

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



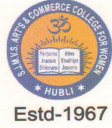
The Annual Quality Assurance Report
2017-2018

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 sjmvsomenscollege2016@gmail.com
website: www.moorusaviramath.org

26th September 2018

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 2017-18

We have great pleasure in submitting the AQAR for the year 2017-18. 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
- Annexure I – Parents Feedback
- 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)

2017-2018

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. A G Nadagoud

Tel. No. with STD Code:

0836-4256820

Mobile:

+91-9481530375

Name of the IQAC Co-ordinator:

Smt. V S Kattimath

Mobile:

+91-9449587174

IQAC e-mail address:

iqacsjmvsomenscollege15@gmail.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

KAC0GN11176

OR

1.4 NAAC Executive Committee No. & Date:

(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)

EC(SC)/15/A&A/19.3

1.5 Website address:

www.sjmvsdegreewomenscollegehubli.com

Web-link of the AQAR:

www.sjmvsdegreewomenscollegehubli.com/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 2016-17 submitted on 15/11/2017 (DD/MM/YYYY)

1.9 Institutional Status

University	State	<input checked="" type="checkbox"/>	Central	<input type="checkbox"/>	Deemed	<input type="checkbox"/>	Private	<input type="checkbox"/>
Affiliated College	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>				
Constituent College	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Autonomous college of UGC	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Regulatory Agency approved Institution (eg. AICTE, BCI, MCI, PCI, NCI)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Type of Institution	Co-education	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women	<input checked="" type="checkbox"/>		
	Urban	<input checked="" type="checkbox"/>	Rural	<input type="checkbox"/>	Tribal	<input type="checkbox"/>		
Financial Status	Grant-in-aid	<input type="checkbox"/>	UGC 2(f)	<input checked="" type="checkbox"/>	UGC 12B	<input checked="" type="checkbox"/>		
	Grant-in-aid + Self Financing	<input checked="" type="checkbox"/>	Totally Self-financing	<input type="checkbox"/>				

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	<input type="text" value="No"/>	UGC-CPE	<input type="text" value="✓"/>
DST Star Scheme	<input type="text" value="No"/>	UGC-CE	<input type="text" value="No"/>
UGC-Special Assistance Programme	<input type="text" value="No"/>	DST-FIST	<input type="text" value="--"/>
UGC-Innovative PG programmes	<input type="text" value="No"/>	Any other (<i>Specify</i>)	<input type="text" value="--"/>
UGC-COP Programmes	<input type="text" value="No"/>		

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="01"/>
2.11 No. of meetings with various stakeholders:	No. <input type="text" value="02"/> Faculty <input type="text" value="03"/>
	Non-Teaching Staff <input type="text" value="02"/> Students <input type="text" value="02"/> Alumni <input type="text" value="01"/> Others <input type="text" value="02"/>

- We have conducted **ONE** IQAC meeting 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. International National State Institution Level

(ii) Themes

01 – Workshop on Literature
02 – Workshop on Goal Setting and Motivation

2.14 Significant Activities and contributions made by IQAC

- Department of Languages organized Workshop and Book talk competitions.
- Induction programme for newly recruited faculty.
- Conducted Beautician, Karate, Fashion Designing & Theatre Arts Certificate Courses.
- Initiated 'Unnati' the Personality Development Course.
- Organized Placement Drive.
- 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
To conduct Certificate Courses	Certificate Courses in Karate, Beautician, Fashion Designing and Theatre Arts conducted – 100 Students benefited.
To organise Inter Collegiate Competitions	Department of languages Jointly organized Inter Collegiate Workshop on 21-02-2018 Literature and Book Talk Competition. 120 students participated.
To organize NSS special camp	NSS special camp was organized from 18/09/2017 to 24/09/2017 in Noolvi -100 volunteers participated. 75 Toilets were constructed.
To organize Placement Drive	Department of HRD organized Placement Drive in association with Connect Dharwad on 22-06-2017. 15 Companies participated in the placement Drive. - 517 students participated. 198 candidates were shortlisted. 20 candidates were selected.
Group Insurance for students	Provision of Group Insurance for students has been made.
To organize IQAC meetings with external members	One meeting was organized with external members on 23/09/2017.

Special workshop on Environmental studies	The department of Political Science & Environmental Cell conducted workshop on environmental studies on 17-03-2018
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 on 07-10-2017
To organize awareness programme Employability Skills	<ul style="list-style-type: none"> • Department of HRD organised Special talk on Aptitude Reasoning skills on 22-01-2018. 150 students were benefited. • Department of HRD organised awareness programme on Skill Development and Employability on 4-2-2018. 300 students of BA and B.Com benefited.
To introduce 'Unnathi' Personality Development course	Introduced Unnathi for BA & B.Com II Students from July 2017 to October 2017.
To introduce NCC Unit	NCC Unit introduced- 22 Cadets are undergoing training.

** 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

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • AQAR 2016-17 submitted. • Wi-Fi facility • Induction programme for newly recruited faculty. • Conducted Beautician Certificate Course. • 'Unnati' the Personality Development Course. • 'Utkarsh' to train students for competitive examinations. • Job Mela. • 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	NIL	01	NIL
UG	02	NIL	NIL	04
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	04	04	04	04
Others	-	-	-	-
Total	07	04	05	08
Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	BA, B.COM, M.COM
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*

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

Yes, English and kannada for BA, B.COM First and second semester.

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
09	02	07	-	-

2.2 No. of permanent faculty with Ph.D.

06

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
02	-	07	-	-	-	19	-	28	

2.4 No. of Guest and Visiting faculty and Temporary faculty

21

09

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	01	02	00
Presented papers	00	04	00
Resource Persons	00	00	00

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

Peer teaching

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

180

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

05

2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise
distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BA	99	29	55	05	01	91%
BCOM	249	24	160	29	-----	87%

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

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	04
Orientation programmes	-----
Faculty exchange programme	-----
Staff training conducted by the university	01
Staff training conducted by other institutions	-----
Summer / Winter schools, Workshops, etc.	-----
Others	03 went as subject expert to KENDRIYA VIDYALAYA NO.2

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	16	pending	-----	04
Technical Staff	-----	-	-----	01

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	05	01	05	01	05	00
Outlay in Rs. Lakhs	1.70.000/-	1.10.000/-	1.70.000/-	60.000/-		

3.4 Details on research publications

	International	National	Others
Peer Review Journals	-	-	-
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	CPE	1.50.000/-	1.50.000/-
		UGC	1.10.000/-	60.000/-
Interdisciplinary Projects	01	CPE	20.000/-	20.000/-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects <i>(other than compulsory by the University)</i>	-	-	-	-
Any other(Specify)	-	-	-	-
Total			2.80.000/-	2.30.000/-

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 2.80.000/-

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 01 State level 01

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 -

NCC - NSS 05 Any other 02

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

- Swach Bharat Abhiyan-cleanliness awareness at Hubli Bus Stand.

Go Green Save Green- Planting sampling the plants and cleaning the Kalgeri lake

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. 4,55,102	--	--	Rs. 4,55,102
	Laptop	Rs. 8,00,315	--	--	Rs. 8,00,315
	Projector	Rs. 17,58,969	--	--	Rs.17,58,969
	Desktop	Rs. 43,76,830	--	--	Rs.43,76,830
Others	Samsung LED TV 55” & Speaker	Rs. 99,000	--	--	Rs. 99,000
	Multicolor Indoor Display System	Rs. 1,80,000	--	--	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	50,191	Rs. 68,68,509	806	Rs. 1,77,755	50,997	Rs. 70,46,264
Reference Books	21,550	Rs. 25,80,533	145	Rs. 58,009	21,695	Rs. 26,38,542

e-Books	1,00,000	Rs. 15,575	--	--	1,00,000	Rs. 15,575
Journals	70	Rs. 4,75,762	30	Rs. 25,000	100	Rs. 5,00,762
e-Journals	7,000	Rs. 15,000	--	--	7,000	Rs. 15,000
Digital Database	01	Rs. 37,500	--	--	01	Rs. 37,500
CD & Video	105	Rs. 16,238	--	--	105	Rs. 16,238
Others (specify)	10	Rs. 1,21,940	10	Rs. 29,108	20	Rs. 1,51,048

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	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 upgradation (Networking, e-Governance etc.)

Programmes	For faculty	For students
Internet access training	--	--

4.6 Amount spent on maintenance in lakhs :

i) ICT	Rs.2,80,227
ii) Campus Infrastructure and facilities	Rs.1,12,696
iii) Equipment's	--
iv) Others	--
Total :	Rs.3,92,923

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
921	51	-	-

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Men	No	%	Women	No	%
	-	-		921	100

Last Year 2016-17						This Year 2017-18					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
187	139	39	663	--	1029	148	140	28	604	01	921

Demand ratio 3:2 Dropout % 4.0

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

- Samyutkarsh – training for Competitive examinations

No. of students beneficiaries

07

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

- Study habits test was conducted so the students can improve their level of study. among them below average students were consoled and where given special guidance to improve their study habit.

No. of students benefitted

300

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
15	517	20	5

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	2	Rs.14,000/-
Financial support from government	460	Rs.1626897
Financial support from other sources	18	Rs.180000
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	
Excellence	Providing a holistic education to make them human beings and enlightened

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 ' Fashion Designing and Beautician ' organized by Women Empowerment Cell.
- Certificate course on 'Rangayana' organized by Music Department.
- Certificate course on 'Karate' organized by Sports Department.

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.
- 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, 1faculty is engaged in the minor research projects supported by UGC and eight minor research projects submitted to CPE.

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. 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 counselling
- Advertisement are given in the local news papers
- Seats are filled on first come, first serve basis

However, for PG course, 50% of the students are selected by the university through counselling on the basis of merit. Remaining 50% are admitted under management quota on merit basis.

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. 	

Nil

6.5 Total corpus fund generated

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 Alumni.

6.12 Activities and support from the Parent – Teacher Association

- Meetings conducted
- Feedbacks collected
- Suggestions are implemented.

6.13 Development programmes for support staff

Nil

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

- i) Segregation of waste management, the waste baskets are placed in various places in the campus
- ii) Tube lights to be replaced by CFL and LED bulbs.

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. Presenting plants to the guests
- B. Subject wise Viva for B.com 1 Students from Commerce Department

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

Plan of Action	Out Come
A. Induction Programme for newly recruited faculties.	A. Induction Programme was conducted on 22-08-2017.
B. Wi-Fi facility	B. Free wi-fi facility provided for the students
C. To conduct Fashion Designing , Beautician course and Theatre Art	C. 3 month Beautician certificate course started from ,1-02-2017,27-07-2017,15-02-2018.
D. Special workshop on Environmental studies	D. The department of Political Science & Environmental Cell conducted workshop on environmental studies on 17-03-2018
E. Job Mela	E. Department of HRD organised Mega job fair on 22-06-2017
F. Computer Training for B.A students	F. Basic computer training for B.A students`
G. Motivated students to participate and present papers in National and State Level Seminars, Work Shop's, Conferences H. NSS Camp at Noolvi	G. Students attended the National and State Level Seminars, Work Shops, Conferences. H. Special NSS Camp organised at Noolvi from 18-09-2017 to 24-09-2017. 100 students were participated.

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

- A. Counselling is done by Psychology Department
- B. Peer Teaching
- C. Student watch live telecast of 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

'Vannamahotsava' program conducted by NSS Department.

Toilets constructed by NSS volunteers at Noolvi

7.5 Whether environmental audit was conducted? Yes No

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

8. Plans of institution for next year

1. Certificate Courses:

- Spoken English.
- Tally.
- Folk Instruments.
- Yoga & Karate.
- Beautician Course
- Fashion Designing

2. Inter-Collegiate Competitions:

- Sports Tournament.
- Commerce Fest.
- Essay Competition.

3. MOU'S With:

- T.I.M.E.
- Fevicryl.

4. Organising Placement Drive.
5. Faculty Development Programme for teaching & non-teaching faculty.
6. Workshop on Research Methodology.
7. Guest talk on “Imbalance in Sex Ratio & Female Foeticide”.
8. Students Exchange Programme.
9. Adoption of area to carry out extension activities.

Name Prof. V S Kattimath

Name Dr. Akkamahadevi Nadagouda

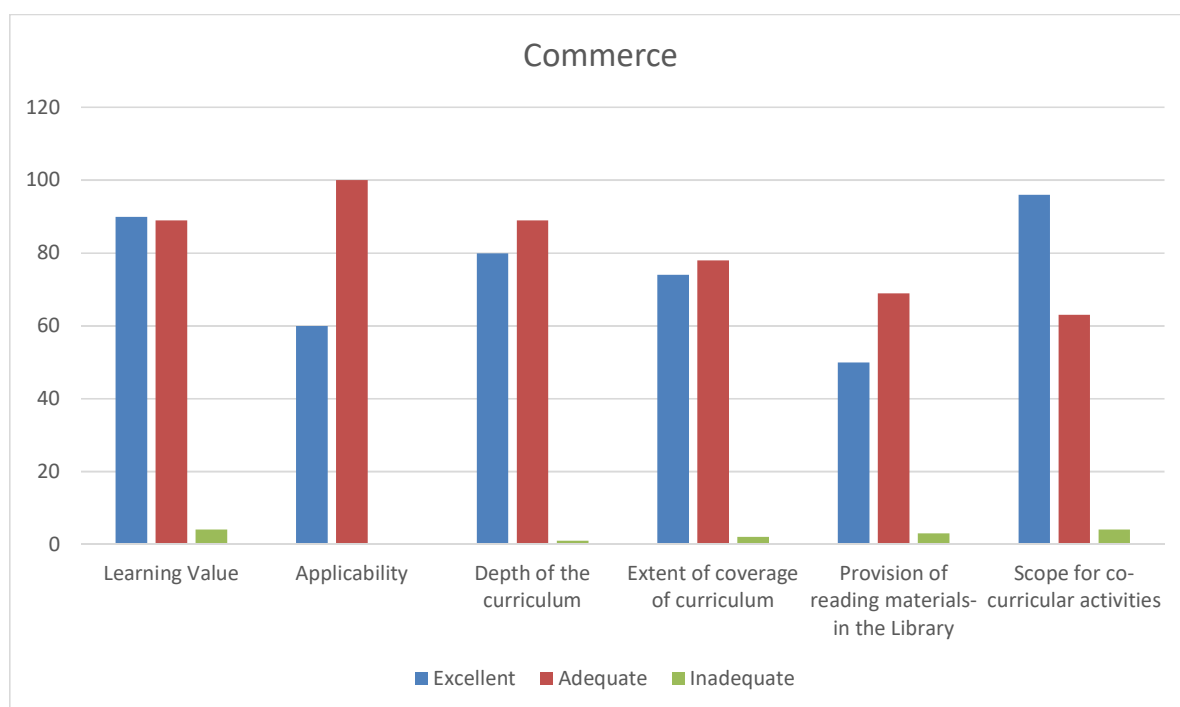
Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

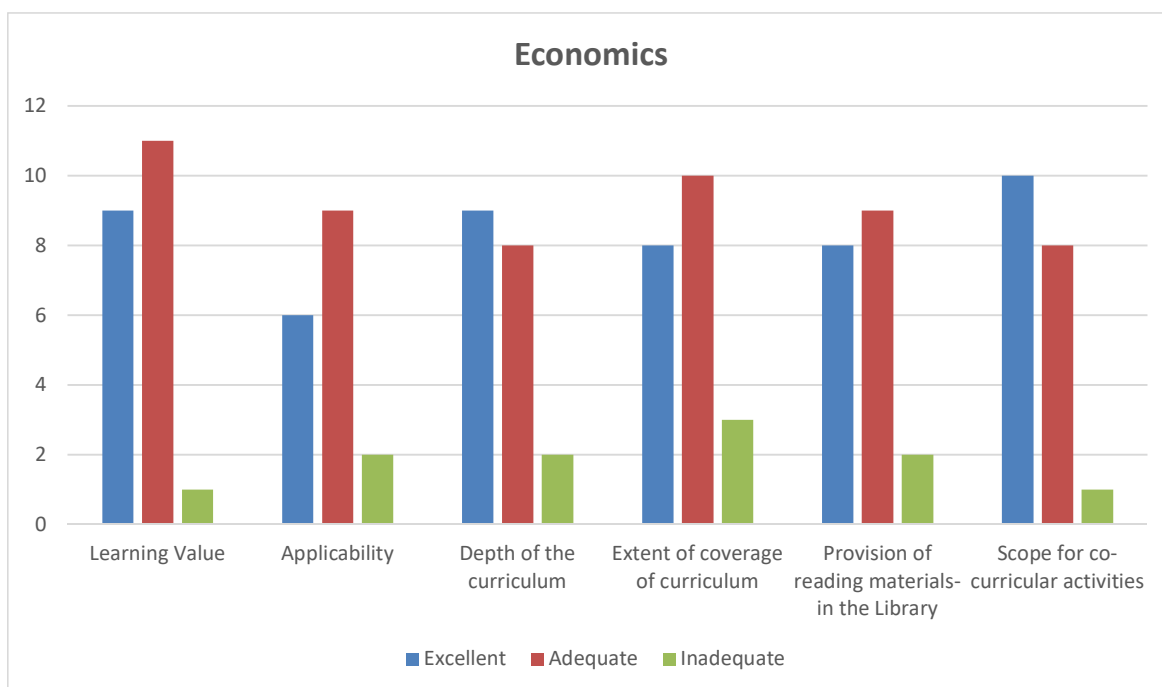
Abbreviations:

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

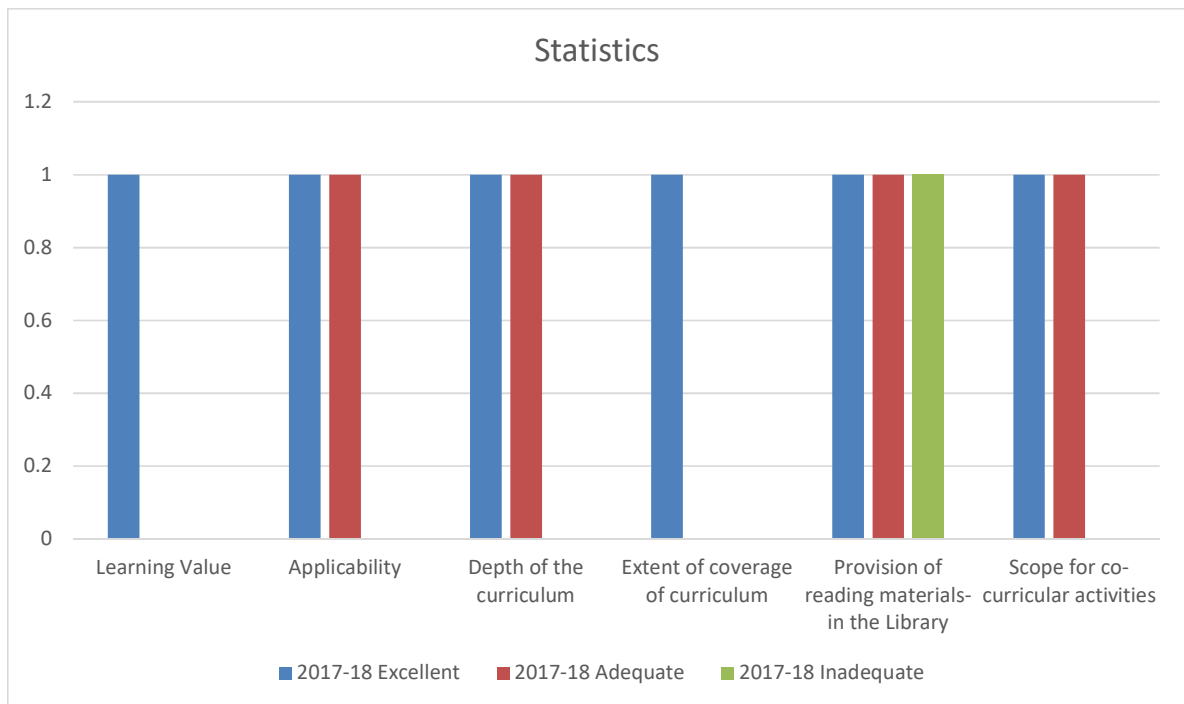
Department-Name- Commerce			
Course-Name- B.Com			
2017-18			
Parameters	Excellent	Adequate	Inadequate
Learning Value	90	89	4
Applicability	60	100	0
Depth of the curriculum	80	89	1
Extent of coverage of curriculum	74	78	2
Provision of reading materials-in the Library	50	69	3
Scope for co-curricular activities	96	63	4



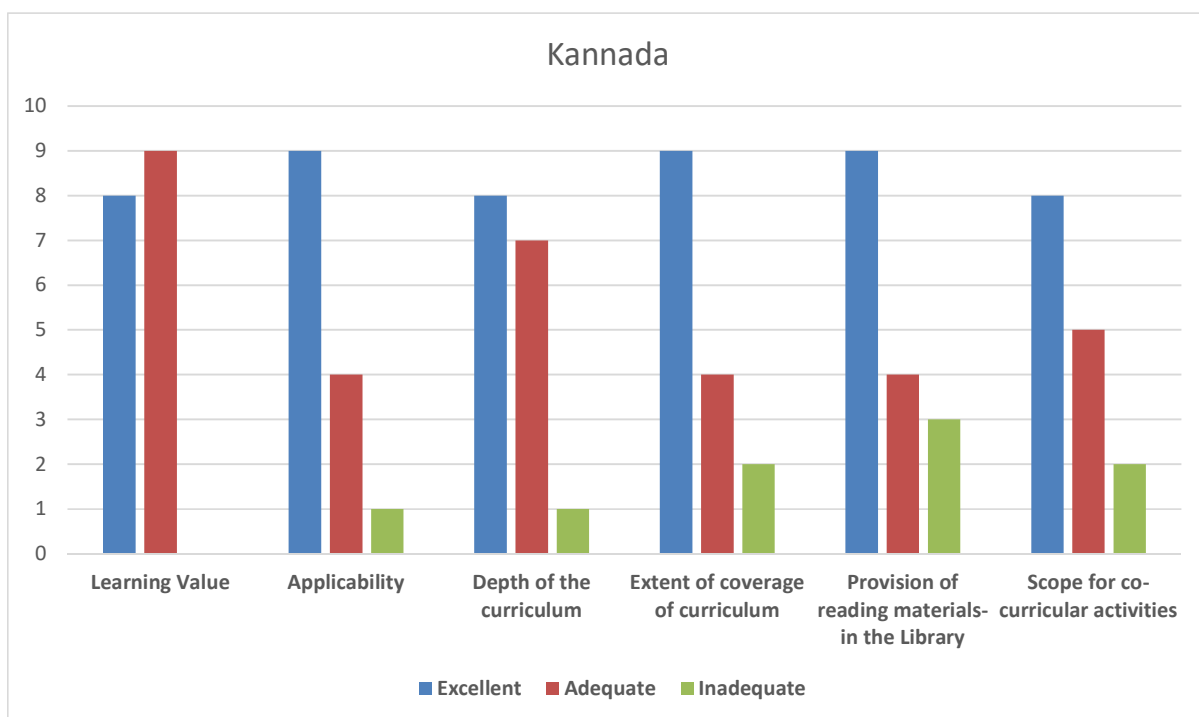
Department-Name- Economics			
Course-Name- B.Com			
2017-18			
Parameters	Excellent	Adequate	Inadequate
Learning Value	9	11	1
Applicability	6	9	2
Depth of the curriculum	9	8	2
Extent of coverage of curriculum	8	10	3
Provision of reading materials-in the Library	8	9	2
Scope for co-curricular activities	10	8	1



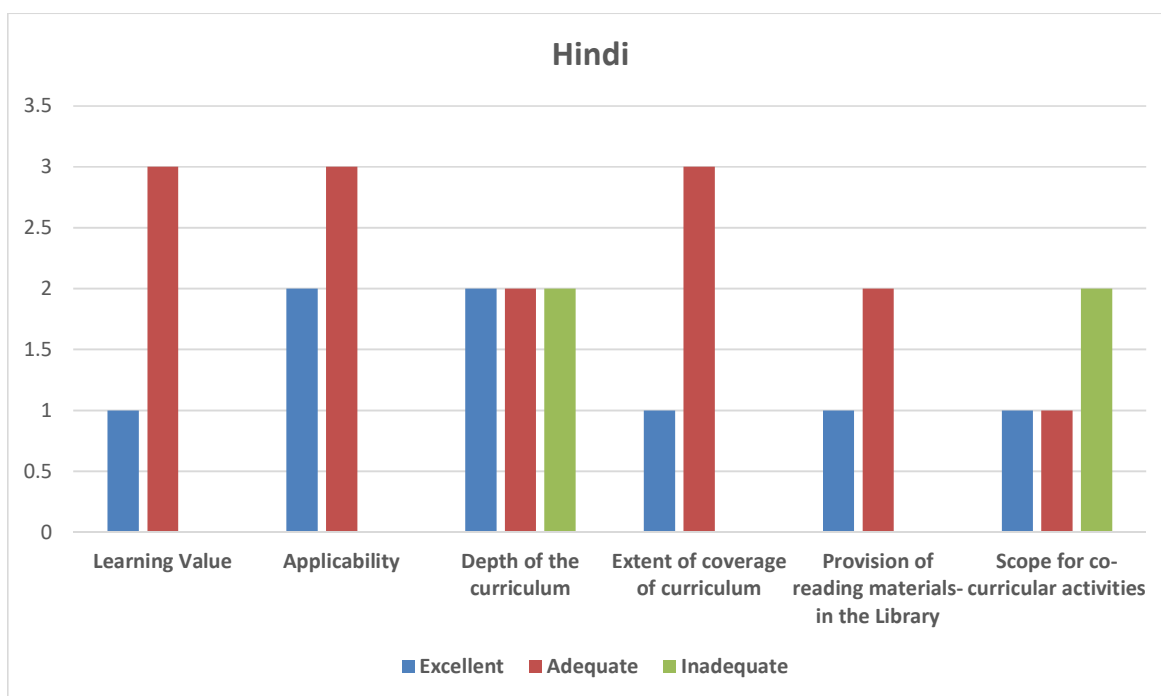
Department-Name- Statistics			
Course-Name- B.Com			
2017-18			
	Excellent	Adequate	Inadequate
Learning Value	1	0	0
Applicability	1	1	0
Depth of the curriculum	1	1	0
Extent of coverage of curriculum	1	0	0
Provision of reading materials-in the Library	1	1	1
Scope for co-curricular activities	1	1	0



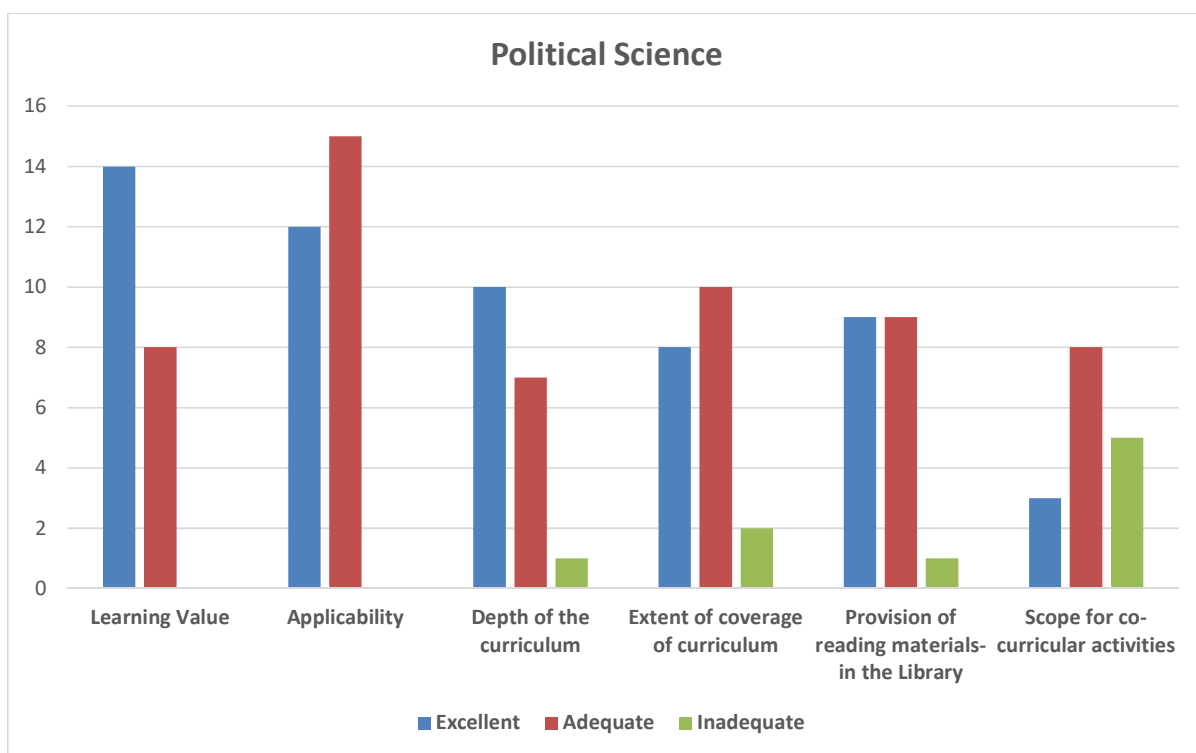
Department-Name- Kannada			
Course-Name- B.A			
2017-18			
Parameter	Excellent	Adequate	Inadequate
Learning Value	8	9	0
Applicability	9	4	1
Depth of the curriculum	8	7	1
Extent of coverage of curriculum	9	4	2
Provision of reading materials-in the Library	9	4	3
Scope for co-curricular activities	8	5	2



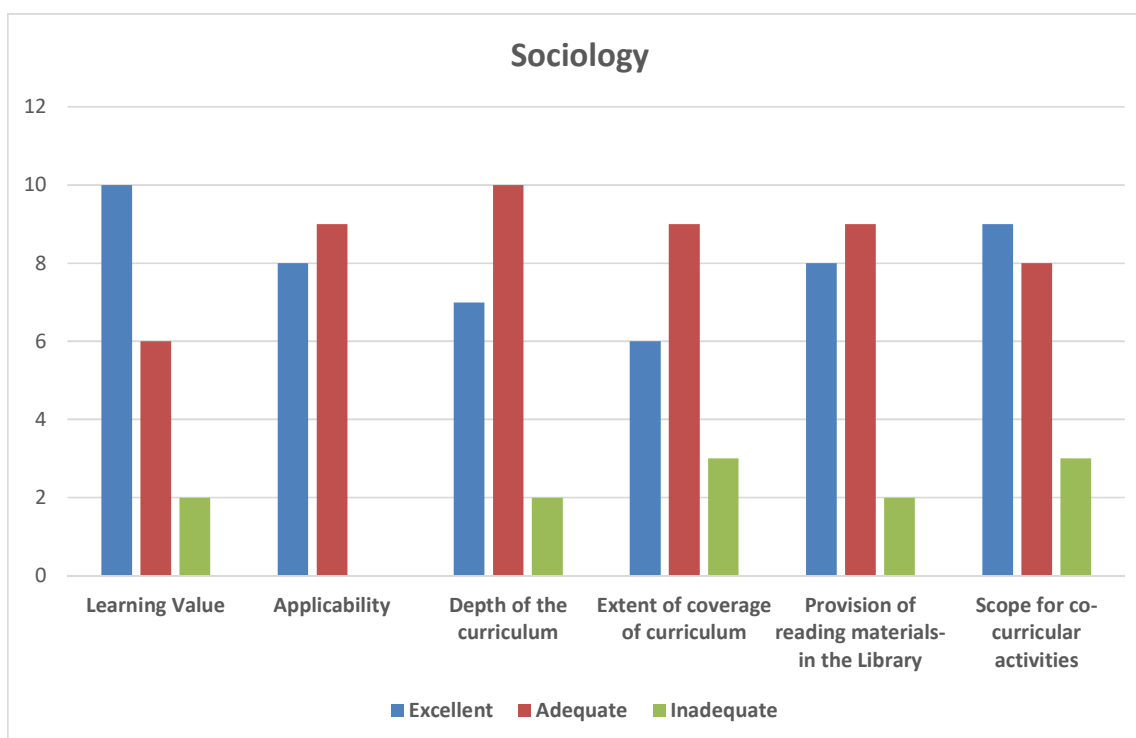
Department-Name- Hindi			
Course-Name- B.A			
2017-18			
Parameter	Excellent	Adequate	Inadequate
Learning Value	1	3	0
Applicability	2	3	0
Depth of the curriculum	2	2	2
Extent of coverage of curriculum	1	3	0
Provision of reading materials-in the Library	1	2	0
Scope for co-curricular activities	1	1	2



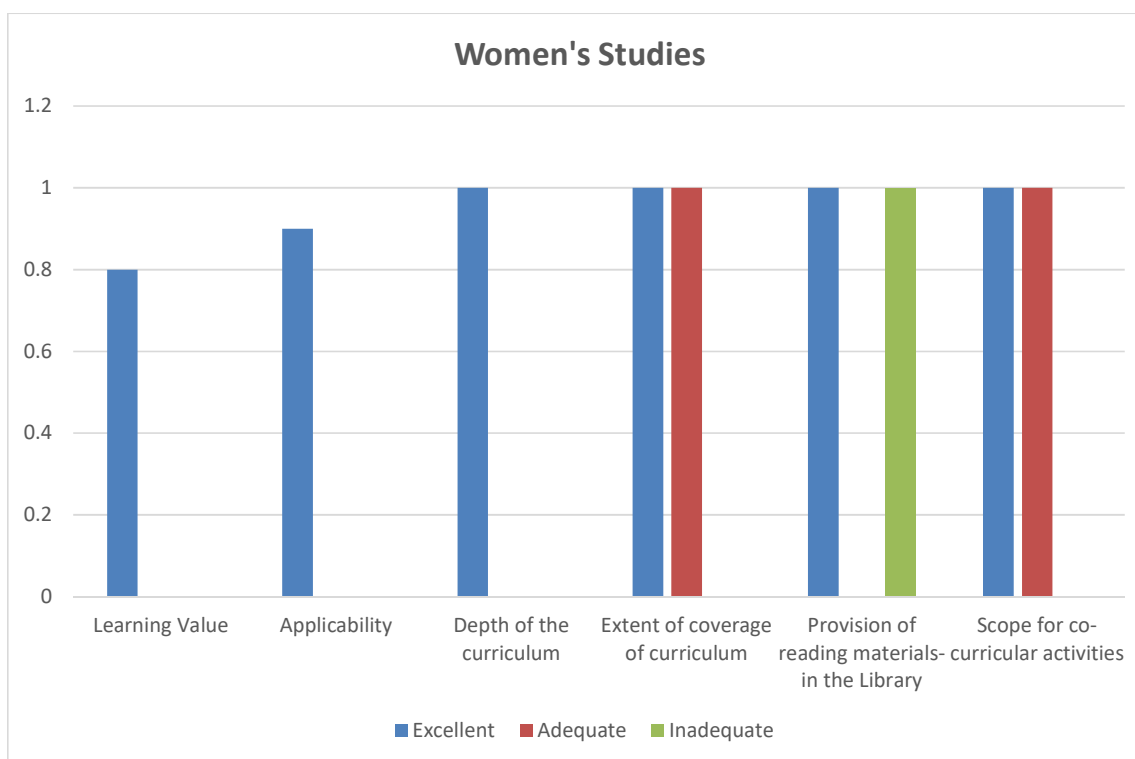
Department-Name- Political Science			
Course-Name- B.A			
2017-18			
Parameter	Excellent	Adequate	Inadequate
Learning Value	14	8	0
Applicability	12	15	0
Depth of the curriculum	10	7	1
Extent of coverage of curriculum	8	10	2
Provision of reading materials-in the Library	9	9	1
Scope for co-curricular activities	3	8	5



Department-Name- Sociology			
Course-Name- B.A			
2017-18			
Parameter	Excellent	Adequate	Inadequate
Learning Value	10	6	2
Applicability	8	9	0
Depth of the curriculum	7	10	2
Extent of coverage of curriculum	6	9	3
Provision of reading materials-in the Library	8	9	2
Scope for co-curricular activities	9	8	3

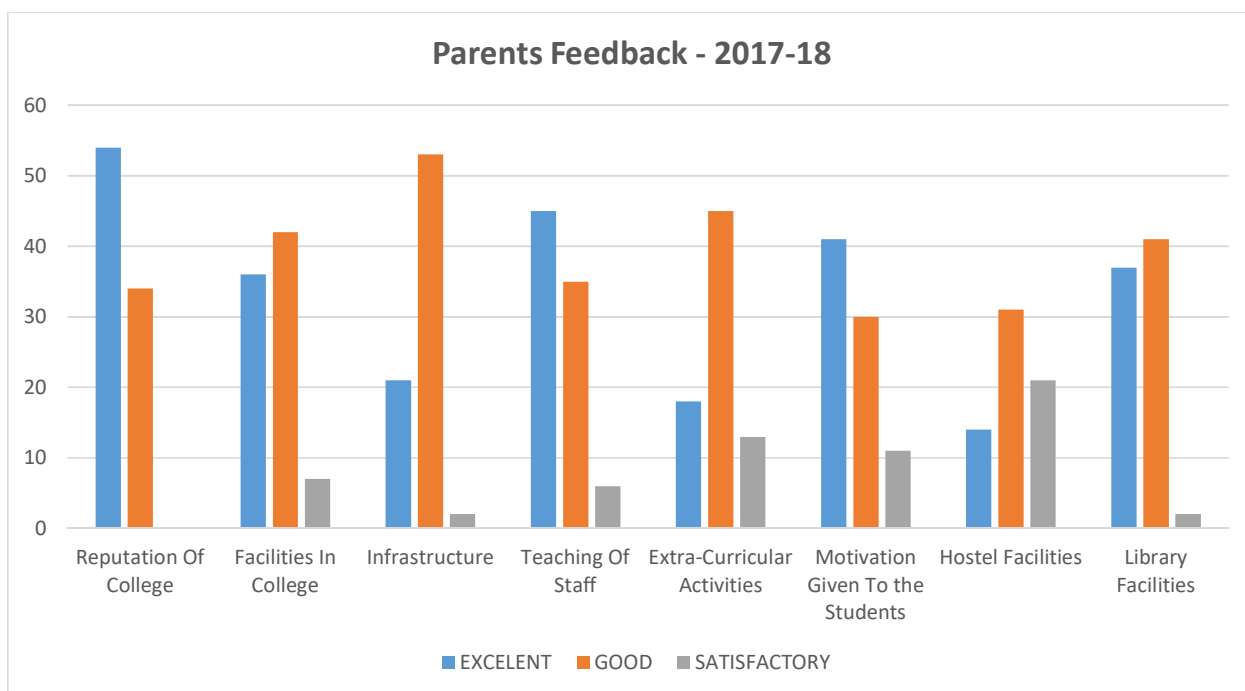


Department-Name- Women's Studies			
Course-Name- B.A			
2017-2018			
Parameter	Excellent	Adequate	Inadequate
Learning Value	0.8	0	0
Applicability	0.9	0	0
Depth of the curriculum	1	0	0
Extent of coverage of curriculum	1	1	0
Provision of reading materials-in the Library	1	0	1
Scope for co-curricular activities	1	1	0



Parents Feed-Back 2017-18

Particulars	EXCELENT	GOOD	SATISFACTORY
Reputation Of College	54	34	0
Facilities In College	36	42	7
Infrastructure	21	53	2
Teaching Of Staff	45	35	6
Extra-Curricular Activities	18	45	13
Motivation Given To the Students	41	30	11
Hostel Facilities	14	31	21
Library Facilities	37	41	2
Total	266	311	062



10-7 - ***Excellent***

6-3 - ***Good***

2 – 0 - ***Satisfactory***

Academic calendar of the year

Month	Activities
June 2017	<ul style="list-style-type: none"> • Group Insurance for students • Selection of students Representatives • Vanamahotsava (NSS) • Induction programme for newly recruited faculty.
July 2017	<ul style="list-style-type: none"> • Orientation for BA and B.Com 1st year Students • Freshers Day • Introduced personality Development Course – Unnati • Workshop on Goal Setting
August 2017	<ul style="list-style-type: none"> • Oath taking of Students Representative Council • Inauguration of Extra curricular Activities • Independence Day Celebration • 1st Internal Test (10 Marks)
September 2017	<ul style="list-style-type: none"> • 2nd Internal Test (10 marks) • Inter Collegiate Youth Festival • Submission of AQAR (2016-17) • Teachers Day • IQAC meeting with external members • Students –teachers –parents Meeting • Guest Talk on Bombay Stock Exchange • NSS Special camp • Swami Vivekanand Jayanthi
October 2017	<ul style="list-style-type: none"> • Celebration of Gandhi Jayanti • Guest Talk on Training & Development
November & December 2017	<ul style="list-style-type: none"> • Even Semester Examinations.
January 2018	<ul style="list-style-type: none"> • Certificate Course-Beautician • Rangayana –Training in Theatre Arts • Special Talk on Aptitude and Reasoning Skills • Republic Day Celebration
February 2018	<p>Department of Languages - Regional Level Guest Talk on Workshop and Book Talk competition Shrama Jeevi –Private Scholarship Given by Mahindra Finance Pvt. Ltd., - (15 Students) Special Talk on Skill Development and Employability Awareness Programme.</p>
March 2018	<p>International Women’s Day Celebration Prize Distribution Ceremony 1st Internal Test</p>
April 2018	<p>2nd Internal Test Commerce Day & Commerce Fest Abhyan Annual Gathering.</p>
May/June 2018	<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 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 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.

