



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

UNIVERSITY OF MYSORE

UNIVERSITY OF MYSORE, CRAWFORD HALL, MYSURU 570005
570005

<http://www.uni-mysore.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The University of Mysore is the sixth oldest University in the country, established in 1916. Two phrases from the *Bhagavadgītā* are a part of the University's logo: "*Na hi jñāna sadācārā*" (Nothing Equals Knowledge) and "*Satyamevoddharīmyamā*" (I Will Always Uphold the Truth). This is the spirit that highlights the moral fabric and the shining idealism of the University's founders.

The University has 52 Postgraduate Departments on the Main Campus, Manasagangotri, 3 Postgraduate Centres at Mandya, Hassan and Chamarajanagara. It provides higher education to about 1,30,000 students, of which over 10,000 are Postgraduates (including postgraduate students studying in affiliated colleges). The University has a separate cell for counselling foreign nationals, a Career Guidance Bureau and a Placement Cell. About 800 students from 63 countries are pursuing higher studies at this University.

Admission to various postgraduate programs is online and completely transparent. The University maintains 21 student hostels, and it spends more than rupees one crore per annum for providing facilities to students from the underprivileged sections of the society. The University always conducts examinations and announces the results on time. Numerous Gold Medals and Prizes are instituted to recognize and reward the deserving students.

As a part of disseminating knowledge to society, the University created a publication division called Prasaranga, which has published 2,800 books on topics ranging from philosophy to science. Currently, it brings out newsletters, Gazettes, Vijnana Karnataka, myScience and my Society journals for science and social science research, in addition to the publication of other works.

The University's Oriental Research Institute is a treasure house for ancient palm leaf scripts and rare manuscripts. The pride of the collection is the original version of *Arthashastra* by *Kautilya*. The University library has a vast collection of books and journals in various languages.

The University's linkage with many reputed institutions in India and abroad has nurtured multidisciplinary research. The postgraduate campuses are networked with Wi-Fi facility and CCTV surveillance.

The unique facilities on the University campus include UGC's Certified Centre for career-oriented programs on Information Science and Technology, Postgraduate Departments with UGC/SAP/DRS innovative programs, and DST-FIST supported departments.

Vision

The University of Mysore aspires to become a world-class University by tapping human potential from all sections of society towards excellence and building human capital, men and women of strong character and competence capable of being leaders of tomorrow and solving problems arising out of fast-changing realities, global and local.

The University's vision envisages becoming the model University and a directional orientation towards becoming a world-class learning centre. It has an aspiration and goal to realize cutting-edge competitive performance, networking possibilities in an era of globalization and information technology revolution through individual excellence. It sets an endeavour for community services and building a humane and compassionate society. It seeks the University to play a leading role in the nation's socio-economic, techno-scientific and cultural development.

Mission

Built on a great legacy inherited from founding fathers, our mission is to create an environment of stimulating intellectual dialogue across disciplines and harvest knowledge with a cutting-edge through high-quality teaching, research and extension activities leading to the generation of students who would provide leadership, vision and direction to society.

The University of Mysore aims to:

- Become one of the world's leading teaching and research universities by scaling up the performance in terms of the highest academic contributions and enriching the pursuit of knowledge
- Develop the world's most promising students and outstanding faculty. Its goal is to provide the highest quality education through its multidisciplinary portfolio of teaching and research programmes
- Build a solid and lasting alliance with business and industry, thus ensuring mutual benefit
- Make significant, sustainable and socially responsible contributions to India and the world by promoting cultural, scientific, technological and socio-economic growth
- Enrol, educate and graduate the most deserving, promising and diverse student population in the wide range of programme options and a quality teaching-learning environment it offers

- Maintain and enhance leadership in innovation, research, scholarship and creativity in the emerging areas of liberal arts, humanities, social sciences, commerce, management, science and technology
- Maintain and enhance efforts to recruit, nurture and retain a diverse faculty who are outstanding scholars and teachers. It strives to provide excellent support facilities to enable them to make significant contributions to knowledge
- Create a system where academicians and business executives create a new knowledge-base shared in the public domain
- Establish and maintain organizational structures and processes that promote and support globally-reputed academic research and a deep social commitment

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Royal legacy and rich heritage
- Committed and distinguished faculty
- Good governance and leadership
- E-governance and payment of all fees through e-gateway
- Transparency in policymaking
- Lush green, clean, spacious and inspiring campuses
- Excellent physical infrastructure
- A large number of affiliated colleges

- Research with national and international collaborations
- Research laboratories of global standards
- Research publications with high impact and good h-index
- Several academic chairs and study centres
- BSR and ICSSR fellows, National academy fellows, Vice-chancellors (serving /served)
- Bharat Ratna, Jnanapeeth, Padma awardees, Saraswati Samman from among faculty/alumni
- Academic excellence, along with the concerns of social equity and justice
- Variety of academic programs/courses
- Affordable cost for education and hostels
- CBCS at UG & PG levels; FCBCS with academic autonomy at postgraduate departments
- English medium of instruction in most of the programs
- Open electives/MOOCs programs/SWAYAM courses
- An academic credit transfer system
- All campuses are located in strategic points of the cities and well connected by road
- Merit-based selection of faculty of high calibre
- Application of ICT in teaching-learning and research activities
- Strong and well-spread alumni support
- Adherence to the academic calendar of events
- Value-based, social-oriented and market-driven course contents
- Social connectivity through social-science research

Institutional Weakness

- Delay in filling up of teaching and non-teaching posts
- Restricted autonomy for research activities

- Limited participation of alumni and parents
- Lack of industrial collaborations
- Absence of diversity amongst faculty
- Jurisdictional restrictions on admission
- Administrative and legal hurdles for extension activities

Institutional Opportunity

- Scope for expansion into diversified, emerging and cutting-edge research and teaching domains
- Industry interaction and collaboration
- International collaborations and exchange programs
- Scope for patenting with the help of IPR cell
- Enhancing national and global academic visibility
- Multidisciplinary research
- Strengthening placement opportunities
- Consultancy services to industries
- Focus on rural development and e-literacy in villages
- Gender sensitization and women empowerment

Institutional Challenge

- Offering higher education at an affordable cost
- Sustaining the legacy of the century-old University
- Attracting young talent towards teaching and research
- Maintaining quality in teaching-learning and research
- Sustaining enrollment of students to conventional programs
- Enhancing societal perception
- Academic flexibility and credibility

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University of Mysore imparts quality higher education via its five faculties: Arts, Commerce, Education, Law, and Science and Technology. The University programs are of a high standard due to the periodically updated curricula and relevant to local/national/regional/global developmental needs. The syllabi are devised with an emphasis on explicit Program Outcomes (PO), Program Specific Outcomes (PSO), Course Outcomes (CO) and Pedagogy with a focus on practical/skill development, internship, fieldwork and project work with higher credit weightages are in-built in the curriculum.

The University maintains its quality, excellence, and vibrant existence through various programs comprising 1 Integrated UG Program, 3 UG Programs, 73 Masters Programs, 2 Certificate Programs, 12 Diploma Programs, 23 PG Programs, 1 MPhil Program, and 58 Doctoral Programs. In the last five years, the University has introduced the Master's program in Genetics and Genomics, Molecular Biology, Public Administration and Five years Integrated programs in law.

All programs are under the CBCS pattern. Keeping in view the UGC mandate on academic flexibility, some select departments on campus offer programs under the Flexible CBCS pattern. It provides greater academic autonomy to teachers and students. This scheme emphasizes the student's continuous assessment by the teacher who teaches the subject instead of term-end examinations.

The University, which has been a leader in upholding the curriculum development, and design standards, has the policy of integrating cross-cutting issues relevant to gender, environmental sustainability, core human values, and professional ethics in the curriculum. Several value-added courses imparting transferable and life skills are being offered. Many students undertake field projects/internships specific to their courses to gain exposure to the realities of their chosen field of study. There is a feedback mechanism in place that compiles students and other stakeholders feedback.

There has been a steady increase in students' enrollment from all the categories of society and other states and countries, contributing to greater diversity in the student composition.

Teaching-learning and Evaluation

The University has always been at the forefront of and innovative in upgrading and adopting the most contemporary teaching-learning and evaluation processes. All Programs are offered under the CBCS with Lecture-Tutorial-Practical (LTP) model ensures that students get adequate opportunity to learn through experiential and participative learning. Tutorials help reinforce the knowledge through group discussions, case analysis, role play, student presentations, and internship-based project work. This also provides practical exposure to the working environment for students by facilitating experiential learning and problem-solving.

The teaching methodology is designed to suit the needs of both slow and advanced learners. The University has ensured a healthy student-teacher ratio of 13.47:1. All teachers use both ICT and e-resources. Every Department has a CBCS coordinator and a mentor catering to the students' academic and stress-related needs. Recognizing the student as the focal point, the University emphasizes students' holistic training to impart academic, practical, and research competencies, on the one hand, and communication, writing, problem-solving, and model-making skills on the other. The end-in view provides a comprehensible learning package that offers the student-learner an opportunity to gain adequate learning and employable and value-added skills.

The University has a transparent, organized and secured examination system. The University prepares and circulates an academic calendar at the beginning of every academic year to keep students and the teachers informed in advance to adhere to the calendar. The term-end examinations and the continuous assessments are done as per the schedules. The evaluation system is reformed continuously to facilitate student-centric learning and transparent evaluation. Continuous assessment, flexible CBCS that provides academic autonomy to postgraduate departments in the evaluation, quick announcements of results, full automation of examination processes have made the system efficient and excellent.

Objectives, outcomes, and pedagogy of programs/courses offered in the University are mentioned in the syllabus, enabling them to choose programs/courses appropriately. The University has been able to sustain a high performing and innovative University of global repute.

Research, Innovations and Extension

The University has evolved a long term policy and created a conducive ecosystem to encourage high-quality research leading to innovations. This process has progressed in a step-by-step manner to establish institutions, develop linkages, and develop a network of national and international institutions. It provides start-up grants in minor research projects to younger faculty. They can equip themselves to apply for research funding from

various granting agencies. Many teachers are recipients of international awards, fellowships of national academies etc. The most significant step is establishing the University Career Hub (UCH), promoting skill development, entrepreneurship development, and innovative and incubation activities.

The University has a centralized state-of-the-art instrumentation facility, Vijnana Bhavan, which has housed sophisticated scientific equipment (NMR, SEM, TEM). It also has many JRFs, SRFs, PDFs, Research associates and other research fellows. Annually, about 500 external researchers use the facilities for both individual research and collaborative research pursuits. Twenty departments have been awarded UGC-SAP, CAS, DST-FIST, DBT, ICSSR and VGST grants. NGOs also sponsor research projects. The University has created an innovation ecosystem that includes an incubation centre and IPR cell under which many seminars and symposia have been organized. The University has a Code of Ethics to check malpractices and plagiarism in research for all the PhD theses submitted. The progress of the research work is monitored by Doctoral, animal ethical and human ethical committees. The University has provided Wi-Fi and computerized Central Library facilities to all the faculty, research scholars, and P.G. students to facilitate the research activities. Several international/national conferences, seminars, symposia, workshops, faculty development programmes, and special lectures are regularly organized to meet the emerging academic and research needs. During the last five years, 21 patents were obtained, and a total of 2,210 research publications during the assessment period. The publication's overall h-index is 31, with an average of 9.77 publications per faculty as per Scopus.

Infrastructure and Learning Resources

The University of Mysore has its PG campuses at Mysuru, Mandya, Hassan and Chamarajanagara. It is spread across four districts, with the Manasagangotri as the Main Campus. Every Department of studies is self-sufficient and with all infrastructure, including laboratories, classrooms, seminar halls, office buildings, student amenities, library etc. There are 228 ICT enabled classrooms, 122 well-equipped laboratories, 10 sophisticated laboratories of global standards, 39 seminar halls and 8 mega-conference halls with ready-to-use facilities. There are 3020 computers out of 1765 for students use, 543 for faculty and 712 for the administrative staff. The University has 1Gbps bandwidth Internet connectivity through National Knowledge Network (NKN) for the main campus and 150 Mbps bandwidth internet connectivity to all PG Centres. On and off-campus access is provided for the main library on the Manasagangotri campus to the students and faculty. Every faculty member has been provided with a laptop. The Campus has a well equipped Multi-Media Centre which caters to the requirements of all Post Graduate Centres.

The University has invested Rs. one hundred crores in the last five years towards the up-grading infrastructure. During the period, 20% additional space has been created to meet the academic and administrative requirements. The average expenditure on maintaining physical and supporting facilities in the last five years was Rs. 14.75 crore. The University has sports fields, tennis courts, gymnasium, indoor stadia and a swimming pool. The cricket stadium at Manasagangotri hosts Ranji Trophy matches.

The e-content developed by faculty members are in the portals of e-Pathasala (4), CEC (53), SWAYAM (11), MOOCS (4), UGC INFLIBNET (1), and Others (5).

The collection of books, journals, bound volumes, theses, reports and manuscripts at the Mysore University Library is more than 12,50,000. The library has access to 18,000 e-books and 7,500 e-journals. It has provided access through the Online Public Access Catalogue (OPAC) to its collection. The opac was enriched with e-books to the tune of Rs. 2.98 crore during 2018-19.

Student Support and Progression

The University has a students centric institutional arrangement to foster student-teacher relationships. The directorate of students welfare and IQAC address students' grievances, support academic, hostel and co-curricular activities. It facilitates the eligible students to avail scholarships from the state's social welfare department and other agencies. It has special centres which support SC/ST/OBC students. The University provides fellowships to deserving researchers among SC/ST, OBC students, and governments fee waiver schemes are implemented.

The University has centres for employment guidance, career counselling, coaching for UGC-NET/K-SET and competitive examinations, Student Grievance Cell, Anti Ragging Cell, Anti Sexual Harassment Cell and SPARSH. Other services include Soft skill and proficiency development (CPDPS), Bridge and computer courses (CIST), Personal counselling (Psychology Dept.), Yoga, meditation and physical fitness activities. The University Career Hub (UCH) engaged in promoting skill development, entrepreneurship development, and innovative and incubation activities.

The International Center works as a 'single window' system for international students of PG departments, constituent and affiliated colleges, and recognized university research institutions. The Center caters to the international students' academic and administrative needs. The centre is a liaison agency between the University of Mysore and the embassies, consulates, Ministry of Human Resource Development (MHRD), the Indian Council for Cultural Relations (ICCR), central and state intelligence, local police and other law enforcing agencies. The centre organizes yoga camp and networks with the Federation of International Students Associations, Mysuru, to encourage international students' participation.

Our students excel at University, Intercollegiate, Zonal, State and National level competitions by winning many awards, prizes, and merit certificates. The University has also conducted Zonal, National, South Asian and International level Youth Festivals and Competitions.

The University of Mysore Alumni Association (UMAA) is a registered body. It promotes alumni relationships, fosters commitment among stakeholders and enables student-alumni interactions. UMAA organizes seminars, conferences, workshops, and popular lectures for the benefit of students, staff, and the public. UMAA encourages alumni participation via donations, sponsorships, mentoring, internships, placement, and holding alumni reunions, forming national and international collaborations.

Governance, Leadership and Management

The University of Mysore, a state public university, has the Governor of Karnataka as its Chancellor and the Minister of Higher Education as the Pro-Chancellor. The Vice-Chancellor is the Chairman of the Syndicate, which is the apex governing body of the University. The Syndicate is the overall policymaking body that deliberates and decides on all academic and administrative matters. The Academic Council designs policies and programmes related to academic matters, including approval of all program contents, regulations about admission and examination related issues. The Finance Committee is the authority that decides on all matters related to the utilization of university funds, including the financial budget and audit-related matters. All these bodies' powers and functions are specified in the Karnataka State Universities Act, 2000 (KSU Act).

The Registrar is the executive head of the general administration of the University. The Registrar (Evaluation) is the chief of all examination-related activities. The Director (PMEB) coordinates with UGC, state and central governments, and funding agencies. The PMEB is also responsible for introducing new programs and pedagogy, quality enhancement and implementation, and facilitating collaborations with national and international agencies.

Several sub-committees and non-statutory bodies discuss issues placed and their complexities in-depth and recommend decisions to the relevant authorities. Thus, the University has the practice of delegation of powers from authorities to their sub-committees and higher officers to next level officers. This practice of decentralization has led to speedy and efficient administration.

The University of Mysore has evolved a governance mechanism with the spirit of team-building and knowledge-sharing through outreach, collaboration, student exchange programs, and networking with knowledge societies and higher learning institutions across the globe. The University's academic leadership is evidenced in the assessment period through the Nobel Laureate Lecture Series, Indian National Science Congress, Indian National Social Science Congress, Lecture series by International Faculty, and STEM Fest. These have created an environment of stimulating intellectual dialogue across disciplines and harvesting knowledge.

Institutional Values and Best Practices

1. Promotion of Science Education in Schools

The University has initiated an innovative program to improve enrollment in the field of science in higher education. This program is for Institution-Community linkage through which University teachers connect with schools to teach science at the school level, which creates an environment where the students are given opportunities to gain hands-on experience and experiment-based learning.

This program has created a pool of resource persons consisting of the faculty members of the University's science departments, retired teachers, faculty from affiliated colleges, and scientists. The resource persons visit various Government High Schools in the University's jurisdiction periodically and interact with the high school students on science topics relevant to the school syllabi. Besides, science-interaction programs, science model-building workshops, and summer camps are conducted for school students, which exposes them to new scientific experiments. The school science teachers are trained to teach science subjects effectively. This program acts as an inspiration among students and school teachers, making them pursue science education and career, leading to research and innovation in their future endeavours.

2. Preservation of eco-heritage structures and the royal legacy on the campus

All the heritage structures in the University are safeguarded by legal documentation and physical protection. The Oriental Research Institute and the Jayalakshmi Vilas Mansion are restored using lime mortar and egg yolk in the traditional method under the archaeological experts' supervision with philanthropists' financial support. These heritage buildings of royal aesthetic beauty with their natural ventilation, lighting, and spacious quadrangles and porticos. Restoration of the other heritage buildings is undertaken regularly. Repairs, renewals, and paintings are done to protect their originality. The Kukkarahalli lake supports the Campus's ecosystem throughout the year. The Sabarmati Ashram model is replicated at the Gandhi Bhavan, which invokes the University's eco-heritage significance.

The University has set up a centre called 'Drushti' for the visually-challenged to enhance their skills and employability, adopted villages in Chamarajanagar, a backward district under Unnat Bharat Abhiyan and SMART VILLAGE programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF MYSORE
Address	University of Mysore, Crawford Hall, Mysuru 570005
City	Mysuru
State	Karnataka
Pin	570005
Website	http://www.uni-mysore.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	G Hemanthak umar	0821-2419666	9845113623	0821-241936 3	vc@uni- mysore.ac.in
IQAC / CIQA coordinator	N S Harinarayana	0821-2419414	9741533380	0821-241974 4	iqac@uni- mysore.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	27-07-1916
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	01-06-1894

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	27-07-1916	View Document
12B of UGC	27-07-1916	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	Yes

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	University of Mysore, Crawford Hall, Mysuru 570005	Urban	801.08	208129.7	PhD, MPhil, MA, MArc, MBA, MCA, MCom, MEd, MFM, MLISc, MPed, MSc, MS, MSW, MTech, BA-LLB, BArc, BPed, BPlan, LLM, PG Diploma, Certificate Programme		
<i>PG centre</i>	<i>Sir M Vi</i>	<i>Semi-</i>	<i>95</i>	<i>3585</i>	<i>PhD,</i>	<i>13-07-1992</i>	<i>17-07-1992</i>

	<i>svesvara ya Postg raduate Center, Tubinak ere, Mandya 571402</i>	<i>urban</i>			<i>MA, MCom, MSc, MSW</i>		
<i>PG centre</i>	<i>Postgra duate Center, Hemaga ngotri, Hassan 573220</i>	<i>Semi- urban</i>	<i>78</i>	<i>3413</i>	<i>PhD, MA, MCom, MSc</i>	<i>13-07-1992</i>	<i>15-07-1992</i>
<i>PG centre</i>	<i>Dr B R Ambedk ar Postg raduate Center, Suvarna gangotri , Chama rajanag ara, 571313</i>	<i>Semi- urban</i>	<i>54</i>	<i>1950.81</i>	<i>PhD, MA, MBA, MCom, MLISc, MSc, MSW</i>	<i>18-11-2009</i>	<i>23-11-2009</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Science	0	1	1
Business Administration/Commerce/Management/Finance	0	1	1
Fine Arts/Performance Arts/Visual Arts/Applied Arts	1	0	1
Hotel Management/Hospitality/Tourism/Travel	0	1	1
General	7	147	154
Commerce	0	30	30
Arts	0	3	3
Education/Teachers Training	8	29	37

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	5
Affiliated Colleges	228
Colleges Under 2(f)	30
Colleges Under 2(f) and 12B	70
NAAC Accredited Colleges	89
Colleges with Potential for Excellence(UGC)	5
Autonomous Colleges	9
Colleges with Postgraduate Departments	49
Colleges with Research Departments	33
University Recognized Research Institutes/Centers	6

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
AICTE	104073_3434_1_1577697840.pdf
NCTE	104073_3434_4_1577515899.pdf
BCI	104073_3434_8_1580191675.pdf
COA	104073_3434_18_1577695240.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	79				123				251			
Recruited	21	9	0	30	35	14	0	49	98	30	0	128
Yet to Recruit	49				74				123			
On Contract	0	0	0	0	0	0	0	0	13	6	0	19

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				961
Recruited	370	123	0	493
Yet to Recruit				468
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				399
Recruited	99	22	0	121
Yet to Recruit				278
On Contract	0	0	0	0

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.	117	30	0	23	11	0	10	11	0	202
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4
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	9	4	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	2	0	6
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	84	51	0	135
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	132	84	0	216
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
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	Institute of Development Studies	Devaraj Urs Chair	Government of Karnataka
2	Kuvempu Institute of Kannada Studies	Kuvempu Kavya Adhyayana Chair	University of Mysore
3	Kuvempu Institute of Kannada Studies	Basaveshwara Social Reformation Center of Research and Extension	Government of Karnataka
4	Kuvempu Institute of Kannada Studies	Dr.P.R.Thippeswamy Study Chair	Government of Karnataka
5	Dr.Babu Jagjivan Ram Studies Research and Extension Center	Dr.Babu Jagjivan Ram Research and Extension Center	University of Mysore
6	Dr.B.R.Ambedkar Research and Extension Center	Dr. B R Ambedkar Research and Extension Center	University of Mysore
7	Biotechnology	Sir M Visvesvaraya Chair	University of Mysore
8	Philosophy	Swamy Vivekananda Chair	University of Mysore
9	Geography	Dr.Zakir Hussain Chair	University of Mysore
10	Economics and Cooperation	State Bank of Mysore Chair	SBM Bangalore
11	Economics and Cooperation	Planning and Commission Chair	Central Government Planning Commission Department
12	Political Science	Sri N Rachaiah Study Chair	Government of Karnataka
13	History	Rajarshi Nalvadi Krisharaja wodeyars Social and Development Studies Center	Government of Karnataka
14	History	Tippu Sultan Chair	Government of Karnataka
15	Christianity	Diocesan Chair in Christianity	Mysore Diocesan Society

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
UG	Male	331	27	0	0	358
	Female	339	41	0	1	381
	Others	0	0	0	0	0
PG	Male	2358	103	0	83	2544
	Female	2937	102	0	59	3098
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	96	2	0	0	98
	Female	46	0	0	0	46
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	128	4	0	6	138
	Female	101	9	0	10	120
	Others	0	0	0	0	0
Diploma	Male	82	0	0	0	82
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Certificate / Awareness	Male	3	0	0	0	3
	Female	2	0	0	0	2
	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	84	14	0	9	107
Female	83	16	0	5	104
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	10-07-1987
Number of UGC Orientation Programmes	120
Number of UGC Refresher Course	361
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	61

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	75.2	Cycle 1 Compressed.pdf
Cycle 2	Accreditation	A+	90.5	Cycle 2 Compressed.pdf
Cycle 3	Accreditation	A	3.47	Cycle 3 Compressed.pdf
Cycle 4	Accreditation	A	3.01	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ancient History And Archaeology	View Document
Anthropology	View Document
Biochemistry	View Document

Bioscience	View Document
Biotechnology	View Document
Botany	View Document
Business Administration	View Document
Centre For Information Science And Technology	View Document
Chemistry	View Document
Christianity	View Document
Commerce	View Document
Communication And Journalism	View Document
Computer Science	View Document
Dr B R Ambedkar Research And Extension Centre	View Document
Earth Science	View Document
Economics And Cooperation	View Document
Education	View Document
Electronics	View Document
English	View Document
Environmental Studies	View Document
Food Science And Nutrition	View Document
Food Science And Nutrition	View Document
Gandhian Studies	View Document
Genetics And Genomics	View Document
Geography	View Document
Geography	View Document
Hindi	View Document
History	View Document
Institute Of Development Studies	View Document
Jainology And Prakrit	View Document
Kuvempu Institute Of Kannada Studies	View Document
Kuvempu Institute Of Kannada Studies	View Document

Kuvempu Institute Of Kannada Studies	View Document
Kuvempu Institute Of Kannada Studies	View Document
Law	View Document
Library And Information Science	View Document
Material Science	View Document
Mathematics	View Document
Microbiology	View Document
Molecular Biology	View Document
Organic Chemistry	View Document
Philosophy	View Document
Physical Education And Sports Science	View Document
Physics	View Document
Political Science	View Document
Polymer Science	View Document
Psychology	View Document
Public Administration	View Document
Sanskrit	View Document
School Of Law	View Document
School Of Planning And Architecture	View Document
Sericulture	View Document
Social Work	View Document
Sociology	View Document
Statistics	View Document
Sugar Technology	View Document
Urdu	View Document
Women Studies	View Document
Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
92	90	88	86	90

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of departments offering academic programmes

Response: 85

File Description	Document
Institutional Data in Prescribed Format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6180	6608	6661	6601	6368

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

2018-19	2017-18	2016-17	2015-16	2014-15
2408	3487	3174	3427	2941

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

2018-19	2017-18	2016-17	2015-16	2014-15
5795	5710	6554	7073	5219

File Description	Document
Institutional Data in Prescribed Format	View Document

2.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
643	784	669	594	219

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
2233	2167	2323	1987	1567

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
314	316	322	304	315

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
453	453	453	453	453

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

2018-19	2017-18	2016-17	2015-16	2014-15
10879	9786	12346	10287	10987

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

2018-19	2017-18	2016-17	2015-16	2014-15
2090	2103	1989	1843	1964

File Description	Document
Institutional Data in Prescribed Format	View Document

4.3

Total number of classrooms and seminar halls

Response: 275

4.4

Total number of computers in the campus for academic purpose

Response: 2308

4.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
11809.63	9180.14	5381.78	4600.81	3078.92

4. Quality Indicator Framework(QIF)

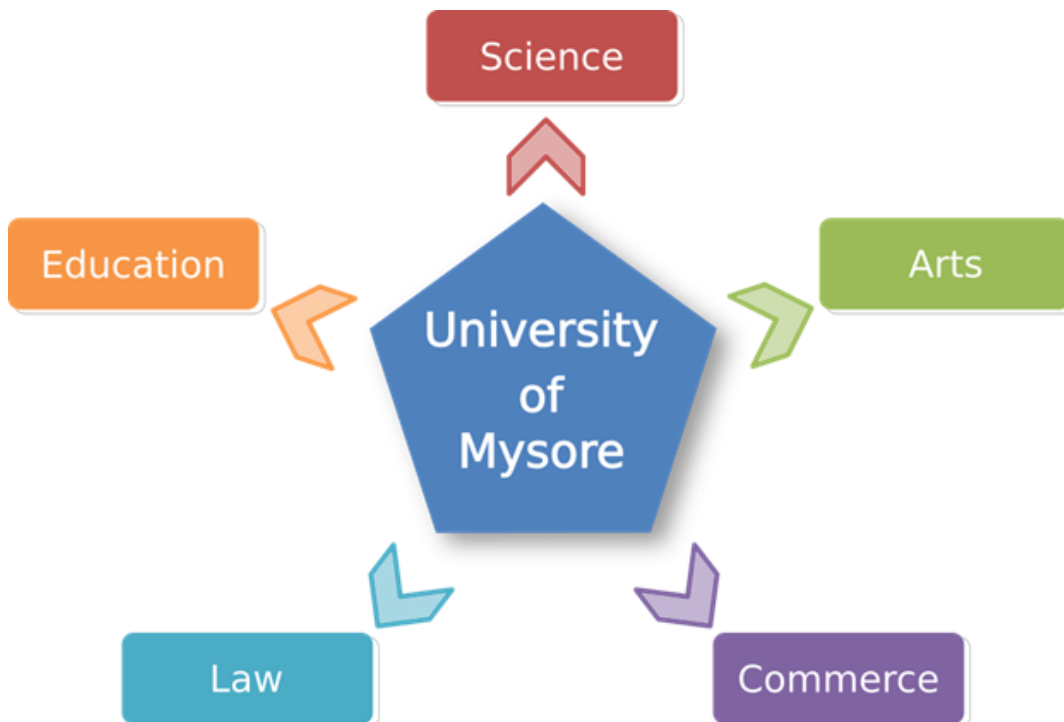
Criterion 1 - Curricular Aspects

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:

Na hi jñ?nena sad??am meaning "Nothing Equals Knowledge", is the motto of the University, emphasizing the significance of knowledge and the importance of the pursuit of quality in Higher Education. The vision and the mission expressed by the founders of the University are the spirits behind the designing of all courses and the programs aiming to solve the ever-changing socio-economic, cultural and scientific challenges of the civilized society. Flexibility is an inbuilt character in structuring the programs and courses offered by the University through the Faculty of Arts, Commerce, Education, Law and Science and Technology to meet the world order's changing requirements. The standards set by the University for the creation and dissemination of knowledge enables the students to become 'Global Citizens' (*Vishwamanava*) as pronounced by the *Jnanapeeta Awardee and Former Vice-Chancellor of the University of Mysore – Dr K.V. Puttappa, popularly called Kuvempu.*



Every program is designed by integrating the recent trends in different fields of knowledge creation and dissemination. To make its graduates a paragon with global needs, the University has designed its courses with the requisite cognitive, emotional and action components to inculcate innovative, critical and analytical thinking. All graduate programs have the spirit of developing morality, sustainability, soft skills development, interdisciplinary mindset, computational ability and human values. Each program has well-defined Program Outcomes (PO), Program Specific Outcomes (PSO), Course Outcomes (CO) and Pedagogy with an emphasis on practical/skill development, internship, fieldwork and project work with

higher credit weightages are in-built in the curriculum. All programs have sufficient scope for the universalization of knowledge. Consequently, the graduates of the University of Mysore are most sought after by institutions across the globe.

The University maintains its quality, excellence, and vibrant existence through various programs comprising 1 Integrated UG Program, 4 UG Programs, 74 Masters Programs, 9 Certificate Programs, 18 Diploma Programs, 28 PG Diploma Programs, 2 MPhil Programs, and 58 Doctoral Programs. In the last five years, the University has introduced the Master's program in Genetics and Genomics, Molecular Biology, Public Administration and Five years Integrated programs in law. The University's market-driven and skill-based Certificate and Diploma programs are value additions that enable students to extend their horizons of knowledge.

The University has maintained academic leadership in introducing both the Choice Based Credit System (CBCS) and the Flexible Choice Based Credit System (FCBCS). The curriculum is well-received and much appreciated as it considers all the stakeholders' views and is need-based. The curriculum is periodically revised by respective boards comprising external and internal experts to incorporate the latest domain-specific knowledge and the multi-disciplinary aspects.

The University has introduced several specialized programs, recognized research centres to address fast-changing local and global needs through the introduction of academic programs, such as Entrepreneurship, e-commerce, Financial analysis, Fashion design, Hospital administration and health care management, Tourism and travel management, Hospitality and Hotel Management, Animation, Jewellery design, Interior design and decoration, Reproductive biology, Data mining and Artificial intelligence.

File Description	Document
Link for Additional Information	View Document

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

Response: 28.5

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

Response: 55

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

Response: 193

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: 89.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
2344	2436	2287	2261	2416

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: 10.01

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

Response: 305

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

Response: 3048

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: 47.31

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

Response: 79

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 has integrated cross-cutting issues relevant to gender, environment and sustainability, upholding human values and inculcating professional ethics in the curriculum. Being society-centric, the University offers programs that are designed to

- sensitize students to Gender issues (Postgraduate programs on Women Studies, Sociology and Social work)
- deal with Liberty, Empowerment and Rights of Women (M.A in Political Science, Public Administration, a compulsory course on Indian Constitution, Peace and Conflict Resolution)
- educate students in Environment and Sustainability (mandatory course on Environmental Studies, M.Sc programs on Life Sciences and Earth Sciences)
- deal with Human Values (M.A. in Sociology, Social Work, Ambedkar Studies, Gandhian Studies and M.Ed)
- educate in Professional Ethics (courses on Business Ethics in M.Com and MBA programs, Animal Ethics in M.Sc Zoology, Genetics and Genomics, Professional Ethics in LLM, MCJ and MLISc) and

- train students in general and research scholars and faculty members in particular, about Intellectual Property Rights (IPR) and avoid the nuances of plagiarism while reporting their research findings

Some of the other cross-cutting issues included in the curriculum are women's right to economic activity and property access. Knowledge on Microfinance, Child marriage, Soil degradation and erosion, Water conservation, Disaster management and Pollution control are also incorporated.

1. In cognizance of the sensitive nature of the cross-cutting issues, the programs/courses are formulated to develop the understanding and instil critical and creative thinking, enabling students to evolve innovative and novel solutions to social problems and sustainability issues.

1. The programs employ pragmatic approaches to comprehend and tackle issues cutting across various disciplines such as Languages, Humanities, Social Sciences, Commerce, Management, Education, Law, Physical, Chemical, Mathematical, Biological Sciences, and Sports.

2. The programs prepare the students to face challenges and crisis both in the personal and public domains. They also provide ample scope to acquire jobs in different avenues/spheres/agencies such as National and State Women's Commissions, Forest Department of State and Central Governments, Pollution Control Board, Ministry of Human Resources and Development, Departments of Philosophy, Yogic Sciences, Human Rights Commission, Social Welfare Department, Rehabilitation Centres, NGOs and Voluntary Organizations. These programs help the students develop their personality, hone their leadership skills, participate in public affairs, and empower them to create a healthy society.

The University has designed its programs/courses thoughtfully by integrating issues relevant to gender sensitization, counselling and rehabilitation, tribal studies, social inclusion and exclusion, human rights, constitutional values, health and hygiene, nutritional awareness, materials science, nanotechnology, econometrics, tax planning, agribusiness, water resources management, biodiversity, climate change and global warming, rural and urban planning, strategic management, corporate and personal ethics, knowledge and change management. These programs have led to the students and the community's holistic development to empower society's socially and economically marginalized strata.

File Description	Document
Any additional information	View Document

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

Response: 29

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

Response: 29

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: 12.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
274	343	1284	1031	1298

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 29.48

1.3.4.1 Number of students undertaking field projects or internships

Response: 1822

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: A. Any 4 of above

File Description	Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

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
Any additional information	View 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: 8.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
553	568	557	587	567

File Description

List of students (other states and countries)

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 3:1

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

2018-19	2017-18	2016-17	2015-16	2014-15
3789	2686	3298	2987	3092

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: 76.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
1452	1520	1610	1467	1564

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:

1. Admission to all the programs is through a Postgraduate Common Entrance Examination, which identifies the domain knowledge's learnability. Selection is based on the rank list prepared by giving 50% weightage for the qualifying examination and 50% weightage for the entrance examination. Thus, students are assessed for their domain knowledge at the entry-level also, giving sufficient scope for identifying advanced and slow learners. Based on this, the concerned teachers design the Tutorial component of LTP providing individual attention to both advanced and slow learners.

1. The University has evolved into a teaching-learning environment, where students and the teachers are engaged in academic activities occupied throughout the program. At the beginning of the First Semester, there is an Orientation Program for all incoming students. Experts from different disciplines address students, identify their competencies, and become aware of the program's future scope. It is an opportunity for students to assess themselves and work on the areas that need improvement. The experts' interaction would dispel the apprehensions, misconceptions, and inferiority complex, if any, among the students and motivate them to pursue higher studies.

1. In the Departments / Institutes, advanced and slow learners are identified by teachers through classroom interaction, student presentations, individual assignments and teamwork and also through continuous and comprehensive evaluation system of C1 (Component 1) and C2 (Component 2). Once these advanced and slow learning students are identified, the following measures are taken to support them.

Advanced learners are:

- facilitated and nurtured through specific assignments to enhance their skills for learning/multitasking/preliminary research
- encouraged to participate in the projects of faculty within the departments
- motivated to publish the results of their project work in journals and present papers in conferences or seminars on contemporary topics in their field
- sponsored by the Department/University to participate in co-curricular activities such as quizzes, debates, group discussions/mock parliament and lectures/ workshops/ summer schools/symposia organized by the state or the national level agencies
- given lead roles in exhibitions/demonstrations organized on the campus that enthuse them and ensure their creative participation in model making and analytical thinking
- encouraged to take up research-oriented competitive examinations of state and national levels.

Slow learners are:

- counselled through individual interaction with teacher-mentor
- motivated to attend bridge courses/remedial classes/add-on and enrichment courses designed in their respective disciplines

- encouraged to participate in English courses organized by the University under the aegis of Centre for Proficiency Development and Placement Services (CPDPS) and SC-ST Cell to improve their language skills
- given additional improvement opportunities in their performance in tests, presentations, and assignments conducted periodically
- given mock tests before the term-end examinations to assess their improvement in learning
- driven to make use of the e-resources extensively to enhance their confidence in learning
- given attention while randomized questioning, explanation through illustrations based on PPT and tutorial sessions
- training for state and national level recruitment examinations.

File Description	Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 20:1

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.21

2.2.3.1 Number of differently abled students on rolls

Response: 13

File Description

Document

Institutional data in prescribed format

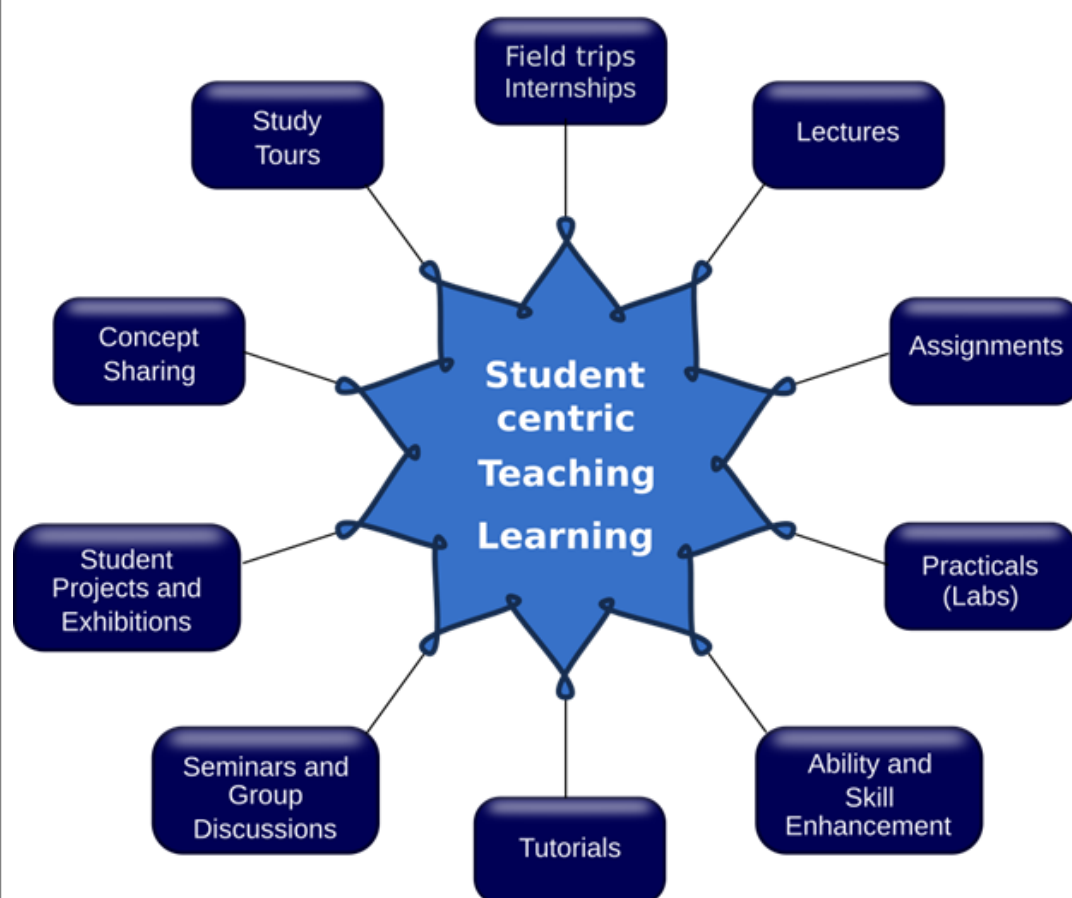
[View Document](#)

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:

Experiential and participative learning is the core of the curriculum design for all the programs in the University. The emphasis is on developing students holistically, with due weightage to practical and fieldwork, problem-solving, simulation, model-making skills and research competencies. The objective is to develop a comprehensive learning package that offers the students hands-on experience related to the concepts and theories, strengthening their ability to face real-life situations.



The University has introduced the Choice Based Credit System at the Postgraduate and Undergraduate levels to make the application and skill-oriented approach possible. A novel Flexible Choice Based Credit System (FCBCS) is adopted in Computer Science, Commerce, Mathematics, English, Material Science,

Public Administration, Statistics, Sugar Technology, Physics and Genetics and Genomics departments to facilitate the student-centric experiential learning process. This system allows a student to drop a course, or even drop a semester if need be, but still, complete all courses and get the degree of his/her choice. This system is a significant step forward in making the students not obsess about grades. It nurtures both students' formative and cumulative development by doing away with the term-end examination's fear.

Incorporating the Lecture-Tutorial-Practical (LTP) model ensures that students can learn through experiential and participative learning. Tutorials help reinforce the knowledge through group discussions, case analysis, role play, student presentations, and internship-based project work. This also provides practical exposure to the working environment for students by facilitating experiential learning and problem-solving.

Laboratory experiments and hands-on exercises are critical features of the learning process in pure Science subjects. The Social Science subjects, on the other hand, have integrated field visits, internships, extension activities and interaction with practitioners - industrialists, social activists, policymakers, executives and environmentalists. This experience provides not only practical insights but also facilitates grounded learning.

The University has developed a state-of-the-art national level laboratory at Vijnana Bhavan for the researchers and students for their advanced experiential learning. Besides, students periodically visit the national laboratories such as DFRL, CFTRI, CSRI, Zoological garden, Bandipur reserve forest, Rangathittu bird sanctuary and Nagarahole forest located in and around Mysuru. The University is located in the cultural and heritage city of Mysuru, surrounded by several historical places. Therefore it has the advantage of using the Folklore museum at Manasagangotri, Jaganmohan Art Gallery, Kukkarahalli Lake, Regional Institute of Natural History, and CIIL, ASI, ORI, forts, ancient temples, monuments of historical and archaeological value and palaces in the jurisdiction of the University, which serve as learning laboratories for students of social sciences and humanities.

Most of the programs have courses that promote experiential, participative and problem-solving learning through field visits, internships, project work, dissertations and term-end projects. The spirit of experiential, participative learning and problem solving is incorporated into the course content and the pedagogy.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems

(LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 316

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: 20:1

2.3.3.1 Number of mentors

Response: 314

2.4 Teacher Profile and Quality

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

Response: 69.8

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: 76.98

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
299	244	240	226	208

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: 15.15

2.4.3.1 Total experience of full-time teachers

Response: 4758

File Description	Document
Any additional information	View Document

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: 6.05

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	4	3	4

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: 0.66

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

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

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: 35.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
54	64	19	19	21

File Description

Document

List of programs and date of last semester and date of declaration of result

[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: 0.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	6	7	4	9

File Description

Document

Any additional information

[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 97.14

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
627	755	648	589	210

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 transparent, organized and secured examination system. The University prepares and circulates an academic calendar at the beginning of every academic year to keep students and the teachers informed in advance to adhere to the calendar. The term-end examinations and the continuous assessments are done as per the schedules. Uniformity in the weightage for continuous internal assessment and term-end examination is maintained in most of the programs. Continuous evaluation is done through announced and surprise tests, assignments, presentations and viva-voce. The marks secured by the students, along with their answer scripts, are circulated to ensure transparency and enable them to prepare for improvement if need be. For the term-end examinations, every student is given a unique registration number using bar-coding, which ensures confidentiality and security in the evaluation process. Further, after the examinations, each answer script is coded to maintain anonymity and ensure fairness in the evaluation.

The University endeavours to have a transparent and fool-proof conducting of examinations with IT solutions, automation and digitization of the examination process, and updated technology. The online examination administration system provides for the collection of admission data, submission of applications, payment of fees, generating admission tickets, and other examination related information on time. These reforms have facilitated the smooth conduct of the examination process. Internal assessments and practical marks are submitted by the various departments of studies and affiliated colleges through the University's online portal. The procedures related to revaluation, challenge the valuation, seeking corrections of marks cards, and other related matters are brought under online services' purview.

Most of the programs are under the CBCS pattern and, the term-end examinations evaluation are done through a double valuation system by internal and external examiners. If there is a discrepancy of 20% and above, it is referred to the third examiner for evaluation. Students who do not secure the qualifying marks in the term-end examinations are given the make-up examination immediately after the declaration of the results. This has enabled the students to overcome the stigma of failure in the examinations and for better preparation in future. Those who do not qualify even after the make-up examination are considered dropping the course and can re-register for the course in the subsequent academic year.

During the assessment period, few departments have adopted the FCBCS scheme, and wherein all evaluations are done at the department level and by the faculty who taught the course. It provides a single valuation of term-end examinations to ensure a fair, efficient and transparent evaluation process. Students' grievances are addressed at the department level itself. The results in the FCBCS scheme are declared within 3-4 days after the term-end examinations. This examination scheme has enabled an evaluation system that satisfies all the stakeholders, which is evident in the declining trend of student grievances over

the years.

These reforms have strengthened the examination and evaluation system and made it more transparent, efficient and student-friendly.

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

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

Response: B. Only student registration, Hall ticket issue & Result Processing

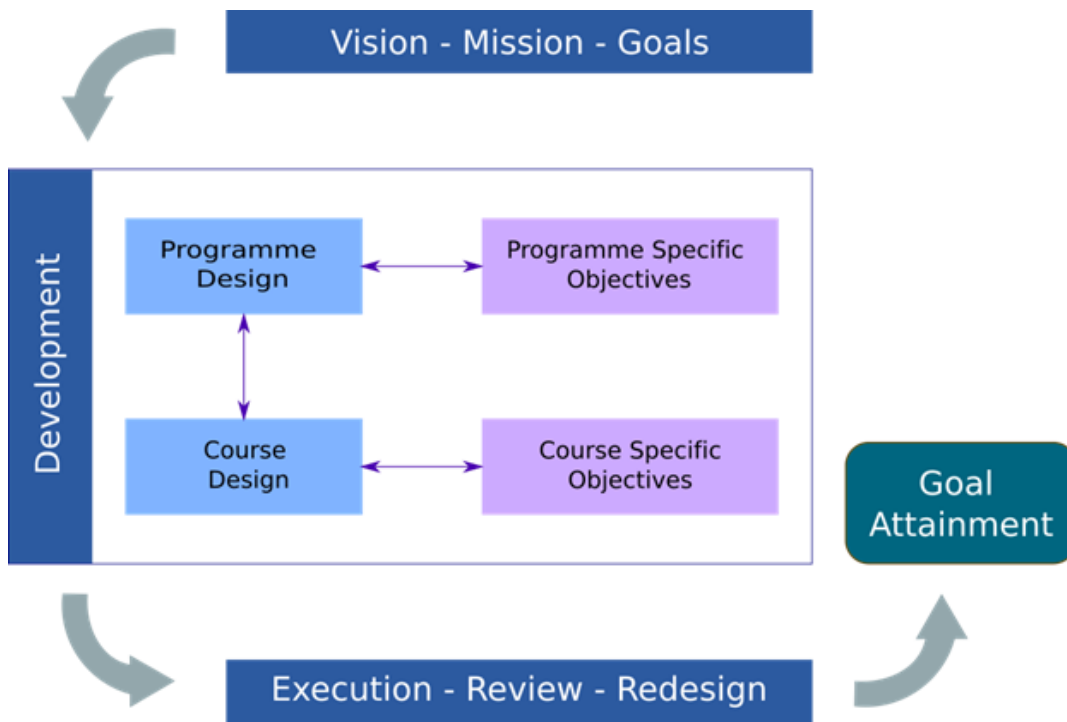
File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document

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 of Mysore has developed postgraduate programs that are market-driven and socially relevant to prepare youngsters to occupy responsible positions in developing the nation and contributing to humankind's well-being. The chart below explains the process:



All the programs and the courses offered are designed to achieve the following:

- Become a world-class teaching-cum-research University by facilitating learning of the highest quality and designed to play a leading role in socio-economic, techno-scientific and cultural development.
- Develop the world's most promising student population and outstanding faculty, and provide the highest quality education through a multidisciplinary portfolio of teaching and research programs.
- Make significant, sustainable and socially responsible contributions for the holistic development of the student community at large.
- Enrol, educate and graduate the most deserving, promising and diverse student population with a wide range of program options and a quality teaching-learning environment.

- Maintain and enhance leadership in innovation, research, scholarship and creativity in the emerging areas of Liberal Arts, Humanities, Social Sciences, Commerce, Management, Science and Technology by recruiting, nurturing and retaining a diverse faculty comprising outstanding scholars and teachers. This faculty can provide excellent support and facilitate significant contributions to knowledge creation and dissemination.
- Establish and maintain organizational structures and processes that promote and support academic excellence, sustainability and social commitment.

All the programs and the courses have a clearly-stated program and course outcomes. They specify what is expected of a student who completes that program and course. All programs' syllabi include program outcomes, program-specific outcomes, course outcomes, and pedagogy specifically designed for each program. All the syllabi are available on the University Website.

The Program Outcomes (POs) are spelt out based on the program objectives and the graduates' prospects. Each program consists of a certain number of courses that inculcate critical thinking, effective communication, social interaction, ethical behaviour and nurture the ability for case analysis, problem-solving, project preparation and self-learning. These PO enables students to choose a specific program based on the expected outcome, and thus, outcome-based learning is facilitated. A clear statement of the program outcome is depicted on the University website, which provides an overall perspective to parents, prospective employers, policymakers, media and the public in general. This information on the program outcome helps their wards select an appropriate program or decide on the programs they can scout for the appropriate human resources. The program and course outcomes are restructured as and when the courses are revised.

On the other hand, Course Outcomes specify the level of knowledge and skill that the student obtains upon completing the course. The course outcomes are helpful for the student while choosing the Soft Core and Open Elective courses. Students can pick and choose the course offering specific skills and knowledge to suit their interests.

File Description	Document
Any additional information	View Document

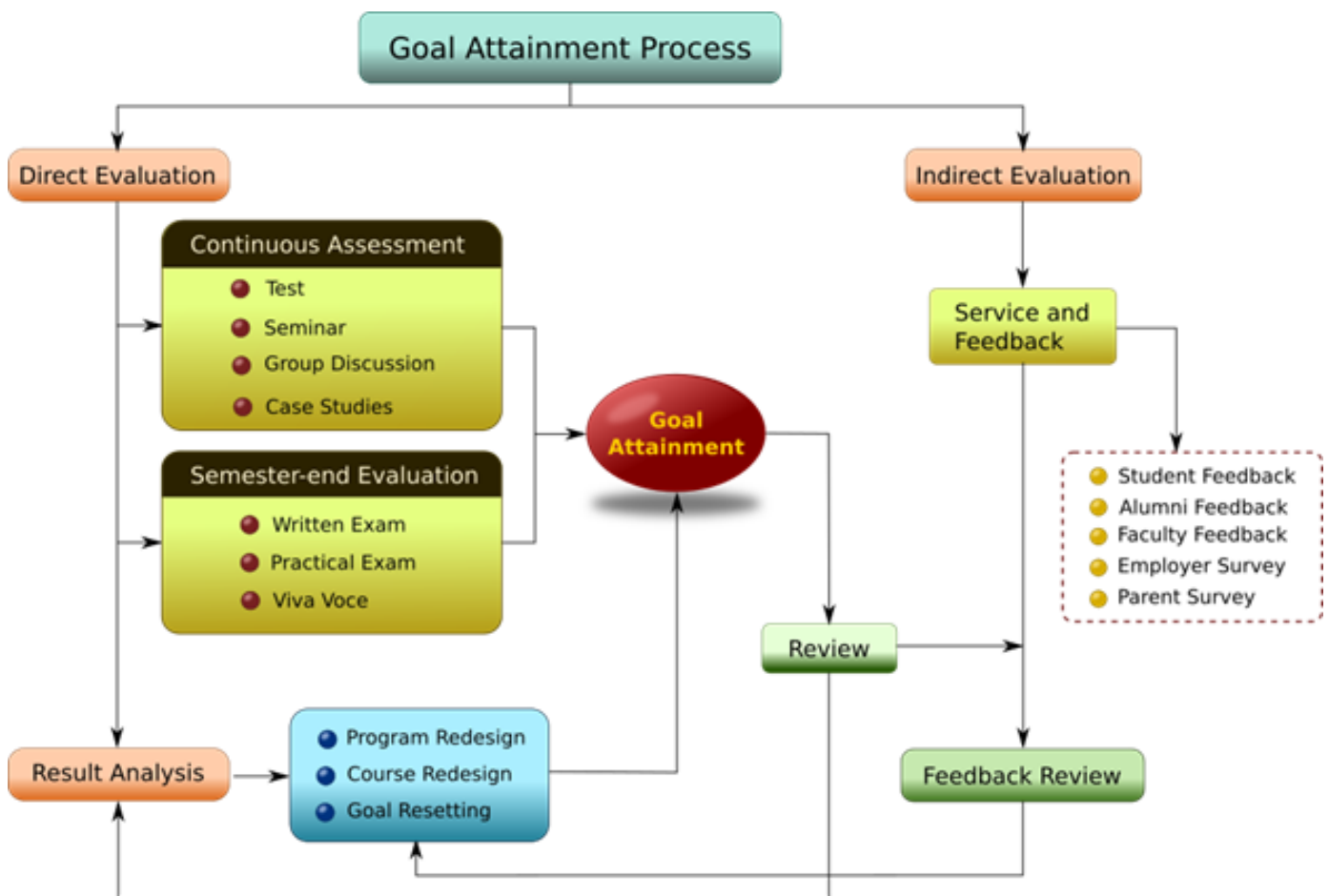
2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Attainment of Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course Outcomes

(CO) indicated by the knowledge acquired, skills developed, and the changes in the behavioural patterns of the students are evaluated through a well-established institutionalized process. PO, PSO and CO are the essential indicators of students' academic progress and the teachers' performance in delivering the predetermined learning outcomes. The Program Outcomes reflect a graduate's preparedness to face the realities of life situations both in employment and personal life. Course Outcomes help demonstrate the candidates' acquired skills and values, discharging the duties and responsibilities to the employers' expectations.

The goal attainment is evaluated through direct and indirect processes, namely, formative assessment and cumulative assessment.



Formative assessment aims at monitoring and evaluating the teaching-learning process through a continuous assessment of students. The student's knowledge of the course taught in a semester is assessed by tests, quizzes, presentations, seminars, group discussions, and case studies designated as C1 and C2 for 30% of the course's total weightage. C1 analyses the students' learning of the first half of the prescribed course, and C2 is for the second half.

Cumulative assessment is done at the end of every semester (called C3), consisting of written examination, practical examination, and viva-voce for 70% of the course's total weightage. Students can improve their

performance by giving feedback after C1, C2, and makeup examination for C3.

The indirect evaluation of the attainment of the program and course-specific goals are based on the feedback process. The feedback received from stakeholders such as students, faculty, alumni, employers and parents is reviewed comprehensively. This feedback helps in the redesigning of programs and courses to match the stakeholders' changed expectations.

Annually, student feedback on courses, departments and teachers is obtained, evaluated and shared with the faculty by IQAC. Further, there is a mechanism of continuous interaction and feedback from Alumni and employers. These are discussed in the Departmental Council meetings. Suitable suggestions are made for consideration in Boards of Studies and work on redesigning the Program structure, and Courses offered and recommends to introduce new courses and programs. These are further reviewed annually in the meetings of the respective Faculty and the University Academic Councils.

The evaluation of Programme Outcomes and Course Outcomes is carried out through a perfect blend of an informal and a well-designed institutional structure. As and when the Program Structure and Course Structure are redesigned, the POs and COs are also revisited and reflected explicitly in the Program/Course details, facilitating prior knowledge to students and directions to faculty for redesigning the teaching and learning process. Based on the achievements of high performing departments in teaching-learning and research outcomes, steps for improvement are suggested to other departments to achieve collaborative academic excellence. This formal and informal evaluation process refines and ensures a perpetual refinement of programs and courses.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 90.66

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

Response: 2408

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

Response: 2656

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: 3.37

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
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 5.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.50	24.00	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: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	2	5

File Description	Document
List of teachers and their international fellowship details	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: 594

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

2018-19	2017-18	2016-17	2015-16	2014-15
157	90	148	118	81

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	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: Any four 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: 15.29

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

recognition by government agency

Response: 13

File Description	Document
List of departments and award details	View Document
Any additional information	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: 482.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
146.67	0	4.44	2.95	328.67

File Description	Document
List of project and grant details	View Document

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

Response: 5421.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
1595.96	163.46	234.15	302.16	3126.03

File Description	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: 1.93

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

Response: 156

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

Response: 405

File Description	Document
Any additional information	View 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 evolved a long term policy and created a conducive ecosystem to encourage high-quality research leading to innovations. This process has progressed in a step-by-step manner to establish institutions, develop linkages, and create a network of national and international institutions.

The most significant step is establishing the University Career Hub (UCH), which India's Honourable Prime Minister inaugurated in June 2018. The UCH promotes skill development, entrepreneurship development, and innovative and incubation activities. A sum of Rs. 10 crores is earmarked exclusively for encouraging knowledge creation and transfer.

The University has established the Vijnana Bhavan, the centralized Science Instrumentation centre, which has housed sophisticated scientific equipment (NMR, SEM, TEM) and state-of-the-art laboratories. This facility is using researchers from many departments of the University and other research institutions. Annually, about 500 external researchers use the facilities for both individual research and collaborative research pursuits. This centre has been created under the scheme of the Institution of Excellence of MHRD. The centre has MoUs with many pharmaceutical companies and research institutions to facilitate research leading to innovative product development (<http://uni-mysore.ac.in/vijnanabhavan/>).

The University supports two national research facilities; a Single-crystal X-ray diffraction facility and a Drosophila laboratory in the department of studies in Physics and Zoology. These facilities are used by internal and external researchers extensively, which has immensely contributed to an increase in research publications.

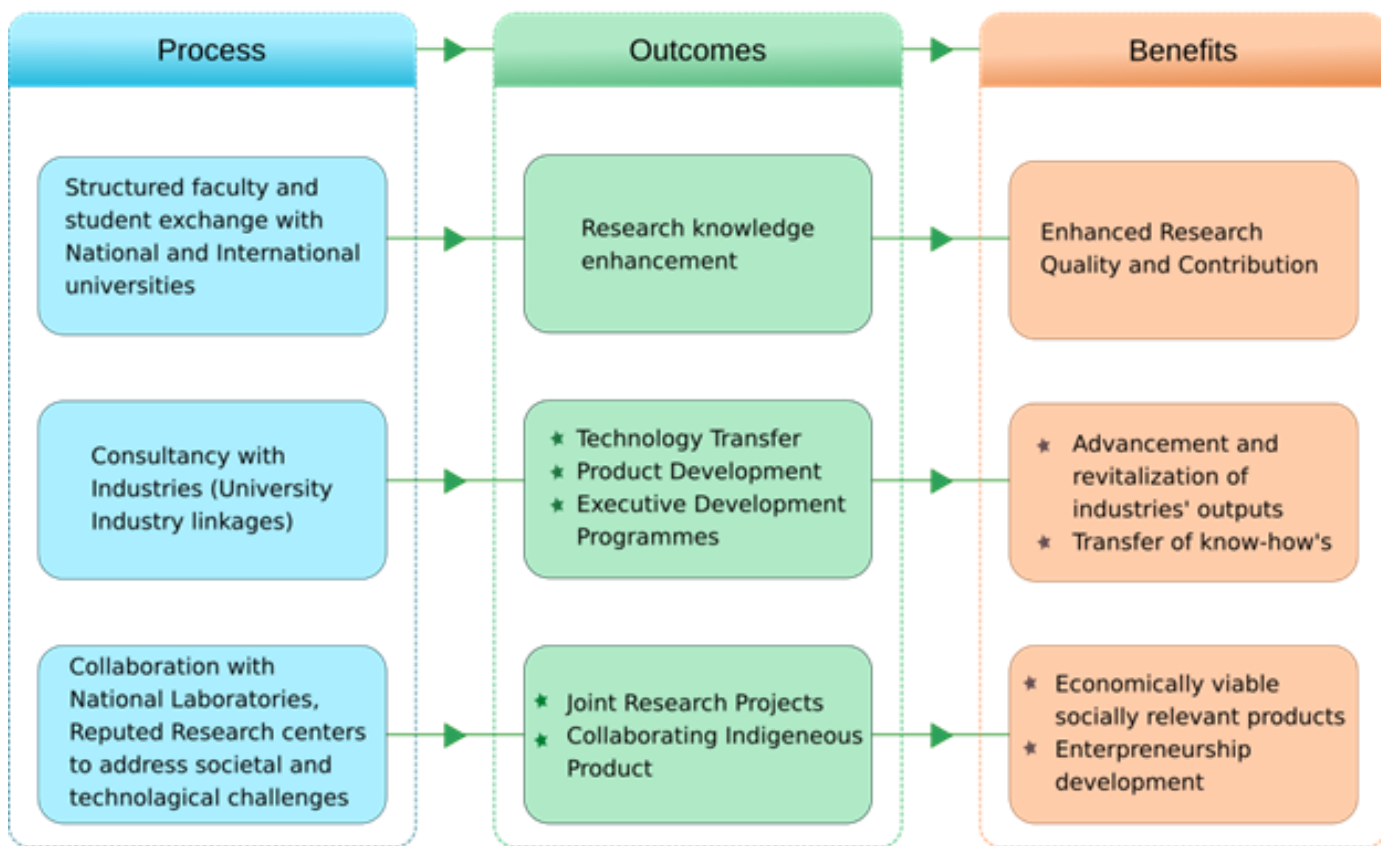
Some research institutions are recognized as research centres of the University to promote collaborative research and innovation between the University's faculty and the institutions' researchers. As a result of this networking, institutions of national importance such as the CFTRI, DFRL, AIISH and ISEC share their expertise and resources with the University and vice versa.

To encourage and orient young faculty to carry out original research, the University has evolved a policy of awarding Minor Research Projects from internal resources. Senior and external experts give an orientation on preparing the research proposal and the significance of the minor research projects in their respective disciplines. Information on different funding agencies at the state, national and international levels is provided. Further, the scope for getting funding from corporate sponsors under CSR, NGOs and other private agencies is pointed out, along with the legal procedures for obtaining research sponsorships. Research proposals from teachers of all the faculties on current socio-economic and scientific issues are invited for funding minor research projects. Such research proposals are evaluated by a panel of internal and external experts. Researchers are encouraged to publish their research findings in peer-reviewed journals. Young researchers are financially supported to attend national and international conferences for their research presentations and knowledge transfer. The University supports senior faculty to undertake projects and consultancy on a revenue-sharing basis.

A pictorial representation of the Ecosystem for Innovations, including Incubation Centre and other initiatives for creating and transferring knowledge by the University, is shown below.

Research and Collaboration Networking

National and International



File Description	Document
link for additional information	View Document

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

Response: 56

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	11	11	12	15

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	1	1	3

File Description	Document
List of innovation and award details	View Document

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	0	1	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: No

File Description	Document
Any additional information	View Document

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

Response: 11

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	5	1	1

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: 4.11

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

Response: 1222

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

Response: 297

File Description**Document**

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

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 5.64**

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

2018-19	2017-18	2016-17	2015-16	2014-15
395	285	370	333	390

File Description**Document**

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

[View Document](#)

Any additional information

[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: 3.2**

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

2018-19	2017-18	2016-17	2015-16	2014-15
199	194	199	181	234

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	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: 5.16

File Description	Document
BiblioMetrics of the publications during the last five years	View Document
Any additional information	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: 32.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document
Any additional information	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
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 7.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.22	0.02	2.28	5.14

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

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	3	0

File Description	Document
List of teacher consultants and revenue generated by them	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 University has been at the forefront in engaging with community outreach initiatives and focussing on socially relevant activities.

As a part of the Centenary year (2015-16), a mammoth task of enlightening more than 1000 people from 100 villages in the University's jurisdiction about the micro and crop insurance schemes was conducted.

The Centre for Development of Science in Schools is popularising scientific temperament among high school students. Faculty members interact with the students in the selected schools in semi-urban and rural areas and educate them on scientific approaches to understand the universe. Generally, awareness related to health, nutrition, sanitation, hygiene, agriculture, and novel technology is provided.

The National Service Scheme volunteers are actively involved in community development programmes by

camping in the neighbouring villages. Education of rural population on civil rights, government schemes related to water resources management, use of technology in agriculture, horticulture and social forestry through presentations and stage plays. The NSS unit spreads the message of Swachh Bharath Abhiyan and sanitation in the university jurisdiction. In recognition of this service, the GOI has bestowed the national award on the University in 2017. Students engaged in maintaining the clean and green campus, keeping it plastic and litter-free, undertake similar tasks in their native places.

In partial fulfilment of the course requirements, the students undertake field visits, visits to the hospital, industries, NGOs, corporate bodies, tribal settlements, schools for interaction, data collection, and reporting. As a part of this, students study the grass-root level issues related to their courses of study and develop probable solutions for the identified problems.

Students of Journalism and Mass Media analyze the media habits of rural and tribal people and educate them about the benefits of governmental schemes published on the media. The students of Psychology address psychological problems like learning disability, slow learners' problem, conduct disorder, memory/concentration problems, study habits and stress-related issues in the schools adjacent to the University's jurisdiction. Students of Social Work, Sociology, Education and Development Studies undertake projects to enhance the quality of life of nearby slum dwellers. Students of the science stream conducted an awareness campaign on environmental protection, soil health management, plant diseases and prevention, health care and anti-smoking/ drug abuse, suicide prevention, Go Green, and saving water in the neighbouring villages.

Students collaborate with the Red Cross and other voluntary organizations involved in disaster management in flood relief activities by organizing blood donation camps, food packets, and rehabilitation.

Mysuru, a historical and heritage city of Karnataka, has many historical treasures. Students of History and Archaeology conducted excavations in adjacent places and educated the residents about the valuable monuments/ artefacts and how to protect these artefacts.

Apart from these, recreational programmes at old-age homes, smart village scheme in Chamarajanagara district, awareness to pregnant and lactating women about the importance of breastfeeding and tribal visits are the ongoing extension activities carried out in the neighbouring villages.

File Description	Document
link for additional information	View Document

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

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

File Description	Document
Number of awards for extension activities in last 5 years	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: 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	2	1	2

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	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: 12.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
425	2351	1010	13	174

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year				
Response: 7.8				
3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
12	6	5	8	8
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: 659				
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				
2018-19	2017-18	2016-17	2015-16	2014-15
204	116	66	173	100
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: 409

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)

2018-19	2017-18	2016-17	2015-16	2014-15
102	55	78	89	85

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	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:

The University of Mysore has its postgraduate campuses at Mysuru, Mandya, Hassan and Chamarajanagara. It is spread across four districts, with the Manasagangotri as the Main Campus. Every Department of studies is self-sufficient and with all infrastructure, including laboratories, classrooms, seminar halls, office buildings, student amenities and library. There are 228 ICT enabled classrooms, 122 well-equipped laboratories, 10 sophisticated laboratories of global standards, 39 seminar halls and 8 mega-conference halls with ready-to-use facilities. There are 3020 computers out of 1765 for students use, 543 for faculty and 712 for the administrative staff. All facilities are continuously upgraded with the latest technology. All four campuses are Wi-Fi enabled and linked with an Internet speed of 150 Mbps. On and off-campus access are provided for the main library on the Manasagangotri campus to students and faculty. Laptops are provided to every faculty member. The Campus has a well equipped Multi-Media Centre which caters to the requirements of all Postgraduate Centres. Each Postgraduate Department has a computer lab, ICT infrastructure and smart classrooms are upgraded regularly. All the laboratories are ergonomically designed with safety features imbibed in the infrastructure, creating an excellent atmosphere for research work.

During the last five years, nine new buildings are constructed. Department of Genetics and Genomics, Department of Molecular Biology (4,500 m²), Department of Organic Chemistry (560 m²), School of Law (985 m²) are constructed with funds from RUSA. Buildings of School of Planning and Architecture (6,000 m²), Dr. B. R. Ambedkar Post Graduate Centre, Chamarajanagara, Centenary Museum, the annexe of MBA, Moulya Bhavan (2,800 m² which houses CDC, K-SET office and space for Evaluation Process) were constructed. Additional rooms are added, and a facelift given to the University Guest House.

Laboratories in the science departments are well-equipped and funded by various agencies. MHRD has recognized the University as an Institution of Excellence and funded it to establish a central instrumentation facility called 'Vijnana Bhavana', having state-of-the-art scientific equipment for research. The faculty are utilizing this facility on the Main Campus and various Post Graduate Study Centres. Annually, more than 500 researchers from industries and other academic institutions have used this facility. Equipment such as SEM, AAS, NMR, IR, visible imaging facilities, single-crystal and powder X-ray diffractometers are housed at the Vijnana Bhavana. X-ray, gamma-ray, UV spectrometers, telescope, the detector for atmospheric and environmental analysis, a Braille lab for the visually challenged, Plant Clinic (herbarium) and Drosophila Centre are available on Campus.

The University has also secured grants under UPE and CPEPA of MHRD and DST-PURSE programs.

These grants have helped the university focus on developing novel materials under the science stream and Drushti (a visually challenged program) under Social sciences.

All these programs have enabled students to carry out in-house projects, gain hands-on experience, and also motivated them to further their research careers.

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 has sufficient facilities to encourage students to participate in indoor and outdoor games and co-curricular activities. Facilities for sports, games, gymnasium, swimming and yoga are of international standards. There are 10 outdoor game sites, 3 indoor game facilities, 45 types of fitness equipment and 13 Gymnastics tools. These facilities include:

- A Ranji Standard Cricket Stadium with Six Turf Pitches at Manasagangotri Campus called “Gangothri Glades” is available where around 150-200 matches of various levels are organized annually.
- About 100 students undergo training every day in these facilities.
- Around 150 students undergo training on Four Hundred Meter Standard Cinder Track daily.
- Around 300 people utilize the walking path around the track daily.
- Around 70 students utilize the Three Standard Sized Cement Basketball Courts with Floodlight fixtures every day. (each court measures 28 m × 15 m.)
- On average, 150 students utilize the Football Field facility measuring 105 m × 65 m. daily.
- On average, 30 students utilize two Kho-Kho Courts (Outdoor) of dimensions 36 m × 18 m daily.
- About 20 students utilize the three Kabaddi Courts (Outdoor) measuring 13 m × 10 m daily.
- Every day about 25 students utilize the Ball-badminton Court facility of the size 12 m × 24 m.
- An average of 30 students utilizes the one hockey field measuring 100 m × 60 m every day.
- About 25 students practise Handball every day on one Handball Court of size 40 m × 20 m

- Two volleyball courts of size -18 m × 9 m (Each court) are available.
- On average, 40 students are involved in volleyball practice every day.
- Four tennis courts, measuring about 24 m × 11 m (one with floodlight), toilets and change room facilities. About 15 students utilize this facility each day.
- The international standard Swimming Pool measuring 50 m × 21 m with Change Rooms, Gents' and Ladies' Toilets, Twelve Station, and Multi-gym Hall, is used by 300 people daily.
- Multi-Purpose Indoor Gymnasium Hall, measuring 37 m × 25 m, provided for Badminton, Basketball, Gymnastics, Table Tennis, Volleyball, Weight Lifting and Wrestling at the Sports Pavilion premises is used by about 200 people daily.
- Facility for yoga practice has been exclusively created (722 m²).

Mysuru, being the cultural and heritage hub of Karnataka, has preserved and passed on rich cultural ethos to many generations since time immemorial. The University has created an ambience for the promotion of cultural and literary activities. The University has well-furnished, acoustic-enabled 8 auditoria for conducting Inter-departmental, Inter-collegiate and Inter-university cultural activities. The University has the glory of producing artists of national and international fame. A modernized amphitheatre with a 15,000 seating capacity is exclusively used for mega cultural and literary events. https://uni-mysore.ac.in/NAAC-2020/criterion-4/4.1.2/supp_docs/img_gall.php?photos

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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 275

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

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation

during the last five years.

Response: 51.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
8569.27	7383.18	2048.99	1582.43	920.33

File Description	Document
Audited utilization statements	View 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 services for students, researchers, and faculty members of the University of Mysore are provided by the library network, consisting of the University Library at Manasagangotri, libraries at three postgraduate centres and the departmental libraries. The University Library at Manasagangotri, inaugurated in 1965 by the then President of India, Dr. Sarvapalli Radhakrishnan, acts as the hub for all automation activities that connect the other branch libraries.

The application of information and communication technologies for library operations and services at the University Library was started two decades ago. The University Library was always at the forefront of embracing the new library technologies as and when available. The foundation for automation can be traced to the preparation of a library database using CDS/ISIS. Full-fledged automation experience started with the adoption of LibSys in the late 1990s, followed by TLMS (Total Library Management System) in 2000 and later by a Pune-based software called SLIM (Solution for Library Information Management). The rigorous use of automation software marked with the implementation of *Koha*– a universally popular ILMS in the year 2010. With the adoption of *Koha*, the University Library joined the elite group of libraries that adopted international standards and protocols such as MARC21, Z39.50 and OAI/PMH. The University was bestowed with Best *Koha* Implementation Award' in 2017 during the National Library Technology Conclave. The opac was enriched with e-books to the tune of Rs. 2.98 crores during 2018-19.

With the use of *Koha*, the University library come out with an institutionally based union catalogue of all

the resources (more than 11 lakh resources) held by the University's network of libraries. Thus, the users have been empowered with a single-window federated search for resources of a network of libraries. Access-from-anywhere-anytime facility is facilitated by professionally populated Web-OPAC. According to one of the recent PhD studies conducted in 2019, the Library is one of the top-ranking University Libraries for developing a quality catalogue. The books' barcoding helped the Library drastically hastens the work involved in library circulation and stock verification work, thus helping the library staff to use their time for more productive services.

The ICT has triggered the Library to adopt the principle of 'library service to the user's doorsteps' more rigorously than ever before. The adoption of the EZ-Proxy remote access server and the cloud-based systems have proved to be a boom for the users as they could access the catalogues, databases and other e-resources from their mobiles. The resource discovery tools like J-Gate plus, WoS, and subject databases have proved to be of immense help to the researchers and faculty members alike. The institutional repository of the Library – ePrints – demonstrates the strength of the University's scholarly output.

Six Kiosks for browsing and accessing the resources within the Library are provided to the clientele. The DIRCs (Digital Information Resource Centre), the largest digital information access centre in Karnataka with more than 275 computers, allows the students to access the resources from anywhere on the library premises.

File Description	Document
link for additional information	View Document

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

Response:

The Oriental Research Institute, the world's renowned manuscript library, is one of the premier institutes of the University since 1916. The ORI, established in 1891 by the Maharaja of Mysore Sri Chamaraja Wodeyar, metamorphosed from Victoria Jubilee Institute to Government Oriental Library, and then the Oriental Research Institute (ORI). On the formation of the University of Mysore in 1916, the ORI became a part of the University. It is a treasure house of ancient knowledge, culture and tradition with a stack of nearly 70,000 palm leaves and paper manuscripts, mostly in the Sanskrit language. In the interest of preserving the manuscripts for posterity, nearly 2000 manuscripts were converted into microfilms.

The descriptive catalogue containing the detailed metadata of the manuscripts has been published as a 17-volume series. This descriptive catalogue was considered one of the well-compiled printed catalogues of those times. P. Shama Shastri, a Sanskrit scholar par-excellence and the curator of manuscripts at the Institute, discovered the original version of *Arthaśāstra* by *Kauṣilya*. He subsequently translated it into English. This translation has altered the course of the intellectual discourse in the relevant areas of the

study and set a new precedent in those knowledge discourses. It has helped the colonial myths and served the cause of nationalism. The manuscript collection is an excellent data source for further research explorations in Oriental studies. The ORI also has a collection of about 41,700 rare books to its credit. The annual journal 'Mysore Orientalist', published in 1968, contains articles of high research value written by eminent scholars from all parts of the world.

Established as an ORI's offshoot, the Manuscript Library at the Kuvempu Institute of Kannada Studies (KIKS) holds around 5000 manuscripts of the Kannada language. The Library started in 1966 and drew its core collection from the ORI, although many Kannada manuscripts were added later to its stacks. The Library takes all the precautionary measures to safeguard the manuscripts from insects and pests using unique oil and vapour treatments, alongside converting them into microfilms. The Library has 1,324 manuscripts in microfilm format. It is significant to note that manuscripts from *Rannana Gad'yuddha* copied in 1,342 to *Prabh?vati Pari?aya* of 1,850 are available in the Library. The Library's manuscripts have become a source of inspiration and data for the publication of nearly 150 books so far. This trend shows the treasure of knowledge hidden in these manuscripts. *Mah?bh?rata Yuddhapañcaka* (*Chayana Bh?rata*), *K?v?ri Mah?tme*, *R?javam?a Ratnaprabha*, *Saundarya K?vya*, and *Vikrama Vil?sa* are the recent publications, to name a few. Besides, the Library at KIKS also has about 5,800 rare books on the Kannada language and culture. <http://uni-mysore.ac.in/english-version/kuvempu-institute-kannada-studies>

The University Library at Manasagangotri, one of India's biggest university libraries, also has 2,411 rare books and 5,009 special reports. A proud collection of 1,250 Braille books serves the academic needs of the visually-challenged students and faculty. <http://uni-mysore.ac.in/english-version/library/>

File Description	Document
link for additional information	View Document

4.2.3 Does the institution have the following

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

Response: Any 4 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: 117.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
107.61	200.31	21.65	164.53	94.19

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

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.56

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

Response: 166

File Description	Document
Any additional information	View Document

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 5 of the above

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The University of Mysore provides a range of frequently updated IT facilities, including Wi-Fi for students and faculty.

- The buildings inside the Manasagangotri Campus are inter-connected with Optical Fibre Cable (OFC) for high-speed Internet. The OFC facility is extended to the new buildings with armoured cables
- The Point-to-Point 2.4 and 5.8 GHz frequency secured Wi-Fi connectivity at the academic departments, student hostels, library, administrative buildings at Manasagangotri and Crawford hall are maintained and updated by the Information and Communication Division (ICD)
- The old Cat-5 cables are replaced with Cat-6 and Cat-6A cables. More than 2500 data points serve the students' network requirements, faculty, researchers, and administrative staff of the University
- The University has 1 Gbps bandwidth Internet connectivity through National Knowledge Network (NKN) for the main campus and 150 Mbps bandwidth internet connectivity through Yashas Cable Network Private Ltd. (Yashtel) to all PG Centres
- Postgraduate departments are connected through switches/routers, supporting the bandwidth from 1 Gbps to 10 Gbps
- Both Wi-Fi and Wired networks have been upgraded from 500 to 1,500 concurrent users. This facility caters to the academic and administrative needs of the users
- The University has been using two ISPs (Internet Service Providers) – NKN and a Yashas Cable Vendor to minimize the network's downtime to the optimum level
- 15 high-end servers are installed, replacing the older ones to meet the examination, governance, and academic works' storage and capacity requirements
- **Website Development:** Information Communication Division (ICD) of the University has designed, developed, and hosted the University of Mysore <https://uni-mysore.ac.in/> in the University data centre

- **Desktop/Laptop Support Services:** There are about 3,020 systems. Procurement, installation, troubleshooting and maintenance are done regularly
- **Intelligent Video Surveillance System, CCTV in the Campus and Biometric to all hostels:** Installed and upgraded
- **Security of the website:** University's official websites and websites of constituent colleges secured with web application firewall (WAF), all the servers are accessible in a secure way
- The admission process, including fee payment, is done online with a dedicated bank gateway
- The administration is mostly paperless. Proceedings of all the important meetings, including Departmental Council Faculty, Academic council, and Syndicate meetings, are digitized. Circulars are sent through emails
- HD quality Video Conference equipment is procured and installed at Vijnana Bhavan, EMRC, Library and postgraduate centres
- The finance branch is fully automated as per the mandate of the Government of Karnataka. Disbursal of Salary, Pension and other payments is by ONLINE mode
- The examination section is fully automated. The examination management system is entirely automated, beginning from the admission test to the convocation. It is entirely student-friendly
- The University of Mysore was one of the earliest to offer MOOCs and SWAYAM courses
- It is also worth noting that the University encourages its staff and students to use FLOSS software such as Linux, LaTeX and Libreoffice
- Creation and maintenance of individual webpages and providing email-ID for each faculty are all done by ICD

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio	
Response: 3:1	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: 50 MBPS-250 MBPS

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: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	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: 50.79

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)

2018-19	2017-18	2016-17	2015-16	2014-15
6909.90	4999.97	2705.52	1782.81	1599.65

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

All the Postgraduate Departments in Manasagangotri and the other three campuses possess excellent academic environments with buildings ranging from heritage to modern structures. Every department has ICT enabled classrooms/auditoria on all four campuses of the University. This facility has been equipped and maintained by grants by the IoE. Some select major departments have also received infrastructure grants from the UGC, DST, and RUSA to enhance and maintain their premises' physical and academic ambience.

All scientific equipment is procured, and laboratories are maintained by committees comprising senior academicians and administrators. The established guidelines and norms of the KTPP act are followed in the procurement and maintenance of equipment. The laboratory facilities are extensively utilized by internal and external researchers and also industrial users. Trained human resources maintain the botanical gardens in the Manasagangotri Campus with modern gadgets.

The University has an Engineering Division to look after the construction and maintenance of the buildings. The Division operates, maintains and provides services concerning civil, electrical, mechanical and allied services like plumbing, carpentry and painting from time to time. There are 21 hostels for students, research students, and working women and 212 faculty and 91 non-teaching staff quarters are maintained by this Division. The roads and pavements in the four campuses of the University are well-maintained. A building committee monitors the construction, renovation, and maintenance of all buildings. An Estate Officer looks after the records and documentation of land and buildings.

The computers, the Wi-Fi / wired network are provided, maintained and serviced by the Information and Communication Division (ICD), which has technicians well-versed with the upkeep and maintenance of computers in all the campus departments/institutes.

The University's Horticulture division supervises the gardening, cleanliness and campus upkeep with their internal staff and outsourced employees. The everyday up-keep and maintenance of each department are assigned to supervisors, along with a group of employees. The students, faculty, and the NSS wing of the University are actively involved in the Swacch Bharat Abhiyaan program to keep the Campus green throughout the year, monitored by a Committee. The best performing teams and the departments are suitably rewarded.

The Directorate of sports has established systems and processes to offer the students a state-of-the-art sports stadium and a sports complex that houses a gymnasium and indoor games. It adopts proper maintenance procedures to keep the standards uniform. The University has a well-maintained Swimming Pool, which is open to the University staff and their wards and the general public. Qualified female instructors are available for women swimmers. During the assessment period, the swimming pool is upgraded to meet the international standards by installing a state-of-the-art water circulation unit. 'Gangothri Glades' (Sri Srikantadatta Narasasimhrajya Wodeyar Cricket stadium) is a national level cricket stadium with floodlights, where Ranaji Trophy and Karnataka Premier League (KPL) matches are regularly held. The stadium is maintained by Karnataka State Cricket Association (KSCA) through an MoU. The University maintains exclusive full-fledged playgrounds for hockey, cricket, football, basketball, volleyball, tennis, and two indoor stadiums. There is an exclusive and spacious yoga training centre with proper lighting and ventilation, which can accommodate more than 200 members. All sports events of national and international importance are organized under the supervision of the department of studies in Physical Education and Sport Sciences.

The rare manuscripts in ORI and KIKS, archaeological artefacts, statues, dolls and folk-based instruments

at folklore museum, minerals, crystals, fossils, corals, and ores in Geological museum are preserved and conserved scientifically. The replica of Sabarmati Ashram is an attractive destination of Gandhian ideology on the campus. More than one hundred rare photographs depicting Mahatma Gandhi's life and philosophy are preserved.

The University Library has a robust system for all the stakeholders to access the books and journals and the e-content. It has prudent norms and procedures to keep track of the beneficiaries' responses to ensure sustainability in the Library's services. A Library Advisory Committee monitors the budgetary decisions and the procurement of books/journals.

A canteen is situated in the Manasagangotri campus's heart, popularly known as 'Round Canteen'. The architecture is aesthetically striking because of its shape, and there are sufficient lighting and ventilation. It is well-furnished and can accommodate two hundred people at a time. Tasty and hygienic food of both the domestic and the international students' choice is available between 8 am and 8 pm. The food and beverages are served at subsidized rates as per the policy of the University. Another canteen in the Crawford hall premises caters to the administrative staff, visitors and the evaluators of answer scripts at the Pareeksha Bhavan. A canteen committee constituted for the purpose oversees its maintenance.

The University has set aside 15-20% of its annual budget towards the maintenance and 10-15% towards the up-gradation of facilities. The University issues maintenance guidelines circulated to all the chairpersons/directors/heads of the departments/institutes. The guidelines mandate that the requisition for physical changes, alterations, renovations, new construction, repair and maintenance of buildings and infrastructure must originate from the Department Council and shall be submitted to the Office of the Registrar for further needful action.

All the expensive equipment, computers and energy systems are maintained through annual maintenance contracts. The individual departments periodically address any break-down in the maintenance and utilization of classrooms and support facilities.

The University has separate maintenance contracts for pest control, garden, campus lighting, solar power, desalination of water for portability purpose, housekeeping, hostels, catering and security services supervised by the Engineering Division.

Funds received under different schemes and agencies are spent strictly as per the Government of Karnataka's norms.

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: 52.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
2963	3822	3585	3287	3400

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: 36.05

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

2018-19	2017-18	2016-17	2015-16	2014-15
2912	2284	2256	2129	2065

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: 7 or more 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: 42.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
2199	4039	2236	2281	3108

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:

The International Centre (IC) to promote a global perspective in teaching, research and outreach programs in the University was established in 1998. The Centre caters to the international students' academic and administrative needs on campus under a senior professor's supervision as Director. It functions as a 'single window' system for international students of Postgraduate departments, constituent and affiliated colleges, and recognized university research institutions. The IC is a liaison agency between the University of Mysore and the embassies, consulates, Ministry of Human Resource Development (MHRD), the Indian Council for Cultural Relations (ICCR), central and state intelligence, local police and other law enforcing agencies.

The IC provides support services to international students on eligibility assessment, admission, VISA, residential permit, establishing linkages with appropriate institutions and arranging suitable accommodation. It also facilitates international students to get acquainted with the lifestyles of Mysuru by organizing a series of orientation programs. IC encourages international students to pursue a PhD degree in Indian universities/institutions.



Besides, the Centre facilitates visiting scholars under UGC-sponsored Visiting Fellowships, Fulbright-Nehru Fellowship and other programs. There is an Advisory Board to oversee the international students' welfare activities and an Equivalence Committee to assess international students' eligibility for the University's different academic programs.

The International Students are provided with the following assistance.

- Meet and greet service for International Students
- Guidance and counselling for the International students' community about various international academic programs
- Assisting them to avail themselves of health care, welfare, and other services
- IC monitors International Students' visits and helps them get a Supervisor/Guide for Doctoral Program (PhD), and assists with issues related to the VISA, travel, and Hostel accommodation in the University Guest Houses
- IC ensures Library services, 24x7 internet and Wi-Fi facility, Student Support Services, Communicative English Skills through CPDPS (Centre for Proficiency Development and Placement Services)
- IC encourages international students to participate in sports, swimming and indoor games

- Assists students seeking scholarships from Indian Council for Cultural Relations (ICCR) and UGC
- Every year the University organizes cultural events in which the international students participate actively
- An exclusive graduation day is arranged for international students
- Promotes friendship and cultural understanding with fellow international students in collaboration with ICCR and Federation of International Students Associations – Mysuru
- Manages existing collaboration and seeking new partnerships with World Universities
- Promotes Memoranda of Understanding (MoU)/Letters of Intent (LoI)/Memoranda of Agreement (MoA) for international collaborations along with PMEB of the University

The University has two International Hostels for providing accommodation on campus exclusively for international students. Well-furnished Vishwamanava International Hostel (Saraswathipuram) for postgraduate students and a new International Guest House (Kuvempunagar) are available for the research students. The University also provides (24x7) special security to international students. https://uni-mysore.ac.in/NAAC-2020/criterion-5/5.1.5/supp_docs/img_gall.php?photos

File Description	Document
Link for Additional Information	View Document

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
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: 23.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
1179	658	460	540	523

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: 57.56

5.2.2.1 Number of outgoing students progressing to higher education

Response: 1386

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: 6.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
1144	767	718	592	640

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

2018-19	2017-18	2016-17	2015-16	2014-15
13863	10265	9299	10396	11157

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: 161

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

2018-19	2017-18	2016-17	2015-16	2014-15
49	48	32	21	11

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 of Mysore has a long tradition of inclusive management and participative decision-making. Students being the most important stakeholders in higher education. They are given ample opportunity to participate in decision-making about administrative, academic and co-curricular activities.

As per the University Statutes, student representatives from both the affiliated colleges and postgraduate departments become members of the Academic Council, the most important administrative body for decisions on curriculum-related matters, administration of various educational programmes, and deciding on statutes, regulations and ordinances. As per the statutes related to Academic Council, “Six students are nominated by the Vice-Chancellor, for two years of whom one shall be a student of the degree programme, one a student of the postgraduate programme, one a student of a professional course, one a candidate of the National Cadet Corps (NCC), one a candidate of the National Service Scheme (NSS), one Sports Candidate based on merit. Out of them, at least one shall be a woman and one a Research Student”.

The University Hostel Advisory Committee oversees the policy matters related to all the hostels, headed by the Vice-Chancellor and nominated members by the Vice-Chancellor. Student representatives are invited for meetings whenever vital decisions are to be taken about upkeep and maintenance and running the hostel mess. Three inmate students of each hostel are nominated as members of the food supervision committee in all the hostels concerned. The Faculty Advisor of each hostel is the Chairperson of the Food Committee.

Every year, the IQAC conducts an assessment of teachers, and the department as a whole, by students. This evaluation conducted through an anonymous and confidential process provides students with complete freedom and the opportunity to express their views on all academic matters. IQAC shares the report prepared based on this evaluation with all the departments and faculty concerned, which uses it as the basis for academic changes to be implemented in the respective departments.

The Sports Council is the formal authority to finalize the various sports activities in the university. This committee consists of two student representatives nominated by the Vice-Chancellor for one year.

Every postgraduate department has a Student Council with representatives from the first and second years. In most departments, the Student Councils have a department/subject-specific nomenclature such as Commerce Association, Management Association, Planning Forum, Botanical Association, Mysore University Library and Information Science Students' Association (MULISSA). The Councils organize academic, co-curricular and cultural activities in their respective departments. Usually, the Councils act as a liaison between the faculty, administration and students. They also assist the departments in organizing annual cultural activities, sports day, freshers' day, national days, industrial visits and educational tours.

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	17	14	17	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:

The 'University of Mysore Alumni Association' (UMAA) is a registered Alumni association. There are 5000 registered Alumni Members. The objectives of the UMAA are

- to promote alumni relationships
- to foster commitment among stakeholders/students
- to enable student-alumni interactions, to organize seminars/conference/workshops for the benefit of the students
- to hold lecture series for the benefit of students and the public
- to recognize the contribution of the members and achievers in the University in their respective fields and to felicitate them

True to the spirit of its objectives, UMAA is engaged in

- maintaining Alumni Website and Social Media Pages
- maintaining the Alumni Database
- publishing Newsletter
- fostering alumni visits to campus
- interactions of students with eminent personalities
- honouring the eminent personalities on the occasion of their winning awards and distinctions in their respective fields
- supporting University-Alumni interaction by encouraging alumni participation via donations, lectures, sponsorships, mentoring, internships, placement, and holding alumni reunions, forming the national and the international chapters. The Alumni contribute to the University in many ways

Some of the individual Alumni have contributed generously to the welfare of the University. Some of the Alumni have instituted endowments with the University's registered alumni, such as Prof. Prabhushankar Endowment and Dr Naidu Endowment.

Departmental-level Alumni Associations in Computer Science, Library and Information Science, Physical Education, Geology, Social Work and Sociology are registered active bodies. They conduct academic activities frequently in the respective departments. Besides, the societies in the PG departments of Botany, Biotechnology, Biochemistry, Chemistry, Physics, Zoology, Food Science and Nutrition, Mathematics, Economics, Education, Commerce and Kannada are active in organizing interactive programmes. The department-level Alumni Associations are very active in arranging seminars/symposia and other student-centric activities like providing information regarding job placements/Post Doctoral positions abroad. The Alumni Associations in the Departments of Physics, Chemistry, Mathematics, Botany, Zoology, Biotechnology, Biochemistry, Computer Science, Social Work, and Management Sciences were instrumental in instituting the Endowments/Gold medals/Cash Prizes in the University.

As part of their course curriculum, several departments' current students have to prepare industry-based project reports and undertake an internship in the industries. Many of the alumni in key positions help students get placements and carry out project works, internships, and job opportunities in national and international organizations. The departmental libraries are enriched by the generous donations of valuable books by the alumni.

An alumna from the Department of Biotechnology has donated the US\$ 1,000 for the betterment of the laboratory/arranging the special lecture. The Alumni Association of Biochemistry, Computer Science Departments have donated the funds for organizing seminars/workshops to benefit students in their respective Departments.

File Description	Document
Link for Additional Information	View Document

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

Response: 50 Lakhs -100 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: 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	8	10	7	4

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 of Mysore aspires to become a world-class teaching-cum-research university by facilitating high-quality learning and playing a leading role in the socio-economic, techno-scientific and cultural development of the pupils. The University aims to scale its performance up in terms of the highest academic contributions and knowledge pursuit. The desire has been to develop the world's most promising students and outstanding faculty and provide the highest quality education through a multidisciplinary teaching and research programme portfolio. The University is committed to making significant, sustainable and socially-responsible contributions to India and the world.

The University of Mysore has evolved a governance mechanism with the spirit of team-building and knowledge-sharing through outreach, collaboration, student exchange programs, and networking with knowledge societies and higher learning institutions across the globe. This accomplishment is in tune with the changing government policies, rules and regulations. As a result, the University has solved problems arising from the fast-changing realities in both global and local scenarios. The University has been at the forefront in evolving cutting-edge course contents in tune with the policy changes designed to inculcate the latest teaching-learning methods and promoting total quality management and transparency through e-governance.

During the assessment period, efforts have been made to tap the human potential from all sections of society, aiming towards excellence and building human capital as envisaged in the University's vision statement. Innovative programs in the basic and emerging disciplines have been developed under different faculty. The unconventional and specialized courses such as digital marketing, business analytics, animation, interior design, hotel management, tourism, logistics and supply chain, and information management have been designed and offered during the assessment period.

The University's academic leadership is evidenced in the assessment period through the Nobel Laureate Lecture Series, Indian National Science Congress, Indian National Social Science Congress, Lecture series by International Faculty, and STEM Fest. These have created an environment of stimulating intellectual dialogue across disciplines and harvesting knowledge, as stated in the mission statement.

Flexible Choice Based Credit System (FCBCS) is a stride forward from CBCS, which provides full autonomy to teachers in designing, delivering and evaluating the new courses, given the changing trends in their respective domains. During the assessment period, the FCBCS was introduced in science, commerce, and humanities to involve the faculty and students in interactive learning and excel in their performance in globalization's broader context. This initiative reflects the University's ambition.

The University is committed to creating an egalitarian society by reaching unreached goals through inclusive policies in its administration. Provision for admission to higher education is extended during the assessment period to needy women and their children and children of distressed farmers who have committed suicide. This mandate is to realize the University's stated vision that seeks to tap the human

potential even from aspirants who are otherwise left out of mainstream society.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The University of Mysore practises decentralization of administration through teachers, students and all other stakeholders. The University's legacy of adopting decentralization and administration participation characteristic is reflected in all its decision-making processes. There are four kinds of major administrative decisions. They are related to administration, academics, finance and examinations. The Karnataka State Universities' Act defines policies, procedures to be followed and the powers in administration. The University has its central administrative office at Mysuru, where the offices of the Vice-Chancellor, Registrar, Registrar (Evaluation) and Finance are housed in is called Crawford Hall. The University has three postgraduate campuses, apart from the main campus at Manasagangotri, that are administered by independent directors. Besides, the University's postgraduate programs are extended to the affiliated colleges spread across its jurisdiction, true to its decentralization spirit. Each postgraduate department functions as an independent administrative unit. The Chairpersons of the departments are appointed by the Vice-Chancellor in consultation with the Syndicate for two years, from among the professors on seniority-basis and rotation. The Chairpersons are the executive heads of the departments concerned. The Chairperson of each department prepares academic and research proposals in consultation with the Department Council members. The admission process has been decentralized by giving each postgraduate department the autonomy to receive and process the applications and admit applicants to the respective programs. The departments' non-recurring and policy-oriented proposals are placed before the University's appropriate authorities to decide. Under the Chairmanship of the Vice-Chancellor, the Postgraduate Council periodically proposes, examines, and discusses the academic programs.

The University has well-established guidelines for administration to deal with the appointment of teaching and non-teaching staff, service rules, career advancements and increment, promotions, retirement benefits, statutory compliance and grievances handling through sections exclusively established for the purpose. The participation of the faculty and industry nominees is evident in the composition of BoS and BoE. The Faculty consists of several Boards of Studies under the Chairmanship of a Dean. The University has a well-structured system of implementing both academic and administrative programs through various advisory committees. Faculty are involved at several stages of decision-making on the different committees of University for admission, fee fixation, Student Grievances and Redressal, Gender Sensitization (SPARSH), Equal Opportunities, IPR, SC-ST and, OBC schemes' implementation, Hostel management, Purchase, Construction of Building, Career Advancement, Organizing Sports, Quality maintenance, Determination of Academic Equivalence, Annual Report Preparation, Framing PhD. Regulations, Implementing CBCS and FCBCS, Enquiring Mal-practices etc. Each of these committees practises decentralization and a participative approach in functioning. The Hostel Advisory Committee is a case in point. It shows that the delegation of power to wardens to act independently, receive applications, manage the entire activities, and

then report to the Dean of Students Welfare. There are around 300 committees in operation for handling specific issues through deliberations and discussions and ensure the stakeholders' participation in the management.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The University's accomplishments in scientific research, innovation, and academics are evidence of its perspective plans.

The introduction of the new and expanding PG departments in the campuses and affiliated colleges is a strategic move towards extending the academic horizon. The introduction of the CBCS in the undergraduate colleges and CBCS/FCBCS in the PG departments is a milestone in the assessment period.

The University of Mysore, with 65 PG Departments with PG and PhD programs, 242 affiliated colleges, 39 Recognized Research Centers, 12 training centres, 11 PG Departments with National Research Facilities, 15 Chairs, 13 DST-FIST, UGC-SAP funded departments and 13 supporting units, has been able to achieve the strategic goals of catering to the needs of access, equity and quality.

The following centres/institutions/programs' establishment and execution reflect the road map taken to accomplish the University's long-term goals.

a. Institution of Excellence :

Theme area: Biodiversity, Bio-prospecting and Sustainable Development

Grant: Rs.100 Crore.

Publications: 125 research papers in reputed journals.

b. University with Potential for Excellence (grants Rs. 60 Crore)

Area 1: "Processing Characterization and Applications of Advanced Functional Materials"

Specialization: drug delivery systems, bio-imaging, food packing and fabrication of supercapacitors

Publications: 150 research articles, book chapters, books in high impact journals/publishers

Area 2: Media and Social Development – A Case study of Karnataka

It is an interdisciplinary project to conduct a survey on the social development of Karnataka with empirical evidence in 15 districts of Karnataka viz., Bengaluru Urban, Ballari, Bidar, Chamarajanagar, Dakshina Kannada, Davanagere, Gadag, Hassan, Kodagu, Koppala, Mandya, Mysuru, Raichur, Uttara Kannada and Yadgir.

The project's findings give a microscopic view of economic growth alongside encouraging civic activism, intergroup cohesion, fostering interpersonal safety and trust, dealing with conflict and violence, and empowerment, especially concerning gender issues that enrich human lives.

c. Centre with Potential for Excellence in Particular Area – CPEPA

Project: Processing characterization and applications of Advanced Functional nanomaterials

Grant: Rs.4.99 crore

Publications: 100 research articles in reputed journals

d. Promotion of University Research and Scientific Excellence– PURSE

The University was able to attract the project by virtue of being indexed as one of the top 20 universities by Web of Science. The project is primarily meant to augment research facility procuring sophisticated equipment, upgrading research infrastructure, and creating networking and computational facilities.

Grant: Rs. 9 crores.

Publications: 75 research articles in peer-reviewed journals.

The execution of the above projects has augmented the University's accomplishments in terms of:

Establishment of Vijnana Bhavan, Information and Computer Division (ICD), High-Performance Computing Environment (HPC), Adoption of Green Technology in the University Campus, Centre for Education of Visually Challenged – Drushtee, Multimedia Learning Resource Creation Centre (MLRCC), Earn While You Learn Scheme, Workshops, Conferences and Seminars, Centre for Proficiency Development and Placement Services (CPDPS), Upgradation of Printing and Publication Units, Books and Journals, Facilities for Sports and Games, Strengthening of Department Laboratories and Hostels and E-governance, National Academic Depository (NAD), Educational initiatives of SWAYAM and MOOCS, and Library automation.

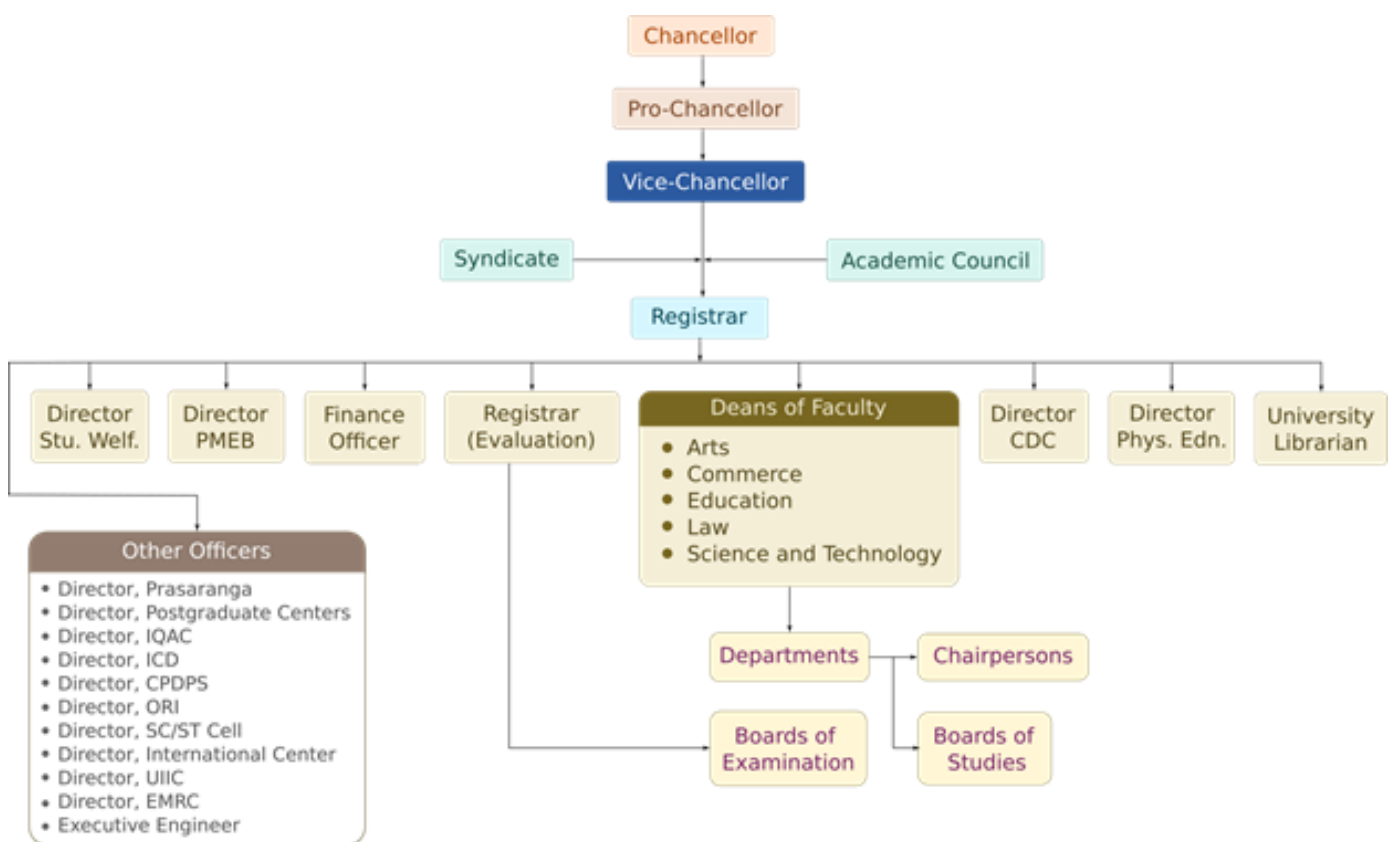
File Description	Document
Link for Additional Information	View Document

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:

The University of Mysore, a state public university, has the Governor of Karnataka as its Chancellor and the Minister of Higher Education as the Pro-Chancellor. The Vice-Chancellor is the Chairman of the Syndicate, which is the apex governing body of the University. The Syndicate is the overall policy-making body that deliberates and decides on all academic and administrative matters. The Academic Council designs policies and programmes related to academic matters, including approval of all program contents, regulations pertaining to admission and examination related issues. The academic council approves Statutes, Ordinances and Regulations. The Finance Committee is the authority that decides on all matters related to the utilization of university funds, including the financial budget and audit-related issues. All these bodies' powers and functions are specified in the Karnataka State Universities Act, 2000 (KSU Act).



The administrative structure includes the offices of the Registrar, Registrar (Evaluation), Finance Officer and Planning, Monitoring and Evaluation Board (PMEB) (see Organogram). The Registrar is the executive head of the general administration of the University. The Registrar (Evaluation) is the chief of all examination-related activities. He functions with the support of the Board of Examiners (BoE) for each program. The Finance Officer is responsible for financial transactions, including budgeting, accounting, and audit. The Director (PMEB) coordinates with UGC, state and central governments, and funding agencies. The PMEB is also responsible for introducing new programs and pedagogy, quality enhancement and implementation, and facilitating collaborations with national and international agencies.

The Registrar, as the executive head of the academic units, monitors the academic activities with the support of Deans of Faculty, Chairpersons of Board of Studies (BoS), and Chairpersons of the Departments

of Studies (DoS). The BoSs design the outcome-based program contents and the scheme of evaluation. It also monitors the quality of research in each program. The chairpersons of various DoS are also delegated with specific administrative responsibilities. They are responsible for the smooth running of the academic, research and other activities of the department. Financial autonomy is given to the Principal Investigators of funded projects for the project's speedy execution as per the funding agencies' guidelines. The head of administration executes the policies and the programs developed by the authorities through a well-structured administrative mechanism supported by Deputy Registrars, Directors of various units, University Librarian, and Coordinators.

The University follows the service rules and procedures as per the provisions of Karnataka State Civil Services Rules (KCSR), the rules and regulations of the UGC, and the University's statutes for the recruitment of teachers and administrative staff. The faculty's recruitment and promotions are strictly based on UGC guidelines by the Board of Appointment (BoA) approved by the Chancellor. In the case of the administrative staff, the KCSR rules are followed.

There is an internal mechanism to address faculty, staff, and students' grievances through Grievance Redressal Committees appointed by the Vice-Chancellor. The aggrieved person submits the complaint to the Registrar and is referred to the committee for discussion and resolution.

File Description	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 4 of the above

File Description	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:

As per the provisions of the Karnataka State University Act, the Syndicate, the Academic Council, and the Finance Committees are the apex bodies entrusted with the University's administration. The University has formed more than 300 committees on a need basis, which include several statutory bodies. The Vice-Chancellor is the Chairperson of prominent committees that deal with administration, finance and academic matters. These committees are represented by senior professors with expertise in the areas concerned with the committees. Besides, there are committees under the Chairmanship of Deans of faculties, Senior professors, coordinated by either the Registrar or the Finance Officer. These bodies/committees meet periodically or as and when required, deliberate agenda, and decide the course of action to be implemented. They document the meetings' minutes and forward them to the higher authorities/bodies for needful action. The outcomes of these committees' recommendations are further deliberated and implemented after the apex bodies' approval.

Major policy decisions like the introduction of new academic schemes, revision of fee structure, an affiliation of institutions/colleges, research ethical issues and construction of buildings are implemented based on the respective committees' resolutions. The equivalence committee comprising of all deans also meets to decide on the eligibility of some students, especially the international students, for gaining admission to the various programs of the University.

These are a few examples of the implementation of the minutes of the committees/bodies.

The following depicts the introduction and implementation of FCBCS at Postgraduate and CBCS at UG based on the bodies/committees' resolutions :

- The introduction of the Flexible Choice Based Credit System (FCBCS) originated at the department councils and boards of studies of concerned programs. These bodies' resolutions are implemented after deliberations in the respective faculties, the academic council and the syndicate. The FCBCS in post-graduate departments has provided greater academic autonomy to the Departments. It is a student-centric approach that focuses on capacity building for requisite skills and competencies while facilitating continuous assessment. The departments adopted the FCBCS; Genetics and Genomics, Materials science, English, Statistics, Organic Chemistry, School of Foreign languages, Mathematics, Physics, Commerce, Public Administration, Computer Science (M.Sc/M.Sc Tech, M.Tech (CST/CCT), MCA), Biochemistry, CIST and Molecular Biology at Manasagangothri Campus and in Sugar Technology at Postgraduate Centre, Mandya. The FCBCS provides Continuous Assessment Grading Pattern (CAGP) to ensure quick curriculum adaptation to changing contexts while maintaining its uniqueness and character. The success led to the introduction of CBCS at all under-graduate programs in 242 affiliated colleges In 2018. It provides academic autonomy to ensure flexibility in Curriculum Development and Examination Reforms in terms of adopting Continuous Evaluation Pattern while reducing the weightage on the semester-end

examination so that students enjoy learning in a stress-free environment since they have the freedom to choose the number of credits they want.

File Description	Document
Any additional information	View 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:

Employees are well cared for by the University, which has evolved several welfare measures. All staff members are eligible to utilize the statutory welfare measures as per the Government of Karnataka's rules. Additional steps that the University of Mysore grants, especially to its teaching staff and non-teaching staff, are:

Service Welfare Schemes

- Gratuity
- Pension
- Family Pension
- Sabbatical leave for academic assignments
- Maternity leave and Paternity leave
- ESI and PF facilities for temporary employees
- Employment on compensatory grounds
- Group insurance scheme for the employee's family
- Non-compoundable increment to promote family planning and single girl child's welfare
- Stagnation increment facility
- Leave travel concession facility

Financial Assistance

- University Employees Co-operative Society, which has been managed by the elected office bearers, provides Vehicle loan, Housing Loan, Personal Loan, Educational Loan, etc., at a subsidized rate of interest
- University Housing Society
- Earned Leave encashment
- Festival Advance – Interest-Free Loan
- Uniform Allowance for C and D group employees
- Prize money for deserving children of employees
- Financial assistance for overseas project/ conference
- Paid leave for employees to attend refresher/orientation and training programs

Quarters and Hostels

- Spacious and modular staff quarters for teaching and non-teaching staff on the campus with civic amenities
- Working Women's Hostel with adequate security provided
- Day Care Centre to look after pre-school children of the University employees

Other Amenities

- Safe drinking water (RO) at all campuses
- Laptop for every academician and administrator
- Special casual leave for teachers to participate and present papers in seminars/conferences/symposiums
- Washrooms for men and women
- Stationery kiosks
- Bus service for commutation

- Free Wi-Fi Internet facility
- Parking facility
- Sports facilities such as swimming, gymnasium, yoga, other indoor and outdoor games
- Bank in the Manasagangotri Campus
- ATM facilities at the campus
- Post Office at the Manasagangotri Campus
- Reservation of seats for children of teaching and non-teaching staff in PG programs
- Dietary Counselling
- Primary, Secondary and High School in the Campus
- Amphitheatre and auditoriums
- Canteen
- Ramp facility
- E-cart facility
- Walking path at Kukkarahalli lake
- Plastic-free green campus
- Secured surveillance systems to cover the campus and the quarters
- Deployment of security personnel
- Hand gloves, masks, boots, and other safety devices for house-keeping, as well as those for handling hazardous tasks
- Office accommodation and recognition of teaching and non-teaching employees' associations

Medical Assistance

- Medical reimbursement
- Psychological counselling services
- One primary health centre and five-bed hospital exclusively for teaching and non-teaching staff and students with the following facilities

- ECG Machine;
- Glucometer;
- Nebulizer;
- IFT-instrument (TENSE)
- X-ray facility
- Medical dispensary
- Periodic free health check-ups
- Health insurance and tie-up with major speciality hospitals

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: 0.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	2	2	0

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: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	17	23	17	25

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document
Any additional information	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: 4.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	18	13	10	26

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:

The University firmly believes that scholarly output quality depends on its academic and supporting personnel's quality. To ensure standards in the performance of teaching and non-teaching duties, the University has been following a well-established assessment system for its employees. The University has devised special tools for performance appraisal of the individual teachers. Similarly, their immediate superiors assess non-teaching employees of different cadres through the Annual Confidential Report (ACR) system. The ACR reflects the employee's performance and compliance with the administrative procedures in discharging his/her duties and responsibilities.

The faculty's performance is also appraised annually based on a self-appraisal report submitted by them about their teaching, research, and extension activities. A well-structured questionnaire with assigned scores for each component will be administered to each individual. The data so collected will be analysed, and the summarised results will be communicated to the teachers for facilitating improvement through an informal system if need be. The appraisal elements include a) teaching, learning and evaluation-related activities b) co-curricular, extension, and profession-related activities c) profession-related contributions d) research-related contributions e) sponsored and collaborative projects f) organisation of, and participation in, conferences workshops, g) scholarly publications and awards and so on. Each of the above components is given different credit-points in determining the individual teachers' overall performance.

The teachers' performance is mainly assessed in terms of the number of lecture hours allotted and engaged, participation in LTP mode of delivery, and conducting an internal and term-end assessment of students. The teachers' ability to design instructional materials and their delivery is assessed, taking into account the number of self-learning kits, laboratory handbooks, teaching manuals, etc. Evaluation of answer scripts is the responsibility of university teachers. Hence, membership on boards of examination in other universities and internal examination related responsibilities are also considered a part of the appraisal mechanism.

The postgraduate teachers' progress and performance are reflected in their research, sponsored and collaborative projects, and publications. The number of candidates guided for PhD, funds generated through projects, publications in high impact factor journals, and awards are considered in assessing the teaching staff's performance and teaching-learning and evaluation. Faculty participation and organisation of conferences/seminars/workshops are given due consideration in the appraisal.

An independent Academic and Administrative Audit Committee (AAAC) comprising external experts drawn from distinguished academicians is constituted to conduct a SWOT analysis on the University's academic and administrative endeavours. This committee visits all departments/institutes, hold discussions with the concerned faculty, and motivates them to perform better. The AAAC prepares a report and submits it to the Vice-chancellor with due recommendations.

The administration periodically assesses the performance of the non-teaching staff. The University reviews the progress of non-teaching staff, and usually, the procedures adopted by the Government in Karnataka Civil Service Rules are followed. Based on the confidential report given by the department/section head and the performance of non-teaching staff, the increment and promotions are given to them by the University.

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. The finance section conducts an internal audit in the University before making payments of the

claims. All the payments are routed through a channel with an inbuilt mechanism for verifying the payment's accuracy based on proper documents. This process is carried on through several stages to ensure fairness and transparency. There are established procedures to record and document financial transactions. As a part of auditing, all the accounts are regularly checked and verified for compliance with the accounting procedures and accounts maintenance.

2. Being a state University, it is subjected to External Audit by the Karnataka State Audit and Accounts Department as the statutory auditing of accounts of the University.

The University's external audit is conducted every year, as per the provisions of section-47(3) of the Karnataka State Universities Act, 2000, by the Principal Director, Karnataka State Audit and Accounts Department. Accordingly, the Regional Office of the Karnataka State Audit and Accounts Department conducts the University statutory audit. Further, the Accountant General of Karnataka conducts the University's test audit as and when required. If there are objections, they are given in the form of the paragraphs in the letter. The University is expected to provide clarifications with relevant documents and comply with the conditions within a stipulated time. This process is done annually at different levels. There are internal checks and balances to ensure that the audit process is objective, transparent and accountable in fiduciary dealings.

In the first stage, the designated government auditors visit the departments/divisions concerned, examine all the documents, and conduct the financial audit. During the audit process, the auditors seek clarifications from the department/division heads, get the necessary information, and prepare the unit level audit report.

After the audit of each division finalized, the government auditors prepare a consolidated draft report and discuss it with the finance officer. The finance officer seeks additional information from the departments/divisions concerned and provides additional information where ever necessary. After completing this process, the final audit report is prepared and formally submitted by the auditors.

The audit reports are then placed in the Finance Committee, Academic Council and the Syndicate and deliberated upon before submission to the government.

The University avails itself of the auditing experts' services to guide it in the preparation of the compliance report of the audit inquiries of the auditors of Karnataka State Audit and Accounts Department and the Accountant General's office. An Ad-hoc committee constituted under the chairmanship of the Vice-chancellor for the clearance of pending audit objections. The Ad-hoc committee meetings convened to clarify and prepare compliance reports. Despite many financial transactions and several accounting procedures to be followed, the objections raised are relatively insignificant. This reduction is because of the University's robust internal and external auditing system.

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: 73

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

2018-19	2017-18	2016-17	2015-16	2014-15
11.50	11.00	29.00	4.50	17.00

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

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

The University has a robust fund mobilization strategy that has enabled the creation of adequate resources to meet expenses related to infrastructure development and augmenting learning resources. Being a pioneer state university, the University of Mysore receives financial support from the Karnataka Government. The other significant sources of fund for the University includes fees from domestic and international students and researchers, funds from affiliated institutions, consultancy projects, specialized programs, partially self-financed programs, recognition of research centres, rentals from space usage by the public for cultural and sports activities, and income from the sale proceeds of horticultural produces. The University has been recognized as the nodal centre for the entire state of Karnataka, conducting a state-level eligibility test for assistant professors. This centre has generated substantial funds and improved the academic and physical infrastructure in the University.

Besides the block grant, the grants received from various funding agencies completely utilized for developing the University in terms of modernization of classrooms, auditoria, laboratories, campus-wide networking, and improvement of facilities in hostels and basic amenities. The optimal utilization of the funds ensured by an established system of implementing the University developmental projects on a priority basis. The Finance Committee of the University makes a periodic review of funds mobilized and utilized to ensure the judicious allocation of resources.

The University encourages teachers to attract project funds from UGC, CSIR, DAE, ISRO, DST, DBT, VGST, Science academies, RUSA etc. Substantial funds received for research and development activities during the assessment period. The MHRD recognized the University of Mysore as the Institution of Excellence (IoE), University with Potential for Excellence (UPE I and II), Centre with Potential for Excellence in a Particular Area (CPEPA), Promotion of University Research and Scientific Excellence

(PURSE), and an institution entitled to receive munificent grants from RUSA. Since the University has had a continuously high-ranking NAAC accreditation and placed as an institution with Grade-II autonomy, it provided RUSA funding in two stages. All the above grants contributed immensely to the physical infrastructure's overall growth and the teaching-learning and research facility on all university campuses.

Some innovative courses/programs such as Atmospheric Physics in M.Sc. (DoS in Physics), PG Diploma in Genetics and Genomics (DoS in Genetics and Genomics) are fully ISRO and DBT funded, respectively. The DoS in Microbiology has introduced a PG Diploma in Food Safety and Quality through the UGC innovative program's funding.

Initiatives such as attracting Govt./Private grants and Corporate social responsibility (CSR) funds, additional revenue generation by offering new programmes/courses, fostering Alumni association and Philanthropists in India and overseas to donate generously to the University have yielded promising results.

Further, the introduction of specialized programmes, fully/partially financed courses, on-line and out-reach educational programs and funds generated in the form of usage charges for laboratory and other facilities by industries have also contributed significantly to resource mobilization. These funds facilitated the betterment and the maintenance of the research infrastructure.

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:

The IQAC has been functioning since 2003. Its objectives are to initiate, enhance and sustain the quality in teaching-learning, research and administration.

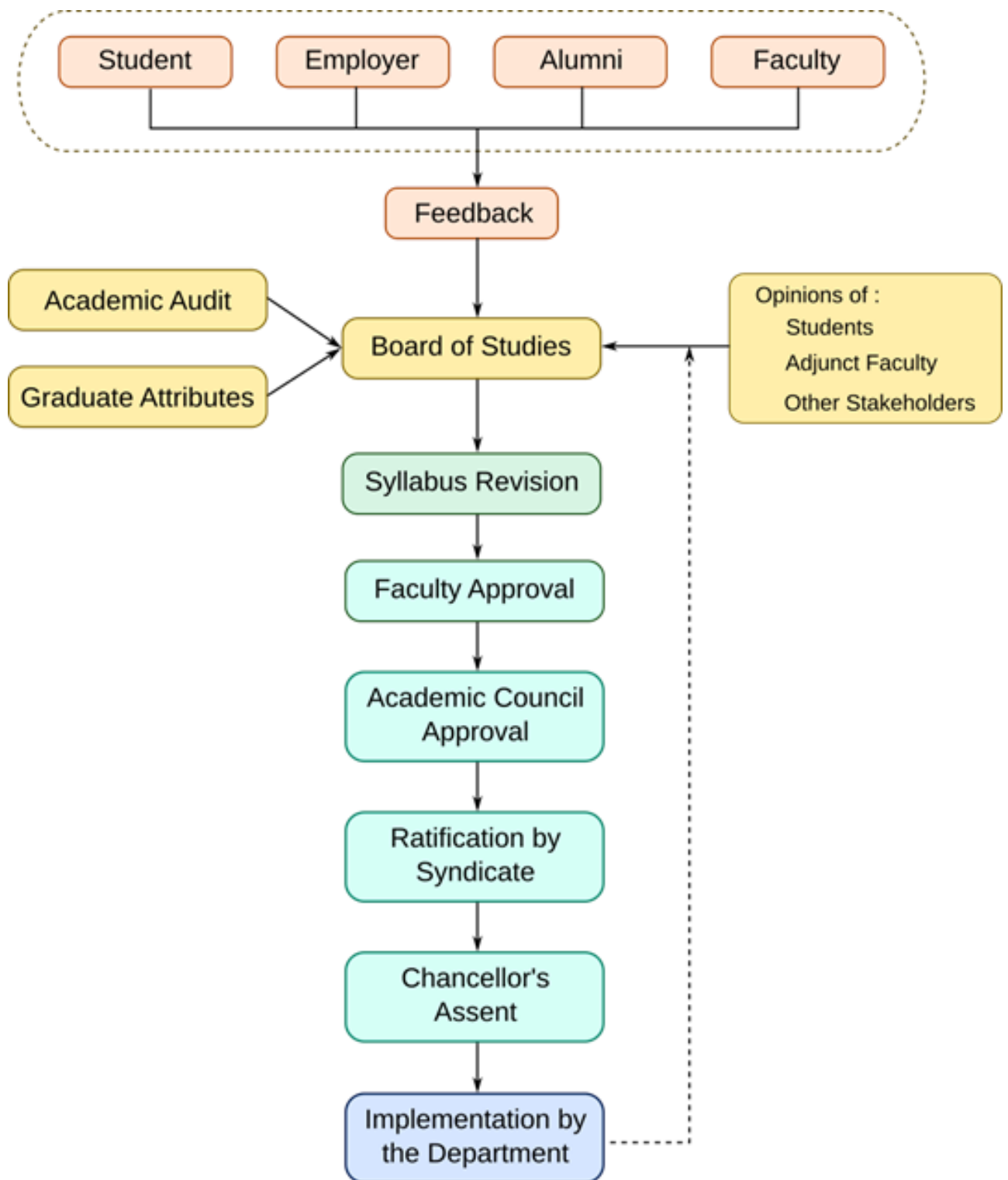
The IQAC has contributed significantly to institutionalizing quality assurance strategies and processes.

a) Institutionalization of quality through the feedback mechanism

- Student feedback on the teachers' performance, physical infrastructure, laboratory facilities, and administrative support for teaching-learning is sought regularly. It is an annual exercise done in true

anonymity to ensure objectivity in the assessment. A structured questionnaire with a five-point scale administered to gather student opinions. The analysis results are given to the departments and faculty individually by the Vice-Chancellor with appropriate remarks. The overall performance of the departments discussed in the respective department councils. Teachers who need improvement are counselled, and the department council gives suggestions for their improvement.

- The other stakeholders such as teachers, employees, alumni and parents are invited to give their opinions on admission, academic facilities, ambience, the faculty's competence, curricula, fee-structure, and encouragement of sports and cultural activities.



b) Inculcating a quality culture

Quality in teaching, learning and research is the paramount concern of the University. The IQAC has initiated specific quality improvement measures to build this quality consciousness. It has developed an ambience that promotes quality as the core value of all academic endeavours. These initiatives have resulted in qualitative academic outcome resulting in acceptance and recognition for the University's programmes, increased student enrollment, graduates' employability, significant research collaborations, and global academic networking.

- Attempts are also made to initiate quality concern at the department level by providing information on changing academic quality indicators and their significance. In response, the department councils deliberate and conceptualize measures to ensure quality in teaching-learning of their specific programs through frequent upgrading of syllabi, pedagogy, and program and course outcomes.
- The IQAC was instrumental in conducting the 103rd Indian National Science Congress, Indian Social Science Congress, STEM Fest, National Youth Festival, all of which have inspired many young minds by exposing them to global developments.
- As a quality enhancement initiative, the IQAC collaborated to organize the Nobel Laureate Lecture Series, Foreign Faculty Lecture Series, and Centenary Lecture Series, thus providing an opportunity for interaction with the enlightened minds of the world. This initiative has awakened quality consciousness among students and faculty.
- The IQAC was responsible for motivating each department to organize seminars/conferences on contemporary issues related to their fields by awarding financial assistance with the University's internal resources. Young researchers are encouraged to take up minor research projects funded by the University as start-up grants. The experience and outcomes of these projects eventually lead to getting funds for major projects.
- Self-appraisal of teachers is a mechanism used by the IQAC to sustain and enhance the quality of faculty performance assessed through Weighted Academic Performance Indicators (API) every year.
- The AAAC, constituted by the University, and facilitated by the IQAC, appraises teaching and administrative performance and ensures accountability and quality enhancement.

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:

Through the IQAC, the University has been reviewing teaching-learning outcomes, program structures, pedagogy continuously. The IQAC has played a prominent role in developing a transparent and comprehensive appraisal system and feedback on academic activities. The IQAC initiates interaction with the Board of Studies (BoS) to ensure the program structure's parity and content with national and international standards. It includes practitioners, scientists, and an industrialist on the board. It encourages the BoS to deliberate upon the contemporary developments in their subjects and identify redundancy in the syllabi, if any. The syllabi are revised from time to time. The IQAC arranges to review the teaching-learning processes and frequently communicates the review results to all the postgraduate departments.

A. Reformation of CBCS and introduction of FCBCS

The present system of CBCS has evolved over a period of 10 years. Since its inception, the scheme has undergone several structural changes in terms of the credit weightage, sequencing of courses, L:T:P distribution, maintaining uniformity in the several modules, and updating the syllabi. Alongside the examination pattern, continuous evaluation and term-end examination components have been revisited with IQAC's intervention. An appraisal initiated by the IQAC and the structural changes suggested to the CBCS have resulted in significant improvement in the teaching-learning activities. The IQAC conducted an annual student feedback survey concerning the relevance of the program and the courses. The students have appreciated the flexibility in selecting courses of their interest from within and outside their respective departments. These changes have facilitated their exposure to diverse disciplines and a multidisciplinary spirit of learning.

Further, continuous assessment, transfer of credits, and make-up examination facilities have proved to be student-friendly. Both fast and slow learners are given enough opportunities to suit their learning pace. Over the years, some of the departments have shown leadership by accepting the responsibility and making attempts to modify the CBCS system to suit the present-day needs. The CBCS-system reforms demonstrated transparent processes and procedures in teaching-learning activities, proper assessment, and evaluation. This system is highly student-centric and also encouraging their study. The results of this motivated in upholding the teachers' academic autonomy and leadership and gave greater autonomy to the departments.

The University introduced the Flexible Choice Based Credit System (FCBCS) in 2017 on an experimental basis in ten departments. The FCBCS provides greater academic autonomy to teachers and students. Teachers can offer a paper with contents of their choice with the Department council's approval. Hence, there is a timely decision on the course of the study based on student requirements. This scheme emphasizes the student's continuous assessment by the teacher who taught the subject, which provides an opportunity to score better in this continuous evaluation. There is flexibility for both the students and the teachers in choosing the convenient evaluation method. Component tests, presentations, group discussions, assignments, minor-projects, and fieldwork, can be incorporated into this system. The FCBCS scheme facilitates the early declaring of results soon after completing the program. This scheme helps students plan their careers without any lapse of time. This scheme is so successful that the University is contemplating extending it to all postgraduate departments, with the required modifications.

B. Institutionalisation of ICT enabled the teaching-learning process

The University of Mysore has created an academic infrastructure at par with the global standards to meet teaching-learning challenges. The internal quality assessment centre (IQAC) is instrumental in identifying the departments of studies' requirements through its continued deliberations with the faculty and the students. The recent upgrading of classrooms with teaching aids like smart boards, LCD projectors, LED monitors, video walls, sound systems, electronic podiums, hand mikes, collar mikes, pointers, and required furniture has been beneficial. These facilities have enhanced the quality of the delivering system and students' participation in the classroom. In each department, a provision is made for setting up computer labs exclusively for the students. The required number of latest versions of computers/laptops and scientific software is provided. The IQAC is instrumental in getting the entire campus Wi-fi enabled. LAN connections are available for each department of studies with optical fibre for better connectivity. The data centre is established in the Department of Computer Science to enhance access to e-resources resulting in high-quality research and learning. These facilities have played a significant role in preparing MOOCs and SWAYAM platforms' courses to reach students worldwide. The use of ICT in classrooms and the availability of hands-on experience in the laboratories with modern software have facilitated both the fast and slow learners to match their pace. This facility has strengthened their confidence in learning.

The IQAC, in collaboration with the Mysore University Library, organizes teachers' and students' interactions to assess the available learning resources on periodic intervals. Based on the teachers' recommendations, provisions are made to procure both the conventional and the library's e-resources. These e-resources have helped in enriching the quality of the teaching-learning process. The IQAC plays a significant role in conducting campus-wide orientation programs for the freshers to familiarize them with these e-resources, ICT, and Wi-fi facilities available on the campus. All these initiatives of IQAC enable the students to utilize the various facilities and resources available in their academic pursuits. The University has installed the electronic display boards at prominent places on the campus on the recommendations of IQAC. Significant events like the seminars, workshops, conferences held on campus, and the University's vision and mission statements are displayed. These events act as sources of information and a learning tool for both the faculty and the students. The IQAC has played a significant role in organizing the online meeting of the officials in emergencies. The 100th convocation of the University, addressed by the Hon'ble Prime Minister of India, was live-streamed on all the display boards with the support of the Information Communication Department of the University and the IQAC.

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

Response: 2.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	4	7

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	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 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	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:

The University of Mysore has taken cognizance of the suggestions which emerged in the third cycle of accreditation by the NAAC Peer Team and initiated measures to ensure a better quality of the teaching-learning process.

A. Improvements made based on suggestions under the 3rd cycle of accreditation

1. Open format and hybrid learning mode 2.
Provisions have been made under the CBCS mode of learning to ensure greater student choices. The University has enhanced interdisciplinary learning and credit transfers and facilitated hybrid learning. Students are provided with an opportunity to take the courses from outside their parent department in studying Open Elective courses. They are also allowed to study more than one Open Elective course from different departments. Credit transfers up to a maximum limit are permitted to the students, especially those from foreign universities in which the University has MoUs (subject to the Board of Studies' approval). Students can also opt for MOOCS/SWAYAM courses for Open Electives, apart from their regular learning courses from different university departments and institutions. <http://uni-mysore.ac.in/cbcs-regulations#>
2. Employability based vocational, and technical education

The vocational and technical skills are included in various programs offered by the different departments. Around 2600 courses form part of the syllabi, focusing on employability, entrepreneurship, and skill development. To give impetus to employability, the University has a "University Career Hub" with the RUSA II grants. The hub caters to the changing skill requirements in employability. <https://uni-mysore.ac.in/english-version/university-career-hub>

3. Automation of examination section

Technology adoption in the examination and evaluation process has been facilitated to a greater degree in the last five years. Online payment of examination fees, online despatch/download of authenticated examination admission tickets, online evaluation of examination scripts, and conduct of online PhD entrance examination are some of the key technology-oriented steps successfully implemented by the University.

4. Computerization of Finance and Accounts

The finance and Accounts sections of the University are computerized through in-house developed software. PFMS has been implemented to ensure transparency and accuracy.

5. Leveraging Jayalakshmi Vilas Mansion Museum for training manpower

A Diploma Programme in Museology was introduced. The students of Archaeology, History, Tourism, and Folklore are extensively using the Jayalakshmi Vilas Mansion for their fieldwork and laboratory purposes.

6. Community radio

'Radio Manasa' (89.6 MHz), a community radio station with a spatial coverage of 18-20 km, has been started by the University with due permission from the Ministry of Information and Broadcasting, Government of India. The Radio broadcast the programs focussing community development, education-oriented programs involving students and teachers, special talks by educationists and renowned personalities.

7. Autonomy to departments

Academic autonomy has been given to 10 postgraduate departments by introducing a Flexible Choice Based Credit System (FCBCS) under which respective departments handle the entire process of curriculum design, teaching, the conduct of examination, and evaluation.

8. Digitization of manuscripts at the Oriental Research Institute

To digitally preserve and conserve the manuscripts for posterity, the University of Mysore has initiated an MoU with the National Manuscript Mission, Government of India. Many manuscripts have been translated/published. The translation work is still in progress.

9. Facilitating overseas students and their participation in sports and cultural events

The International Centre is providing facilities and friendly to international students. An exclusive hostel with good amenities has been created for international students. Special attention has been given to issue identity cards and other required documents. This work is done on a priority basis. International students' participation in sports like football, swimming, and track-and-field games has added to the University profile. The University has organized several cultural programs to showcase the talents of overseas students.

10. Hostel facilities for boys and girls and overseas students need to be augmented immediately

With the munificent grants from RUSA, creation, renovation, and hostels' extension were done for male and female students and researchers. These grants help to accommodate more incumbents. Besides, four new hostels have been created at the three postgraduate campuses of the University. 68% of the total students admitted to the various programs are the residents of these hostels.

11. Strengthening alumni association

The UMAA (University of Mysore Alumni Association), the registered alumni of the University of Mysore, was at the forefront during the centenary celebrations of the University. Besides, a few other registered alumni associations at the departmental level organize endowment lectures,

felicitation to achievers, and facilitate interaction with students.<https://www.umaa.org.in/about-umaa/>

12. Facilitating educational loans through banks

Each department supports the needy students and research scholars to get loans under different governments' schemes through the banks. The departments give bonafide certificates and program cost estimations.

13. University-Industry Interface

Internship programs are mandatory in several programs in Education, Communication and Journalism, Social Work etc. An exclusive University-Industry Interaction Centre is also working towards strengthening the University-Industry interface.

14. Introduction of Self-financing/funded Programs

New programs in Architecture (5-year and 2-year masters), Law (Integrated 5-years), Planning, Information Technology (2 programs), Animation, Multimedia Technology, Software Developments, Multimedia Production, Financial Services have been introduced during the assessment period.

B. Other post-accreditation quality initiatives

1. Committees were formulated to explore the scope of introducing school concepts. Schools will be constituted by consolidating programmes of related and allied faculties
2. Doctoral students must publish a minimum of two research papers in peer-reviewed indexed journals. As a result, the h-Index of the University has now crossed 88
3. The University has introduced specialized programmes – diploma, degree, and postgraduate level – in collaboration with external institutions
4. The University has recognized state and central government institutions like AIISH, CFTRI, DFRL, ISEC and private institutions as Research Centres, thereby expanding the University's research activities
5. The University is now a part of the National Academic Depository (NAD)
6. The University of Mysore secured developmental grants of Rs. 20 crores under RUSA 1.0. It is the only University in Karnataka awarded a Research and Innovation Grant of Rs. 57 crores under RUSA 2.0. These grants have enhanced the visibility of the University in the national academic scenario

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: 27

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	3	5	3	4

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

The University is committed to adhering to all the norms in facilitating gender equality. It has brought out a maiden Gender Audit Report which exemplifies this commitment towards women stakeholders.

Safety and Security

- The University's gender-policy takes special care to ensure girl students and female staff's safety and security
- The campuses of the University are protected with fencing and compounds. All campuses are well-lit with solar energy and possess backup facilities for security at nights
- The students and faculty are provided with identity cards. Security personnel regulate the entry and exit at the campuses' gates, which restricts trespassers' entry

- The campuses are under CCTV surveillance. The cameras have been installed at strategic points such as the library, hostels, canteens, departments, and entry and exit points to the campuses
- The timings for entry and exit into hostels have strictly adhered
- Faculty advisors have been appointed to each hostel as caretakers. Female special attendants deputed to take care of the girls' hostels' contingencies at night
- Besides, security personnel supervise and patrol all strategic locations, including departments, centres, institutes, and administrative divisions
- A Health Centre on the main campus operates round the clock; a lady doctor and nurses are always available

Counselling

- Student mentors have been appointed for every 20 students in all the departments of studies. These mentors monitor the academic progress and deal with psychological and personal concerns, if any
- The University has come out with the 'Mentoring System: Guidelines for Mentors and Mentees' to address students' personal and academic problems
- A cordial environment for the students has been created to seek their personal issues with their respective mentors. Issues that cannot be resolved at the mentors' level are referred to the experts who counsel such students
- Gender sensitization and awareness-building programs are conducted for all the stakeholders (men, women, and transgender)
- Events are regularly organized on gender equality, inclusive development, women empowerment, cybersecurity and prevention of sexual harassment at the workplace.
- Guidelines on the prevention of sexual harassment at the workplace are widely disseminated among all the stakeholders. These include directions for the mandatory display of the guidelines in all departments' notice boards, administrative divisions, and the University's website.
- SPARSH (Sensitisation, Prevention, and Redressal of Sexual Harassment) Committee is constituted and is active in the University.

Common room

- The University has created hygienic sanitation and restroom facilities for each department.

- Every department in the University has common rooms for women students equipped with the necessary facilities.
- Sufficient and separate restrooms (toilets) are provided for women students and female teaching and non-teaching members in all the departments and administrative divisions.
- Proper sanitary napkin disposal units are provided in all the restrooms in the departments and hostels for women.
- MYTHRI- An independent forum of Women Faculty Members and Women Students – is provided with an office facility.

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

Response: 0.83

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

Response: 19440

7.1.3.2 Total annual power requirement (in KWH)

Response: 2350359

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: 2

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

Response: 7100

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 355012

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

7.1.5 Waste Management steps including:

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

Response:

In order to maintain the green campus status, effective waste-management is practised on the campuses of the University. Scientific management practices and auditing have been implemented with Swachh Bharat Abhiyaan. The principle of reducing, re-using and recycling all types of waste are self-imposed duties that the officials carry on the campuses. Different categories of waste are segregated at the source according to the guidelines of the Mysuru City Corporation. The University has joined hands with the civic authorities to get the clean city status to Mysuru.

Solid waste management

- **Biodegradable waste:** The bulk of solid waste on campus is bio-degradable. Leaf-litter and horticulture waste conversion into vermicompost is an impressive achievement and an ongoing University commitment process. With the Mysore City Corporation's support, a zero waste-management unit is built with a composting shed, storage shed, segregation shed, washing platform, parking shed, Office-cum-Toolroom, toilets, a sump with motor and all-round fencing. Auto-tippers of the corporation is used in the collection of solid waste on the campus.

The existing infrastructure can convert 1,500 metric ton of biodegradable waste into compost. During 2014-2019, approximately 830 thousand metric tonnes of biodegradable waste were converted into compost (51,195 kg) and vermicompost (58,924 kg). The compost generated a revenue of Rs. 6,18,967 through sales to the public in the zero waste management unit. Besides, many students have conducted project work on the various aspects of biodegradable waste-management. Students from various schools and colleges visited the unit and were educated and trained in solid waste management. Easily decomposable agriculture waste and also weeds are being composted. This waste produces 10 tonnes of compost per year, used in the gardens by the Horticulture division. Besides, the wood of the cut branches of trees and dried-up old trees are collected regularly and auctioned for firewood every year. With this, an amount of Rs. 70,32,000 was generated during 2014-2019. The waste-management centre on the campus also handles the small quantity of waste generated in the Departments.

- **Other biodegradable solid-waste:** Paper waste such as old newspapers and magazines are being disposed of by the printing press and libraries by regular auctioning. Food waste - 5-50 kg of food waste generated from each hostel every day is taken away by the people for piggery. Human waste–sewage and sludge from hostels, canteens and staff quarters–go out of the campus through

sewage drains. Efforts are being made to establish sewage treatment plants at four places and use the treated water for gardening and compost production.

- **Non-degradable solid waste:** Metal waste and debris are regularly collected and disposed of through the Engineering Division's tendering process. Household waste such as old clothes, footwear, chemical bottles, toothbrushes, tube lights, bulbs is collected and handed over to the city corporation. Plastic waste such as plastic bottles and bags are collected and disposed of at the waste-management centre. Biomedical waste of the Health Centres of the campus is collected and disposed of by an authorized agency via incineration.

Apart from this regular waste collection, systematic efforts are also made by the university authorities to collect solid and plastic waste by organizing mass efforts such as Swachh Gangotri Abhiyan. The Swachh Gangotri Abhiyan involves students, faculty, research scholars and non-teaching staff of all the departments associated with the local organizations and the Mysore City Corporation.

Liquid waste management:

- A majority of the Science departments used different types of chemicals such as acids, amides, heavy metals for their experiments in the laboratories and their research purposes, some of which are hazardous. A large quantity of chemical waste is being disposed of by the departments using lab safety practices.
- **Recycling of drainage water:** Wastewater on the campus goes to the drainage. However, at two different points, the garden behind the staff quarters on the west side of the campus and the northern side of the old nursery, the Horticulture Division has made two recycling units in which the drainage water is diverted into coconut gardens after sedimentation in the tanks. Initiatives are being made to use water after treatment to maintain the lawn, parks, orchards etc. Care and precautions have been taken to prevent the contamination of the drinking water by liquid waste or wastewater from the laboratories.

E-waste management

Scientific equipment, computers, cameras, TVs, electrical and electronic products and batteries, play a vital role in the University's academic and administrative activities. A large number of departments and administrative units compel the procurement of such equipment in large quantities. However, their short life-span, redundancy, sometimes mishandling, and non-repairable malfunctioning leads to the generation of e-waste. The e-waste is scientifically disposed of periodically to avoid unnecessary accumulation and pollution.

The University has an established system of annual auditing of the functioning of all types of equipment where their fitness is determined. The unrepairable equipment is declared scrap material and disposed of through suitable methods. The repairable equipment is repaired and re-used. Most of the expensive equipment is maintained under the Annual Maintenance Contract (AMC) by concerned companies, including dismantling and disposing of e-waste. The disposable e-waste is cleared through the authorized agent(s) selected via a tendering process by following the GOK guidelines.

As a part of Swacch Bharat Abhiyan, the University has organized clean campus drives with zest and verve to instil a sense of cleanliness of the work environs amongst students and employees. In this regard, inter-departmental and inter-hostel competitions were conducted. Their efficiency in waste management was judged on the collection, segregation, and disposal methods. Plastic bottles and banners have been prohibited on campuses. The invited dignitaries and guests of various programs held on the campuses are presented with tree samplings and biodegradable bags. The sprawling campus of the University with its salubrious environs provides the much-needed lung space for Mysuru. https://uni-mysore.ac.in/NAAC-2020/criterion-7/7.1.5/supp_docs/img_gall.php?photos

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The University of Mysore has adopted water-preservation as a core strategy to facilitate water resources for maintaining laboratories and green vegetation on the campus throughout the year. Rainwater harvesting considerably improves the groundwater table. Hence, the University's water requirements are partially fulfilled as Mysuru receives rain intermittently throughout the year. Rainwater is a significant source for processing the distilled water requirement for several science departments' laboratories, besides for other uses. This source has resulted in a substantial reduction in water and electricity consumption. The University functions in tune with the initiative of conservation of renewable energy propagated by the civic authorities.

Ten Rainwater harvesting structures are created on the campus with a total storage capacity of 12,92,000 l, and they facilitate harvesting 49,09,153 ltr of rainwater annually, as detailed in the table below.

Sl. No.	Name of the building	Sump capacity (l)
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1	Humanities block	1,80,000	
2	Library	2,16,000	
3	Commerce and Mathematics	2,16,000	
4	History and Geology	1,20,000	
5	Earth Science	1,05,000	
6	Ladies' Hostel Blocks 1 and 2	50,000	
7	School of Law	50,000	
8	School of Planning	50,000	
9	Commercial Complex at Downs	50,000	
10	Engineering Division and Manasa Guest House	50,000	
11	Physics and Biochemistry	50,000	
12	Biotechnology	50,000	
	Total	12,92,000	

The Engineering Division has constructed a few check dams at various rainwater drainages to improve the groundwater level.

- Approximately 4.9 lakh litres of water are collected /annum through rainwater and are utilized for gardening and groundwater renewal.
- The campus boasts of many heritage trees and plantations that are a source of groundwater conservation and regeneration.

Natural Water Tank

Kukkarahally Lake, a natural water body, is a boon to the University's main campus. It provides enough water to maintain the vegetation on the campus. The water body in the lake is spread across 261 acres. The engineering division takes care of the proper maintenance of a natural inlet (Poornaiah canal) and six water diversion inlets to the tank. The rainwater on the main campus's catchment area spreads over 700 acres, which is naturally channelized to the lake. The lake is de-silted periodically to preserve more water for multi-purpose usage. The silt of this lake is extensively used for manuring in horticulture and gardening. Overall, this lake has helped to preserve flora and fauna on the campus. Maintenance of this water body has been one of the University's primary measures to exemplify groundwater resources' strength on the main campus. https://uni-mysore.ac.in/NAAC-2020/criterion-7/7.1.6/supp_docs/img_gall.php?rain

File Description	Document
Link for 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:

The University has accorded high priority for green practices on its campuses. The Manasagangotri campus in Mysuru is an embodiment of greenery. The sprawling 800 acres campus has a balanced spread of plants and trees over 70 per cent of its land. The green campus is a landmark in the city, with several hundreds of citizens choosing the campus as a place for their morning and evening walks.

Public vehicles are not allowed to the Manasagangotri campus, but the city buses have stops at three main entrances to the campus. Besides, students extensively use 'Trin-Trin'-pay bicycles, an innovative bicycle service initiative of Mysore City Corporation. There are four 'Trin-Trin' bicycle parking hubs around the Manasagangotri Campus. The University has introduced three electric vehicles (e-karts) for students, teachers, staff and visitors commutation within the campus, free of cost. These e-karts have designated places of pick-up and drop within the campus. This initiative has reduced environmental pollution substantially and enhanced the green belt on the campus. <https://mytrintrin.com/>

The campus has well-planned and pedestrian-friendly footpaths, which make walking a pleasurable experience. Most campus students and staff prefer to walk on the campus because the walkways are lined by trees that provide shade. The greenery all around is exhilarating to see. The Campus landscaping has been done to ensure that the vegetation is more visible than the buildings. An aerial view of the campus clearly shows these buildings nestling amidst trees. The campus is rich in flora and fauna and many plants, trees, birds and animals. The beautiful and natural green landscape with a vast water bed called 'Kukkarahalli Lake' attracts migrating birds from far off places. It is a source of inspiration for students, researchers and the general public. The main campus and the three postgraduate centres in Hassan, Mandya, and Chamarajanagar have adopted green initiatives by planting trees and maintaining gardens.

The campus is entirely plastic-free. The Swachh Bharath Mission is implemented with all its earnestness. Students, teachers, and staff take part in the cleaning and upkeep of the campus from time to time. A dedicated team of employees clean the campus daily and segregate the wet and dry waste as per the Mysore City Corporation's guidelines.

The Green and Energy Audit conducted by the University has suggested various green initiatives. This report has led to solarization, both street lighting and hot water for hostels. Solarization is the departments' lighting, rainwater harvesting, use of LED bulbs and introduction of e-kart ensure that the University has deeply invested in green practices.

The University is a pioneer in introducing e-governance and a paperless office. Admissions, conducting of examinations, evaluation and administrative documentation are all carried through online mode. All financial transactions of the University are made through e-payment gateways and PFMS.

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: 2.77

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)

2018-19	2017-18	2016-17	2015-16	2014-15
118.262	116.072	114.932	249.446	124.712

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: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 29

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	7	7	9

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	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: 26

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	2	7	1	2

File Description	Document
Report of the event	View 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
Any additional information	View 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
Any additional information	View 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
Any additional information	View 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:** 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	1	3	4

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

The University has a long-standing tradition of celebrating national festivals to commemorate great personalities, historical events, and sacrifices. These festivals develop patriotism among the students, researchers, faculty and administrative staff. The University also organizes the birth/death anniversaries of the state and the national personalities to remember their contributions to inculcate and motivate youth to take up the national cause.

The Republic and Independence days are the prominent national festivals celebrated with reverence by the University, including students, teaching and administrative staff. The NCC students and Security Staff render guard-of-honor to the Vice-Chancellor on these occasions. After the flag hoisting by the Vice-

Chancellor, the national glory and national leaders' contributions are highlighted in the speeches. These speeches give a patriotic message to all.

The foundation day of the state of Karnataka is celebrated as Karnataka Rajyotsava day on the 1st of November every year. Literary and cultural events highlighting the glory of Karnataka and the state's contribution to national integrity and development are organized. It is a matter of pride to the University to mention that the 'Nadageete' – the song of Karnataka – was written by our former Vice-Chancellor and the National Poet K.V. Puttappa (Kuvempu).

Science Day is celebrated on the 28th of February every year to commemorate the "Raman effect"– Sir C. V. Raman's famous discovery. The science departments organize special talks by renowned scientists on this day.

The national teachers' day is organized to celebrate the birth anniversary of Dr. Sarvapally Radhakrishnan, who served as a professor of Philosophy at the University of Mysore.

The International Youth Festival is organized to mark the birth anniversary of Swami Vivekananda, and the Foundation Day of the University is celebrated in remembrance of Rajarshi Nalvadi Krishnaraja Wodeyar, the founder of the University.

The Gandhi Bhavan of the University organizes the Birth and Death Anniversaries of Mahatma Gandhi. The birth anniversary is celebrated with day-long events and activities such as seminars on Gandhian thought throughout the month. On the death anniversary of Mahatma Gandhi, all are administered an oath of tolerance, harmony, and nonviolence.

The birth and death anniversaries of Dr. B. R. Ambedkar are organized by the Dr. B. R. Ambedkar Research and Extension Centre. These events generally focus on equality, the emancipation of the marginalized, the upholding of human rights and such other ideals. The Centre organizes books and photo exhibitions to highlight the contributions of Dr. Ambedkar to inspire the younger generation.

The other significant events related to national personalities held in the University and its various units are as follows:

Birth/Death Anniversaries	Organizer	
Babu Jagjivan Ram	Jagjivan Ram Chair	
Sri Ramakrishna Paramahansa	Vivekananda Chair	
Loknayak Jayaprakash Narayan	Gandhian Study Centre	
Sri Vinoba Bhave	Gandhian Study Centre	
Sri Basaveshwara	Basava Chair	
Sir M. Visvesvaraiiah	Visveshwaraiah Chair	

Besides, the Departments of Literature in Kannada, English, Hindi and Sanskrit organize special talks on the birth and death anniversaries of literary personalities. https://uni-mysore.ac.in/NAAC-2020/criterion-7/7.1.18/supp_docs/img_gall.php?photos

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

Response:

Transparency, participation, collective decision making, timely disclosures and accountability have been the core values pursued by the University of Mysore.

The maintenance of complete transparency has three core points. First and foremost, all decisions are taken through a participative and collective process by the appropriate institutional authority created as per the provisions of the Karnataka State Universities Act.

All financial decisions are taken after a thorough examination by the Finance Committee and the Syndicate, both being multi-stakeholder statutory bodies. Further, all financial dealings are subject to a comprehensive external financial audit by state-appointed auditors. The audit reports are examined internally by the Finance Committee, Academic Council and the Syndicate. They are also submitted to the state government and reviewed by the designated Legislative Committee consisting of elected representatives. Further, the audit reports are also put up on the University website, making them accessible to the public.

The academic activities are decided and executed through a well-structured participative process. Annual feedback from students is considered for discussion in the Board of Studies deliberations. BOS has experts from within the University and external experts from other universities/institutes and the industry. After the curriculum and other academic matters are recommended, the larger and more representative bodies are discussed, such as the Faculty and the Academic Council. The latter has the presence of all stakeholders, including student representatives and the media. Thus, it is ensured that all academic matters are brought to the stakeholders' notice on a real-time basis.

The other administrative matters, such as undertaking the developmental activities including construction of new buildings, purchase of equipment, availing services on outsourcing basis, examination and evaluation process, etc., are decided after a thorough discussion in appropriate bodies, such as Department Council, Building Committee, Finance Committee and the Syndicate. Further, as per the Karnataka State Transparency in Public Procurement Act, all procurements/activities that cost over rupees one lakh are made through the e-procurement process.

To ensure transparency in the above and all other auxiliary activities, the University has made provisions for representing students, teachers and the general public in most of the committees constituted for planning and executing various activities. Further, details related to a financial audit, all statutes of the

University, Academic Council and the Syndicate proceedings etc., are regularly uploaded on the University's website. Under the Right to Information Act, the University periodically provides information as sought by the interested parties and fully complies with the Right to Information Act's provisions. Arrangements are in place to provide services in a time-bound manner by following the SAKALA scheme initiative of the Government of Karnataka. <http://sakala.kar.nic.in/Index>

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Best Practice

Title: Promotion of Science Education in Schools

Objectives:

This initiative is to kindle scientific inquiry and create awareness among school children about science education. By involving the budding students in scientific dialogues, we seek to identify their hidden talents early. The initiative's primary purpose is to introduce various science streams to the students and attract them towards basic science through experimental learning. School students in semi-urban and rural areas have a mental block in studying science subjects. Students are encouraged to take up science subjects for studies. Instilling scientific temperament in a simple, practical, and realistic way ignites their curiosity and attracts them to science.

The Context:

The socio-economic development of a country depends mainly on its advancement in the field of science and technology. The number of students opting for basic science courses in higher education is declining every year due to the increased emphasis and the opportunities available for doing engineering, medical and para-medical courses. The decline in the number of students in the science stream has several consequences, resulted in a shortage of science teachers, scientific researchers, and innovations in agriculture, agro-based industries, pharmaceuticals, health care, space research, defence research, food science and environmental protection. These play a vital role in the development of the nation. Turning the students' attention towards science streams at the high-school level will eventually attract them to higher education in the various branches of basic science.

The Practice:

The University of Mysore has initiated an innovative program to improve enrollment in science in higher education by taking corrective measures at the school level. This is a unique program for Institution-Community linkage through which University teachers connect with schools to teach science at the school level. This program creates an environment where the students are given opportunities to gain hands-on experience and experiment-based learning.

The University has constituted a committee consisting of the former Vice-Chancellor, former Director of CFTRI, and Professors of Science from the University of Mysore as members for promoting science in schools. This committee has created a pool of resource persons consisting of the faculty members of the University's science departments, retired teachers, faculty from affiliated colleges, and scientists.

The resource persons visit various Government High Schools in the University's jurisdiction periodically and interact with the 8th, 9th, and 10th standard students on science topics relevant to the school syllabi. The students are made to feel that science learning is joyful using creative and simple demonstration modes. Besides, science-interaction programs, science model-building workshops, and summer camps are conducted for school students, which exposes them to new scientific experiments. Refresher courses for school science teachers are conducted to train them to teach science subjects effectively with models.

The University has launched a mobile science laboratory, a bus with all the facilities to demonstrate basic experiments to popularize science among students, teachers, and the general public. The mobile lab has been taken to several places in the rural area where conferences and melas held to reach out to the rural population and schools in the four districts of the University's jurisdiction. The science interaction programme conducted at Vijnan Bhavan of the University every first Saturday of the month attracts around 1,500 school students annually. Besides, every year more than 3,000 school students are given access to the mobile laboratory at their places. The school students and teachers are invited to visit science research laboratories on the campus to get exposure to the sophisticated scientific equipment and their application. Senior faculty of the University give a demonstration and answer the queries of students and teachers of the schools. This program acts as an inspiration among students and school teachers, making them pursue science education and career, leading to research and innovation in their future endeavours.

Evidence of Success

The Promotion of Science in School initiative has resulted in some visible outcomes in increased enrollment of rural and semi-urban students to science subjects at higher-secondary and under-graduate programs in the four districts of the University's jurisdiction. The admissions to programs in various basic science departments at the postgraduate level have also seen an upsurge in recent years.

Networking between school science teachers and science resource persons has allowed interaction and improved science teaching quality at the school level. It is evident from the increase in the number of school students attending science interaction programs on the campus.

The increased demand to visit the science laboratories at the Manasagangotri Campus and the requests for taking the mobile science laboratory to rural schools are strong indicators of this initiative's impact. Many parents, guardians, and the general public have shown interest in understanding the simple science experiments made in the mobile laboratory. They come up with enquires about the opportunities in science education and career opportunities for their wards.

The telescope observatory in the main campus has witnessed an increased number of school students and the public, particularly during celestial events and other campus celebrations.

Problems Encountered and Resources Required

Motivating the University teachers and scientists to teach at the high-school level, despite their continued teaching and research engagements, was a challenging exercise for this program's coordinators. Interacting

with the government school students on science topics in the vernacular was an additional challenge in simplifying the scientific concepts and introducing them to scientific jargon.

Involving the school science teachers, who initially hesitated to attend the programs and interact with high-profile faculty and scientists of reputed laboratories, was challenging. Identifying students' curiosity, inquisitiveness, especially of girl students, towards science was a challenge. Their socio-economic backgrounds posed an added constraint to the program executors.

Increasing the number of mobile laboratories to give the school students access to remote areas is under consideration.

Rural government schools require basic infrastructure to conduct scientific demonstrations and also require prior consent from competent authorities.

2. Best Practice

Title: Preservation of eco-heritage structures and the royal legacy on the campus

Objectives:

Safeguarding, maintaining, and respecting the heritage structures is a tradition in the University. Being a part of the heritage and clean city of Mysuru, the University of Mysore is committed to foster the uniqueness of the campus. The eco-heritage and palatial structures gifted by the Royal family with the varieties of trees, plants, flora, fauna and lush green landscape with a natural lake on the campus need preservation to develop and sustain ecological concerns among students through multi-dimensional education.

The Context:

The Manasagangotri campus is a sprawling space with 740 acres of land in the heart of Mysuru city. It houses the postgraduate departments of studies amidst several royal heritage buildings and the Kukkarahalli lake surrounded by verdurous trees extending to an area of 260 acres gifted by the Royal family of Mysuru. The Crawford hall, a heritage building, is the administrative centre. Its inbuilt auditorium is exclusively used for holding the convocation. The oriental research institute, a heritage building that is 150 years old, houses more than 70,000 palm-leaf manuscripts and the original script of *Kautilya's Arthashastra*. Jayalakshmi Vilas mansion on campus was the centre of the administrative offices and housed postgraduate science departments in the University's early years. Presently, this Mansion is converted into a folklore museum with rare collections of artefacts. The Institute of Development Studies is housed in another heritage building called Leelavihar Palace.

The Practice:

All the heritage structures in the University are safeguarded by legal documentation and physical protection. Construction of new structures around these monuments is prohibited, and proper fencing and up-keep of their surroundings are done regularly. The Oriental Research Institute and the Jayalakshmi Vilas Mansion are restored using lime mortar and egg yolk in the traditional method under the archaeological

experts' supervision with philanthropists' financial support. These heritage buildings of royal aesthetic beauty with their natural ventilation, lighting, and spacious quadrangles and porticos. Restoration of the other heritage buildings is undertaken regularly. Repairs, renewals, and paintings are done to protect their originality.

The Kukkarahalli lake supports the campus ecosystem throughout the year. The widespread water beds and rare species of trees attract thousands of birds from far away places. This lake is the lung space and walking destination for many residents of Mysuru. The campus's green treasure includes heritage banyan trees which are a century old. They attract tourists and researchers. However, the extended urbanization, and the upcoming residential layouts, have been a threat to the water quality and sanity. In collaboration with the Mysore City Corporation, attempts are made to avoid draining sewage water into the lake. The University has constructed special bunds around the lake to conserve water. Provisions have been made to channel rainwater into the lake.

To maintain the campus's heritage and its royal beauty, the University has adopted a convention of designing all its new structures in the royal pattern. To commemorate the centenary celebrations, a tower clock, which is a replica of the royal legacy of Mysuru, was constructed. Decorative road lights installed to enhance the beauty of the place. All the entry points to the campus have gates in royal architectural patterns. An open-air theatre located in the lush green surroundings has a capacity of ten thousand seats. It was recently renovated with modern lighting and audio systems and fencing to avoid trespassers. The Senate Bhavan, Moulya Bhavan, School of Planning and Architecture, School of Law, and Jainology buildings were recently added and built in the royal architectural style.

The Sabarmati Ashram model is replicated at the Gandhi Bhavan of the University. Mahatma Gandhi's sculptures and other great personalities during the freedom movement are displayed prominently to make the students aware of Gandhian thoughts and values. These sculptures invoke the eco-heritage significance of the University.

Evidence of Success

The University's initiatives to preserve the heritage structures and maintain the ecological balance, despite the pressures of urbanization, over-utilization, and some legal hurdles, are appreciated by the public and the Government. The University made it mandatory to provide ecological significance to all its upcoming constructions using renewable energy, rainwater harvesting, and the latest technology, which preserves the eco-heritage values.

Kukkarahalli Lake is a site of attraction for tourists and nature lovers. The aqua-culture and the fauna in the lake enhance its natural beauty. Interestingly, this lake has continued to be the source of inspiration for many young poets and scientists. The NCC's navy wing uses this lake for training and adventure purposes.

The rare collection of cultural artefacts in the Jayalakshmi Vilas museum attracts national and international visitors, and the manuscript collections at the Kuvempu Institute of Kannada Studies and the Oriental Research Institutes attract researchers worldwide.

The statues of Nalvadi Krishnaraja Wodeyar, Dr. B. R. Ambedkar, Gautama Budha, and Kuvempu are the source of inspiration for young minds on the campus.

The heritage structure, former president Dr. Sarvapalli Radhakrishnan's residence, is preserved as the

Centre for Philosophy and Indian Culture.

Problems Encountered and Resources Required

- The high cost of preservation of heritage buildings
- The non-availability of skilled technicians to restore the heritage buildings
- The non-availability of compatible raw materials to repair/replace the original materials
- Legal hurdles to repair, maintain, replace and renew the heritage structures
- Problems of urban drainage system related to the disposal of sewage water from surrounded localities into the lake water
- Public intervention in the usage which affects the preservation practices
- Budgetary constraints for the preservation of heritage buildings, lake and landscape
- Problems of avoiding trespassers

Other Institutional Values and Best Practices

A. Drushti- Centre for Education of Visually Challenged

The University has set up a centre called 'Drushti', for the visually-challenged, to enhance their skills and employability. The centre's functions include collecting learning resources, improving teaching quality for the visually-challenged, training the teachers, special educators, parents, social workers, and preschool teachers. The University's commitment to providing inclusive education is realized through training programs that cater to visually-challenged students' special needs.

B. Unnat Bharat Abhiyan

It is a flagship program of the Indian government to engage higher education institutions in rural area. Under this program, the University has adopted five villages in Chamarajanagar, a backward district. The University has successfully promoted low-cost technological solutions for agriculture, education, health, sanitation, housing, drinking water, digital literacy, and e-gram Panchayath.

C. Smart Village

The University has undertaken an initiative to develop SMART VILLAGE to ensure that the government schemes are effectively implemented and developed with innovative projects. The University has adopted Gullaabailu village of Chamarajanagar district, intending to improve the quality of life of all sections of the community with basic civic amenities and livelihood opportunities.

File Description	Document
Link for 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:

The University of Mysore has shown a distinctive institutional performance by using technology in all possible academic and administrative activities. It has evolved a governance mechanism in tune with the changing government policies and expectations of the stakeholders to enhance the quality of the deliverables on academic and administrative fronts through technology-enabled teaching-learning and governance activities.

Technology-enabled Academic Administrations:

The University of Mysore is a public university, has a thrust in promoting research, teaching and learning by tapping the human potential from all sections of society. It aims towards excellence and building human capital. It seeks to develop men and women of strong character and competence, capable of being the leaders of tomorrow. Such men and women can solve the problems arising out of life's fast-changing realities in the global and local spheres. In an era of knowledge-society, the quest for excellence in higher education, research and dissemination of knowledge demands the development of world-class competencies and expertise. Hence, the application of technology has become inevitable. The University has undertaken several technology initiatives distinctive to its vision, priority and the thrust of solving contemporary problems. All the services provided by the University use Information Technology (IT) at all levels of administration. E-governance with ICT offers academic services to students, teachers and the public in a speedy, convenient, efficient and transparent manner. Technology up-gradation is done from time to time by installing the latest computers and catering to the computing needs of the faculty, research scholars, students and the University administration. The University has deployed a campus-wide wireless network using a 100-foot triangular tower with the carrier-class wave through MIMO (Multi-input and Multi-output) technology.

The technology-enabled governance has provided the following interactions:

- U2G (University to Government): It has enabled the University to interact seamlessly with the state and the central government agencies, which has primarily increased efficiency, performance and output
- U2C (University to Citizen): Interaction between the University and the citizens enables citizens to benefit from the efficient delivery of a range of public services
- U2E (University to Employees): ICT tools help make interactions fast and efficient, increasing employees' satisfaction level

All the administrative branches of the University have computerized their activities and adopted e-governance. The admissions are made through a centralized admission test process through online mode. The applications and fee payment are also made online. The selection process is entirely software-based. The status of the applicants is displayed on the website. Scholarships and fellowships are all deposited online to the bank account of recipients. The University notifications, meeting proceedings and circulars are communicated via e-mail to the faculty. Department-related information is displayed on the departmental website. Every faculty is provided with an official e-mail id which he/she is mandatorily expected to use for their work. The non-teaching staff to levels of the Deputy and Assistant Registrar are provided with official e-mail ids. All employees are compulsorily trained in computer usage via orientation programs/workshops organized by the University's Human Resource Development Centre. All the finance branch activities are computerized. All receipts and payments are made digitally. Procurement of all items and equipment is by an e-tendering process.

The Examination section is fully computerized. All the question papers are barcoded, and the internal assessment marks of UG, PG and PhD students are submitted online to the University by the respective institutions, departments and centres. The results are declared online on the University website.

The Internal Quality Assurance Cell (IQAC), Planning, Monitoring and Evaluation Board (PMEB), Statistical cell, National Academic Depository and the College Development Council are using e-governance models to ensure paperless and cashless administration as per the mandate of the Government of Karnataka.

The globalized content of the University's programmes attracts international students who want to pursue their higher studies. This is evident from the fact that the University has international students hailing from more than 50 countries. The University also runs twinning programmes for Chinese students pursuing Computer Science Programmes in India and China.

The University has entered into Memoranda of Understanding (MOU) with several reputed foreign universities and many national laboratories of international reputation for the research collaboration in various fields of study. This has helped the University to attain global standards in teaching, learning and research. The University has earmarked special grants to invite reputed foreign faculty to visit and deliver lectures to the students, research students and faculty. In the assessment period, eight Nobel Laureates delivered speeches to the students and faculty. Under the GIAN programme, the University has invited internationally acclaimed faculty and scientists in the specific areas of their specialization. These initiatives have contributed to strengthening the application of technology for knowledge transfer through new pedagogy and research orientation. In the assessment period, many young faculty and research students have secured international fellowships for their research.

The University programmes' pedagogy is innovative. The Flexible Choice Based Credit System (FCBCS) is unique in tune with the UGC mandate of gradually granting academic autonomy to its departments.

Three cardinal principles of Education Policy, namely Access, Equity and Quality, is served by providing connectivity. These principles are practised through technology-enabled learning. Wi-Fi connectivity with 100 Mbs speed has provided on-line access to books and journals for the students and the faculty. Availability of state-of-the-art multimedia facility in the internet-enabled auditoria/classrooms such as smart LCD'S, microphones with the podium and advanced computers has made teaching-learning technology-enabled and effective.

The University has established a central laboratory facility that houses several sophisticated equipment to conduct advanced research in basic science. This facility is used by several research institutes, universities and industries. It has contributed to strengthening the industry-university linkages. The University has entered into several national and international collaborations through this centre, enhancing human capital to solve the fast-changing world's problems. This has increased the visibility of the University of Mysore on the global map. https://uni-mysore.ac.in/NAAC-2020/criterion-7/7.3.1/supp_docs/img_gall.php?photos

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Quality enhancement measures initiated by the University

- The open format of learning- MOOCs/SWAYAM platform, outreach, specialized and online programmes, open electives have been started to offer hybrid learning
- Vocational, technical education- Skill development courses, capacity building under CPDPS, job oriented courses under CIST, Diploma course in Genetics and Genomics, Career Hub and Incubation centre
- University-Industry Interface– Consultancy, patenting for faculty and internship for students, tailor-made courses for industry
- Fund mobilization- Aiming from grade-2 to grade-1 autonomy to get better funding from RUSA, DST, DBT etc., Online programs, recognizing research centres, centres of specialized programs, consultancy
- Examination reforms- Digital initiatives in the examination and evaluation process
- Computerization of finance and accounts- Digitization of all financial transactions through HRMS, PFMS and payment gateway
- Financial support for higher education- Fees of SC/ST/OBC/Girl students are exempted/subsidized/reimbursed by the Government of Karnataka, facilitation of educational loan from nationalized banks and other financial institutions
- Health insurance schemes for students- Under consideration, a free in-patient treatment facility is available at the University health centres
- Jayalakshmvilas mansion museum – Students of folklore and other related courses are using for practicals purpose
- Community radio - 'Radio Manasa' launched, a clock tower with F.M. radio has been set up on the Manasagangothri campus
- 'Study India' program for international students- Cultural programs with international students are organized with thrust on south Indian culture
- Special funds and additional space- Steps have been taken to strengthen the departments financially, and adequate space been given to the departments wherever required

Concluding Remarks :

During the assessment period,

- The campus has become more secure, with security gates being provided at all entry points. There has been a massive green initiative to solarize the campus and provide excellent and well-maintained roads
- The University has been recognized as an Institution of Excellence (Rs. 100 crores), University with Potential for Excellence (Rs. 50 crores), Centre with Potential for Excellence in a Particular Area with Rs.4.5 crore and DST-PURSE scheme (Rs. 9 crores). It received grants under RUSA-1 (Rs. 20 crores), RUSA-2 (Rs. 57 crores) for infrastructure and research, and special funding from the Government of Karnataka of Rs. 50 crore for centenary celebrations
- During the last five years, 9 new buildings have been constructed
- The University Career Hub was established to increase students' employability opportunities and extend the research opportunity to the innovators
- Upgradation of facilities for Biodiversity, Bioprospecting and Sustainable Development at Vijanan Bhavan's Centre of Excellence
- More than 150 major research projects with a tune of Rs. 83 crores
- The number of publications in refereed journals around 2,500, and the National / Professional journals is 1,600
- The h-index is 34, and the average citations per publication are over four
- There are six national facilities for high-end research, some of which are recognized internationally
- 13 departments are supported by UGC-SAP and DST-FIST programs.
- The University was accredited with a five star status by the NAAC in 2000 and re-accredited in 2006 at the A+ level. It was again accredited for a third time in 2013 with an A-grade and a score of 3.47 on a 4-point scale. The NAAC has designated the University as a 'High Performing Institution' and extended the validity period by two more years. UGC has accorded the University with Grade-2 autonomous status, and DST identified it as one of the country's top 20 universities in scientific and research activities. The University's current NIRF ranking is 27 among the Universities and 47 among all higher learning institutions

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.4	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.4.1. Number of students undertaking field projects or internships Answer before DVV Verification : 1872 Answer after DVV Verification: 1822</p> <p>Remark : DVV has counted one student once for a year.</p>																				
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 Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>4180</td><td>4207</td><td>3978</td><td>3685</td><td>3928</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>3789</td><td>2686</td><td>3298</td><td>2987</td><td>3092</td></tr></tbody></table> <p>Remark : DVV has updated the input by not considered Certificate programmes, Diploma programmes and junior diploma which is not leading to UG Degree.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	4180	4207	3978	3685	3928	2018-19	2017-18	2016-17	2015-16	2014-15	3789	2686	3298	2987	3092
2018-19	2017-18	2016-17	2015-16	2014-15																	
4180	4207	3978	3685	3928																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
3789	2686	3298	2987	3092																	
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 381 Answer after DVV Verification: 314</p> <p>Remark : As per supporting approved mentor list input is more than actual faculty strength in 2018-19. So DVV has change the input as per 3.2 .</p>																				
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 7015 years Answer after DVV Verification: 4758 years</p> <p>Remark : Deviation as per shared experience certificates of full time teachers excluding faculty of physical education and who leaved the university.</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National,</p>																				

International level from Government, recognised bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	17	19	15	23

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	4	3	4

Remark : Deviation as per shared award certificates by HEI. DVV has not considered award received for fellowship, research, paper presentation. DVV has counted one teacher once for a year.

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

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:

2018-19	2017-18	2016-17	2015-16	2014-15
157	90	148	119	81

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
157	90	148	118	81

Remark : DVV has counted one teacher once for a year.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	3	3	5

Answer After DVV Verification :

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

0	1	1	1	3
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Remark : DVV has not considered award received for Fellowship.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Shared honour conferred by MUTA and not by the University, which has not considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
415	367	427	439	480

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
395	285	370	333	390

Remark : DVV has verified the ISSN number from website of UGC Care and Scopus .

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
200	195	200	182	238

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
199	194	199	181	234

Remark : DVV has not considered ISSN number.

3.5.3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	3.00	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	3	0

Remark : Deviation as per shared letter of training by HEI.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	4	0

Answer After DVV Verification :

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

Remark : DVV has not considered award for Best Programme Coordinator and Best University on this metric.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
13	4	2	1	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	2	1	2

Remark : DVV has not considered International World Yoga Day. DVV has counted one activity once for a year.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1698	5851	1010	13	174

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
425	2351	1010	13	174

Remark : DVV has not considered International World Yoga Day. DVV has counted one activity once for a year.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
486	258	265	445	101

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
204	116	66	173	100

Remark : DVV has counted one institution once for a year.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
312.47	21.81	20.20	93.01	59.9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
107.61	200.31	21.65	164.53	94.19

Remark : DVV has made the changes as per provided report of Annual expenditure for purchase of books and journals by HEI.

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 : 832

Answer after DVV Verification: 166

Remark : DVV has made the changes as per average of teacher and students using library per day on 04/Feb/19 to 08/Feb/19.

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

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5141.92	3878.70	2705.52	1782.81	1599.65

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6909.90	4999.97	2705.52	1782.81	1599.65

Remark : DVV has made the changes as per provided report by HEI.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
19	6	8	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	3	5	3	4

Remark : DVV has only considered detailed report shared by HEI.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
16	13	12	12	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	1	3	4

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>167</td><td>165</td><td>160</td><td>147</td><td>157</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>92</td><td>90</td><td>88</td><td>86</td><td>90</td></tr></tbody></table>	2018-19	2017-18	2016-17	2015-16	2014-15	167	165	160	147	157	2018-19	2017-18	2016-17	2015-16	2014-15	92	90	88	86	90
2018-19	2017-18	2016-17	2015-16	2014-15																	
167	165	160	147	157																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
92	90	88	86	90																	
2.1	Number of courses in all programs year-wise during the last five years																				

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2688	2733	2564	2509	2671

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2233	2167	2323	1987	1567

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
316	318	324	306	317

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
314	316	322	304	315

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12297	13225	15350	12104	23369

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10879	9786	12346	10287	10987