



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY BALLARI

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY JNANA SAGARA
CAMPUS, VINAYAKA NAGARA, CANTONMENT BALLARI - 583105**

583105

www.vskub.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vijayanagara Sri Krishnadevaraya University (VSKU), Ballari is a State University established by the Government of Karnataka in 2010 under the Karnataka State Universities Act 2000. It is an affiliating University with 120 affiliated colleges offering both undergraduate and post graduate programmes. The University covers the districts of Ballari and Koppal. The region under the jurisdiction of the University is considered economically and educationally backward compared to national and the state average. The University, hence, endeavors to embark on innovative means of higher education in order to make it both qualitative and affordable.

The University has four post graduate campuses. The main campus is located at Vinayaka Nagar, Ballari. The main campus, spread over an area of about 95.37 acres, houses all key administrative departments of the University as well as 19 post graduate departments with 21 post graduate programmes. The second campus is located at Nandihalli in Sandur Taluka of Ballari District. This lush green campus has 10 post graduate courses with adequate hostel facilities for students and adequate number of quarters for staff. A new campus has come up in Koppal in 2016, it offers 10 programmes at present. In 2017, another PG Center has been established in Yelburga of Koppal district, 7 programmes are offered at the centre.

One of the goals of the University is to improve the Gross Enrolment Ratio (GER). The current GER is 9.57 % in Ballari and 6.76 % in Koppal. The University aims at enhancing the GER to at least 25% over a time period of 10 years through its strategic vision, plans and goals. The University has brought about rapid changes in curriculum, and new programmes have been introduced. Placement Cell and Language Laboratory have added strength to learning process. The University also intends to provide select crash courses, diplomas, certificate and value-added courses to meet the market requirements.

Vision

Envisioning the power of mind

("Dhiyo yo naha prachodayath")

Mission

To organically evolve as a socially sensitive institution for imparting quality higher education with greater emphasis on scientific temper and research; and for empowering students for social and financial inclusion; and for better career, entrepreneurship and quality of life. To support the mission and aspirations of the University, four goals have been framed with specific initiatives.

Goal One

Enhance Local Gross Enrollment Ratio by encouraging establishment of more higher education institutions and

motivating our catchment students to take up higher education.

Goal Two

Encourage and emphasize on Science Education and Research at Undergraduate, Postgraduate and Doctoral level. Prepare Arts, Commerce and Management for a more meaningful professional career.

Goal Three

Empower all VSK University Stakeholders to come together to grow and meet challenges of Social, Industrial and Economic environment around us

Goal Four

Realize our Vision 2025 by building Infrastructure for 10,000 Postgraduate Students on Campus and 2,00,000 Undergraduate students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Good blend of experienced, young and dedicated Faculty.
- Proactive with clear Vision, Mission and Objectives.
- Serving the socio-economically weaker strata of students in terms of access and equity.
- Dynamic and visionary leadership provided by the authorities and officers of the University.
- Research thrust through major and minor projects, Seminars and Workshops.
- National and International collaborations with eminent universities, institutions, and organizations.
- Many of the courses are focussed on employability.
- Excellent Placement record.
- Holistic development of students beyond class room activities, social work and community engagement.
- Emphasis on project based learning and hands on experience.

Institutional Weakness

- Research and development activities are in the seeding stage.
- Contribution from the alumni towards the development is minimum.
- Not having fully residential campus.
- Lack of financial resources, due to which many innovative plans for student and teacher development do not take place.
- Students with poor communication skills.
- Consultancy activities need to be enhanced.

Institutional Opportunity

- Opportunity to expand research and development programs.
- Partnerships with industry/NGO sector.
- Need to explore sustained interaction with industry through internships and institutional visits.
- More international MoUs for enhancing joint and collaborative research.
- Introducing value added courses and online courses.
- Creating a “Green” eco-friendly campus by tapping solar energy and rain water harvesting.
- Enhancing vocational skills of the students and making them self-reliant.
- There is scope for inter-disciplinary research.
- Establishment of Incubation centres.

Institutional Challenge

- The education globally is growing at a much faster pace and there is need to bridge the gap in order to keep pace with it.
- Motivating the students to take up traditional courses such as humanities and basic sciences.
- To develop the communication, presentation and writing skills among students.
- To achieve 100% paper less working at the University.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The design and development of curriculum has been given an utmost priority in order to generate a culturally inbuilt and value based learning ambience in the campus. While defining Programme and Course Objectives, the University had a Curricula Need Analysis with specific emphasis on local, regional, national and global developments. Keeping in consideration the said objectives and having rational expectations of Programme and Course Outcomes, Hardcore, Soft-core and skill and value-based Open Elective courses have been introduced to realise the vision of the University.

The University has 7 Faculties with 21 Programmes. The BoS of all the Programmes consists of eminent scholars. This body meets twice in every academic year for reviewing, scrutinizing and approving course content. On demand and feedback received from the stakeholders, new courses are being introduced periodically. Across Faculties, students have a privilege of enjoying CBCS which has flexible options for enhancing academic acumen skill set for employability and entrepreneurial skills. By nature, CBCS is inter-disciplinary and multi-disciplinary and discipline specific. In addition, courses like Computer Programming, Tally, SPSS, Excel are made as a part of regular ongoing activities in the process of converting objectives into outcomes. Courses relevant to Gender Sensitivity, Professional Ethics, Human Values and Community Outreach and Social Inclusion Programmes such as Adoption of Village, Environment and Sustainability are part of some Programmes.

Teaching-learning and Evaluation

The student admission process is transparent based on merit-cum-reservation system. The average demand ratio

for higher education was 2.42 during the last five years. The data available to us indicates that the University has been increasing the intake in proportion to the growing demands. The number of programmes has also increased accordingly. It shows that the University has succeeded in increasing GER and it has greater potentiality to cater to the needs.

The teachers of the University come from diverse learning backgrounds, cultures, and domiciles, hence the learning experience is provided with an intellectually productive phenomenon. At about 65% of teachers are with doctoral degree and with rich experience on an average of 15-16 years. More than 78 percent of teachers have adopted ICT-based teaching to make learning an effective and productive activity. The student teacher ratio i.e. 23:1 indicates that the teachers could pay personal attention to students. More than 26% of teachers have received recognition from government/recognized bodies. The University has provided a congenial environment and resources for teaching and research.

A well designed assessment method, systematic semester-end examination and evaluation conducted by the Examination Section ensure scientific evaluation of knowledge obtained by students. The pass percentage of students is 100%. Examination results are announced and performance cards are delivered within the reasonable period. The examination process is fully automated to ensure efficiency in the system.

Research, Innovations and Extension

The University has a flexible and research friendly policies for promoting research and innovation. All the departments are supported by the institute in acquiring minimum basic facilities for research. The science departments are equipped with primary infrastructure like modular laboratories. Our teachers are encouraged to write project proposals to funding agencies. The University is able to get more than Rs. 4 crores funding from different agencies within a short span of five years. In addition, two departments have received departmental grants from DST-FIST and VGST-KFIST to improve and strengthen the research facilities. The teachers are motivated to take up the interdisciplinary research, collaborative works and memorandums of understanding with industries, nation and international institutes. The faculties have published more than 500 research papers in journals of national and international repute. In addition, more than 50 students have been awarded with PhD degree in different disciplines in last five years. Some of the teachers have received prestigious research awards like Sir CV Raman Young Scientist Award and Best Research Publication awards. The teachers who are active in research in addition to their class room teaching are facilitated with Best Teacher awards. Most of the students who take up research in this region are economically poor. More than one hundred research students are getting fellowship from University, State and Central Government agencies.

Social science departments and science departments have involved in the neighborhood community with respect to sensitizing the students about social issues. The departments have conducted various awareness programmes. The list of extension activities includes understanding micro insurance and pension programmes being offered by Central and State Governments, training programme to farmers on the means of doubling farming income, and encouraging and promoting students-participation in online banking. The departments worked on the adoption of slum areas, creating awareness about cleanliness, Swach Bharath, gender issues, AIDS, malnutrition etc. Events like health camps, blood donation camps and several meetings in rural areas and slums have enriched the learning experience.

Infrastructure and Learning Resources

Infrastructure facilities are important for effective and efficient conduct of the educational programmes. The University's infrastructure such as seminar halls, laboratories and computer labs, library and other support facilities are being improved continually to suit the changing needs of the organization. The University's Library has been shifted to a new dedicated building which is spacious with a carpet area of 1460.00 sq meters, abundant natural lighting and ventilation. The library contains 24,148 books in 3 stack rooms besides e-resources and e-Journals. The library has a dedicated server to cater to the needs of its users. Seminar Halls are equipped with LCD projectors. Computer labs and research laboratories are equipped with state of the art software and equipment. IT infrastructure of the University such as Firewalls, routers and Wi-Fi nodes, and computer systems are capable of meeting the needs of the institute. The University maintains adequate student computer ratio with over a 1GBPS leased line internet connectivity (1GBPS for the main campus and 2MBPS for the Nandihalli campus). The main campus is supported by 04 nos of 62.5 kva capacity Diesel Generators for uninterrupted power supply. The 1000 liters per hour RO water purifier plants are installed in the campus near Hostels and Science Faculty building for safe drinking water facility. The University has invested substantial efforts over the last few years to improve classroom and laboratory infrastructure, books and journals, and online resources for teaching, learning, and research.

Student Support and Progression

The University follows student's centric approach. Financial assistance is provided to students in the form of scholarship and freships. Mentoring and counseling sessions are conducted to guide/ counsel students in terms of their academic and career goals. Infrastructure and facilities are provided in the campus for students to exhibit their talent and overall development. The Director-Student Welfare arranges student development activities and addresses student grievances, hence monitors the overall discipline on the campus. Anti-ragging committee functions effectively. A Health Centre with a medical officer is available. Free medical facilities are provided at the health centre for students.

Career counseling and career progression is supported by the Placement Cell. Exclusive campus recruitment and pool campus recruitment is organized by the Cell. The Special Officer of Sports and Cultural Cell organizes Departmental level and University level sports and cultural activities. It also co-ordinates Inter-collegiate, Inter-University, State level and National level youth festivals and other student related sports activities.

SC/ST/OBC Cell is empowering the disadvantaged and weaker sections through various programmes. The scholarships/fellowships/ freships are facilitated by the Cell. The students are motivated to participate in sports and extracurricular activities such as NSS, Red Cross, Environmental Awareness Programmes, etc.

Governance, Leadership and Management

The University has the qualified and competent administrators to provide effective governance and leadership at all levels. A well-defined organisational structure supports participative management for effective decision making. As a part of e-governance, the University is trying to automate all the processes. A well-documented strategic plan aligned with Vision and Mission is in place and is deployed across the University.

The organizational structure of the University helps in sustaining institutional capacity and effective education through involvement of stakeholders in Committees/Boards at various levels. The minutes of the meeting of all the committees are communicated and maintained. Service rules, employee welfare schemes and promotion

systems are well defined as per KCSR, GOK and UGC guidelines. The University provides adequate support to the faculty for professional development by encouraging them to participate in conferences / workshops and other academic activities. The University has a well-structured Performance Based Appraisal System (PBAS) for teaching and non-teaching staff. The resource mobilisation is achieved through fee deposits, consultancy, projects, sponsorship etc.

All processes and functions are well laid for ensuring transparent governance. The compliance of academic and administrative procedures and their continual improvement is ensured through systematic audit by IQAC. IQAC has both internal and external members to review the academic arena. As an outcome of continuous efforts towards quality improvement, the University has received many awards and accreditation by prestigious national and international agencies; the recognition by such agencies indicates the University's unconditional commitment towards providing education aligned with the highest standards.

Institutional Values and Best Practices

The University has taken several initiatives and measures to create a gender sensitive society. Health campaigns are organized by Red Cross Society in the campus. The Student Grievance Cell headed by a faculty coordinator looks into the problems of the students. Effective steps are taken by the University for a proper disposal of waste generated. There is a proposal by the University to install the rain water harvesting equipment in the campus to ensure scientific storage.

Eco-friendly activities are inculcated in everyday life on the campus. The University has a policy of minimum use of plastic. Most of the programmes in the University commence after watering a sapling or planting a sapling. Many green initiatives and activities have been carried out by the NSS Cell. E-mails are used to circulate information and circulars.

From 2014 onwards, many departments and cells conducted programmes to address the issues specific to Hyderabad-Karnataka Region. A number of region specific initiatives such as the adoption of slum, teaching the students of slums, identifying the children of Devadasis and giving them free education are a few best practices of the University. PhD Scholars belonging to SC and ST categories are given free laptops. Wheelchairs were distributed to physically challenged students. Students have been encouraged to participate in national and international seminars, workshops, sports and cultural activities. The University has set an initiative named Vision-2025 in order to increase the gross enrolment ratio (GER) to 25% by 2025.

The remembrance of great personalities happens on the day of their birth or death. Special occasions such as Independence day, Republic day, Constitutional Day etc are regularly celebrated. The University spreads the message of love, harmony and peace through various initiatives while also grappling with its locational advantages and disadvantages.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY BALLARI
Address	Vijayanagara Sri Krishnadevaraya University Jnana sagara Campus, Vinayaka nagara, cantonment Ballari - 583105
City	Ballari
State	Karnataka
Pin	583105
Website	www.vskub.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Siddu P. Algur	08392-242806	9448640369	08392-242808	vcpa.vskub@gmail.com
IQAC / CIQA coordinator	Robert Jose	08392-242703	9448295150	08392-242097	iqac@vskub.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	24-07-2010
Status Prior to Establishment,If applicable	PG Centre
Establishment Date	01-03-1993

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	26-05-2011	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Vijayanagara Sri Krishnadevaraya University Jnana sagara Campus , Vinayaka nagara, cantonment Ballari - 583105	Urban	95.37	26332.23	PG and Ph.D		
<i>PG centre</i>	<i>Vijayanagara Sri Krishnadevaraya University, P.gcentre Yalburg</i>	<i>Semi-urban</i>	<i>17.36</i>	<i>110</i>	<i>PG and Ph.D</i>	<i>06-03-2017</i>	<i>01-07-2017</i>

	a - 583226						
PG centre	Vijayanagara Sri Krishnadevaraya University, Near Municipality Office, Old District Hospital Compound, Koppal - 583231	Urban	13	1300	PG and Ph.D	15-05-2016	01-07-2016
PG centre	Vijayanagara Sri Krishnadevaraya University, Jnana Sarovara Campus, Nandihalli, Sandur - 583119	Rural	242.65	22882.58	PG and Ph.D	31-01-1974	01-07-1975

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	2	19	21
Business Administration/Commerce/Management/Finance	0	17	17
Universal/Common to All Disciplines	10	72	82

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	120
Colleges Under 2(f)	2
Colleges Under 2(f) and 12B	11
NAAC Accredited Colleges	20
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	1
Colleges with Postgraduate Departments	13
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>100911_3144_1_1553173084.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	100911_3144_1_1553173084.pdf	
SRA program	Document				
AICTE	100911_3144_1_1553173084.pdf				

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	23				42				86			
Recruited	4	0	0	4	8	0	0	8	31	8	0	39
Yet to Recruit	19				34				47			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				118
Recruited	29	3	0	32
Yet to Recruit				86
On Contract	74	20	0	94

Technical Staff				
	Male	Female	Others	Total
Sanctioned				19
Recruited	12	0	0	12
Yet to Recruit				7
On Contract	1	0	0	1

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	16	0	0	3	0	0	14	6	0	39
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	1	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	2	0	14
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	0	0	0	42	5	0	47
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	24	19	0	43
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	nil	nil	nil

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	1072	6	0	0	1078
	Female	1507	4	0	0	1511
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	6	0	0	0	6
Female	4	1	0	0	5
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Applied Geology	View Document
Department Of Botany	View Document
Department Of Chemistry	View Document
Department Of Commerce	View Document
Department Of Computer Science	View Document
Department Of Economics	View Document
Department Of English	View Document
Department Of History	View Document
Department Of Kannada	View Document
Department Of Law	View Document
Department Of Library And Information Science	View Document
Department Of Management	View Document
Department Of Mass Communication And Journalism	View Document
Department Of Mathematics	View Document
Department Of Mineral Processing	View Document
Department Of Physics	View Document
Department Of Political Science	View Document
Department Of Social Work	View Document
Department Of Sociology	View Document
Department Of Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	20	17	15	14
File Description		Document		
Institutional Data in Prescribed Format		View Document		

1.2

Number of departments offering academic programmes

Response: 19

File Description	Document
Institutional Data in Prescribed Format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2589	2179	1408	1260	1283
File Description		Document		
Institutional Data in Prescribed Format		View Document		

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1041	554	433	360	370

File Description	Document
Institutional Data in Prescribed Format	View Document

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2190	1752	1123	823	802

File Description	Document
Institutional Data in Prescribed Format	View Document

2.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
42	1	1	1	2

3 Teachers

3.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
674	633	505	445	410

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
116	93	90	74	56

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
151	151	151	151	151

File Description	Document
Institutional Data in Prescribed Format	View Document

4 Institution

4.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
3306	3217	2060	1405	1055

File Description	Document
Institutional Data in Prescribed Format	View Document

4.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
782	607	437	341	311

File Description	Document
Institutional Data in Prescribed Format	View Document

4.3

Total number of classrooms and seminar halls

Response: 82

4.4

Total number of computers in the campus for academic purpose

Response: 302

4.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
2835.8	2203.03	1488.48	1482.52	2177.05

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Vijayanagara Sri Krishnadevaraya University, Ballari, with its 7 faculties and 21 Academic Programmes, continuously strives to design its curricular with a specific emphasis on the challenges arising out of the changing socio, cultural, economic, political, scientific and technological spectrum from the local to the global. The vision – “Envisioning the Power of Mind” – is effectively translated into the mission and goals. In the process of evolving the syllabus, the utmost care is taken to involve the needs of the stakeholders. The Boards of Study that meet minimum twice in a year for reviewing and approval of course-content consist of teachers, academicians and representatives from the corporate sector. Keeping in view the specific vision, objectives and rational expectations, Programmes, Courses (Hardcore and Soft-core) and skill and value based Open Elective courses – have been designed.

The jurisdiction of our University has a variant ecosystem with vibrant biodiversity, vast agricultural land with varieties of food and commercial crops, rich historical sites dating back to the pre-historic timeline, mining and other industries, and diverse demographic profile. Accordingly, the University has diversified its programmes over the last five years from 11 in 2013 to 21 in 2018. The objectives of the programmes cater to local, regional and global needs and challenges. Along with the conventional PG programmes in Physical Sciences, the PG programmes such as Mineral Processing and Life Sciences have been offered to generate knowledge specific to local biodiversity. PG programmes in Humanities and Social Sciences grapple with issues specific to history, language, culture, literature, family, caste, religion and gender that have both regional and global importance. Socially inclusive programmes such as Adoption of Village and Environment and Sustainability are part of some programmes. PG Programmes of Business Studies deal with the regional subjects in the light of the global knowledge.

The curriculum review is done regularly to keep face with development and meet requirement of stakeholders of the society. Further, on demand and feedback received from stakeholders, a few new courses have been introduced periodically. Across faculties, students have a privilege of enjoying CBCS right from the inception of the University. By nature, Curricula under CBCS are inter-disciplinary or multi-disciplinary and discipline specific. Soft and Analytical Skills have been introduced, and technical skills such as Computer Programming, Tally, and SPSS have been integrated into regular ongoing activities in the process of converting Objectives into outcomes.

The University organized many academic events in collaboration with government and non-government bodies in order to add value additions to carrier vision of the students. The University has MoUs with various organizations to expose staff and students to different programmes and course specific knowledge. All CBCS Curricula comprise various channels of participative learning such as Concurrent Fieldwork, Industrial Visit, Minor and Major Projects, Internship and Seminar etc. Labs with ultra-modern technology encourage scientific knowledge for student stakeholders.

The University has designed a scientific method of collecting and analyzing feedback of not only teachers but also Curricula by incorporating practitioner industrialists and eminent academicians.

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

Response: 80.95

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

Response: 17

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 21

File Description	Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 31.57

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

2017-18	2016-17	2015-16	2014-15	2013-14
208	210	183	139	108

File Description	Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 12.34

1.2.1.1 How many new courses are introduced within the last five years

Response: 329

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 2667

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 21

File Description	Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The University tries to reach out to every student. The curricula design and development integrate cross cutting issues pertaining to gender, environment with sustainability, human values and professional ethics into the courses and course specific contents.

Gender Sensitive in Curricula Design and Development

The University has an exclusive department named Women Studies which addresses gender sensitive subjects. Departments from the school of social sciences and humanities offer courses relevant to gender sensitivity. These in turn meet many cross cutting issues and enlighten students and other stakeholders.

Students from various departments obtain an Open Elective course from the Department of Women Studies which addresses status of women in India from classical age to current global age. Inter-disciplinary issues such as socio-economic, political, health, crime and justice are inculcated to perceive the subject of gender in the curriculum.

Environment & Sustainability in Curricula:

Our university jurisdiction consists of variant ecosystem with vibrant natural resources with huge mining and stone extracting quarry. Hence the curricula related to environment and sustainability is a prime focus

of the departments of Mineral Processing, Bio-Technology, Botany and Zoology in our university. In addition to this, some of the departments have course specific content related to environment and sustainability. The department of Studies and Research in Economics have specific course with cross cutting issues and content related Environment and Sustainability. Some of the departments have module pertaining to the subject(s).

Human Values and Professional Ethics in Curricula:

The vision of the University implicitly and explicitly imparts human values, social commitments and ethics. Focusing on the academic upbringing of students, well structured curricula with implicit programs, courses and specific content are designed. Teaching, pedagogy and curricula of the University generate human values and professional ethics such as respect for diversity in religion, dignity of life, ethnicity, culture, honesty, justice, peace, harmony, acceptance of hard work with commitment to society etc. among students.

The curricula pedagogy has designed and integrated the cross cutting issues pertaining to gender, environment sustainability. Human values with professional ethics can be seen at varying levels in curricula across the programmes.

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

Response: 0

1.3.2.1 Number of value-added courses are added within the last five years

File Description	Document
List of value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

1.3.4 Percentage of students undertaking field projects / internships

Response: 36.93

1.3.4.1 Number of students undertaking field projects or internships

Response: 956

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise**

Response: C. Any 2 of above

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.68

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	11	12	12	11

File Description

List of students (other states and countries)

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 2.34

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2040	1220	795	535	470

File Description

Demand Ratio (Average of Last five years)

Document

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 87.11

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
668	544	370	298	275

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The University offers post-graduate programmes on the Main Campus at Ballari and at three post-graduate centres viz. Nandihalli Koppal and Yelburga. The two districts, Ballari and Koppal, under the jurisdiction of the University lie in Hyderabad-Karnataka region which is identified as the backward area in Karnataka state. The Government of India has evolved a special reservation policy for this area in education and employment under Article 371-J of the Constitution. The majority of students are from socially and economically backward groups and are first generation learners. All the Departments of Studies in the University are striving hard to enhance the learning levels of the students. As part of this exercise, the teachers conduct Orientation Programmes to “reorient” the students’ perception towards higher education. The teachers, at the beginning of every first semester of each programme, conduct interactive session to get familiarity with the students and have the first feel of learning-level of students in their area of interest.

The University would not like to segregate students as slow learners and advanced learners since labeling a student so may embarrass him or her. However, teachers identify the learning levels of students initially based on the marks scored in their bachelor degree. The teachers try to understand the learning levels of the students based on their interaction with students, seminar presentations, home-assignments, continuous assessment tests, debate, elocution and essay competitions, quiz, etc.

The Departments have different approaches to enhance and support the learning levels of students. Although the students are not labeled as slow-learners, the teachers, with their knowledge on the learning levels of students, keep an eye on the performance of those students. 75 percent attendance is made mandatory with an intention to induce students to actively participate in the academic discussions. Students in the class-room are motivated to raise questions for clarification. If students are reluctant to raise doubts in the class room, all the students are encouraged to personally approach the teachers at their chambers for academic clarifications. A few departments conduct weekly remedial classes in order to enable slow learners maintain an academic pace with rest of the class. Not to mention, the remedial classes are open to all those students who wish to get deeper understanding of concerned subject. The mentoring sessions are held in majority of the departments in order to counsel the students and address their academic and personal issues.

The students, who are recognized as advanced learners, are encouraged to write basic research papers and present them in the national and international seminars. A few of the departments such as Chemistry, Mathematics etc. arrange Lecture Series with the financial support of funding agencies like Karnataka Science and Technology Academy (KSTA). This lecture series is, of course, open to all the students. Eminent scholars across India are invited to deliver lectures on contemporary issues. This will act as motivation to the slow learners and facilitate advanced learners to excel. The training/coaching

programmes are also arranged to prepare the students for NET/KSET and competitive examinations.

2.2.2 Student - Full time teacher ratio

Response: 491:22

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.58

2.2.3.1 Number of differently abled students on rolls

Response: 15

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

All Departments follow conventional (chalk and talk) method of teaching for learning. To make learning a meaningful journey, majority of the Departments have also adopted student-centric learning methods such as case analysis, simulation, role plays, seminar presentations, group discussion, home assignments, filed work, etc. .

The departments, Commerce and Business Administration for instance, organize industrial visits, conduct new product launch sessions, carry out market surveys, encourage students to attend live market sessions at various brokerage firms. Department of Business Administration places students in industry to undergo internship training during summer vacation after completion of Semester-II.

Department of Economics made an attempt to place the students in various colleges to teach undergraduate students pursuing BA, B.Com, and BBA and develop experiential learning. This department arranges live sessions of Union and State Annual Budget presentation every year. Department of Political Science conducts pre-poll surveys in the constituencies in the jurisdiction of the University and arranges programmes for interaction with the candidates. It also frequently arranges inter-department lecture series to orient the students to inter-disciplinary approach. The students of this Department actively involved in preparation of ground-level report on caste clashes in nearby village in Gangavathi taluk. History and Archaeology Department organizes visits to historical and archaeological sites. Sociology and Social Work Departments organize visits to industries, NGOs, Health Centres, Community Development Organisations, etc.

Social Work Department organizes student workshop to share their visit experiences after the completion

of orientation visits. This Department also places students in nearby open community setting and organizes social work camps to get the real life experience of tribal, rural and urban community. The students of the Department were also involved in studying and facilitating a suitable solution to the community clashes between the two communities at a village nearby Gangavathi Taluk. Both the language Departments, Kannada and English, encourage the students for critical thinking, describing visual images and organize community surveys. The Department of English made an attempt to teach basic English language skills to slum-students under “Vishwavidyalaya Nade Samudayada Kade (University march towards community)”. This encouraged the students to take active part in experiential learning by teaching students living in slum areas and to have a sort of feeling in community involvement and achievement. The Law Department makes the students work on live cases and organizes debates based on case studies. The Department of Mass Communication and Journalism motivates the students to study the columns of eminent personalities and present their views on articles.

Science departments have adopted experiments-based learning method. Department of Chemistry places the students on internship training in nearby industries. The Department of Mineral Processing organizes visits to mineral processing plants. Department of Botany makes the students to learn scientific way of growing important medicinal plants through field works and encourages students for collection of pathogenic plants.

All the Departments have Project Work as mandatory in their curricula. This course enables critical self-learning and problem solving skills. The students are encouraged to take up issues which are of contemporary importance and field-based/laboratory-based.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 78.45

2.3.2.1 Number of teachers using ICT

Response: 91

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 491:22

2.3.3.1 Number of mentors

Response: 116

2.4 Teacher Profile and Quality

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

Response: 56.82

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 44.41**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
41	37	35	35	34

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 6.9**2.4.3.1 Total experience of full-time teachers**

Response: 800.5

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 5.83**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
01	2	2	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 2.65

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	04	04	04

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response: 37

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

2017-18	2016-17	2015-16	2014-15	2013-14
38	40	25	45	37

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

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

Response: 0**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years**Response: 6.67****2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
14	0	0	0	0

File Description**Document**

Any additional information

[View Document](#)**2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system****Response:**

The University has a well-established Examination Section which works under the Registrar (Evaluation) appointed by the Government of Karnataka. The Exam Section carries out the whole process starting from registration of students to the announcement of results and distribution of performance cards systematically. The students fill in the examination registration forms and pay exam fees online. The Chairperson of the Department of Studies has to make arrangement for uploading the Continuous Assessment Marks of students. The uploading happens in all components prescribed by the Regulations governing Post-Graduate degrees. The chairpersons/principals are authorized to download the Admit Cards of their students from the EMS directly. Admit Cards are issued after fulfilling mandatory attendance. The Schedule of Semester-end examination is prepared in consultation with the Chairpersons of the Department. The University does not change, except in unavoidable circumstances, the schedule of examination once announced. The Calendar of Events specifies the period in which the Continuous Assessment tests should be conducted. The semester-end examination schedule is put on the University website and the soft copy is sent over email to the Chairpersons of the Departments/the Principals of Colleges and PG Centres.

Question papers are distributed to the department/college under the surveillance of a permanent teacher. The flying squad is formed to maintain the sanctity of examination. The answer scripts are coded by using bar code system. Each evaluator is entitled to evaluate not more than 32 answer scripts. Since 2016-17, single valuation system, either by internal/external examiner, is adopted for odd semester examination and double valuation system is retained for even semester examination. The marks awarded are immediately entered in the Examination Section and verified by the concerned examiner. The system does not allow the alteration of marks once entered. Errors in the entry can be changed only after the approval of the Registrar (Evaluation) with the consent of Vice Chancellor. This applies to continuous assessment marks as well. The EMS has an inbuilt system to avoid malpractices.

The results are announced online within the stipulated time. In case of dissatisfaction with results, the odd semester students can apply for revaluation and even semester students can apply for challenge valuation. The evaluation/revaluation preferably is done by external examiners.

Marks cards generated by the system are issued to the candidates through the concerned Department/colleges. Marks cards contain QR code and photo of student. The Degree Certificates with photograph of the candidates are also issued in time after the convocation. An Examination Manual is prepared and approved by appropriate bodies. The Manual establishes a proper mechanism for constitution of Board of Examiners, Question Paper setting, conduct of examination, evaluation and announcement of results. The University has Malpractice Enquiry Committee to inquire into malpractices and suggest remedies. This Committee does not focus on fault-finding but works as counseling and reforms team.

Overall, the reforms in examination system and integration of information technology have increased level of confidence of stakeholders and sanctity of the system.

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

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

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The University was established in 2010 by the Government of Karnataka under the Karnataka State Universities Act, 2000. This University was carved out of Gulbarga University, Kalaburagi. A few teachers are inherited from the Post-Graduate Centres, Nandihalli and Ballari which once belonged to the Gulbarga

University, Kalaburagi. A few teachers got recruited by VSKB in 2012-13. Most of the teachers are youngsters and first-generation members of family to reach this level.

This University has also inherited the curricula of Gulbarga University in the beginning. Most of the Departments got their own curricula prepared in 2013-14. Since then a few revisions have also been carried out to incorporate contemporary issues into the curricula. Each course curriculum of the programme curricula is seriously designed. The course curriculum includes title of the programme and the course, course code, maximum marks for continuous assessment and semester-end examination, number of credits and number of teaching hours. Each course has specific learning objectives and pedagogy to be followed. At the end of each course curriculum, references are specifically mentioned. The curricula of all the programmes are hosted on the University Website and made available to the teachers and students of the University.

The primary motto of education is manifestation of latent talent of the students for over all personality development and making them a responsible and productive citizens. The University works hard for accomplishment of the objective. Despite such holistic view, the programmes in the University are designed to train the students for self-employment and enable them to get an employment. However, this programme outcome has not specifically mentioned. Each course has learning objectives but does not contain course outcomes. The University is planning to organize a workshop on how to write course and programme outcomes. The programmes and courses very shortly will have their specific outcomes along with their existing learning objectives.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The University has well-designed curricula for all programmes offered by the University. Each course has its own learning objectives. Though the courses and programmes do not have specifically mentioned outcomes, the course content itself has inherent intended outcomes. The basic outcome of an educational programme is to transform a person into a well-developed personality. Although it cannot be quantified, it can be measured in terms of the subtle behavior in the activities he or she conducts. Once the programme is completed by a student, he or she must possess the effective communication skills. The growth is measured by the Department during the programme in presentation skills exhibited during seminars, language skills in interaction in the class room with the teacher and persuasive skills in the group discussion arranged in the classrooms on various ongoing issues. Ability to use the technology can also be measured when she prepares and presents the seminar. The course teacher would also recognize behaviors of a student in the group and organisational ability of a student during the events organized in the Department and the University.

The students of higher learning are just expected to reproduce the knowledge acquired and develop a critical thinking ability. Attainment of this kind of skill is measured when the student involves in the interaction, discussion, debate and elocution events organized by the Departments. Critical thinking and application of theory and skills in solving issues are recognized and measured in compulsory project work done in the fourth semester of the programme. The platform for identification of problems and the ways of problem solving tools, techniques and skills, is usually created during the third semester of the programme

by offering Research Methodology course.

The Placement Cell works in the University to get students placed in various firms. The teachers find place to their students in educational institutions and industry by giving references. The large number of students gets the appointment in government and private organization on their own. The University also considers this as attainment of outcomes of the programme.

Conventionally, the outcomes of courses are measured by conducting and evaluating seminars, internal tests and evaluating home assignments during the semesters of the programme. The University conducts semester-end examination to examine the acquisition and application of academic inputs.

2.6.3 Average pass percentage of Students

Response: 96.21

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

Response: 1041

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1082

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.99

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

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

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 1

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

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

Response: 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	1	0	1

File Description	Document
List of research fellows and their fellowship details	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Response: Three of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 10.53

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar

recognition by government agency

Response: 2

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

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

Response: 4.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	4.4	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 115.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
32.7	22	19.5	31.9	09

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

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

Response: 1.51

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

Response: 16

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 53

File Description	Document
Link for funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

The University has a flexible and research friendly ecosystem. The University has supported all the departments in acquiring minimum basic facilities. In addition, the University motivates teachers to write project proposals to Government and Non-Governmental funding agencies. The University is providing the basic facilities required for the implementation and execution of research and innovation in terms of space, infrastructure and administrative support without any hassle. The science departments are well equipped with basic facilities and modular laboratories. Because of this support, the University is able to get more than Rs. 3.5 crores of funding from different agencies within a short span of five years. The teachers are motivated to take up the interdisciplinary research, collaborative research work and memorandum of understanding with industries, nation and international institutes. The University facilitates and supports the presentation of research papers in conferences and workshops. The departments also regularly conduct the national seminars and workshops to transfer the knowledge and create an innovative atmosphere for research.

In its research policy and copy right law, the University has adopted more research-friendly regulations. It provides seed money to young faculties and permits to use overhead grants of the projects on request by the principal investigators. In order to promote the innovations by the faculties, the university is bearing

50% of the patent expenditure. The University has already established a computational lab and a language lab as part of creation and transfer of knowledge. The students are encouraged to compulsorily take up project work on the area of their interest and societal demands as part of curriculum. The projects are conducted either at industries as interns or in their respective departments. The research activities facilitate creation of knowledge and transfer of solution to the problems. In addition, it also creates interest and motivates students to take up research as their career. Further, the teachers and researchers who are active in research are felicitated with Best Teacher award and Best Researcher award respectively. Recently, the University has supported alumni to begin a start-up in the campus. The teachers are either financially supported or provided with study leave in order to undertake collaborative work or research assignments at national and international level. The University also motivates and provides logistic support for students to take research at national premiere institutes as well as abroad.

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 3

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	0	0

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 6

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	1	2

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 0**3.4.3.1 Total number of Patents published/awarded year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of patents and year it was awarded

[View Document](#)**3.4.4 Number of Ph.D.s awarded per teacher during the last five years****Response: 1.11****3.4.4.1 How many Ph.Ds are registered within last 5 years**

Response: 40

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

Response: 36

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 1.49****3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
63	24	10	15	16

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**Response:** 1.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	11	18	25	16

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)**3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 3.66**File Description****Document**

BiblioMetrics of the publications during the last five years

[View Document](#)**3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 9.5**File Description****Document**

Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University

[View Document](#)**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 4.4

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	4.4	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document
Any additional information	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 13.65

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
13.65	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Any additional information	View Document

3.6 Extension Activities

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

Response:

The various departments are encouraging extension activities in the neighbourhood. The social science departments and science departments have involved in the neighbourhood community in order to generate awareness about social issues among students.

The Department of Economics conducted a road show in Ballari city on 21.09.2015 to encourage the participation from residents of the city. The show was an initiative to create awareness about micro insurance and pension programmes offered by Central and State Governments. The Department conducted a training programme for farmers on the means of doubling farming income. The event was conducted in association with NABARD, Syndicate Bank and Canara Bank, Ballari on 23.11.2016. A workshop was conducted to promote online Banking among students in association with Ballari Chamber of Commerce on 21.02.2017.

Dept. of Sociology and Dept. of Social Work have jointly adopted a slum area named Gautamnagar. The residents of the slum were invited to our university and involved in a discussion on cleanliness, Swach Bharath programme, gender issues, AIDS, malnutrition etc. Department of Social Work has adopted a village named Handihalli and two slums –Korcha Colony and Samatha Colony – as part of VASA-SURKSHA Yojane. The department carried out door to door survey and prepared a report on various socio-economic parameters. The department also organized health camps, blood donation camps, PRA programmes, awareness programmes, workshops and several meetings in Handihal in 2015-16, and KGB Halli in 2016-17.

The NSS is active and being appreciated for its work. The unit has organised several programmes in villages namely Yaranagalhalli, Dommuru, Korlagundi, etc and initiated activities related to national integration, Swach Bharath, construction of roads, compounds, etc. It has also organised *jaatas*/rallies in order to spread messages pertaining to the importance of voting, plantation, sanitation etc. Few of our students have actively participated in the Republic Day camp at Bangalore in 2016. The Unit sent four students to Youth Parliament Programme held at Pune in 2014-15. The Youth Parliament Programme is held to create awareness about functioning of parliament and democracy.

The Red-Cross Society has organised blood donation camps at VSK University and at BITM college in 2014 and 2017 respectively. The Department of Chemistry organised a seminar entitled “Impact of Science and Technology on Society and Economy” in collaboration with Karnataka Science and Technology Academy in 2017. The seminar was open for public and students. The Dept. of Business Administration conducted a Tourism Outreach programme to 90 tourist guides of Hampi in association with Karnataka Government in 2017.

In 2017, the Department of English visited slum areas in Vinayak nagar, Ballari and distributed various books to slum children and took a few classes. The students of the University have actively participated in forest conservation activities, global warming, Plastic free environments, etc.

Dept. of Commerce, Dept. of Sociology and Dept. of Social Work took up surveys in rural areas related to various socio-economic problems. In addition, some departments take their students to industrial, historical and interactive trips.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Number of awards for extension activities in last 5 years

[View Document](#)

e-copy of the award letters

[View Document](#)**3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years****Response:** 16

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	2	2	1

File Description**Document**

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)**3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

Response: 27.51

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
750	308	250	475	500

File Description**Document**

Average percentage of students participating in extension activities with Govt. or NGO etc.

[View Document](#)

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year****Response: 1.4**

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	1	0

File Description**Document**

Number of Collaborative activities for research, faculty etc

[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years**Response: 10**

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	1	2	2

File Description	Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 3

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	1	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

VSK University was started in the year 2010. The University has four post graduate campuses. The main campus, “Jnana Sagara”, is located at Vinayaka Nagar, Ballari. The main campus, spread over an area of about 95.37 acres with a built up area of 2,83,437.75 Sq ft, houses all the key administrative departments of the University as well as 27 post-graduate departments. The second campus i.e. “Jnana Sarovara” is located at Nandihalli in Sandur Taluka of Ballari District and has spread over an area of 242.65 acres with a built up area of 2,46,206 Sq ft. The third campus is situated in Koppal city with an area of 13 acres. This campus offers Masters degree courses of ten departments. Fourth campus is in Yelburga Town of Koppal district with an area of 17.36 acres. Five departments offer Master Degree courses at the Yelburga PG centre.

Classrooms and demonstration-rooms of our university are equipped with Desktop Computers and ceiling mounted LCD projectors. A smart board is available for students in Department of Mathematics. Classrooms have adequate numbers of chairs, tables/work benches and Podiums. Labs are provided with modern equipment and ventilation systems with fuming hoods. Labs in the science department are designed according to the requirement of specialized practicals and experiments. Chemistry department has separate chemicals & glassware store room, gas supply and instrumentation room. Zoology labs are designed in the form of modular labs. Computer lab and Language lab with appropriate software are available for computational and learning purposes. Department of Mineral Processing at Nandihalli campus has a computer lab which can run simulations on real industrial problems. Besides the computer simulation lab, the department also has teaching laboratories for elemental concepts in mechanical and electrical engineering. Ore Dressing laboratory has facilities for processing metallic and non metallic ores. The Ore Dressing, Metallurgical and Chemical labs are well established to conduct the day to day experiments of teaching and research needs of the faculty and research scholars.

File Description	Document
Link for Additional Information	View Document

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

Response:

The University actively encourages students to take part in all indoor and outdoor sports activities. The institute focuses on certain sports such as *kabaddi*, football (men), badminton volley ball, *kho-kho*, athletics and Pencak Silat (Martial arts). Our students won 6 Silver and 12 Bronze medals in national level competition in Pencak Silat organized by Guru Nanak Dev University, Amritsar from 19th to 22nd March

2019. The main campus has a play ground for volleyball, *kabaddi* and shuttle badminton. Nandihalli-campus has adequate facilities for sports such as the newly built multipurpose ground of 22,000 Sq. m (Athletic Ground with 400 meter track) and Cricket Ground. Yoga Hall is available at Nandihalli Campus. University conducts cultural activities such as intercollegiate Youth Festival every year.

File Description	Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 90.24

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 74

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 29.16

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
653.28466	438.57892	267.86139	399.87106	1260.28428

File Description	Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library was established in the year 2010. It is located in the centre of the University campus. The library was shifted from Management Science Block to a newly dedicated building. The library is spacious with a carpet area of 1460.00 sq mtr. and has ample natural lighting and ventilation. The library contains 24,148 books in 3 stack rooms. Digital Library of 30 computer work stations with internet connectivity is established in Hall No 1 in the library. There is a proposal to increase the number of computer work stations to 70. The library provides free internet browsing service for its users. A Periodical Section with a seating capacity of 50 users is available in Hall No 2. The remaining three halls are converted into stock-cum-reading halls for the books of general reference and various subjects taught in the University.

In 2012, the library has been partially automated with *eLib* Integrated Library Management software. Software version 16.2 is installed. All the books available in the library are bar coded.

<i>Nature of Automation:</i>	<i>Partial</i>
<i>Version:</i>	16.2
<i>Year of automation</i>	<i>December 2012</i>

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The University Library is putting efforts to acquire rare books and manuscripts pertaining to myriad subjects in science, commerce, humanities and social sciences. We intend to get rare books pertaining to the Hyderabad-Karnataka region particularly. We are trying to get books and various knowledge sources which help our students, research scholars and teachers in understanding the contours of culture, literature, economic and flora and fauna of these regions. For time being, the library is fulfilling the needs of its users by accessing various internet sources in public domain such as www.archive.org ("Internet Archive for old, Rare and Classical Books").

4.2.3 Does the institution have the following

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**

5. Databases**Response:** None of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 17.47

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

2017-18	2016-17	2015-16	2014-15	2013-14
7.054	52.004	8.25776	10.27687	9.75227

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** No**4.2.6 Percentage per day usage of library by teachers and students****Response:** 1.29

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

Response: 35

4.2.7 E-content is developed by teachers :

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

6.For Institutional LMS**Response:** Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The University has a latest Firewall i.e. *Fortigate* 200B system, covering the network in the campus. Firewall service subscription was renewed in 2018. The Wi-Fi facility is available across all academic buildings. Ruckus (model ZD1100) and Juniper Routers (model no M10i internet router) cater to the current Wi-Fi facilities. The LAN facility offers a 1-GBPS connectivity shared uniformly throughout the Network. IPv4 under DHCP (Dynamic Host Configuration Protocol) is implemented with a series range 192.168.2.1 to 192.168.9.35. The main campus has been upgraded in order to give a through put of 10/100/1000 (switches) full duplex at every point of data transmission. LAN has 600 wired and 1500 Wi-Fi Nodes. Buildings (including Academic and Administrative) on campus are interconnected through underground 6 core optic fibre cables. Two dedicated servers (Dell Power edge R430 Rack server and IBM Xeon server) cater to the IT needs of the university. The Nandihalli campus is covered by a *Seqrite* firewall. 2MBPS Internet connectivity from BSNL caters to the campus. The University Website is maintained regularly on a daily basis by the ICT office staff and its authorized contractors.

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio**Response:** 823:96

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**Response:** ?1 GBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 9.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
309.27855	253.68992	151.92769	125.49	133.71847

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Any additional information	View Document

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

The University has an Engineering Section that looks after the physical infrastructure such as class rooms, Administrative Building, laboratories, sports complex and other physical assets including the services like water supply and electric supply. The section functions based on a set of well defined Standard Operating Procedures which are similar to that of Government establishments like Public Works Department. The complaints on maintenance can be lodged electronically as well as manually. The usage of central facilities such as Seminar Halls, auditoriums is controlled by the Office of the Registrar. Procedure adopted for civil and electrical maintenance is as follows: The complaints given by the concerned departments and wardens of hostels regarding electrical and water supply are attended to by the Engineering Section. The section procures required materials after due inspection and obtains permission from competent authority. House

Keeping works of the University in all Departments and Hostels are maintained by a service providing agency on tender basis through e-procurement. The 1000 lph RO water purifier plants are installed in the campus near Hostels and Science Faculty building for safe and clean drinking water facility. The water supply of the Campus presently is full-filled by 05 bore-wells having an average yield of 175 gallons per hour. The water is collected in the sumps and is in turn pumped to the storage tanks of departments and hostels for utilization.

A proposal submitted by the University for supply of corporation water to the Campus has been approved by Hyderabad Karnataka Regional Development Board in macro plan and sanctioned Rs.484.00 lakhs. Presently the Ballari city Municipal Corporation is executing the Project amounting to Rs.295.00 lakhs.

The Security in the Campus, particularly in hostels and in other buildings, is maintained by the Home Guards deputed by the concerned Government department. The main campus is supported by 04 Diesel Generators (62.5 kva capacity) for uninterrupted power supply. Laboratories are monitored for cleanliness and tidiness on a regular basis. Acid usage in the Chemistry laboratories is minimized and the wastes are sufficiently diluted before being discarded. The Mineral processing labs are maintained and refurbished on a timely basis on a schedule decided by its departmental council. The mechanical parts of the equipments are oiled and greased as per schedule i.e. once in a month to avoid the wear and tear of the parts. The students are trained to keep the equipments clean by allotting the equipments to each student to take care of the external cleaning. Classrooms are maintained for cleanliness and tidiness by Housekeeping staff on a daily basis. Repairs or any such activity is taken up by the Engineering Section.

In the library, old news papers and back volumes of magazines are being replaced with new issues. Books returned by the users are remerged in the concerned sections of the stack properly. Shelf reading is done every day for the proper arrangement of books subject wise and taking out the damaged books from the stack. Books that meet a minor damage are repaired for re-use immediately.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 52.45

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1251	1184	1019	507	603

File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.3

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	19	0

File Description

Any additional information

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching

- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

Response: Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 3.64

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
65	69	75	59	32

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

As of now, international students have not registered for any programme at the University. Interestingly, the Ballari district is known for historical and cultural significance. Historical places like Hampi are located in the district and are identified by UNESCO. Industries known nationally and internationally are located in the same district. The unique cultural practices and traditions exist in the region. These many subjects pertaining to various disciplines deserve to be studied by students and scholars from India and abroad. In future, the University intends to attract students from different countries to pursue studies and research on subjects specific to the locality. Eventually, a cell will be established to look into various issues of international students.

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 8.82

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
128	83	48	09	12

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 2.4

5.2.2.1 Number of outgoing students progressing to higher education

Response: 25

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 3.24

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	20	09	13	16

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

2017-18	2016-17	2015-16	2014-15	2013-14
776	631	400	362	369

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The University has established Student Welfare Cell, Anti-Ragging Cell, SC-ST Cell, and Anti-Sexual Harassment Cell to resolve issues of the students. Students are members of these committees. The Training and Placement Cell is participative and student oriented. Internship and placement activities are coordinated through the Cell. The Cell provides Pre-Placement guidance and required training to the students to make them employable. The institute motivates students to participate in various co-curricular and extra-curricular activities at various levels such as the Youth Festivals and Cultural Fest. The students are encouraged to organize co-curricular and extra-curricular competitions/events such as the quiz, debates and pick and speak competitions in the institute.

Every department has active student groups dedicated for various academic and extra-curricular activities. The student representatives of the departments are nominated/elected from among the respective students. The student groups play a crucial role in many activities related to fine arts, sports and other co-curricular activities. Various co-curricular activities organized by students include Special Lectures, Seminars, Workshops, Symposium, National Level Conferences and Inter-collegiate meets held to develop the personality and skills of students. Eminent speakers and industrialists deliver lectures on myriad topics relevant to the current educational scenario. Student members of the groups also observe important days such as the Constitutional Day, National Festivals, Birth/Death Anniversaries of important leaders, International Women's Day, International Yoga Day, Sports Day, Non-violence Day, Teachers Day, and Inter-collegiate Meet. Students from each department participate in class committee meetings. Annually, students give feedback on teachers in order to improve the learning and teaching activities in the University.

Six students are nominated by the Hon'ble Vice-Chancellor as student representatives in Academic Council of the University.

Research Scholars Forum [Registered-(DRBL/SOR/538/2018-19)] is successfully improving the professional life of Research Students in the University. The Forum invites Research Scholars to join hands in establishing a research friendly environment and cater to the needs of Research Community. The Forum has been functioning since 2016, and in 2017 the statutory officers gave official recognition to it. The Forum mainly focuses on organizing workshops, seminars and guest lecturers from subject experts.

The Forum is also a platform to address any issue related to Research Scholars during their stay in the campus. The Forum looks into various issues such as the academic, research, hostel accommodation, stipend/fellowship, fees, HRA, travel grant, health, department, relation with guide or research work, internship/placement, discrimination/unfairness by any means and problem or matter especially of public interest. In 2018, Coorg was devastated by heavy rainfall. The Forum, for instance, raised and donated Rs.

10, 000/- towards the Chief Minister's flood relief fund.

The Forum is also active on social media. It meets the authorities periodically to get their interests protected. Apart from grievances, suggestion & feedback are also welcomed. Research Scholars can also request us for organizing any workshops or programs, events, seminar, industrial visits which will benefit them in their research work.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 14.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	13	12	15	13

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

1. The University has some Registered Alumni Associations like Department of MBA, Department of Commerce, Department of MSW and Department of Mineral Processing, and some departments have floated Alumni Associations which are in the process of being officially registered.
2. The Alumni Associations of different departments regularly meet and interact with the students and teachers. The contemporary developments in the disciplines and the issues encountering the higher education are interrogated.
3. Over the years, The Alumni Associations have been helping in conducting various interactive sessions to motivate students and enable them to understand social adjustments and seek career opportunities.

4. The alumni, generally, help the institution by approaching industries and other agencies in getting placements for the institution. The alumni has expanded and strengthened its scope with new enrolments. The Alumni of Dept. of MBA has placed students at different corporate companies such as Infosys, Wipro, Oracle, Karvy and Dellolite. Department of Chemistry has placed its students in the pharma-companies such as the Biocon, Syngene and Aldrich; and, the students from the Department of MSW have been placed in the corporate firms and NGOs/institutions such as the Salvin, Hongirana, Don Bosco, Hemadri MSW College etc.
5. The alumni appear for various activities such as the fresher's party and farewell parties and their suggestions are taken into account. Alumni day is celebrated every year in the month of November or December and their achievements are recognized. The successful alumni are selected as guests of honour for awards.
6. The Alumni Associations have been supported with different social networking platforms such as Facebook, Twitter and WhatsApp and blogs.

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

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association / Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

The University has a powerful vision statement - *Envisioning the Power of Mind* ("Dhiyo yo naha prachodayath"). In order to translate the vision into a reality, our University has framed four goals. These goals are set based on current need of Higher Education Institutes.

Our University also aims to give Philip to Science Education and Research, better social and financial inclusion of socially and economically weaker students. To top it all the entire purpose of any higher education would be provide better career, quality of life and entrepreneurship opportunities.

Goal 1

Since Ballari and Koppal districts suffer from low GER, it has been decided to encourage enhancement of admission to existing UG colleges and also increase number of colleges offering UG programs. Towards this end we have a deputed full-fledged Director for CDC, which has been given a mandate to increase colleges and courses in colleges.

Goal 2

Since we have a very poor number of colleges offering science courses, the "Affiliation" process was tweaked to offer 50% discount in affiliation fees. This resulted in addition of over 5 UG colleges offering science courses. Further we have added over 4 life science PG courses in Main campus. We have also added MSc Physics and Chemistry in PG Center at Koppal with proper facilities. In order to help Commerce and Management Students get proper placement, a full-time professional Placement Officer has been appointed; the officer has done a good job.

Goal 3

In order to empower all stake holders of higher education, Alumni Associations have been formalized /registered. Alumni meetings and Parents meet have been regularly organized with adequate feedback being incorporated. Corporates have been involved in tweaking the syllabus to reflect the social and industrial needs.

Goal 4

The University aims to be a full-fledged University by 2025; hence a Vision-2025 has been set up. The plan aims to create a knowledge-society that reaches to a total of 10,000 students on campus and around

2,00,000 undergraduate students. Infrastructure has been planned accordingly.

Participation of Teachers: To have a bottom-up approach towards the Vision and Mission, University had a series of workshops with individual department's faculty. Concepts like Mind-mapping were used to formulate their department Vision and Mission and in turn University's Vision and Mission. Accordingly, the teachers part Syndicate, Academic Council, IQAC, and various committees of the University.

Perspective Plan and Nature of Governance: An architect was employed to fully utilize our 96-acre campus to accommodate 10,000 students and also all our Prospective departments. Accordingly, a table top model reflecting the Vision 2025 was made for records. In order to decentralize our academic and administrative governance, we have formulated Seven Schools with a full time Director who will manage all administrative matters while our Dean will take care of Academics.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization:

One of the most significant decisions taken as a result of our Administrative and Academic Audit was the formation of Schools. In accordance to our Statute and our Syndicate decisions, all the various Departments have been clubbed into Seven Schools. They are

1. School of Physical Sciences
2. School of Life Sciences
3. School of Social Sciences
4. School of Humanities
5. School of Management Studies
6. School of Legal Studies
7. Schools of Educational Studies

Each of the above Schools is headed by Directors who are completely responsible for the routine administrative works. These include complete Admission process- starting from advertisement to counseling and issue of eligibility certificates- which was being managed by the Office of the Registrar. Even for Doctoral Programs, the Directors of the Schools are responsible for the administrative matters.

Another example of decentralization is the Student Evaluation of Teachers. Once the Student Evaluation of Teachers is completed on line, the Vice Chancellor sits with the Deans of respective Faculties to reflect on the overall performance of the Departments and Programmes under the Dean. Subsequently the Dean is requested to sit with the respective Teachers and discuss on how to improve their performance in the coming years.

Participative Management:

One of the most important stake holders are the students. It is therefore important to involve them in the administrative and academic matters. Accordingly, six students- two each from UG, PG and Doctoral programs are inducted into the Academic Council and they participate in all the Academic Council Meetings.

Another example of Participative Management is the involvement of the Student bodies. All student bodies such as AIDSOS, SFI, ABVP and others are invited just before the formal start of the academic programme to explain to them our proposals. The proposals include change in course structure (if any), new courses being offered, new welfare schemes for the benefit of our students including proposed increase of fees etc. Once the proposals are negotiated, they are officially thereby nipping at the bud any kind of objections.

Almost all programs in the University are conducted with full involvement of our students.

One of the most impressive student participations is their involvement in the Placement Activities. All the students of various departments meet the Placement Officer and help him completely in identifying the companies, contacting them, inviting them to the campus, conduct of the group discussions, PPT and also the entire Interview Process. This has greatly helped in the progression of our students.

6.2 Strategy Development and Deployment**6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution****Response:**

A growth and development plan has been crafted for the University, and is under implementation. In line with its vision, the growth plan envisages transforming the University into one that is significantly research focused, socially and financially inclusive University offering Higher Education Programmes of the highest quality.

The Vision-2025 journey has achieved significant results in five thrust areas – Academic Programmes and Pedagogy, Students Admission, Research and Consultancy, Infrastructure and Facilities, and University Administration.

In line with our vision, the University has almost doubled the student's strength in the past five years. In order to increase the Gross Enrollment Ratio two more PG Centres were started at Koppal and Yelburga. Also Integrated course has been introduced by the department of Management Studies.

The plan also projects the annual growth required in the number of faculty members, staff members, and the physical and laboratory infrastructure. Thus there is a clear sight of the extent of resources necessary and to be provided for.

The growth plan has a strategic dimension to it that lays down the directions to be set in various respects to ensure successful attainment of the objectives. These then cascade into strategic initiatives at the Departmental and functional (teaching and learning, research, Institutional growth, and community

development) levels, which then serve as the context in which individuals set their goals, ensuring complete alignment.

Industry engagement has been one of the important elements at the core of the educational philosophy of the Institution from its inception. Deepening this engagement to define the distinctive character of the Institution, and to achieve the objectives, is an important aspect of the plan for growth and development.

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

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Syndicate: The syndicate is constituted as per the KSU Act. The Syndicate shall have the power to manage the affairs of the University, in particular, to administer the funds and properties of the University..

Academic Council: The Academic Council is the principal academic body of the University which has control over academic affairs; it is responsible for the maintenance of standards of teaching / training, research, curriculum, evaluation criteria, examinations and other academic functions.

Finance Committee: The Finance Committee performs the following functions, namely:-

- to conduct the general scrutiny of accounts of the University, review the yearly audit reports and make recommendations thereon; and to make budget estimates
- to scrutinise all proposals of the University involving expenditure for which no provision is made in the budget

Recruitment Rules & Procedures:

1. The university gets the approval from the Govt. of Karnataka for filling up the vacancies (Professors, Associate Professor, and Assistant Professor) available in the different departments/schools/faculty of the University.
2. Teaching position (shall be advertised in the national daily / News Papers of wide circulation and on the website of the University. The essential qualifications and pay scale for each advertised post as per norms prescribed by the University Grant Commission (UGC) or any other Regulatory Body are clearly indicated in the advertisements.
3. A Screening Committee constituted by the Hon'ble Vice- Chancellor shall screen all the applications and prepare a summary of all the candidates satisfying the essential qualifications and to be-called for the

interview. This list may be allowed to be uploaded on the website of the University.

4. Summary of all the screened applications shall be made available to the Selection Committee at the time of interview.

Various Cells in the University

Every process in the University has been mapped. The IQAC set-up as an overarching body for the University. There are various other cells constitute the overall scheme of things that take care of other organizational matters, such as Women welfare cell, Anti-Ragging Cell, Grievance Redressal Cell, SC/ST Cell etc which also play their own role in ensuring a smooth administration in the University. Perhaps, the most outstanding feature of the internal organization is the accessibility afforded to everyone in the University to interact with all officials of the University.

Grievance Redressal

Students

The students have their class representatives to tackle complaints at the first level. At the second level, they can approach the Chairman of Departments and the Director of the Schools/Director of Student's Welfare who takes care of student relations and complaints. There is also a 'Suggestions Box' in every campus that is regularly attended to.

Faculty

The faculty have their Departmental Heads at the first level, the Deans/Director at the next level, .If further escalation is required, the Registrar and the Hon'ble Vice Chancellor sets up 'ad hoc committees' to hear out the complaints and suggest remedial actions. Such cases are finally resolved by the Hon'ble Vice Chancellor.

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

Response: Any 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The meetings of various bodies /cells/committees are held regularly and all activities are conducted in the University based on the decision taken in them. Syndicate is the apex body of governance and it takes final decision on the issues recommended by Academic Council, Finance Committee, Planning and Monitoring Board and other supporting bodies of governance.

One such example is the resolutions of SC/ST Special Cell: the following issues were taken up by the Cell and implemented successfully as well.

1. SC/ST Cell looks after the welfare of the SC/ST students. The academic guidance, infrastructural support and financial assistance are provided through the cell.
2. Soft skill and Spoken English classes were held for PG and PhD Research Scholars.
3. Research Scholar's fellowship amount was increased from Rs.8000/- to Rs.10000/- per month.
4. Laptops were issued to all the SC/ST Research Scholars.
5. Capacity Building Workshop on Research Methodology was conducted for SC/ST Research Scholars for duration of 10 days.

Usually the SC/ST Special Cell meets to take stock of the situation based on the student's feedback/interaction and accordingly the file is put up for further deliberation and approval by the Registrar, the Vice Chancellor, and the Syndicate. The above mentioned activities were implemented after being discussed and resolved in the Syndicate.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The University works hard towards keeping the index of happiness high. We firmly believe that the well-being and happiness of staff, both teaching and non-teaching, are the key secret in sustaining the nobility of academic and administrative functioning. First of all, the institute does not encourage any form of

discrimination between teaching and non-teaching staff. An equalitarian community is created on the campus. The staff of the University are permitted to directly interact with or meet the statutory bodies pertaining to any academic and administrative purpose. The time and self-dignity of staff are given utmost respect, hence they can approach the statutory bodies without waiting for long time. In order to obtain maximum involvement from teaching and non-teaching staff, the following facilities are made available.

1. Canteen facility
2. Medical facility
3. Educational Facility
4. Festival advance for Non-Teaching Staff
5. Bus Facility for Staff.
6. Annual and special increments
7. Laptop facility for teaching staff and statutory officers
8. Leaves as per policy
9. Pension (old and new)
10. Wash rooms and rest rooms
11. Drinking water facility
12. Internet facility, etc.
13. Group life insurance for teaching and non teaching staff
14. Festival advance for non teaching staff
15. Maternity and Paternity leave for staff members

File Description	Document
Link for Additional Information	View Document

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

Response: 2.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	3	5	1

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of professional development / administrative training programs organized by the University for teaching and non teaching staff

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response:** 4.39

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	3	0	4	6

File Description**Document**

Details of teachers attending professional development programs during the last five years

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:****For Teaching Staff**

The University has effective transparent self appraisal system. The appraisal system covers all the aspects of academic, administrative and research activities of the teaching staff and each activities carries point.

The highlights of appraisal are reproduced below.

- Teaching assignment
- Teaching resource creation
- Mentoring and Guidance
- Publication of research articles/papers in reputed journals
- Research projects
- Awards and recognition
- Professional Training
- Professional Membership
- Administrative Supports Services
- Consultancy

In addition to the above the faculty is rated by students through online feedback system. The attributes covered in the feedback are

- Punctuality
- Sincerity
- Subject knowledge
- Lecture presentation
- Helping for clarification of doubts
- Communication and presentation Skills
- Coverage of syllabus as per schedule
- Controlling of classes
- Standard question
- Discussion of test of questions
- Interaction and approachability
- Fairness in evaluation
- Overall rating of the teacher

For Non Teaching Staff

The University recognizes role played by the non teaching staff in underpinning the functioning of the system and has developed a Self Appraisal system so that non-teaching staff shows involvement, take responsibility and are held accountable. The components of assessment are furnished below:

- Task Execution & Punctuality
- Work in Time & work Perfection
- Work interest & Motivation
- Ability to work independently & in groups
- Capability to maintain discipline among staff
- Dress code & Neatness
- Fairness and impartiality
- Capacity & willingness to assume responsibility

- Integrity, honesty in behaviors
- Ability to rise to difficult situation & execute tasks
- Behavior with Colleagues
- Cooperation with colleagues for work activities
- Helping colleagues
- Learns from colleagues
- Motivates colleagues in workplace
-

File Description	Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

1. External Audit is conducted by State Government Audit & Indian Audit and Accounts department (AG) once in a year after the completion of financial year.
2. External financial audit is conducted from the year 2013-14 to 2016-17 & Audit reports are given to the University.
3. 45 Audit objections (from 2013-14 to 2015-16) were made from AG Audit and 18 Compliance Reports were submitted by the University.
4. For some audit objections recovery mechanism was initiated by the University and recovery was done.
5. State Government audit department has conducted audit from the financial year 2010-11 to 2016-17.
6. Compliance reports were submitted to the government for years from 2010-11 to 2014-15.
7. The compliance reports for the years 2015-16 and 2016-17 are yet to be submitted.

File Description	Document
Link for Additional Information	View Document

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

Response: 40.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	6.1	2.2	26.3

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

1. The Hon'ble Vice-Chancellor along with Statutory officers of the university regularly conducts meeting with principals of various colleges relating to the fixation of Admission fee and Examination fees from the students and Affiliation fees from the colleges.
2. Number of Courses and College are increased during the last five years, hence more amount of affiliation fees are collected.
3. Government has announced free education for girls students and the same amount are reimbursed by the Government.
4. Proposals are given to the State Government Agencies such as Hyderabad-Karnataka Development Board.(HKDB)to sanction grants for various developmental activities in the University campus.
5. Proposals have been given to various public sector and private sector companies to provide funds from their corporate social responsibility activities towards the development of the University.
6. Some funds are also raised through funded research projects from agencies like DST, KSTA, UGC, CSIR, VGST and other agencies.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Being one of the significant cells in the University, IQAC has initiated a wide variety of activities ranging from documentation to the conduct of various academic activities (workshops, conferences, invited lectures and meetings) in the span of last five years. Documentation includes preparation of minutes of meetings, compiling and filing of various records, data, student feedback of the teachers etc. The Cell held various meetings with the Hon'ble Vice-Chancellor, Registrars, Deans, Directors of the PG Centres, Chairpersons, and the NAAC Criteria Co-ordinators in order to design various parameters necessary to ensure quality in

the academic and administrative functions of the University. The particulars of the functional trajectory of IQAC have been mentioned below:

1. In 2017, the IQAC prepared a report in accordance with the format provided by the Karnataka State Higher Education Council (KSHEC), Department of Higher Education, Government of Karnataka for the rating of Universities in Karnataka. Based on this report, the Executive Committee of the KSHEC on the recommendation of the duly appointed agency ICARE RATINGS has rated VSK University, Ballari as a THREE STAR INSTITUTION with a score of 462 of 1000 in the category of YOUNG University on the basis of comprehensive performance metrics as set out in the Karnataka State Universities Rating Framework (KSURF) on the 31st of March 2017. Various parameters were set and awarded star ratings. The parameter "Research Excellence" was awarded with three stars. Four stars were given to the parameter "Inclusive and Social Impact". The parameter "Teaching Excellence" was given three stars. Overall, our University was ranked FIRST among YOUNG Universities and SIXTH among the Universities of Karnataka. The University plans to achieve an excellent knowledge eco-system by creating an organic bonding among teaching, research and social responsiveness.
2. The IQAC took a sole responsibility in preparing and conducting the Academic and Administrative Audit (AAA) of the University. The AAA Report was an erudite outline of the functional structure, achievements and academic and administrative progress of all the units of the University. The AAA committee comprising of Vice-Chancellor, former Vice-Chancellor and Professors from other universities visited the University on June 8 & 9, 2018 and submitted a report based on their observations, interactions with stake-holders, and study of the documents. In the aftermath of the visit of AAA Team and receipt of the report from the same, IQAC conducted meeting with the Hon'ble Vice-Chancellor, Registrars, Chairpersons, and Co-ordinators of all Cells and Sections. During the meeting, IQAC initiated a meeting with Chairperson and Co-ordinators. Appreciation and recommendation of the AAA Team was discussed with each and every department, hence helped the Hon'ble Vice-Chancellor and Registrars and other stake-holders to get updates about academic and administrative status of the University. In 2018, Meetings were held to discuss the feedback and recommendation of the AAA team with the concerned representatives of various Cells, Sections, Departments, Schools and PG Centres.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The University has set up Internal Quality Assurance Cell as a measure to initiate and sustain quality in all aspects of its functioning. Accordingly, the IQAC has become a part of the apparatus to ensure and realize quality enhancement in the institution. Developing a system for consistent and catalytic improvement in the performance of the institution is the task cut out for the IQAC. Providing a summary of initiatives taken by the IQAC may be an incomplete project, yet two functions and outcomes of learning implanted by the institute through with the help of the IQAC can be explained thus:

1. Student Feedback of Teachers: The IQAC has been established in 2015 with a strong pledge to develop key tenets of learning and teaching in the University. In order to generate a quality dialogue between learning and teaching, the Cell collects feedback of teachers from students in every semester. Initially, the feedback of the teachers was taken in off-line mode. In the course of various exercises, the Cell has developed an on-line feedback system and facilitated effective feedback process.

Sundry parameters are taken into consideration while evaluating the teaching performance of teachers. The privacy and transparency is maintained while gathering feedback from students. The list of questions pertaining to various parameters (knowledge, ability to integrate course material with environmental issues, regularity, completion of syllabus, communication skills, support to students, use of innovative teaching methods etc.) are added in the feedback forms (off-line and on-line modes) and given to students. The list of parameters helps students to broaden the horizon of the perceptivity of learning and evaluate teachers from different vantage point of views accordingly. Teachers are rated on those attributes using the four point scale. The feedback then is analysed. The feedback collected by the IQAC has been of great use in improving the quality of teaching and developing student-centric learning. The feedback collected hence is provided to teacher through Deans of the respective departments. The colloquy helps the teacher to reflect upon the teaching methodology/pedagogy that he or she adopts in the teaching learning process. This process has resulted in higher ratings by students in the subsequent feedbacks.

2. Creating an Organic Interface between Academics and Administration: IQAC believes in generating an organic and intellectual collaboration between academics and administration of the University. The functioning and mode of interaction adopted by the Cell has been taken as a model of learning as well. Since its inception in 2015, the Cell has been conducting meetings from time to time. The circulars of various meetings are sent to the concerned bodies, and the statutory bodies also get a copy of the same for their kind attention. As a unique practice, the Cell is trying to maintain a paperless and eco-friendly functioning gradually. Most of the messages and circulars, for instance, are communicated through e-mails. After every meeting, the IQAC prepares minutes of the meeting and sends/shares a copy of it to the members who attend the meetings and the statutory bodies. The minutes reflect on the content discussed in each meeting. Agendas which are set prior to a meeting are discussed and resolved in the form of resolutions and actions are taken accordingly. While resolving specific resolutions pertaining to academic and administrative matters, the consent is taken from members of Advisory Committee and the Statutory Bodies. The meetings of IQAC intend to provide an organized structure to governance, teaching, and administration. In addition, quality tests have been conducted periodically in order to assure quality and growth of teaching and research. From time to time, interactions have been initiated with cells such as Placement Cell, Sports Cell etc. in order to maintain parity with other modes of learning and administration.

Coming to the crux of this section, the IQAC had conducted a list of initiatives to bring in various changes in the learning activities on the campus. In order to create a congenial affinity between academics and administration, an event entitled “Assessment and Accreditation of Universities: A Road Map for Quality Education” was conducted on 17-08-2015. Prof. Karisiddappa from Karnataka University, Dharwad was invited as resource person. Various subjects such as learning, teaching, administration, relation with students, involvement in research and development of knowledge, administrative participation etc. were discussed in the event. In another event, Prof. Bagalkoti from KUD was invited to guide the institute towards preparation of Self Study Report. He briefed various parameters by which to enhance the quality of education in an institute. Prof. Vishukant Chatpalli was invited as a resource person for a programme entitled “Sustenance of Quality in Institutions of Higher Education” on 28-04-2018. In the event, various philosophical and academic initiatives to be institutionalized were discussed. He advised

that it is not enough to initiate new programmes and courses, sustaining the quality as well as endurance is equally important. The Cell facilitated a programme on “Audit of files of different departments” from 30.05.2018 to 31.05.2018. Prof. S. T. Bagalkoti from KUD visited various departments and audited all the files of the office and the teachers so that proper document of the students, lesson plans, mentoring, internal assessment and other academic activities is maintained. The exercise enabled the teaching fraternity to establish and put in place certain systems to sustain quality learning in the University. It also paved the way for a larger audit that the University should undertake regarding both academic and administrative processes. Thus the IQAC arranged an Academic and Administrative Audit (AAA) on 08 and 09 June, 2018. Various recommendations and observations made by the AAA team have played a crucial role in preparing the University for 12B recognition and NAAC accreditation.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Response: Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Following are the four thrust areas where the University has made significant improvements in the last five years viz. academic, administrative, infrastructure and student support.

Ballari and Koppal district scores less GER (Gross Enrollment Ratio) in comparison with other districts of the state. There were only two campuses in 2013 and, now, two more campuses have been started in Koppal and Yelburga. In order to maintain parity with other districts, the University has increased the number of PG programmes from 14 in 2013 to 21 by 2018. An integrated programme named IMBA has also been introduced in order to respond to the business possibilities in the University jurisdiction. 329 new courses have been added. Accordingly, the seats available have been increased fourfold within five years: 470 to 1640. As a consequence there is a marked increase in the strength of the students from 613 in 2013 to 2589 in 2018. The blended-learning pedagogy with ICT-enabled learning adopted at the University has helped the students in the process of getting education. Entire evaluation system of the University is automated starting from enrollment of students to issue of marks cards.

In the field of research also the University has made significant advance. Sixteen research projects have been granted to teachers by government and non-government agencies worth nearly 1.2 crores. In order to develop a research eco-system in the region around 08 workshops were conducted as a part of academia-industry interface. More importantly, 128 articles in UGC-approved journals and 89 books have been published. Due to the concerted efforts of the University in raising the quality of education 09 of the faculty members have been awarded national and international awards/scholarships.

The University has tried to put in place e-governance in admission and evaluation and plans to extend it to every aspect of its administration. The average expenditure on the purchase of library books is 17.37% and for infrastructure is 30%. Two new hostels have been built for SC/ST boys and girls respectively and two more are about to be completed. New library building has also been set up. There are 302 computers meant only for the purpose of academics. The University is in the process of acquiring 75 acres of land adjacent to the main campus.

Most of the students hail from economic and social backward classes and castes. The University set up two cells exclusively to support them academically and financially. More than 60% of students avail various scholarships of government and other agencies.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 8

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	0	0	02

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

Creating a healthy ambience for all the stake holders and making them feel secured is an important task of the University. The number of girls is more than the boys among student community. The higher ratio of girl students has eventually created a congenial environment on the campus. In this regard, from its inception the University has initiated several measures to ensure the safety and security of the students. The surveillance system is one such measure taken to build the working atmosphere. Student Counselling Cell, Anti-ragging Cell and Women Grievance Cell address issues related to gender. The security personnel are appointed to guard two girls' hostels. The resident lady wardens have been appointed to look into the problems of the inmates of the hostels. A hostel committee consisting of lady faculty is formed. The lady faculty visits the hostels on a regular basis and addresses the grievances of the inmates immediately.

In order to ensure the safety of the students, the main zones of the campus (Management Block, Admin Block, corridors, library, offices, hostels, parking slot, etc...) are monitored by CC cameras. Round-the-clock manual security is ensuring better safety and security. The good rapport between the staff and students has developed a healthy environment. The University has a working women's hostel within the campus to cater to the requirements and safety of the women faculty.

Counselling:

Health camps are organized by the Red Cross Society in the campus. The Student Grievance Cell headed by a faculty co-ordinator looks into the problems of the students. Minor issues of students are resolved by faculty at the initial stage of counselling. In case of serious matters, the problem is brought to the notice of the parents and it is suggested to get counselled by reputed counsellors or Doctors. The University follows mentor and mentee system to understand students better and guide them accordingly.

Common Room:

PhD students have been provided with common rooms. The common rooms for all students are earmarked in the new buildings and the ground of the Management Block of the University.

File Description	Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.02

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 0.075

7.1.3.2 Total annual power requirement (in KWH)

Response: 475

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 40

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 60

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 150

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid Waste:

The University has its own method of waste disposal. Solid waste (i.e. waste from toilets) is connected to septic tanks. The city-municipal corporation of Ballari collects the garbage, in every alternate days, from the hostels in its vehicle for disposal. The University is in the process of classifying dry, wet, recyclable waste and providing separate bins for these wastes. The University is committed to environmental protection and follows green practices in all its policies and decisions. Constant efforts are made to minimize the waste generated on the campus.

Liquid Waste:

Liquid (from bathrooms) is connected to the existing ponds in the campus. A proposal is pending in the HKRDB (Hyderabad-Karnataka Region Development Board, Kalburgi) for sanction of underground drainage system to the main campus.

E-waste:

Currently, the negligible amount of e-waste is generated. The scraps go as part of solid waste. The University is in the process of developing an E-waste policy for better treatment of e-wastes.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The average rainfall is dismal in these two districts, Ballari and Koppal, of Hyderabad-Karnataka region. The University has sensitized the students and the public about the need for water conservation. One-day seminar on “Water Conservation in Dry land Area” was organized on 08 September 2014. Around 150 students of the campus and from the affiliated colleges got the benefit of the discussions initiated by the Resource persons in a rain-water conservation awareness programme. The institution is in the path of evolving a holistic water conservation policy to address the water requirement for various purposes in the

campus. The University plans various methods to minimize the water abuse. It tries to explore the scope of water reuse and recycling and thus designs a plan for a sustainable water management system in the campus.

There is a proposal by the University to install the rain water harvesting equipment in the campus to ensure scientific storage. The proposed new buildings have the rain water harvesting structures and utilization in the campus.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Majority of the students use public transport. The University has also provided bus facility to students in order to avoid traffic caused by the usage of personal vehicles. On regular schedule (morning, afternoon and evening), the University bus brings the students from hostels that are located in the city. This facility is also extended to the non-teaching staff. It has drastically reduced air pollution in the campus. There is a special bicycle stand which encourages our students to bring bicycles. The students use pedestrian paths to connect to the various buildings in the campus.

The University has also provided dustbins to keep the campus clean. The University follows the policy of minimal paper usage for office and other places. Most of the in-house communication is done in the digital mode and every faculty is provided with an official email account (with the domain name “@vskub.ac.in”). The laptops given to the faculty have come handy to further the cause of paperless office.

From the last eight years, the University has been striving hard to make the campus green despite of the less annual rain fall in the region. The landscaping is at a rapid pace. Plantation campaigns have started and accordingly the staff and students have been taking part in such programmes. The University has a total of 97 acres of land. There are more than 150 trees around the campus.

Most of the academic and cultural events in the University commence after watering a sapling or planting a sapling. Many green initiatives and activities have been carried out by the NSS Cell.

The PG Centre at Nandihalli in Sandur taluk has a lush green campus with huge number of trees and the mountainous landscape in the background. It has a wide variety of medicinal herbs and plants which

encourages botanical studies and research. Flora and fauna around enriches the learning and living experience on the campus.

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.05

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.96	2.74	1.55	0	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 12

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	04	0	0

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Any additional information

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 3

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	0	0	0	0

File Description

Document

List of activities conducted for promotion of universal values

[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The University, being an institution of Higher Education, takes great pride in celebrating national festivals and anniversaries. It commemorates those legendary Indian and international personalities who have contributed significantly to the nation-building mission. This helps the University to inculcate national integrity, unity and diversity, cultural harmony, religious tolerance and human values among the students. Some of the days that we celebrate in the University include:

National Youth Day, the Republic Day, Martyr's Day, International Women's Day, the birth anniversary of Jag Jivan Ram, Dr. Baba Saheb Ambedkar Jayanthi, The Birth Anniversaries of Buddha, Mahaveer and Basavanna. Independence Day, D.Devaraj Urs, 'Sadbhavana Day', Teacher's Day, the Hyderabad-Karnataka Liberation Day, Gandhi Jayanti, Valmiki Jayanti, National Unity Day, Karnataka State Formation Day, National Education Day, Kanakadasa Jayanthi, Constitutional Day, Tippu Jayanthi and etc.

Condolence meetings are also arranged on the demise of personalities of institutional, state, national and international importance.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:**Financial Transparency**

The institution maintains transparency in financial matters like payment of fees, salaries, examination remuneration, maintaining infrastructure, etc. The University has a separate Finance Section headed by a Finance Officer. The Finance Section deliberates on important financial issues. All payments are deposited to the University account at Canara Bank situated in the campus. Every payment is done through challan system and a copy of the challan is issued to students for paying fees (of application & admission, tuition, hostel, mess, examination, convocation and any other).

All financial transactions are done in line with the KSU Act and Karnataka Finance Code. The accounts of the University are audited periodically by state accounts. The University is in the process of the uploading the consolidated balance statement on the website. Further the Finance department follows THE KARNATAKA TRANSPARENCY IN PUBLIC PROCUREMENTS ACT (KTPP).

Finance department does all the payment through online and minimizing the cheques and DD payments as far as possible.

Academic transparency

The University follows a systematic Lecture, Tutorial and Practical (LTP) method. Most of the details concerning the award of marks are already available to students and public in the statute uploaded by the University. A fair and full participation of all stakeholders is achieved in academia. The Alumni, as a registered body, also contribute to this academic exercise. The library advisory committee meets regularly and gives necessary suggestions to the improvement of the library.

The Academic Council is a Statutory Body comprising of several stakeholders including the students. It looks into every academic aspect of the University and takes academically significant decisions.

Auxiliary functions

Other stakeholders such as the elected representatives, NGOs, Parents, etc., play an important role in the overall development of the University. The stakeholders give their suggestions towards academic improvement. Many projects and funding have been received by from the funding agencies such as ICSSR, ICHR, DST and CSIR. The University strives to maintain good and friendly relationship with all the stakeholders for betterment of the student community.

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:**

Best Practice - 01

Title : “The State Level Best Management Teacher Award” from the Dept. of Studies in Business Administration

Objectives

- To strengthen the performance of teachers in Management.
- To establish a mechanism for objective assessment of teacher in Management and to link performance with rewards.
- To recognize and felicitate state level teachers in Management on the basis of their performance according to various criteria such as teaching, research, extension and innovative practices and thereby incentivizing the performance.

The Context:

The Department of Business Administration has identified the need to assess the performance of teachers and link it with encouraging incentives in the form of recognition and rewards. The resolution was passed in the Department Council on 20.06.2017.

Criteria for Evaluation:

Sl. No.	Criteria
1	Academic Participation and Achievements
2	Research and Consultancy
3	Publications
4	Extension Activity
5	Contribution to College/University
6	Student Feedback

Mode / Form of Awards:

1. Certificate,
2. Citation/ Memento
3. Cash prize

The Practice

Award recipients will be selected based on their innovative use of information and communications technology (ICT) in the classroom, the excellence and innovation of their teaching practices, their ability to enable students perform better by equipping them with knowledge, attitudes and skills. The selection will be done in two stages. The first stage will involve in receiving one nomination from the

colleges/universities of the state. During second stage, the nominations received will be placed before the Award committee nominated by the president of the trust for the final selection of a teacher.

In selecting award recipients, the committee will look for clear evidence that nominees have excelled in all six areas described below:

- Integration of Information and Communications Technology (ICT) in the Classroom
- Innovative and Exemplary Teaching Practices
- Student Skills Development, organization of extracurricular activities, Student's Union activities, academic duties
- Student Interest in Research & Participation
- Student's class results and other achievement
- Teacher Contribution in Books, Book Chapters, Lab Manuals etc.

Composition of Selection Committee

Two Senior Professors in Management from the state (Nominated by the Honourable Vice Chancellor) were members of the Selection Committee.

- Prof K V Prabhakar, Birla Institute of Management Bangalore and
- Prof A H Chachadi, Karnataka University Dharwad

Evidence of Success

Accordingly, Prof. T Mallikarjunappa, Department of Management, Mangalore University, Mangalore was selected and awarded with "the State Level Best Management Teacher for the year 2017" on 21.10.2017 from the VSK University Ballari.

Due to such awards, the competency and knowledge of subject has drastically increased and is reflected in the students' performance.

Problems Encountered and Resources Required

Many problems including development of standards and selection criteria for candidates arise in selection process. Want of sponsors was also a major problem encountered by the team. Few minor issues including conduct of the procedure, gathering of applications etc. were also encountered and successfully completed.

Notes

- The University has various Authorities/ Bodies/ Committees at various levels for effective functioning of the University and decision making.
- All the Authorities/ Bodies/ Committees regularly meet to consider the various agenda points and issues and discuss their resolution.
- The meetings of various Statutory Authorities, Bodies and Committees happen regularly. The minutes of all the meetings are maintained at the office of Secretary/ Member Secretary in the

appropriate department/ office such as Registrar, Registrar(Evaluation), Student Welfare Cell, Administration, Admission, Finance, etc.

- The various Authorities/ Bodies/ Committees of the University stating their major functions, periodicity of the meetings and the custodian of the minutes of the meetings of such Authorities/Bodies/ Committees are recorded.

Best Practice - 02

Title: Providing of Wheelchair to the Differently Abled

Objectives

The objectives set forth by the University of Best Practice are:

- To extend support to the neglected people of the society and facilitate an opportunity of higher education to the differently abled.
- To build the confidence among those who are neglected and ignored because of their disability as well as
- To provide them an experience of class room learning.4. To make them synch with the campus environment and public.

The Context

Barrier Free Environment is one which enables people with disabilities to move about safely and freely and to use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can get to, and participate without assistance, in everyday activities such as procurement of goods and services, community living, and leisure. The fundamental principles have been formed to provide for safety, convenience and usability. Barrier free design standards should satisfy anyone who is hampered in his mobility or functioning (as compared with a so called non-disabled person) as a result of obstacles put in his or her way by providing a wheelchair to the physically challenged student of the university.

The Practice

India is an over populated country which is having number of educational institutions with less infrastructures. In this regard a teacher came forward to offer a wheel chair to the polio attacked research scholar of Department of Sociology. This proves that a physically disabled person is benefitted from it. For every educational institution, the building types to which the recommendations may be applied are, they must be having ramps, railings, lift and other facilities. Except residential buildings, even they must have good transportation facilities. These guide lines have also indicated the minimum access provisions required in various types of buildings. Builders, designers, and architects are ultimately the users of this

standard to ensure the specific environment created by them are suitable for all the categories of physically disabled. The standard also indicates that barrier free design can be achieved without economic burden to the educational institutions, builder, designer, and the architect. It will help to provide framework for developing policies to ensure a barrier free environment and eliminate the lack of awareness in both the disabled and educational institutions to the problem of accessibility. This standard shall be a valuable document to exchange comments between disabled students and other needful.

This may also generate research activities to provide required knowledge base various, disabilities which have been considered while preparing the guidelines for barrier free built environment are broadly classified under four categories

- Non-Ambulatory: Impairments that, regardless of cause or manifestation, for all practical purposes, confine individuals to wheel & chairs.
- Semi-Ambulatory: Impairments that cause individuals to walk with difficulty or insecurity. Individual using braces or crutches, amputees, arthritics, spastics & those with pulmonary & cardiac ills may be semi-ambulatory.
- Sight: Total blindness or impairments affecting sight to the extent that the individual functioning in public areas is insecure or exposed to danger.
- Hearing: Deafness or hearing handicaps that might make an individual insecure in public areas because he is unable to communicate or hear warning signal.

The institutions have so many constraints and limitations due to fund crunch. To meet out these anomalous either a teacher or any philanthropist has to take an initiation to help the disabled. In this regard it is worth mentioning attempt as best practice.

Evidence of Success

It created confidence in the research scholar that he is using it very proudly. This practice has inspired many other differently abled students to take admission in the university for various courses. He himself canvassing the positive approaches of the University towards the disabled and needy students of this most backward area.

Problems Encountered and Resources Required

Due to financial problems, initially many disabled students faced problems to come to the University. Infrastructural issues, hence, have also come up during practice.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Our mission to create a “knowledge society” is an attempt to translate the vision of the institute into a concrete reality. The University has been established to enable the stakeholders of this region to access higher education.

The University is located in the Hyderabad-Karnataka Region—an educationally and economically backward area in Karnataka. The backwardness is the cause and the consequence of low gross enrolment ratio. Taking cognizance of the context, the Union government has accorded a special status i.e. 371J under 118th Constitutional amendment to the region. The Article 371J provides “Local reservation in Education and Government-jobs (Domicile requirement)”. The resolution to make provisions for the Hyderabad-Karnataka Region was passed in 2012. The University strives to reflect on the constitutional provisions and be in tune with national interest. The University has adopted the institutional mechanism to promote, generate and empower a knowledge society through education and employment.

The mandate of the state to provide higher education in this region has resulted in the establishment of this University with the twin challenges: to strike a healthy balance between increasing the gross enrolment ratio and creating high quality benchmarks. Realizing this unique pressure, the University embarked on evolving a vision-2025 document to envision higher education in the next ten years. The whole exercise got materialized by adopting a bottom-up approach so that ideas will flow from myriad directions. The visions, mission and goals, first of all, were articulated by every department. The staff spelt out the new programmes, faculty requirement, infrastructural needs and estimated budget for their respective departments. The gist of four goals comprises: enhancing Local Gross Enrolment Ratio, emphasizing on Science Education and Research, transferring Arts, Commerce and Management disciplines into potential providers of employment, helping all stakeholder achieve a democratic and collective growth, and hence take the institutional service to 10, 000 PG students on the campus and 2, 00, 00 UG students across two districts by 2025.

The implementation of constitutional provisions and also increasing GER are proved in two strategic developments: “quantity and quality’. The referents of quantity include the increasing students enrolment, recruitment of faculty members from the H-K Region under 371J and providing guest faculty to meet demands instantly and collaboration with various organizations to get sufficient amount of budget and MoUs. The increasing number of intake and output can be seen as a relentless creation of knowledge and employability can be seen as indicator of quality education in the University. While materializing a knowledge society, the philosophical patronisers -- vision, mission and goals -- have guided the academic revolution in the University. Particulars of quantitative and qualitative implementations have evolved into the increase of GER.

GER and The Increase in Quality: according to the reliable data of 2017, the GER is 9.57% in Ballari and 6.76% in Koppal district. The University aims to increase the GER to at least 25% over a time period of 10 years. The strategic plans include the increase in the number of programmes, funding sources & supportive agencies, collaborations and enrolment. In order to obtain a rapid change in curriculum and meet the requirements of the society, the University has not only introduced new programmes but also revised curriculum from time to time. The increase of the number of programmes from 11 in 2010 to 21 in

2018 stands testimonial to the adaptive and progressive nature of the University. The more number of science programmes have been introduced to encourage studies and research with scientific temperament. The PG centres in Nandihalli, Koppal and Yalaburga cater to needs of the students from extremely unprivileged places located within the spectrum of jurisdiction. A proposal to establish a PG Centre in Gangavati is in the process. Institutionalization of a language laboratory and a pre-placement training centre strengthens academic and career endeavours of the students. The number of PG students was 854 when the University was started in 2010-11. In 2017-18, it has reached to 2092 – an impressive number that marks a remarkable increase by 145%.

Karnataka State Government has granted 13 acres of land in Koppal for the construction of a new building of VSKU PG Center, Koppal. Likewise it has also granted 9.36 acres of Seri-culture Department land at Chikoppa village in Yelburga. The present land is granted to construct buildings for classrooms and administrative block. Rs. 25 crores has been sanctioned for the construction of administrative building at Yelburga PG Center. HKRDB (Hyderabad-Karnataka Rural Development Board) granted Rs. 3 crores for the construction of boys' hostel at PG Center, Yelburga. The Board also provided two buses to the main campus. All the above mentioned funding is materialized by the efforts of the local leaders, stakeholders and the well-wishers of the University. The efforts to get financial assistance from UGC and other sources have met with rigorous and sincere commitment from various bodies of the University.

Along with an effort to attain a sophisticated infrastructure, the University has adopted a blended learning method. The students are up to date with the availability of teaching technologies such as the classrooms with digital projects and undisturbed Wi-Fi. The modern teaching apparatus has facilitated an effective and scientific learning in all classes across disciplines.

At the same time, the University is fostering the quality of teaching in order to maintain parity between learning process and the delivery of knowledge. The University has introduced Choice Based Credit System (CBCS) that gives students ample opportunities to choose course from other disciplines too. The syllabus is periodically revised and new courses are introduced. Along with the increase in the number of students, the research projects, articles and books of the teachers have contributed to the creation of a knowledge society.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

VSKU has increased the size of the basket of courses from 11 in the initial years to 27 PG Courses for the current year. One Integrated UG-PG Course has been introduced for CA aspirants.

The University took second important step of taking the colleges closer to the students. In this background, two more PG Centres were established—one at Koppal and Yalburga in addition to Nandhihalli PG Centre. One is proposed to be established at Gangawati. Both those strides taken by VSKU have yielded phenomenal results. The intake of PG students has steadily gone up from 600 in 2014 to 900 in 2015 to 2000+ last year. The third important task accomplished is in improving the quality of courses by standardising and modernising the syllabi of all courses.

The university has been extremely successful in disseminating the knowledge by organising national level seminars from various departments apart from KSTA conference. The outcomes of the seminar and the talks from experts have not only encouraged faculty and students, but also allowed percolation of best academic practices into our system. Apart from it, various members of the faculty are working on ICSSR/UGC/DST/VGST and such others.

VSKU is also actively engaged in extension/outreach activities. One village and one slum have been adopted by the university in the form of VASA ("Village and Slum Area Adoption Scheme") Suraksha to increase their overall welfare; Students are constantly connected with the people by engaging themselves in extensive field work.

VSKU has appointed a retired banker as placement officer (on consolidated basis). The placement cell is doing a tremendous job of guiding students in their career planning. We have placed 200 students from MBA, M.Com, MSW, Kannada, M.Sc and few other departments.

The University has inaugurated Dr Ambedkar and Dr Babu Jagajivan Ram Research and Study Centre whose initial thrust is on social reengineering and to give policy framework in making society more inclusive.

VSKU is ranked sixth amongst all the state universities under higher education department ranked by KSURF and stands first under the young university category.

Concluding Remarks :

VSKU University, being one of youngest universities in Karnataka, has grown to a distinct level since its establishment. The raise in number of students from few hundreds to thousands determines its growth. The University has expanded the number of departments to 24, including the departments in the post-graduate centers. All the departments are implementing innovative teaching methods with ICT supported classrooms. Research in the University, though in a budding stage, is vigorously making its own contribution in the form of publications, PhDs, patents and various awards. The examination process is fully automated to ensure efficiency in the system.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Demand Ratio(Average of last five years)</p> <p>2.1.2.1. Number of seats available year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1640</td> <td>1220</td> <td>795</td> <td>535</td> <td>470</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2040</td> <td>1220</td> <td>795</td> <td>535</td> <td>470</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1640	1220	795	535	470	2017-18	2016-17	2015-16	2014-15	2013-14	2040	1220	795	535	470
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2017-18	2016-17	2015-16	2014-15	2013-14																	
2040	1220	795	535	470																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>02</td> <td>05</td> <td>03</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per supporting document provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	01	02	05	03	03	2017-18	2016-17	2015-16	2014-15	2013-14	01	2	2	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	02	05	03	03																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	2	2	0	0																	
2.5.1	<p>Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years</p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>41</td> <td>26</td> <td>46</td> <td>38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	39	41	26	46	38	2017-18	2016-17	2015-16	2014-15	2013-14					
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39	41	26	46	38																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

38	40	25	45	37
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Remark : Minutes of the grievance cell / relevant body not provided by HEI.

2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 1041 Answer after DVV Verification: 1041</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 1041 Answer after DVV Verification: 1082</p> <p>Remark : DVV made the changes as per report of number of passed student and appeared student provided by HEI for the year 2017-18.</p>
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3.1.3	<p>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>2</td> <td>5</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has not considered invitation, and participation letters.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	2	5	1	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	1	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	0	2	5	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	1	0																	

3.1.4	<p>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>42</td> <td>7</td> <td>40</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	42	7	40	1	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	42	7	40	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

5	0	1	0	1
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Remark : DVV made the changes as per e-copies of fellowship award letters provided by HEI for the year 2015-16. E-copies of fellowship award letters not provided by HEI for the year 2014-15 and 2016-17.

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	3	2	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	0	0

Remark : DVV made the changes as per e-copies of workshops/seminars conducted on Intellectual Property Rights provided by HEI for the year 2016-17 and 2017-18. E-copies of workshops/seminars conducted on Intellectual Property Rights for the year 2014-15 and 2015-16, not provided.

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	3	0	1	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	1	2

Remark : DVV has not considered awards for poster presentation for 2013-14, 2016-17 and 2017-18.

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

3.4.4.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 48

Answer after DVV Verification: 40

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

Answer before DVV Verification : 36

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	6	2	5	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	2	2	1

Remark : DVV made the changes as per report of extension and outreach program for 2014-15 and 2017-18 as provided by HEI.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

7.055	52.004	8.25776	10.27687	9.75227
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7.054	52.004	8.25776	10.27687	9.75227

Remark : Provided audited statement are password protected hence DVV is unable to use it.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 200

Answer after DVV Verification: 35

Remark : DVV made the changes as per Number of students using library 23/8/2017, 21/9/2017, 25/10/2017 in logbook. logbook of teachers and students using library not provided 14/7/2017 and 12/2/18 by HEI.

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
115	20	20	25	81

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
65	69	75	59	32

Remark : DVV has made the changes as per report of students benefited by personal Counselling provided by HEI.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
---------	---------	---------	---------	---------

03	11	04	14	13
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	3	0	4	6

Remark : DVV made the changes as per pro-rata basis of certificate of teachers attending professional development programs by HEI.

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	0	0

Remark : DVV made the changes as per Brochure/Circular provided by HEI for the year 2017-18.

7.1.1

Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	0	0	02

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	0	0	02

7.1.10

Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

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2017-18	2016-17	2015-16	2014-15	2013-14
07	07	07	01	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	04	0	0

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	01	02	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Relevant document not provided by HEI and some documents are in regional language, hence not able to decipher.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
05	04	03	04	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	0	0	0	0

Remark : DVV made the changes as per the supporting document on a pro-rata basis for the year

2017-18. However, since supporting documents for Mahatma Gandhi Jayanti, Valmiki Jayanti, Basaveshwara Jayanti for 2013-14, National Unity Day, Mahatma Gandhi Jayanti, Valmiki Jayanti, Basaveshwara Jayanti for 2014-15, Mahatma Gandhi Jayanti, Valmiki Jayanti, Basaveshwara Jayanti for 2015-16, National integration camp, Mahatma Gandhi Jayanti, Valmiki Jayanti, Basaveshwara Jayanti for 2016-17, were not provided by HEI hence unable to consider them.

2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p>Number of revaluation applications year-wise during the last 5 years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>1</td> <td>1</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	42	1	1	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	42	1	1	1	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
42	1	1	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
42	1	1	1	2																	
2.5	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2836.8</td> <td>2203.03</td> <td>1488.48</td> <td>1482.52</td> <td>2177.05</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2835.8</td> <td>2203.03</td> <td>1488.48</td> <td>1482.52</td> <td>2177.05</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2836.8	2203.03	1488.48	1482.52	2177.05	2017-18	2016-17	2015-16	2014-15	2013-14	2835.8	2203.03	1488.48	1482.52	2177.05
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