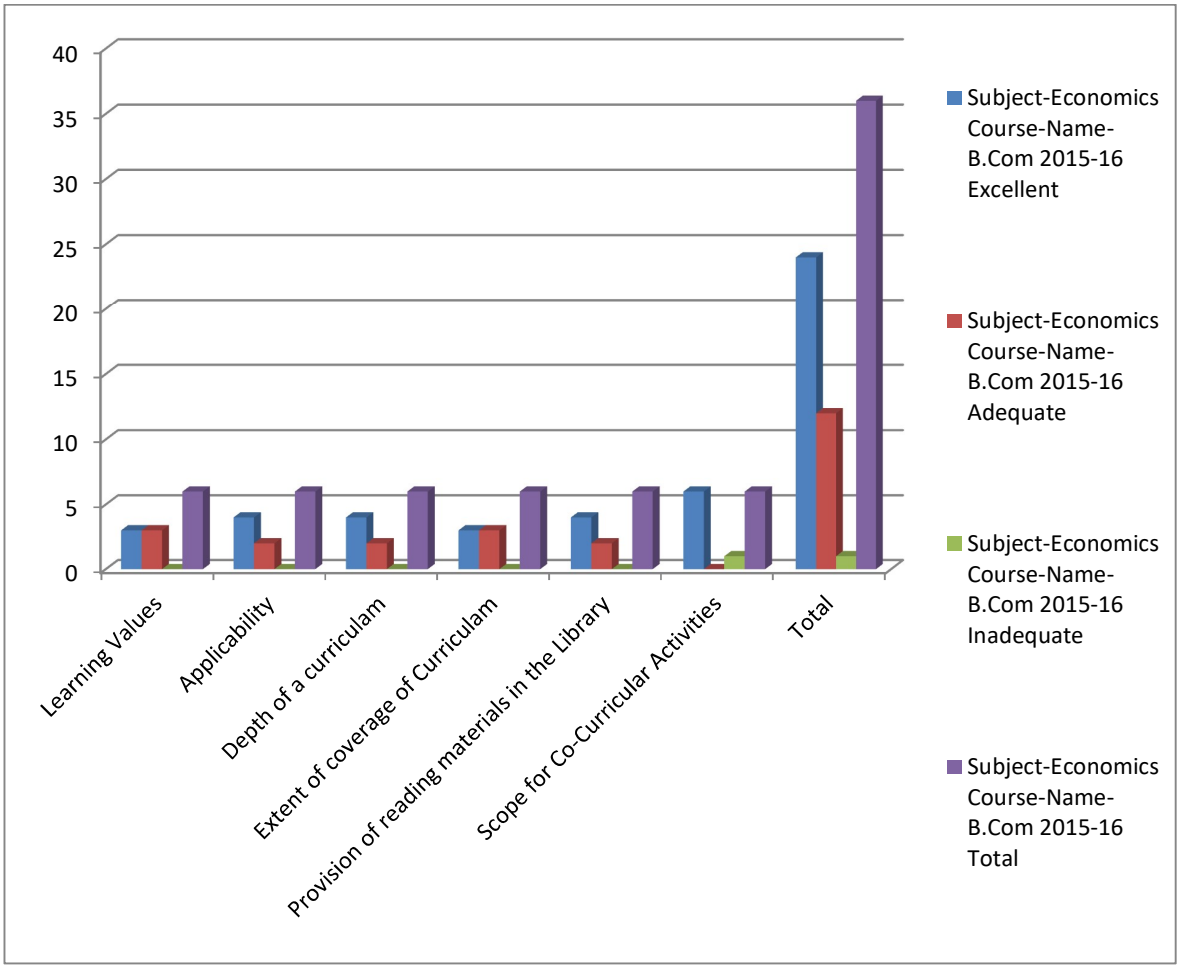
Annexure- II (c)

S.J.M.V.S Arts & Commerce College for Women, Hubli

STUDENT FEED BACK ON CURRICULUM(COMMERCE)

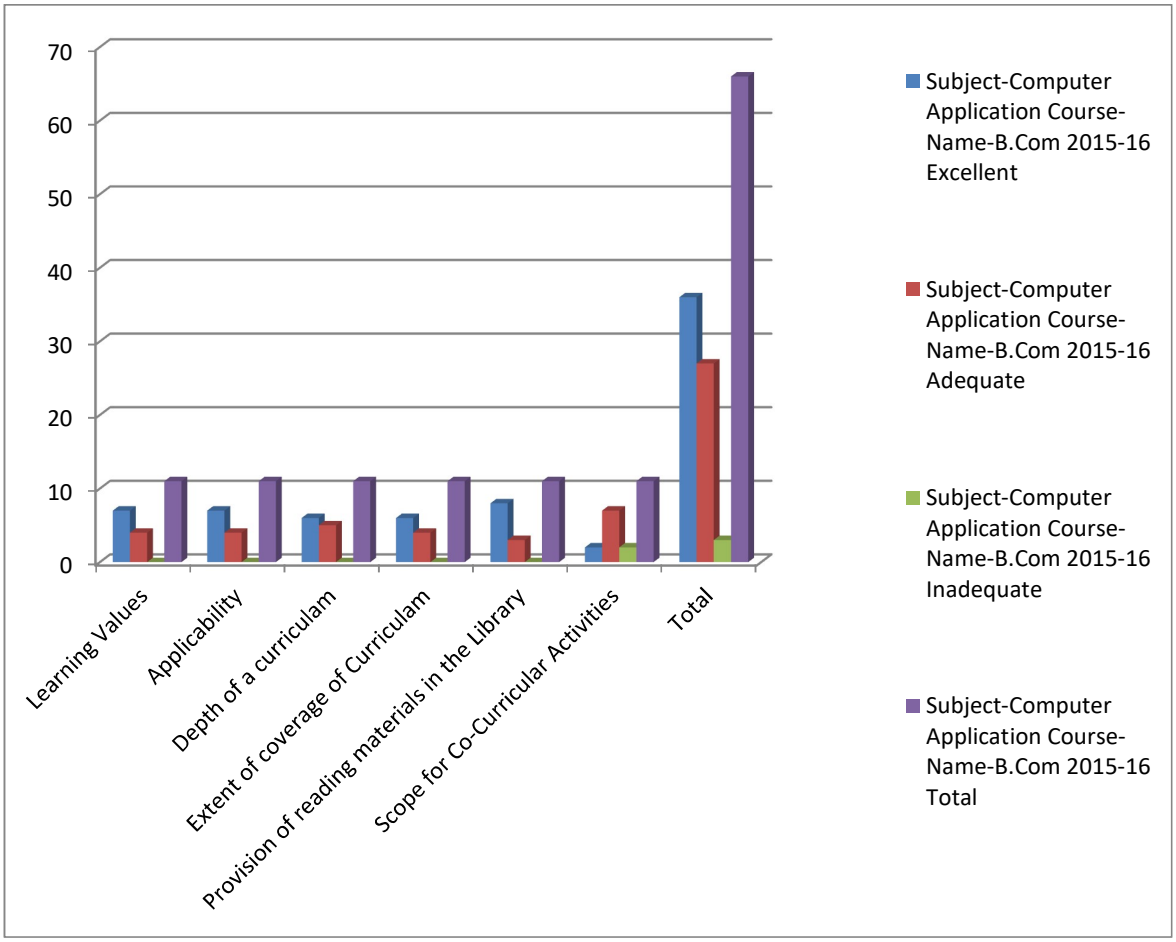
Course Name – B.Com.
2015-16
Subject – Economics

Parameters	Excellent	Adequate	Inadequate	Total
Learning Values	3	3	0	6
Applicability	4	2	0	6
Depth of a Curriculum	4	2	0	6
Extent of coverage of Curriculum	3	3	0	6
Provision of reading materials in the Library	4	2	0	6
Scope for Co-Curricular Activities	6	0	1	6
Total	24	12	1	36



Annexure- II (d)

S.J.M.V.S Arts & Commerce College for Women, Hubli				
STUDENT FEED BACK ON CURRICULUM(COMMERCE)				
Course Name – B.Com. 2015-16 Subject – Computer Application				
Parameters	**Excellent**	**Adequate**	**Inadequate**	**Total**
Learning Values	7	4	0	11
Applicability	7	4	0	11
Depth of a Curriculum	6	5	0	11
Extent of coverage of Curriculum	6	4	0	11
Provision of reading materials in the Library	8	3	0	11
Scope for Co-Curricular Activities	2	7	2	11
Total	36	27	3	66



2.15 **ANNEXURE - III**

Academic calendar of the year

Month	Activities
July 2015	Group Insurance for Students.
August 2015	1) IQAC meeting with External members. 2) Students-teachers-parents and management meeting.
September 2015	03 national level seminars (UGC Sponsored)
October 2015	Students Projects and Workshops on Research Methodology.
January 2016	1) Certificate courses 2) Conducting NSS Special camp
February 2016	1) IQAC meeting with External members. 2) A State Level Workshop (UCG Sponsored)
March 2016	1) Programme on Scientific Temper. 2) First Aid training for students.
April 2016	Triple AAA and MOCK NAAC.

ANNEXURE - IV

7.3 Best Practice:

i) TITLE – Students Peer Teaching

Peer teaching is a method by which one student teaches other students about a given topic. It's a teaching method where students teach students. The peer tutor takes on the role of a teacher and imparts knowledge about the given topic, current issues like national integrity, social responsibility, civic awareness.

ii) Goal

Peer teaching is one of the best among best Practices adopted by our Institution. It is intended to complement the regular classroom instruction. It is not used as substitute for professional teaching. Peer teaching is used as a method of teaching-learning process to achieve the following goals.

- To enable both the tutor and tutee to develop strong personality.
- To help the students to develop communication, presentation and memory enhancing skills.
- To build team spirit, self confidence, social competence and gain a mastery over the subject.
- To enable the students in overcoming fear, hesitation and timidity.
- To establish a strong bonding among the students.
- To train the students to acquire all the important characteristics needed for a successful career.
- To give the students a first-hand experience of acting as a teacher.
- To motivate students to pursue higher education.
- To help students develop concentration and be more focused.

iii) Context

With the above mentioned goals in mind ,our Institution has adopted peer teaching to help the students in understanding the subject in a better way, thereby enhancing their overall personality. Knowledge about the subject, hard work, perseverance, patience are needed for peer teaching. There is a need of training the peers in all skills like presentation, communication and memory enhancing skills. Majority of students are from rural back ground, and they are introvert. So, the Institution is using peer teaching as a means to attain the vision of providing students quality education, excellence, empowerment and employment and to help the students to be successful citizens.

The language barrier poses a great challenge in implementing peer teaching as majority of students are from Kannada medium background and lack English speaking skills. They have to be trained to communicate in English.

Motivating all the students to act as peer tutors is another challenge, as the students hesitate to take-up peer teaching due to inferiority complex, lack of will power and stage fear. Though the students are intelligent and advance learners but have less confidence and lack presentation skills in playing the role of peer tutors.

The faculty try their level best to identify the students who can act as peer teachers and guide them in:

- Identifying themes and topics that are suitable to teach the juniors.
- Designing instructional materials
- To control the tutees and maintain discipline in class.
- Monitoring the learner's achievement by the teacher.
- Judicious and effective time management.

iv) Practice

The Institution has a well defined process for peer teaching. To inculcate this practice**, we** adopt the mechanism of- **'Input** -> Processing -> Output'.

The faculty identify the students who can be effective tutors. Such students are trained before hand in presenting the given topic. Along with using the traditional method of chalk and talk, the peer tutors are also encouraged to use ICT based teaching methods. Peer tutors are able to use smart boards and make power point presentation also. The faculty guides the students for acquiring reference books, journals and other study materials from the library to

enable the peer tutors to prepare for the topic entrusted to them. The Institution also provides free interent facility which enables the peer tutors to refer to web sources.

Strategies for training peer tutors :-

- **Orientation to students about the meaning and importance of peer teaching.**

Orientation plays a vital role in training the peers. During the orientation session the students are given information about peer teaching and its benefits . The peers are informed of all the key aspects they should have like communication, presentation, overcoming fear, writing, memory skills to be good peer teachers.

- **Motivating students to be peer teachers.**

Inspiring and motivating students helps a lot to make many students take up peer teaching. Through motivation, the students realize their own potentialities and gradually gain confidence. Being adolescents, the students attach more importance to and work for peer approval.

- **Selection of peers –**

The peers are selected among the group of students by personal interview, counseling, testing their existing stock of knowledge, their involvement in the class and interest. Initially, the students who are better in communication and confident enough are selected. Later the others who volunteer to be peer tutors are also given a chance to be peer teachers. After selection the peers are given training for their further improvement.

Training by faculty : Adequate training is provided to the peer tutors by the faculty the faculty instruct them about the various methods of teaching used for the better understanding of the subject matter and to bring the quality in teaching learning process.

Use of ICT in the classroom –To meet the challenges in today's world, modern and latest means of teaching is of utmost important. The tutors are trained to use ICT facilities available in the Institution. The students learn the methods of teaching along with the traditional chalk and talk method.

- **Controlling the class** – The selected students are also given training on controlling the class. The tutor is trained to prepare properly and make use of different ways to control the class. They are trained to deliver the given topic effectively in a clear and audible manner.

- **Problem solving –**The tutors are trained on the means they have to adopt to clarify the doubts and solve the problems which arrive during the teaching. In case the tutor is unable to convince the students, the concerned faculty will solve the problem.

- **Motivating the students for asking questions** - The peer by her dynamic and smart teaching can definitely inspire the student , to ask various questions. The students will be curious enough to know more from the peer tutor.

- **Presentation -** All the efforts of peer will be a total flop, if she doesn't have the art of presentation .The peer should have the art to present all the information she has prepared. She should have language clarity, command over the topic be audible to teach the given topic. The faculty train the peer tutors in presentation skills.

- **Interaction with the students** -Teaching is a two way process. Through interaction, students gain more information. The peer tutors are trained to set aside some time for interaction with the tutees.

- **Feedback** - Based on the verbal feedback the peer tutor is instructed to improve in aspects where improvement is required. The faculty also understand the weakness of the peer tutors and train them to overcome the same.

- **Suggestions for further improvement** –The faculty and the students give valuable suggestions to the peer tutor, after she has completed her lesson.

- **Rewarding –** The peer tutors are complemented for their earnest efforts. Certificate of appreciation is given to the peer tutors. This practice has inspired other students to take up peer teaching.

v) Evidence of Success

The practice of peer teaching has definitely been a boon to the Institution. This has helped the students who were engaged in peer teaching during their under graduate course bag University ranks and gold medals and are toppers of our Institution. They have also performed excellently in campus selections and are employed in different sectors as teachers, counselors, buearcats, lawyers, journalists, news readers, chartered accountants etc. Peer tutors have learnt all the soft skills. The tutees are also influenced by the tutors and have come forward to act as tutors.

The following evidences hold a mirror to prove that peer teaching has been an effective tool to provide a student centric teaching – learning atmosphere in our Institution.

- Peer teaching has enabled the students to develop the art of "Time Management". They are able to present the topic in stipulated time. They know to divide the time perfectly well on the things, which need to be highlighted and on things, where a mere mention is enough. As a result, our students, placed in many organizations are able to achieve the set target on time. Peer teaching has helped them to present papers in seminars, conferences and workshops at different levels.

- Peer teaching has also contributed in enabling our students to organize and be excellent master of ceremonies organized in our college. Some of our alumni are journalist, news readers in regional and local TV channels such as Janashri, Amogha and TV9.

  The tutors have also developed the skill of interactive learning. Through their interactions with the tutees, the tutors are involved in participatory learning. This interaction has led to building confidence and asserting themselves boldly. It has also contributed to make them alert, have control over their temper and give their best. Peer teaching has helped the students to realize what it means to be in the shoes of a teacher. We have number of students employed as teachers as different levels providing valuable training to their students.

  - Peer teaching has enabled the students to know the latest developments in the subjects they learn. It has provided them an opportunity not only to grow intellectually, but also to share it with the tutees. As a result, few students have cleared the competitive exams.

  - Peer teaching has helped the students to develop a spirit of friendship and unity. The senior students promptly help the juniors and guide them in all respects. The students feel more comfortable in interacting with the peer. This has also resulted in our students employed as counselors.

  - Peer teaching gives them the first hand experience of being a teacher. Many graduates passed out from our college, are making a living today by conducting private tuitions successfully.

- Communication skills, presentation skills and leadership qualities developed by our students as peers, has now helped them to be excellent lawyers, advocates, charted accountants entrepreneurs and police personnel.

Peer teaching has earned rich dividends and is becoming more popular among the student community. It has contributed towards shaping the overall personality of students. It has led to significant improvement of the students academically, psychologically and socially.

vi) **Problems Encountered and Resources Required**.

Peer teaching as a practice is beneficial no doubt, but Institution has encountered some problems while implementing it as a best practice. Some of the problems encountered are as follows:

- **Selection of peers is very difficult**: The greatest challenge is in selecting the peers. The students belong to different social and economical background**.** Most of them are from rural background and introvert and hesitant to come forward as peer tutors.
- **Lack of writing skills**: Many students lack writing skills. Though they are good at communication and presentation skills, they are unable to explain the subject matter in written form.

Initial hesitation: Students of Arts and Commerce are shy in nature and hesitate to undertake any new challenging task. Basically, they hail from traditional and socially backward families. They do not have nature of socializing; hence, they are hesitant to be peer teachers.

1. **Lack of general reading**: Reading habit is also most important because it increases the horizon of the knowledge of a person. A well read peer can deliver the subject with the full confidence .But the students are ignorant of important aspects such as national integrity, social responsibility, civic awareness, and overall personality development due to their lack of reading general books.

2. **Few students come forward for peer teaching voluntarily**: Though the process of selection, training and motivation is made by the faculty, efforts become futile since very few students come forward to opt peer teaching.
3. **Lack of computer knowledge**: In addition to the traditional chalk and talk method the peer teacher has to adopt modern methods i.e. ICT based teaching methods,

which need computer knowledge. However, for the rural background students' knowledge of computer has become nightmare. Our Institution is making earnest efforts to acquire the required knowledge by extra computer coaching in their free time .

4. **Majority of students from rural background:** Hubballi is the second biggest city in Karnataka state and it is surrounded by villages. Ours is the reputed and one of the oldest Institutions in northern Karnataka. Majority of our students are hailing from villages, who lack knowledge, courage to speak in English, lack reading habits, and majority of them are first generation graduate learners in their family. It is also a major hurdle in peer teaching process.
5. **Lack of self confidence**: Self confidence is one of the basic ingredients for the teacher. The students are not confident enough to teach their peers. They are timid.
6. **Lack of exposure to teach their junior**: Exposure to worldly developments in various spheres is also important to be a teacher. A teacher has to educate the students with the live examples in the class. They have to make students aware about the current knowledge by giving "Lab to Land" examples. For this the peers need to know and acquire worldly knowledge and exposure.
7. **Not able to prepare synopsis**: Making notes and briefing them in the class in a convincing manner is not an easy task. This needs the earnest and continuous involvement of a teacher. The peer teacher has to make efforts and spare much time in understanding the subject, preparing class notes and briefing them in the class. The peers cannot spend much time for preparation due to other classes.
8. **Inferiority complex:** Most of the problems arise due to inferiority complex. Majority of students are from rural area and basically from Kannada medium, and when they meet with English medium students, naturally they feel inferior to them. Though, the faculty counsels them to overcome their inferiority complex, they continue to think that they are inferior. Hence, correcting this misconception is the greatest challenge in peer teaching process.

9. **Problem of mode of controlling and delivery of subject in the class**: Peer teacher has to control the class otherwise she can't deliver or communicate the subject and make the students understand. Here, at the beginning the faculty will guide the peers

in this regard and also students will be asked to encourage the peers in their role. Some efforts also necessary from the peers to become successful peers.

10. **Inculcating the competitive behavior among the students**: It is the responsibility of the peer teacher to encourage and appreciate a small improvement made by every students in the class, which indirectly motivates the students to do something new which is worth appreciation. With this they start feeling they are also able to achieve in various competitions conducted in the college, through this exercise they develop preparation for competitive examinations in their life ahead.

The above stated problems encountered are resolved in implementing of students peer teaching as a best practice in our college. It has been proved by the evidences given above.

The Institution has all the required physical resources, human resources and library resources to conduct peer teaching. The students have access to ICT based teaching-learning resources. All labs, such as, Psychology lab , Language lab, Computer lab, Commerce lab and Music lab provide the peer tutors all the necessary aid and assistance to prepare the given topic and other relevant information before hand. All the required resources for student's peer teaching are available in the college.

ii) TITLE- Counseling to Students

The globalised scenario has definitely influenced the young minds. The students are under stress to perform better. They are expected to be competitive to find a suitable employment for a comfortable living. Too much of expectations, changes in the family as an Institution, westernization etc , have led to confusion and problems of the students. So our Institution has an active counseling cell where the counselors provide all guidance and assistance to the students to face the challenges of life.

Counseling is adopted as a best practice to help the students realize their potentialities and make choice, adjustment, and improvement and develop a positive outlook.

ii) Goal

The mission of the college is to foster knowledge. Counseling is regarded as the source of help for students with problems and crisis. It can have preventive as well as a remedial function. It is a great source of help to students who belong to different social spectrums. The trained counselors of our college provide assistance, advice and guidance to

students about their personal as well as academic aspects. The faculty of our Institution counsel students with problems and cater to their needs to make them empowered. Counseling is carried out to enable our students

- To overcome lack of self confidence.
- To overcome depression and inferiority complex.
- To overcome problems related to personal and family life.
- To guide them to fulfill their needs and aspirations.
- To overcome problems related to adolescence.
- To inculcate right values.
- To overcome academic problems.
- To overcome stress.
- To develop a proper attitude for social life.
- To realize the need for sound mental and physical health to reach their goals.

iii) Context

The counseling cell takes care to implement the practice of counseling at regular intervals. The counselors assist the students to understand and resolve their emotional problems like fear, hostility, anxiety, jealousy, frustration, nervousness, stress, neurosis etc. The challenging issue of the counselor is to see that the counselee is ready to change herself for betterment of her life. The vital aim of the Institution is to specially help and guide the economically and socially weaker students. Our college being a women's college, has many young girls facing diverse problems. Some of our students are divorced, orphans, physically challenged, students who are married and having problems, students who are married and have discontinued their studies. Some parents have a traditional outlook and don't encourage their daughters to take up higher education. But their wards very much want to continue their studies. Such parents are called and counseled.

iv) **The Practice**

Counseling is carried out in a systematic manner keeping in mind that our student differ in their abilities, interests, aptitudes , attitudes etc. The organized counseling helps the students overcome their problems. The mechanism followed to carry out counseling is as follows:

- **Collection of data:-**The data of the students is obtained in the structured format to identify the problems. A format where in all problems are listed is given to students

and are asked to mark their problems. The counselors also collect data through interaction with other faculty and peers.

- **Problem identification: -** The counselors go through the formats of the students, list out and identify the problems. Constant observation of students by the counselors helps them to notice the signs and symptoms of various problems.Behaviour, postures and body language also enable in identifying the problems.
- **Strategies:**- Once the problems are identified, the counselors make use of different and suitable strategies to help the counselees to overcome their problems. The counselors have many sittings with the counselee. Each student with the problem is counseled at a time.

- The lab has questionnaires such as Cyclophyme-Schizothyme, Bells Adjustment, Inventory, Study Habit and Personality Questionnaire to assess the area of problems of the students.
- A separate room is necessary for conducting counseling. The Institution has a psychology lab for counseling students. The counselors also counsel the parents of such students if need be.
- Severe cases, if any, are referred for further consultation to practicing psychiatrist, at his clinic with whom the Institution has a MOU.

v) **Evidence of Success**

The counseling cell of our Institution has succeeded in its mission of counseling students having various problems helping them overcome their problems.

Following are the evidences.

- A student was worried about her **bad performance in the exam** due to poor study habits. She was regularly counseled and easy learning methods were suggested to help her study well. This helped her to overcome retroactive and proactive inhibitions.

- Another student had **inferiority complex**. Her physical disability was the cause for the feeling of inferiority. She used to ask irrelevant and unnecessary questions to gain the attention of the peers .She remained absent to practical class regularly and spent her time loitering outside and eating at the roadside eateries. She also had negative feelings towards her father, because he was too strict with all the family members. This led her to develop inferiority complex. The counselors observed the deviant behavior and after a prolonged counseling for 18 months she was made to

realize that she was far better than other physically challenged people. She accepted her physical appearance, started attending classes regularly. She was also openly appreciated in front of her peers and was assigned the task of monitoring the journal work done by her classmates. This helped her overcome her problems and she went on to score 70% of marks in her final year BA exam.

- Another student belonging to an orthodox middle class family was a good student but had **disturbed relationship with her step mother**. So she was sent to live with her uncle's family. Her uncle was very religious and didn't allow her to even watch TV. This student had an affair with the boy undergoing training in the army. This was opposed by the family members. Her mobile was taken away from her. She lost interest in studies and was irregular to classes because of frustration and dejection. She started doing things just opposite of what was told to her. There was also a problem of sibling rivalry. Through her cousin, the counselors contacted her parents and counseled them to send her to college regularly. She was counseled and this helped to overcome her stubbornness. She attended the classes thereafter and passed with distinction.

- Another student was from a nearby village. She belonged to a very traditional joint family. She was a first generation learner and her orthodox grandparents were very much against the idea of her joining the college. This student also suffered from **inferiority complex as she was physically challenged**. She often used to remain absent due to fever, chest pain and pain in her weak limbs. This ill health prevented her from attending the classes regularly. Her grand parents forced her to discontinue her studies. The counselors noticed her remaining continuously absent and contacted her father. He was employed in small shop and was not ready to send his daughter to college as he strictly followed the decision made by the elders in the family. He was counseled and made to understand that many with physical disabilities have excelled in their lives. The father was convinced and allowed the daughter to continue studying. She was counseled and was given all study materials. She gained confidence, stopped giving lame excuses. She is now determined to achieve something in life.
- This is a case of pampered child, staying with her grandparents. This student had the **problem of adjustment**. She was frustrated staying in her grandparent's house as

they imposed many restrictions. Her marriage was fixed with her relative. When she joined the college she was attracted to a boy and developed a friendship with him. She used to bunk the classes and meet the boy during college hours. The faculty noticed her absence. The parents were called and the counselors came to know that girl had eloped with the boy. The parents brought her back home and so had stopped her from attending classes. The counselors counseled both, the parents and the student. Gradually, the student realized her mistake and decided to concentrate on her studies. Being an average student, she passed her degree in second class and is now married to her relative.

6. Problems Encountered and Resources Required

The counselors of our Institution have encountered the following problems: –

- **Hesitancy to open up** – students are initially hesitant to openly speak of their problems. They hesitate due to inferiority complex, emotional stress and the fear of social stigma.
- **Lack of co operation from parents** – The counselors also, in some cases have faced the problem of non co operation from the parents/guardians. The parents do not readily accept the problems of their ward. To convince them about the observations made by the faculty and peers is not an easy task. They have a preconceived notion that their ward is absolutely fine and has no weakness at all. The parents too are worried of the social setting they live in .They don't attend counseling sessions when called.
- **Fear** – The students also are scared. They are afraid that their secrets, will be revealed and others will look down upon them. So the students with problems do not co-operate completely.
- **Not realistic** – Most of the students with problems are not realistic in approach. They attempt doing things which are not achievable. They live in a fantasy world, think that everything is fine.
- **Hesitant to consult a psychiatrist** – When the counselors arrange meetings of the counselees with the psychiatrist, they do not turn-up, this is because they don't want to have a one-to-one discussion with the psychiatrist.
- Sometimes, lack of family support, being deceived, step motherly treatment etc the physical disabilities also act as a barrier for the students.

The counselors of our Institution carry out their counseling sessions in the Psychology Lab. The lab is quite spacious and well equipped with the required furniture for having a comfortable interaction with the counselees. The lab consists of test kits, records, proforma and all the other stationery items. The lab has questionnaires such as Cyclophyme-Schizothyme, Bells Adjustment, Inventory, Study Habit and Personality Questionnaire to assess the area of problems of the students. The Institution has sufficient resources for carrying out counseling and the counsellors provide honorary service of counselling.

iii) Other Best Practices

- Course wise parent-teachers meet.
- Induction programme for newly recruited faculty.
- Management felicitates University rank holders and gold medalists with gold medals.
- Talents day organized to identify the hidden talents of the students.
- Celebration of International and National days of importance.
- Selection of best student in Arts and Commerce stream.
- Alumni association felicitates the toppers and organizes topper's talk.
- The Institution provides an opportunity for students to avail two certificate courses under COP on 'Advertisement and Salesmanship', 'Guidance and Counselling'.
- Provision for rare elective options like Psychology, Hindustani Music, Women's studies.
- Students Peer teaching is followed by all departments.
- Counselling the students on academic and personal issues.
- Faculty developed research culture by undertaking research projects.
- The Institution has undertaken extension activities in socially and economically backward areas.
- Faculty provide honorary consultancy service wherever required.
- Felicitating the retired staff with gold ring.

****