

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

2016-2017

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

Principal : 0836-4256820, College : 4256817, Fax: 0836-4257324.
email:sjmvscollegeforwomenhubli@rediffmail.com sjmvswomenscollege2016@gmail.com
website:www.moorusaviramath.org

31ST August 2017

The Director
Academic Consultant
National Assessment and Accreditation Council
P O Box No.1075
Opp. NLSIU, Nagarbhavi
BANGALORE – 560 072

Sir,

Subject: Submission of AQAR 2016-17

We have great pleasure in submitting the AQAR for the year 2016-17. 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,

Yours 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)

2016-2017

I. 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
sjmvswomenscollege2016@gmail.com

Contact Nos.

0836-4256817 /4257324

Name of the Head of the Institution:

Dr. M M Deshpande

Tel. No. with STD Code:

0836/4256820

Mobile: +91-9481530375

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

Mobile: +91-9448051612

IQAC e-mail address: iqacsjmvsomenscollege15@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/aqar17-18

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	1 st Cycle	A	85.55%	2004	03/05/2009
2	2 nd Cycle	A	3.13%	2010	04/09/2015
3	3 rd Cycle	A	3.18%	2016	25/05/2021

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 2010-11 submitted to NAAC on 12-10-2011)

i. AQAR 2015-16 submitted on 27/09/2016 (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)

1.11 Name of the Affiliating University (*for the Colleges*)

Akkamahadevi Women's
University, (KSWU), Vijayapura

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

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="13"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="03"/>
2.3 No. of students	<input type="text" value="02"/>
2.4 No. of Management representatives	<input type="text" value="02"/>
2.5 No. of Alumni	<input type="text" value="02"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="02"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="02"/>
2.8 No. of other External Experts	<input type="text" value="02"/>
2.9 Total No. of members	<input type="text" value="28"/>
2.10 No. of IQAC meetings held	<input type="text" value="02"/>
2.11 No. of meetings with various stakeholders:	No. <input type="text" value="02"/> Faculty <input type="text" value="02"/> Non-Teaching Staff <input type="text" value="02"/> Students <input type="text" value="02"/> Alumni <input type="text" value="02"/> Others <input type="text" value="02"/>
<ul style="list-style-type: none">We have conducted TWO IQAC meetings with all our stake holders.	
2.12 Has IQAC received any funding from UGC during the year?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, mention the amount	<input type="text" value="--"/>
2.13 Seminars and Conferences (only quality related)	
(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC	
Total Nos.	<input type="text" value="--"/> International <input type="text" value="-"/> National <input type="text" value="-"/> State <input type="text" value="-"/> Institution Level <input type="text" value="--"/>
(ii) Themes	<input type="text" value="a) Awareness Programme on Cyber Offences"/>

2.14 Significant Activities and contributions made by IQAC

- First Aid Training for students in collaboration with Indian Red Cross society.
- Department of Languages organized Inter collegiate Literary competitions.
- Faculty Development Programme-Being a Masterful Teacher.
- Induction programme for newly recruited faculty.
- Initiated and planned to conduct Beautician Certificate Course.
- Organized a awareness talk on Cyber Offences.
- Initiated 'Unnati' the Personality Development Course.
- Introduced 'Utkarsh' to train students for competitive examinations.
- Organized Job Mela.
- Computer training for BA students for competitive exams.
- Motivated students to participate and present papers in National and State Level Seminars, Workshops, Conferences.

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	Outcome
Basic computer training for BA I students	Basic computer training for BA I students done
Plan To start Certificate Course	3 month Certificate Course in Beautician introduced in Feb 2017 – 28 students benefitted
Plan to organize training on First Aid for students	NSS and Youth Red Cross wing jointly organized First Aid training for 50 students.
To organize Inter Collegiate Literary Competitions	Dept of Languages, Debating Union jointly organized literary Inter collegiate competitions like Picture review, Book talk self composed poem in Oct 2016 - 60 students from various colleges participated.
To organize NSS special camp	NSS special camp was organized from 06/02/2017 to 12/02/2017 in Bhandiwad -100 volunteers participated.
To organize Job Fair	Department of HRD organized Job Fair in association with Connect Dharwad on 27 th Feb 2017
Group Insurance for students	Provision of Group Insurance for students has been made.
To organize IQAC meetings with external members	Two meetings were organized with external members (25/10/2016 & 27/03/2017))
To organize Faculty Development Programme	Organised faculty Development Programme on 5 th & 6 th Nov 2017 Theme Being Masterful Teachers
To organize Awareness Programme on 'Cyber Crimes'	Organised the Programme on 28 th Feb 2017 Resource Person Shri S.S. Hiremath, CCB Police Commissioner Office Hubli.
To introduce open Access System in Library	Open Access system has been introduced.
To organize Students Teachers Parents Meet	Department of Students Welfare organized Students-Teachers Parents meet in September 2016 and March 2017
To organize Entrepreneurship Awareness Camp for Employability Skills	3 day Entrepreneurship Awareness Camp in collaboration with CEDOK was organised from 16 th to 18 th Jan 2017 ,210 students benefitted.
To organize training in Theatre Arts	Training in Theatre Arts was organized in collaboration with Rangayana – Dharwad from 20/09/2016 -21/10/2016. 20 students benefitted.
To introduce 'Unnathi' Personality Development course	Introduced Unnathi for BA & BCom II & III Students from September 2016 to March 2017

To introduce 'Utkarsh' training for Civil Service Examinations	'Utkarsh' a training for Civil Service examination conducted in collaboration with Samutkarsh Hubli from September 2016 to March 2017 – 22 students have enrolled.
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* 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 2016-17 submitted.
- Wi-Fi facility
- First aid training organized in collaboration with Indian Red Cross Society
- Faculty Development Programme organized
- Induction programme for newly recruited faculty.
- Conducted Beautician Certificate Course.
- Awareness Programme on Cyber Offences
- 'Unnati' the Personality Development Course.
- 'Utkarsh' to train students for competitive examinations.
- Job Mela.
- Computer training for BA students for competitive exams.
- Motivated students to participate and present papers in National and State Level Seminars, Workshops, Conferences.

Part – B

Criterion – I

I. 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	-	-	-
UG	02	-	-	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	01	01	01	01
Others	01	01	01	-
Total	05	02	02	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	Opt. English	Opt. Kannada	Opt. Kannada	Opt. English
Sociology	History	History	Psychology	History	Pol. Science
History	Sociology	Psychology	Economics	Women's Studies	Economics

G	H	I	J
Opt. English	Opt. Kannada	Opt. Hindi	Opt. Hindi
History	Journalism	H. Music	Economics
Journalism	Pol. Science	Sociology	Psychology

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	03
Trimester	-
Annual	-

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

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

**Please provide an analysis of the feedback in the Annexure*

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

-NO -

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

Journalism
Research Centre

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	14	02	12	-	-

2.2 No. of permanent faculty with Ph.D. 09

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
	-	13	-	-	-	-	-	-	-	13

2.4 No. of Guest and Visiting faculty and Temporary faculty - - 31

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	01	05	01
Presented papers	04	10	-
Resource Persons	-	-	-

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

- Power Point Presentation
- Peer Teaching.
- INTRANET sharing of study materials by faculty.

2.7 Total No. of actual teaching days during this academic year 243

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

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 06 (BOS) - -

2.10 Average percentage of attendance of students

85%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.A.	93	26%	66%	02%	-	94%
B.Com.	166	24.0%	61%	04%	01%	90%
M.Com.	25	16%	72%	12%	-	100%

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

The IQAC works on quality benchmarks and functions as an overall advisory body operating constantly for betterment of teaching and learning process by organizing

- Faculty Training Programme.
- Basic Computer Training for Arts Students.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	01
Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	02
Staff training conducted by other institutions	02
Summer / Winter schools, Workshops, etc.	02
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	18	09	-	11
Technical Staff	--	-	-	02

Criterion – III

3. Research, Consultancy and Extension

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

NIL

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	
		CPE	UGC	CPE	UGC	CPE	UGC
Number	03 (CPE)	05	01	09	01	03	00
Outlay in Rs. Lakhs	80.000/-	1.70.000/-	1.10.000/-				

3.4 Details on research publications

	International	National	Others
Peer Review Journals	-	02	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	04	-	-

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	CPE	2.30.000/-	2.30.000/-
		UGC	1.10.000/-	60.000/-
Interdisciplinary Projects	02	CPE	20.000/-	20.000/-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects <i>(other than compulsory by the University)</i>	01	self	-	-
Any other(Specify)	-	-	-	-
Total				3.10.000/-

3.7 No. of books published i) With ISBN No. 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

3.11 No. of conferences

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :Rs 3.10.000/-

From Funding agency From Management of University/College

Total

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 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	<input type="text" value="-"/>	College forum	<input type="text" value="-"/>		
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="07"/>	Any other	<input type="text" value="01"/>

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

- Free health check up in rural area – Bandiwad
- Distribution of Sanitary Napkins in Bandiwad
- Students have trained a Women Organisation on Digital Transactions

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	11	--	--	11
	Laptop	20	--	--	20
	Projector	37	--	--	37
	Desktop	140	--	--	140
Value of the equipments purchased during the year (Rs.in lakhs)	Podium	Rs.4.55	--	UGC Grant	Rs.4.55
	Laptop	Rs.8.00	--	UGC Grant	Rs.8.00
	Projector	Rs.17.59	--	UGC Grant	Rs.17.59
	Desktop	Rs.43.76	--	UGC Grant	Rs.43.76
Others	Samsung LED TV 55" & Speaker	Rs.0.99	--	UGC Grant	Rs.0.99
	Multicolor Indoor Display System	Rs.1.80	--	UGC Grant	Rs.1.80

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	50,191	68,68,509	1255	2,35,708	51,446	71,04,217
Reference Books	21,550	25,80,533	799	3,67,779	22,349	29,48,312
e-Books (INFLIBNET)	1,00,000	15,575	20,000	3,075	1,20,000	18,650
e-Journals	70	4,75,762	30	54,219	100	5,29,981
e-Journals(N-list member	7000	15,000	7000	2500	14000	17,500
Digital Database	01	37,500	-	6,500	01	44,000
CD & Video	105	16,238	-	-	105	16,238
Online Journals	01	1,21,940	-	-	01	1,21,940

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart- ments	Others
Existing	103	40	5mbps	15	20	8	10	Digital library 10
Added	-	-	-	-	-	-	-	-
Total	103	40	5mbps	15	20	8	10	10

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

Basic computer Training given for B.A First Year Students.

4.6 Amount spent on maintenance in lakhs :

i) ICT	2.53
ii) Campus Infrastructure and facilities	2.40
iii) Equipments	1.50
iv) Others	11.52
Total :	17.95

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/Notice Board
- Through Prospectus and college website

5.2 Efforts made by the institution for tracking the progression

- Remedial test and guidelines to slow learners
- 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.
- Analysis of percentage scored by students at entry level & exit level.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1029	54	-	-

(b) No. of students outside the state

02

(c) No. of international students

Nil

Men	No	%	Women	No	%
	-	-		1029	100

Last Year 2015-16						This Year 2016-17					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
193	142	34	662	--	1031	187	139	39	672	--	1029

Demand ratio 3:2 Dropout % 5.05

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

- Special Talk on Career & Defense Service
- Study centre for competitive exam under the banner of Samyuktkarsh
- Utkarsh Programme for providing training & education for competitive exams (TAEFCE)

No. of students beneficiaries

322

5.5 No. of students qualified in these examinations

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

5.6 Details of student counseling and career guidance

- Personal academic and career counselling.
- Conducts programmes on mental health.
- Over all personality development program.
- Workshop on interview and job skills.
- Special counselling for married students and their spouse.
- Programme on career opportunities.

No. of students benefited

700

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
04	389	80	-

5.8 Details of gender sensitization programmes

5.9 Students Activities

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

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

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

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	19	46,295
Financial support from government	703	13,62,047
Financial support from other sources (Alumni Association)	05	17,909
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

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

6.2 Does the Institution has a management Information System

- Yes, Management Information system is 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 down by the UGC and the KSWU, Vijayapur.
- Feedback is obtained on curriculum from stakeholders and is reviewed.
- Suggestions for the restructuring are discussed at Staff Council and general staff meetings
- Departments develop an outline of the proposed programme/course
- The revised courses and syllabi are then discussed at Boards of Studies meetings
- Faculty is actively involved in the board of studies set up by the university.
- Certificate course on 'Beautician' organized by Women Empowerment Cell

6.3.2 Teaching and Learning

- Strategies are used to make teaching learning students centric
- Faculty members are motivated to design contemporary, skill based and value-added courses.
- Training programmes for the faculty are conducted to enhance their teaching skills.
- 2 days faculty development programme "Being Masterful Teacher", organized by HRD department for teaching & non-teaching staff
- Faculty encouraged to update their knowledge in their respective supports by actively participating in conferences, seminars and workshops.

6.3.3 Examination and Evaluation

- The Evaluation processes consist of Continuous Assessment of students through seminars, assignments, projects etc and End Semester Examinations.
- Examination department conducts and evaluates students performance
- Remedial test conducted

6.3.4 Research and Development

- The college has a well defined functional research committee to monitor and address issues related to the research activities.
- Research culture is promoted by students by presenting papers in seminars & conferences.
- Provision of seed money to the faculty & students to attend & present research papers in seminars & conferences.
- Currently, 1 faculty is engaged in three minor research projects supported by UGC and eight minor research projects supported by the CPE-II

6.3.5 Library, ICT and physical infrastructure / instrumentation

- **Library:** Digital library with INFLIBNET and OPAC system, E-journals and new edition books, photocopying facilities, T.V. Audio/Video System and Open Access System.
- **ICT:** In keeping with rapid advancements in technology, the College has set up SMART Boards in selected classrooms. LCD's, Electronic Podiums for better Teaching & Learning.
- **Physical infrastructure / instrumentation:** The college campus area is 4033 sq.meters and having parking area and a ground. It has 30 Class Rooms, three Staff Rooms and one administrative room along with separate chamber for Principal, Examination Room and IQAC Room. Auditorium, library, canteen, students common room, well equipped two computer labs, language lab, psychology lab, commerce lab, music lab, gym. The College is under central surveillance with the installation of CCTVs at several locations in campus.

6.3.6 Human Resource Management

The management recruits the required faculty on pure merit basis by 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. The IQAC plans induction programme for newly appointed faculty and faculty development programmes to upgrade their knowledge.

6.3.7 Faculty and Staff Recruitment

The Management is made aware of the vacancies, the posts are advertised, Interviews are conducted, Candidates deemed suitable to meet the institutions requirements are appointed and the posts are filled by the Management.

6.3.8 Industry Interaction / Collaboration

The Institution has MOUs and linkages with local industries which help to organize student's visits, research projects and guest lectures by industrialists. It also helps to organize campus interviews for placements and Industrial visits.

MOU's

- Samuthkarsha Trust , Training and Education for competitive exams
- Devi Industries Hubli
- Kanrnataka Conveyers & System Pvt. Ltd
- LCC
- Connect Dharwad

6.3.9 Admission of Students

- Admission committee is set up to frame guidelines and policies of admission.
- It conducts pre admission counseling
- Advertisement are given in the local news papers
- Seats are filled on first come, first serve basis
- PG Course (M.Com) 50% seats University Quota & 50% Seats Management Quota

6.4 Welfare schemes for

Teaching	ESI facility, Provident Fund scheme, Employee Credit Society.	Co-operative
Non teaching	ESI facility, , Provident Fund scheme, Employee Credit Society.	Co-operative
Students	<ul style="list-style-type: none"> • The Career Guidance provides training for students to enhance their employability, provides information on job availability, campus placements. • Students welfare department and Women's Cell is established for students welfare. • In addition scholarships, financial aid, book lending by staff, is provided. • Organize orientation programmes for the students on all matters relating to academics, student discipline and services • Organize a medical camp for students • Group Insurance Scheme is available for students. 	

6.5 Total corpus fund generated

₹. 38,640.00

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	No	--	No	--
Administrative	No	--	No	--

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?

The following reform measures have been adopted:

- Online End Semester Examination results
- Online registration of Examinations

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

-----NIL-----

6.11 Activities and support from the Alumni Association

- Distributed Cash prizes and certificates to top 10 students.
- Felicitation of rank holders.
- Felicitation to retired staff.
- Organized Alumni Meet.
- Student's fees paid by Alumini.

6.12 Activities and support from the Parent – Teacher Association

- Meetings conducted
- Feedbacks collected
- Suggestions are implemented.

6.13 Development programmes for support staff

2 days faculty development programme "Being Masterful Teacher", organized by HRD department for teaching & non-teaching staff .

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

- i) No vehicles Day to be observed on every Saturday by staff and students.
- ii) Segregation of waste management, the waste baskets are placed in various places in the campus
- iii) Tube lights to be replaced by CFL and LED bulbs.
- iv) Pollution free campus.

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.

- A) First Aid Training for students.
- B) Open Access system adopted in library for students.

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

- A) First Aid Training for 50 Students in collaboration with Indian Red Cross Society Dharwad was undertaken.
- B) Introduced Journalism subject for Arts stream.
- C) Dept of Languages organised Inter Collegiate Literary Competitions .
- D) Students and Faculty participate and present papers in seminars .
- E) Conducted Beautician course for the students.

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

Best Practices

- A) Counselling is done by Psychology Dept.
- B) Peer teaching.
- C) Students watch live telecast on Budget presentation every year and express their views

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

7.4 Contribution to environmental awareness / protection

Following are the various contribution to environment awareness and protection.

- A) Campaigning ill and bad effects of bursting cracker's during festivals like Diwali etc is held.
- B) "have a safe Holi" On this Topic students were informed not to use grease , paints and splash colours by putting inside the plastic paper bags students were informed ti play holi with "Gulal" which is to Eco Friendly.
- C) "Green Day " to be observed on every Wednesday with the colour code green to symbolise.

7.5 Whether environmental audit was conducted?

Yes

No

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

Circulating books to students and staff through software by Dept of Library.

8. Plans of institution for next year

Institutional Plan 2017-18

- Induction programme for newly recruited faculty
- Certificate course in
 - a) Beautician
 - b) Tally
 - c) Personality Development
- Workshop on
 - a) Practical Accounting & Auditing
 - b) Emotional Intelligence
 - c) Research Methodology
- Training Programme for non-teaching staff
- Faculty and students exchange programme
- Awareness Programme on Environment, Gender Sensitization, Scientific Temper & Climate change
- Placement Drive
- NSS Special Camp

Name: Dr. Vijaya K. Kulkarni

Name: Dr. Malavika Deshpande

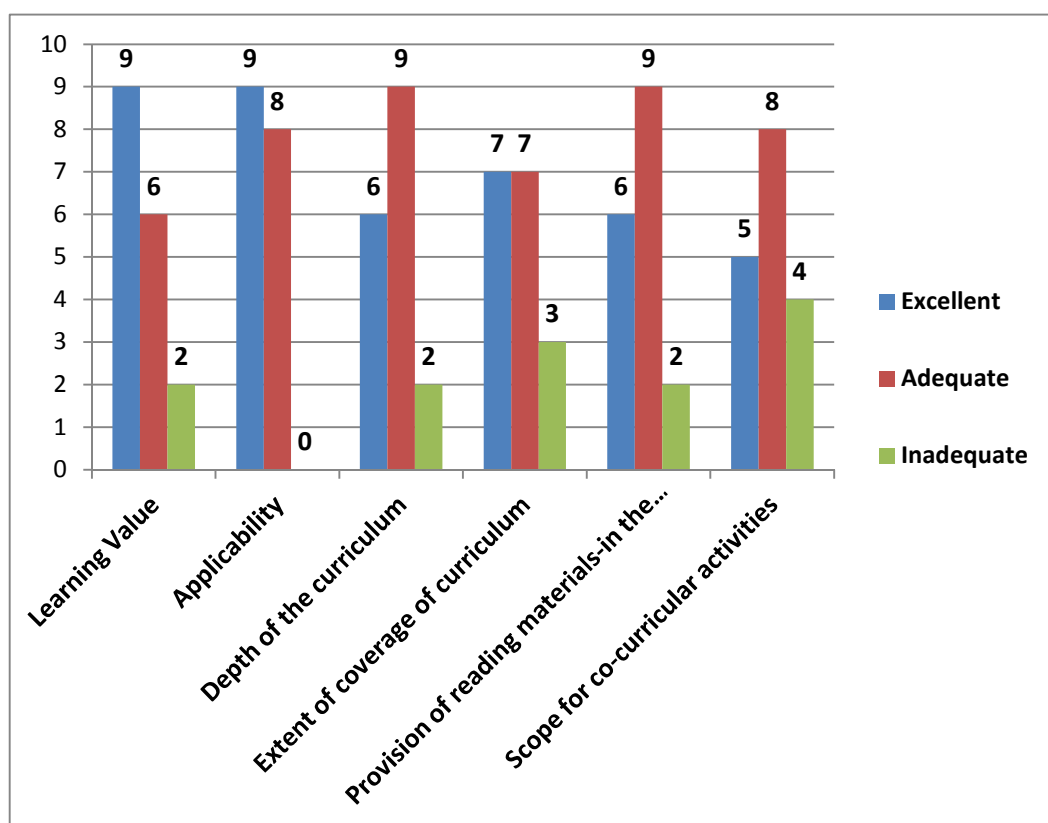

Signature of the Co-ordinator, IQAC


Signature of the Chairperson, IQAC

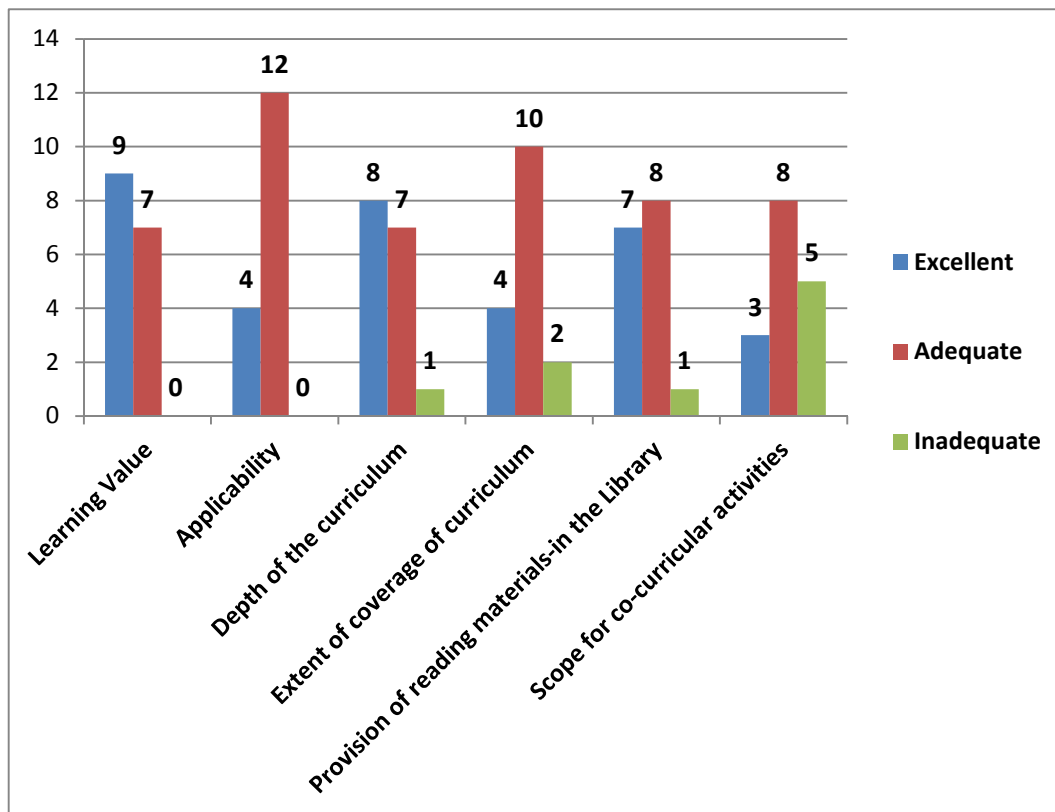
Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

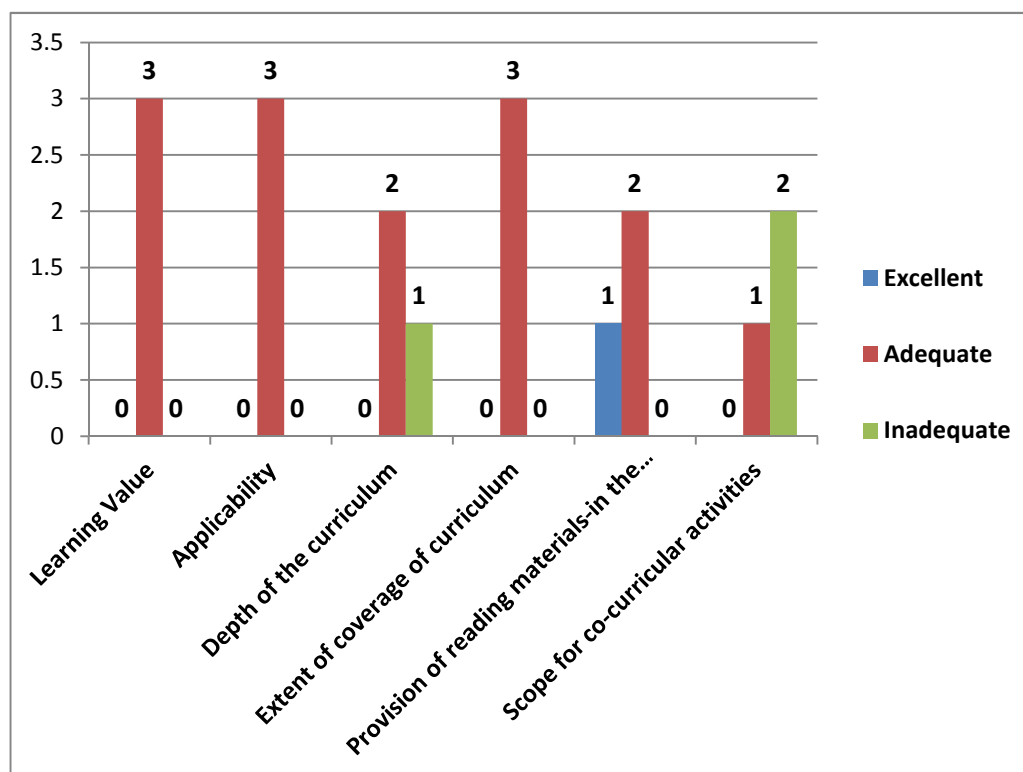
Department-Name- Sociology			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	9	6	2
Applicability	9	8	0
Depth of the curriculum	6	9	2
Extent of coverage of curriculum	7	7	3
Provision of reading materials-in the Library	6	9	2
Scope for co-curricular activities	5	8	4



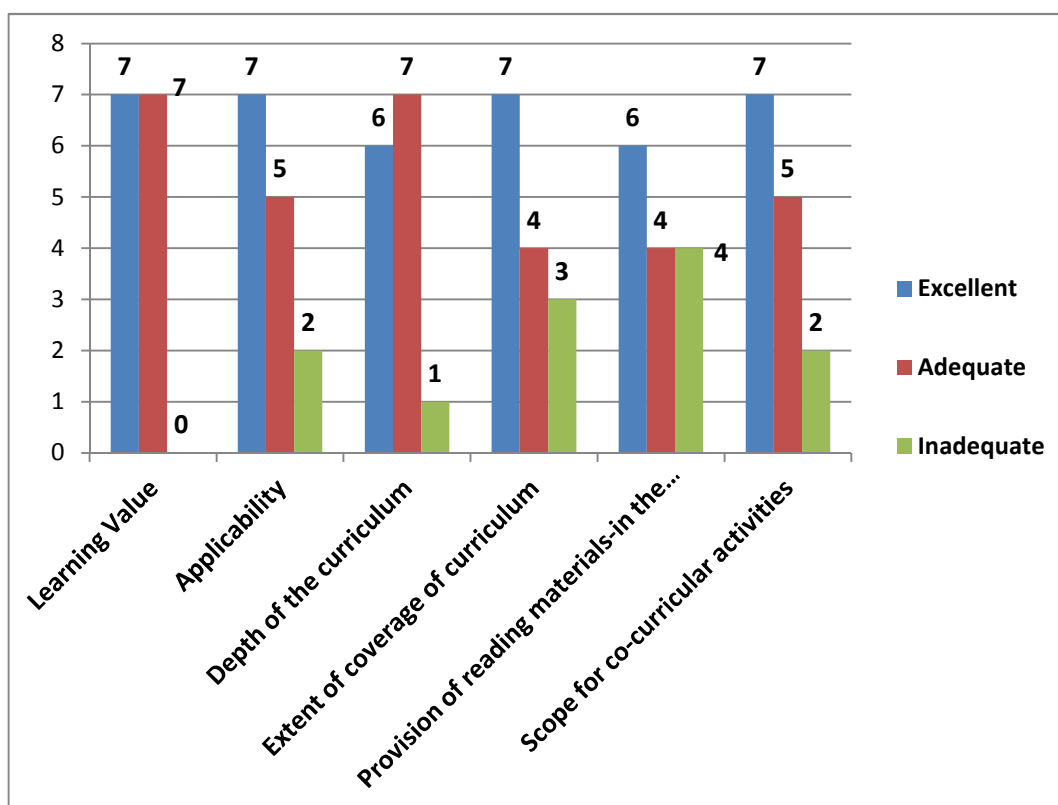
Department-Name- Political Science			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	9	7	0
Applicability	4	12	0
Depth of the curriculum	8	7	1
Extent of coverage of curriculum	4	10	2
Provision of reading materials-in the Library	7	8	1
Scope for co-curricular activities	3	8	5



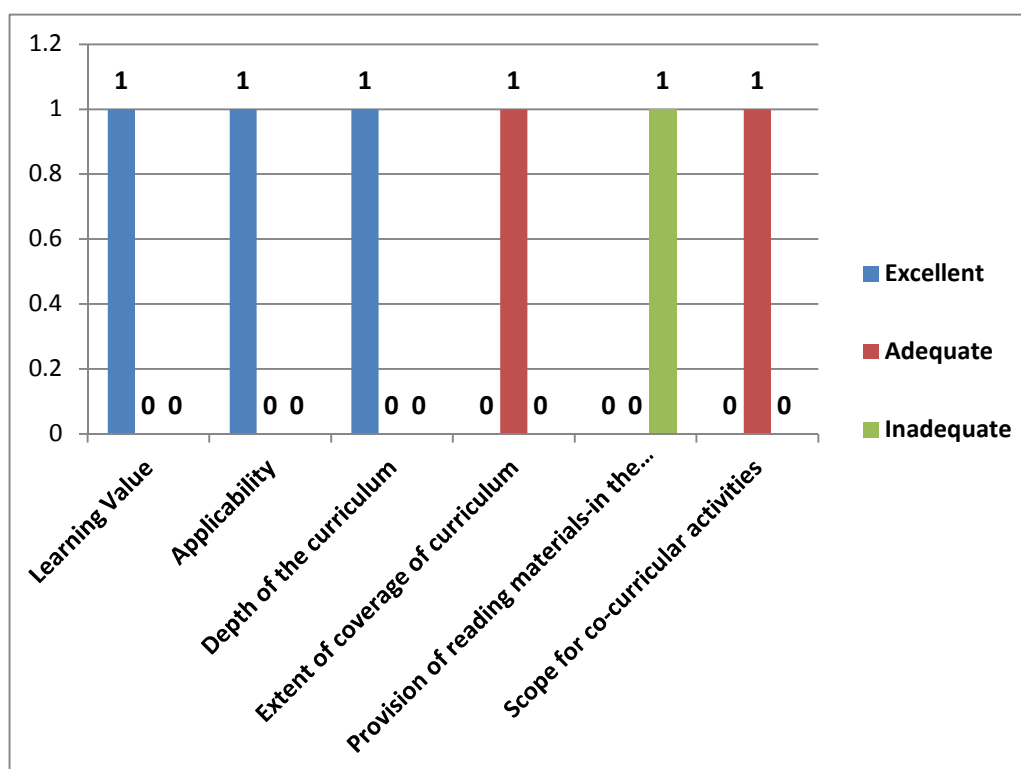
Department-Name- Hindi			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	0	3	0
Applicability	0	3	0
Depth of the curriculum	0	2	1
Extent of coverage of curriculum	0	3	0
Provision of reading materials-in the Library	1	2	0
Scope for co-curricular activities	0	1	2



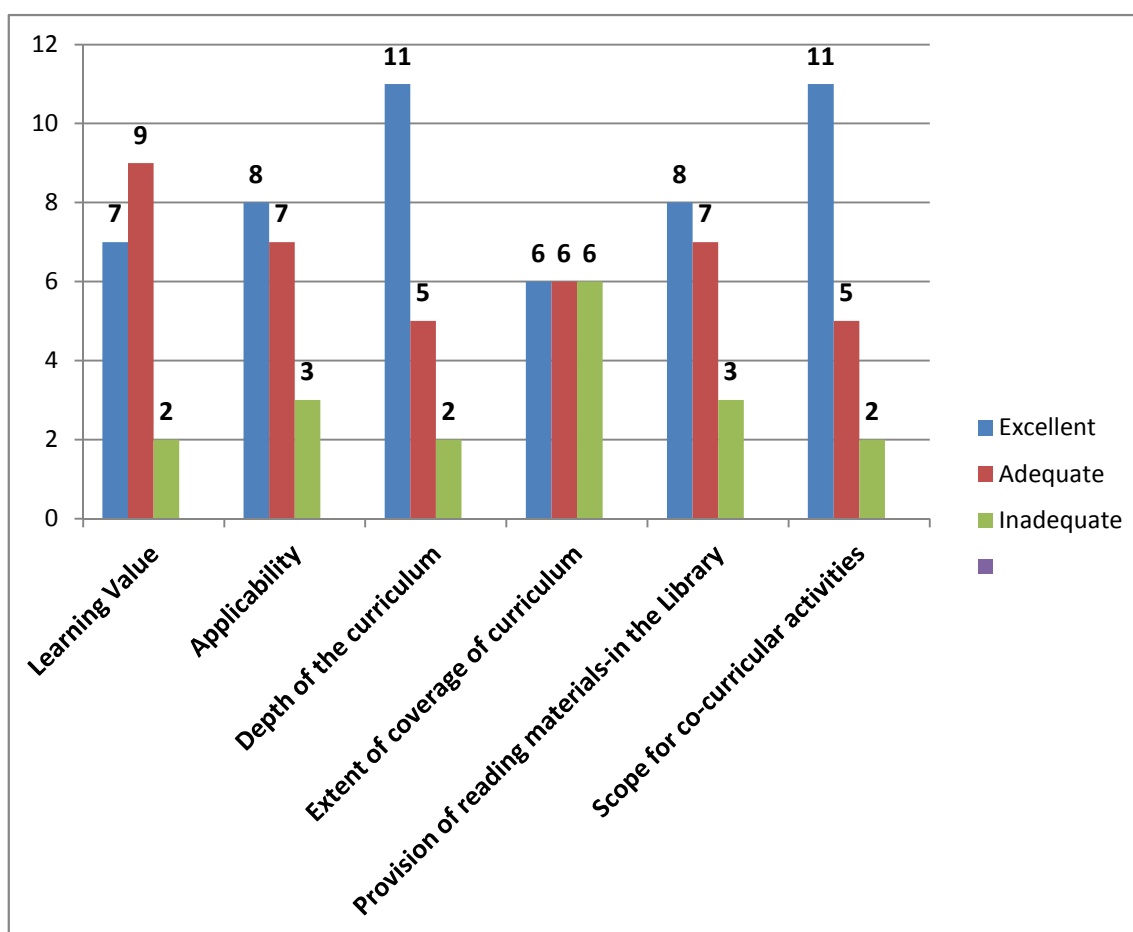
Department-Name- Kannada			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	7	7	0
Applicability	7	5	2
Depth of the curriculum	6	7	1
Extent of coverage of curriculum	7	4	3
Provision of reading materials-in the Library	6	4	4
Scope for co-curricular activities	7	5	2



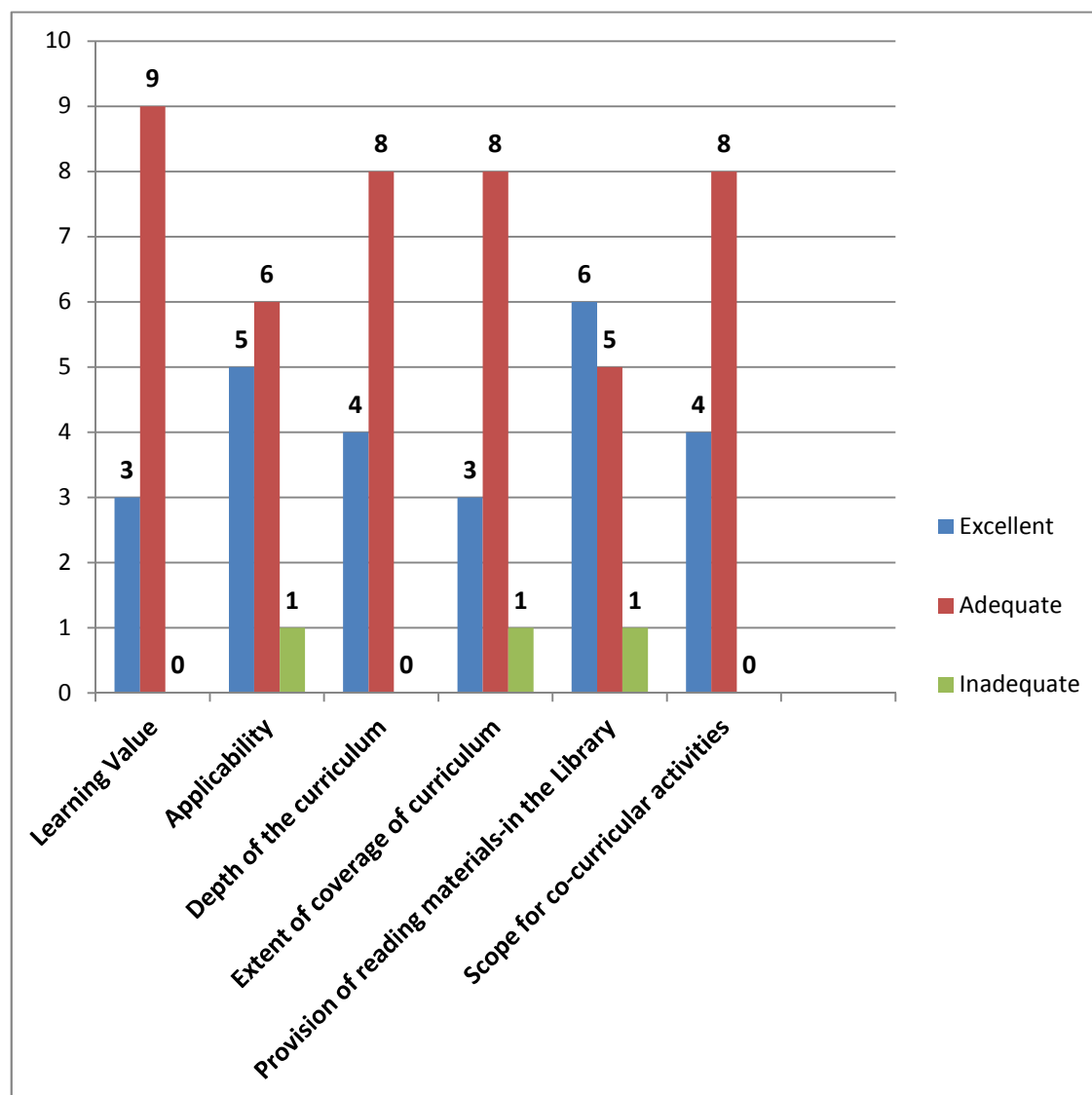
Department-Name- Women's Studies			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	1	0	0
Applicability	1	0	0
Depth of the curriculum	1	0	0
Extent of coverage of curriculum	0	1	0
Provision of reading materials-in the Library	0	0	1
Scope for co-curricular activities	0	1	0



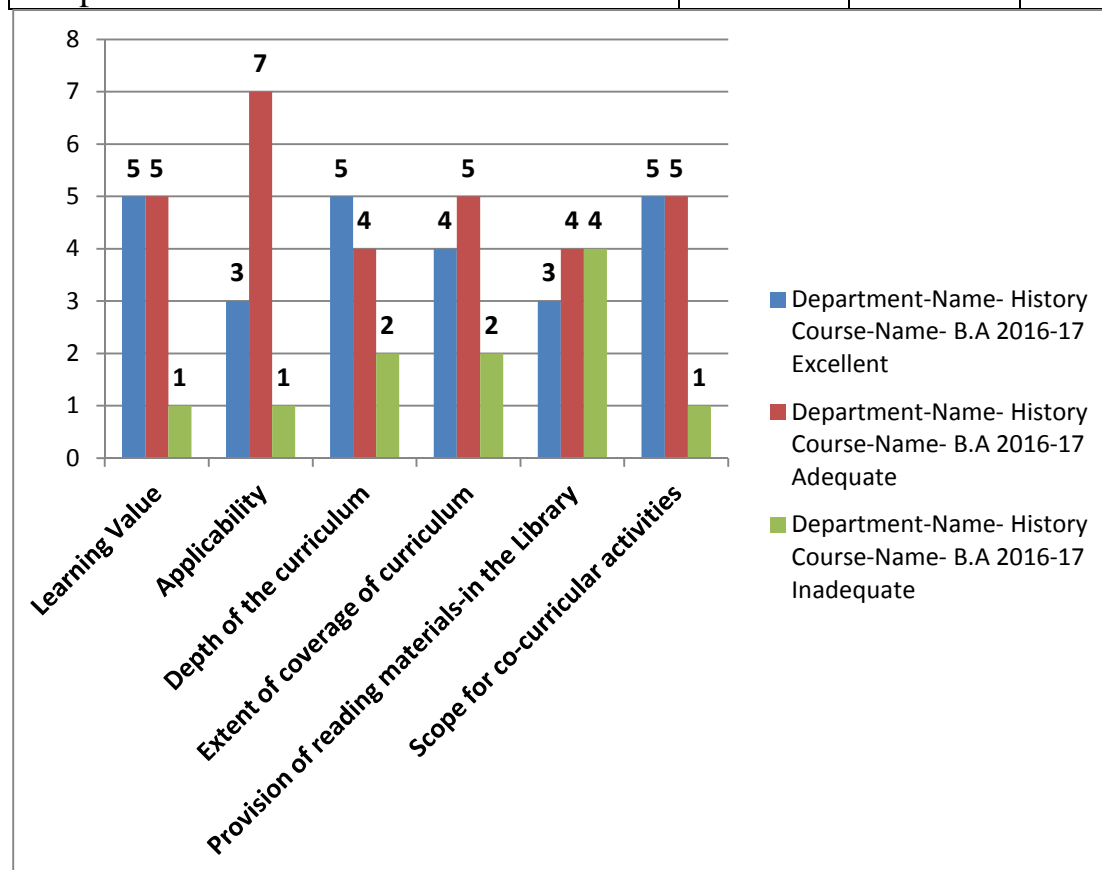
Department-Name- Economics			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	7	9	2
Applicability	8	7	3
Depth of the curriculum	11	5	2
Extent of coverage of curriculum	6	6	6
Provision of reading materials-in the Library	8	7	3
Scope for co-curricular activities	11	5	2



Department-Name- English			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	3	9	0
Applicability	5	6	1
Depth of the curriculum	4	8	0
Extent of coverage of curriculum	3	8	1
Provision of reading materials-in the Library	6	5	1
Scope for co-curricular activities	4	8	0

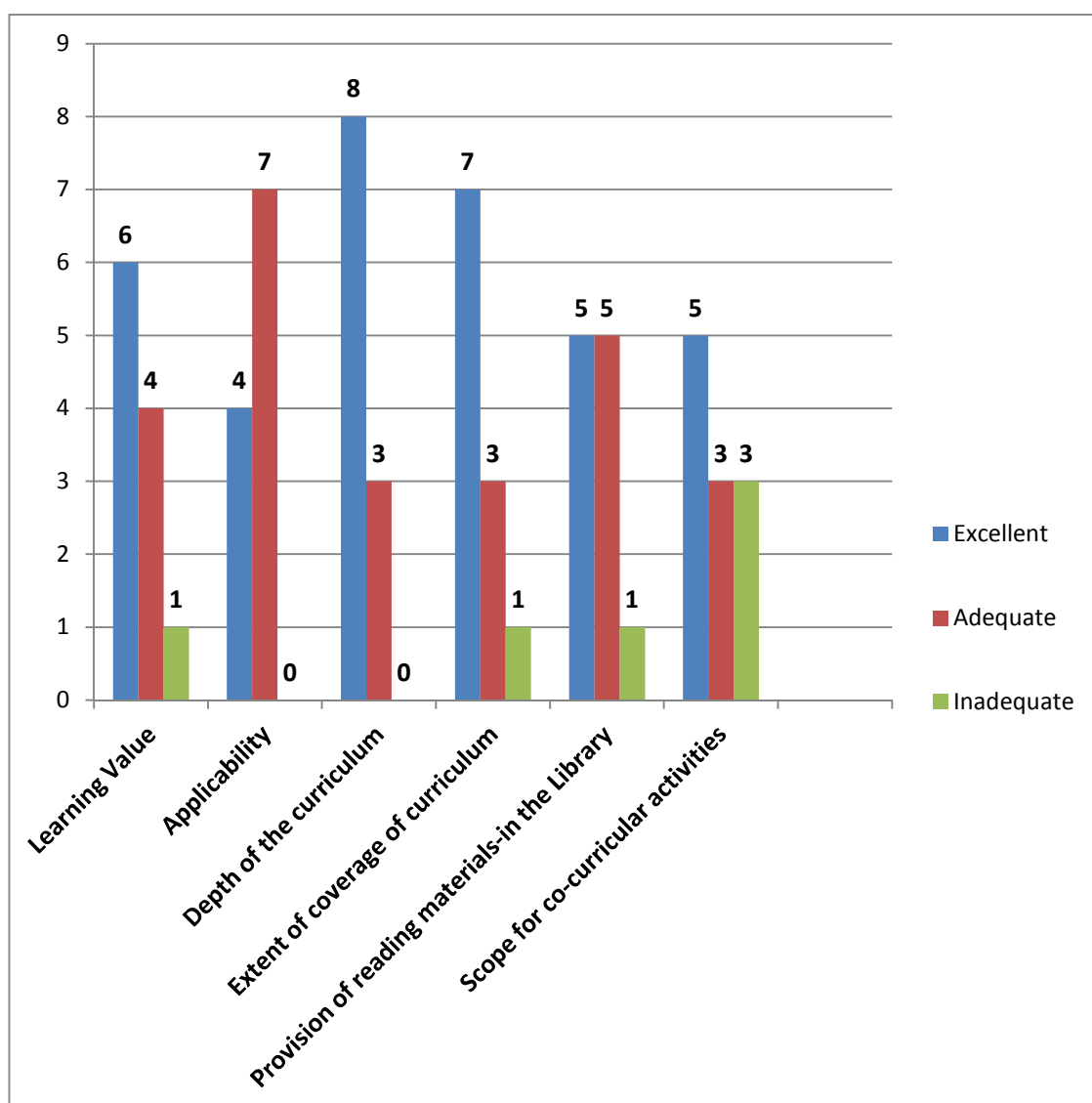


Department-Name- History			
Course-Name- B.A			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	5	5	1
Applicability	3	7	1
Depth of the curriculum	5	4	2
Extent of coverage of curriculum	4	5	2
Provision of reading materials-in the Library	3	4	4
Scope for co-curricular activities	5	5	1

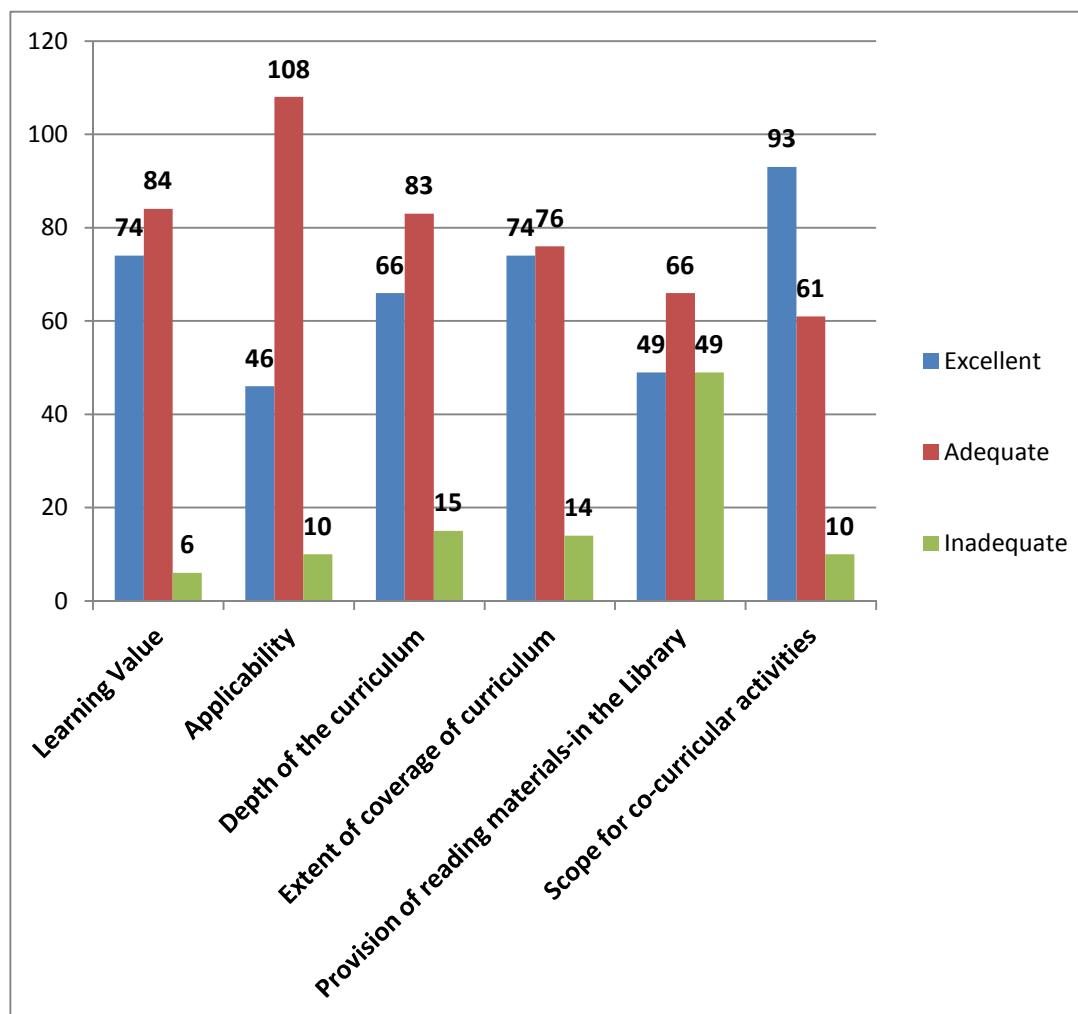


Annexure - II

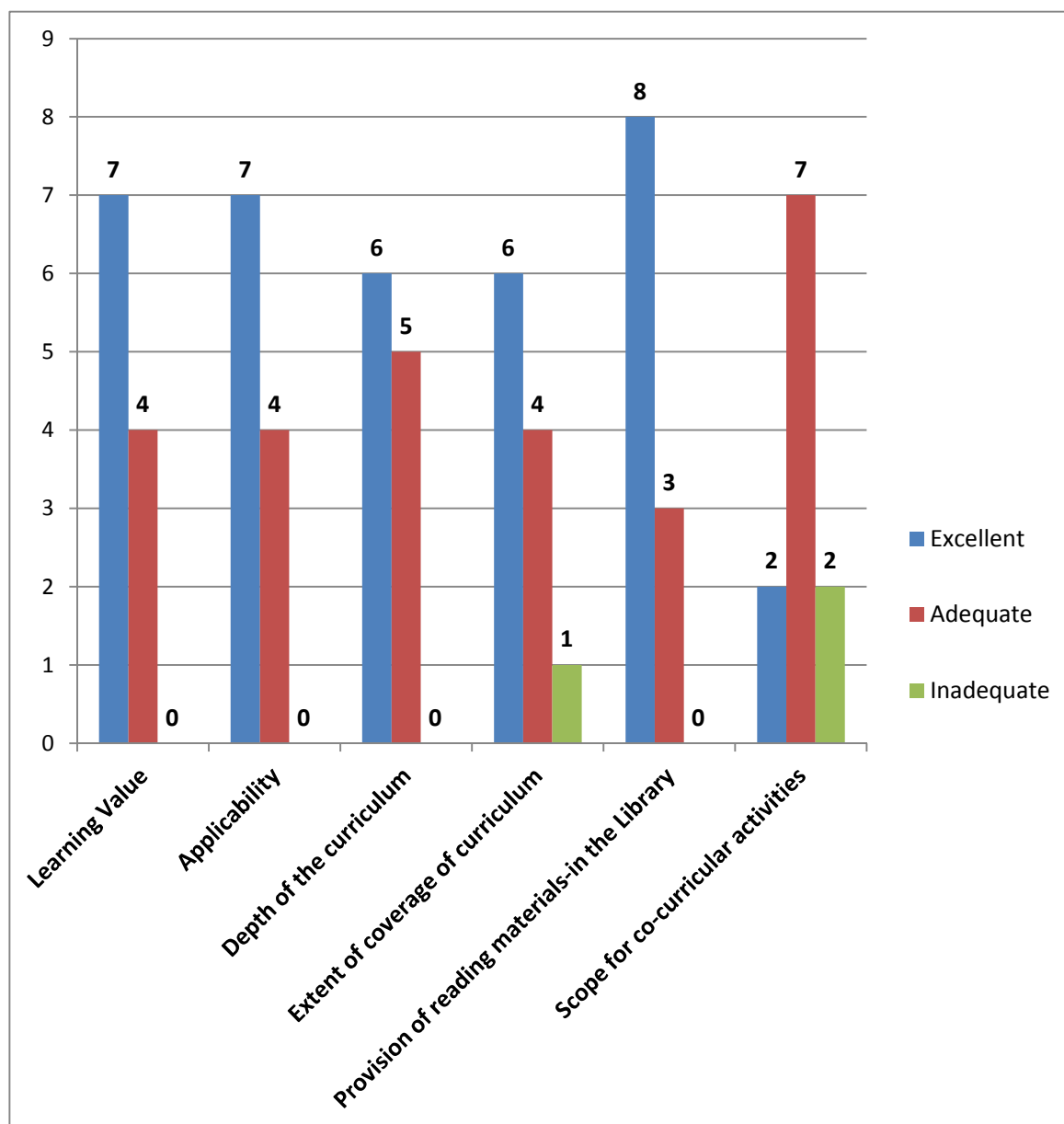
Department-Name- English			
Course-Name- B.Com			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	6	4	1
Applicability	4	7	0
Depth of the curriculum	8	3	0
Extent of coverage of curriculum	7	3	1
Provision of reading materials-in the Library	5	5	1
Scope for co-curricular activities	5	3	3



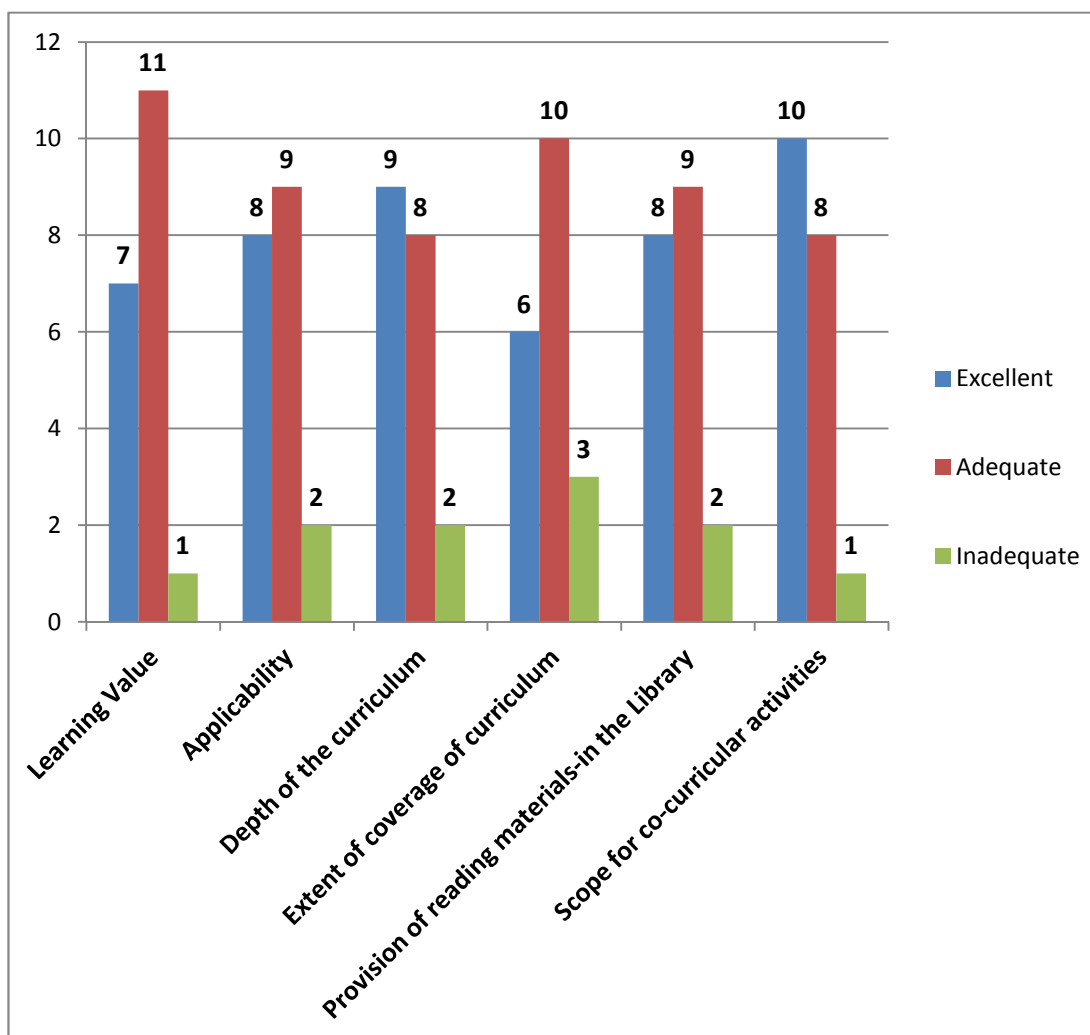
Department-Name- Commerce			
Course-Name- B.Com			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	74	84	6
Applicability	46	108	10
Depth of the curriculum	66	83	15
Extent of coverage of curriculum	74	76	14
Provision of reading materials-in the Library	49	66	49
Scope for co-curricular activities	93	61	10



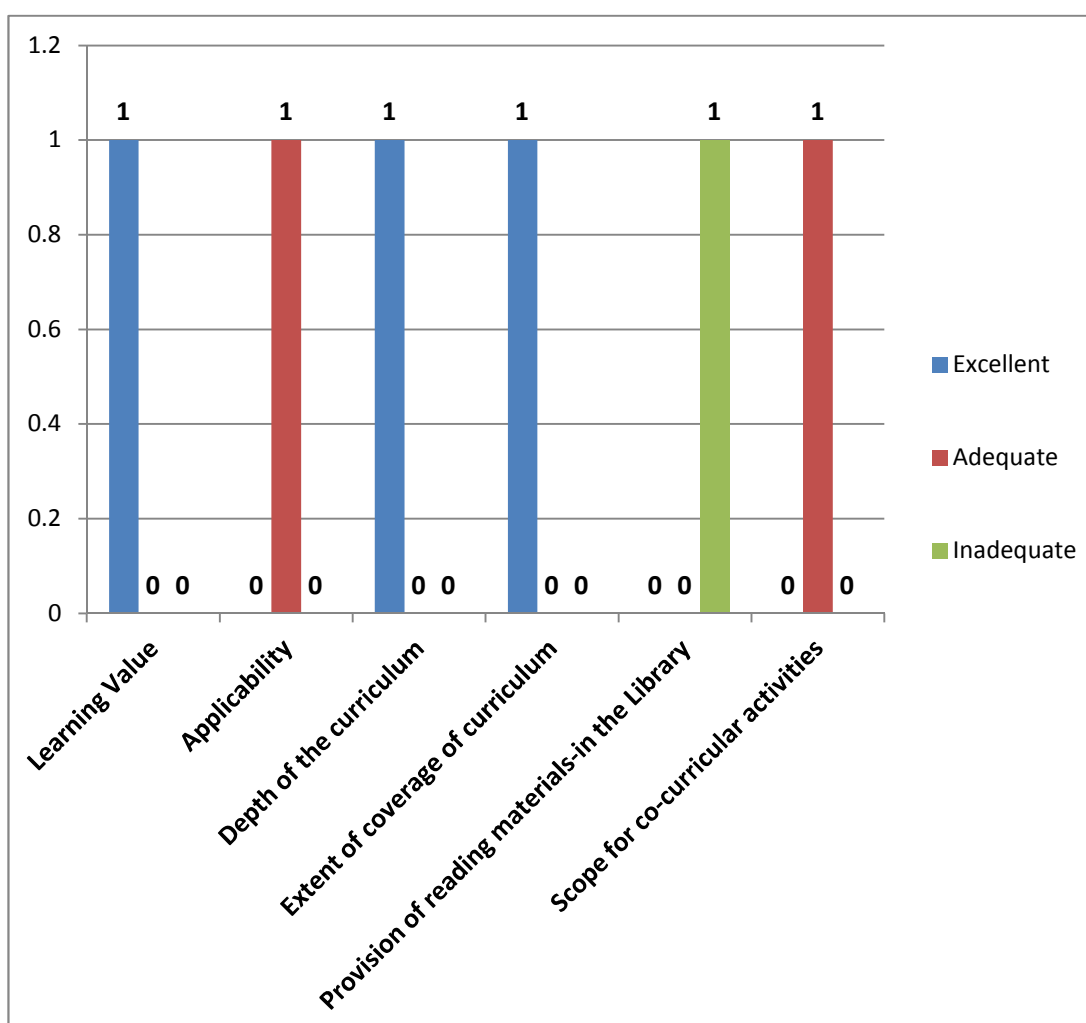
Department-Name- Computer Science			
Course-Name- B.Com			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	7	4	0
Applicability	7	4	0
Depth of the curriculum	6	5	0
Extent of coverage of curriculum	6	4	1
Provision of reading materials-in the Library	8	3	0
Scope for co-curricular activities	2	7	2



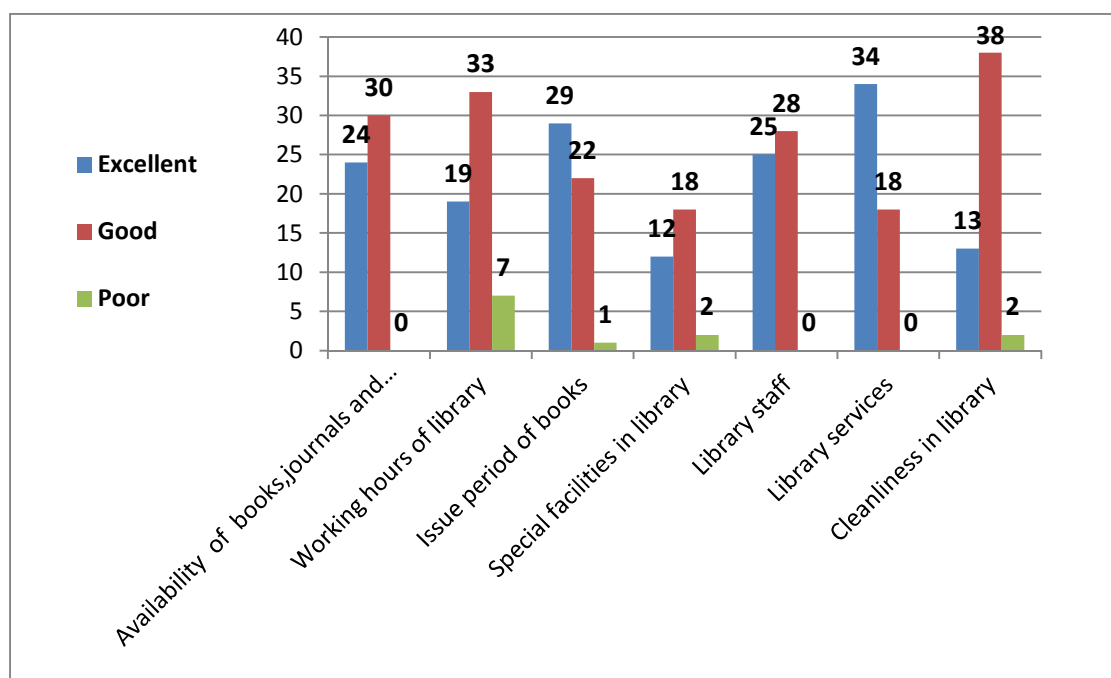
Department-Name- Economics			
Course-Name- B.Com			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	7	11	1
Applicability	8	9	2
Depth of the curriculum	9	8	2
Extent of coverage of curriculum	6	10	3
Provision of reading materials-in the Library	8	9	2
Scope for co-curricular activities	10	8	1



Department-Name- Statistics			
Course-Name- B.Com			
2016-17			
	Excellent	Adequate	Inadequate
Learning Value	1	0	0
Applicability	0	1	0
Depth of the curriculum	1	0	0
Extent of coverage of curriculum	1	0	0
Provision of reading materials-in the Library	0	0	1
Scope for co-curricular activities	0	1	0



S.J.M.V.S ARTS AND COMMERCE COLLEGE			
FOR WOMEN J.C.NAGAR, HUBLI			
FEEDBACK ON LIBRARY 2016-17			
	Excellent	Good	Poor
Availability of books,journals and periodicals	24	30	0
Working hours of library	19	33	7
Issue period of books	29	22	1
Special facilities in library	12	18	2
Library staff	25	28	0
Library services	34	18	0
Cleanliness in library	13	38	2



Academic calendar of the year

Month	Activities
July 2016	<ul style="list-style-type: none"> • Group Insurance for students • Selection of students Representatives • Vanamahotsava (NSS) • Computer Training for BA students • Inauguration of Extra Curricular Activities. • Induction programme for newly recruited faculty.
August 2016	<p>Introduced personality Development Course - Unnati 1st Internal Test (10 Marks) Independence Day Celebration Submission of AQAR (2016-17)</p>
September 2016	<p>IQAC meeting with external members Introduced Utkarsh to train students for competitive exams Students –teachers –parents Meeting IInd Internal Test (10 marks)</p>
October 2016	<p>Swami Vivekanand Jayanthi Inter – collegiate Literary Competitions</p>
November & December 2016	<p>Faculty Development Programme (5th & 6th November 2016) – Even Semester Examinations.</p>
January 2017	<p>Certificate Course-Beautician Rangayana –Training in Theatre Arts Entrepreneurship Awareness Camp (CEDOK) Industrial visit</p>
February 2017	<p>NSS Special camp Job Fair Awareness programme on Cyber crime.</p>
March 2017	<p>Students –parents-teachers meeting Commerce Intrafest IQAC meeting with external members</p>
April 2017	<p>World Book Day Training on First –Aid (Youth Red Cross) Commerce Day Annual Gathering.</p>
May/June 2017	<p>Odd Semester Examinations</p>

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 background, 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 internet 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 at 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, chartered 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 counsees 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.