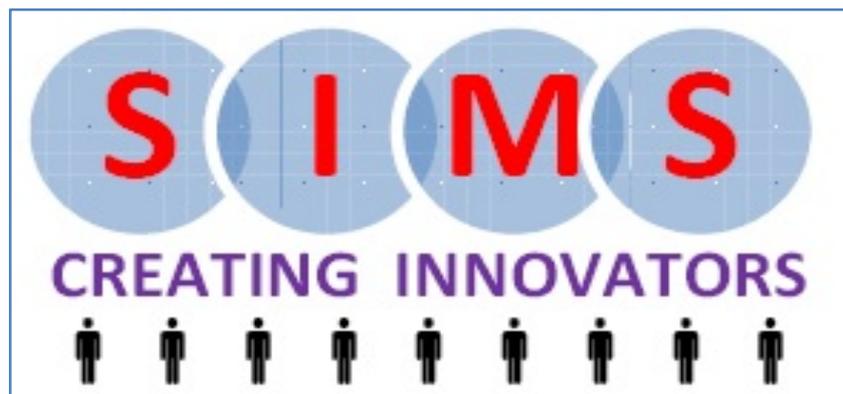




# QUALITY IN HIGHER EDUCATION

## A Case Study of Srinivas Institute of Management Studies, Mangalore

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**MOST INNOVATIVE HIGHER EDUCATION INSTITUTION**

**SRINIVAS PUBLISHERS, G.H.S. Road, MANGALORE**

**ISBN NO. 978-81-929306-5-7**

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## CHAPTER I

### CURRICULAR ASPECTS

#### 1.1. Introduction :

Education in the modern world is institutionalized. any aspiring student is offered a many of courses to choose from any institution of desire. But once the course and the institution are chosen, there is very limited freedom to manovre. The curriculum is pre-determined. the teachers are already there. rules regarding examination are set to much before the student chooses the course. Evaluation is done in a manner approved by the institution as desirable. Teachers use the prevailing pedagogy and seek to stuff in knowledge. Therefore, curriculum planning become significant.

#### 1.1: Curriculum Planning & Implementation :

Curriculum design and development is usually performed by the affiliating University or other regulatory agencies. The task of the affiliated institutions is to effectively operationalise the given curricula. This process involves orientation of the teachers who would handle the curriculum and proper planning of the transaction. It also requires an understanding on the various teaching-learning practices and their appropriate use. Since acquisition of competencies occur at different paces for different learners it is required that the institutions have specific implementation plans identifying the time to be spent on specific components. In addition, if the institution is providing specially designed courses it also has the responsibility to develop appropriate need based curricula in consultation with stakeholders.

Any institution establishes its relevance to the stake holders through its vision and mission. The following vision, mission and objectives of Srinivas institute of Management Studies is cited as an example.

#### **Vision :**

Extension of opportunity to all aspirants for education, and expansion across all realms of knowledge.

We visualize a self-reliant society where all people are educated, healthy and productively engaged, living in perfect harmony with each other and their surroundings, upholding values of freedom, equality and service to mankind.

#### **Mission :**

Our mission is to nurture a new generation of youth through providing quality education and skills matching the requirement of a harmonious, self-reliant and developed society and values inclined to serve with selfless devotion in whatever capacity they assume and wherever they work. This also aims to inculcate values of human dignity and mutual respect, generate the spirit of enquiry, induce healthy competitions, encourage sustainable accomplishments and ensure enriching rewards.

#### **Core Values :**

- (1) *Team Work*
- (2) *Respect*
- (3) *Responsibility*

- (4) *Ethics*
- (5) *Etiquette*
- (6) *Social Service*
- (7) *Communication,*
- (8) *Character*
- (9) *Competency*
- (10) *Techno-savvy & Scientific Thinking*
- (11) *Quest for Excellence*
- (12) *Courage to Innovate*

The vision and mission of the institute is translated into action and communicated in the following ways:

- The students receive quality education in a disciplined environment.
- The teachers are busy, motivated and academically oriented.
- The staff feels proud to work in a harmonious work place and lead a satisfied living.
- The parents of students are confident that their children are in safe hands and they build a career.
- The neighbouring community is happy with an institution for higher studies in their locality. They are also beneficiaries of the social service activities of the institute.
- The university is satisfied with a well functioning institution affiliated to it.
- The management is happy with the impact it creates in the society towards higher education and the opportunity provided to youngsters to groom their career of choice and providing jobs to many qualified youngsters in their institution.
- Other colleges find their staff and students in healthy competition.
- The Government is satisfied that the institute is sharing its goal of developing the youth to contribute to the nation.

The mission statement reflects the institution's distinctive characteristics.

- There is dearth of trained and talented professionals in management, social work and computer applications. The institute bridges this gap between need (demand) of the society and the existing availability (supply).
- The institute is quality centred in imparting education. It presupposes that higher degree of motivation and accountability are required to maintain quality in teaching and learning.
- The motto of A. Shama Rao Foundation and Srinivas group of Institutions is "Samagra Gnana" : means "Comprehensive Knowledge". The emblem is a flying horse which indicates the incredible energy of the system to impart comprehensive knowledge. The concept of the Flying horse is taken from the Hindu and Greek Mythology, where it indicates the disguise of god with incredible energy.
- Samagra Gnana also reflects the tradition and value orientation of the institution. The attainment of Samagra Gnana leads to selfless devotion in all walks of life resulting in harmonious, self reliant and developed society. The motto envisages that it could be attained through hard work, willingness to serve, discipline, open thinking, creativity, give and take, and collective life.
- The College motivates its students with a slogan "**Identify and Encash Opportunities**" to sustain in a competitive environment and strive to **Create Innovators**. SIMS motivates its students to be *SMART*, *DIFFERENT* and *STRATEGIC* so that they can **STANDOUT** in the society through their achievements.

## Academic programmes of the institution is linked to its goals and objectives :

### Objectives :

- To make available world class education with an Indian ethos to the student community
- To create centre of excellence imparting quality education.
- To offer to the society /industry, academically empowered and ready for the job professionals in diverse fields.
- To foster research and disseminate research findings for the all round development of the nation and community at large.
- To contribute to nation building by generating a pool of human resources trained in science, technology, humanities, management, education and research.
- To maintain dynamic equilibrium between the various educational institutions and the economic, socio-cultural and ecological environment.

The institute runs post-graduate programme in Business Management, Computer Applications, and Social Work and under-graduate programmes in Business Management, Computer Applications and Commerce. These are very well in terms of relevance to the country's developmental needs and human resource requirements. Industrial revolution was an event of the past, but industrialization continues to be the solution for developmental needs of goods, products, money and employment. The global trend is towards managing professionally, business ventures big and small. This should go hand in hand with every new business/industry or service facility launched. When the prime institute's products are leaning towards lucrative career in the west, the shortage has to be supplemented by private sector institutions. Computer application professionals have enormous scope ahead in this era of information technology. All systems in future would be computer based. Social work ensures that the pressure of technology should be balanced with social development and justice. There is need for professional social workers to work for the disadvantaged, having concern for environment and value orientation.

The Vision, Mission, Objectives & goals are made known to the students and other stakeholders through College website, Prospectus, College Calendar, Brochure, Placement fest, Student meetings, Boards on display in the college campus.

### 1.1.2 Action plans for implementation of the curriculum :

Effective implementation of the curriculum is done through action plans developed and deployed by the institution which integrates time, quality, quantity and accountability. The key elements of the action plan are the followings :

1. **Academic Calendar** - To plan the academic year, this is prepared every semester separately for each course. The calendar reflects all events, programmes and activities to be taken up at the appropriate time which include admissions, commencement of classes, orientation of freshers, new student get together, forming student council, individual and group assignments, guest lectures, industry visits, internal exams, workshops, seminars, conferences, and social service activities.
2. **Teaching plan** – This is a detailed plan of the syllabus divided session-wise to ensure that time is evenly distributed for implementing the curriculum and implemented in a given time frame.

3. **Teachers Diary** – This is a work book maintained by each faculty wherein the particulars of classes conducted session wise with time, date, topic and teaching aids used so as to ensure accountability.
4. **Study Material** – This is a compilation of relevant readings simplified and provided in thematic sequence which ensures that the entire volume of the information prescribed for each subject of all courses is conveyed.
5. **Performance Appraisal** - Periodic appraisal and feedback make sure that the faculty deliver the curriculum qualitatively and effectively.

Although the institute follows the curriculum set by the University, the institute takes a proactive role through conducting curriculum improvement workshops and contributing to influence the curriculum design and development process at the University level. Feedback collected from students, alumni, academic peers, visiting faculty, resource persons for guest lectures and employers surface in these workshops. Recently, the University has consulted the college to radically redesign the obsolete syllabus of MBA program which was in vogue for 15 years and this was accomplished successfully. Similar efforts have been taken up for MCA, BCA and BBM programs. The college also supplement the curriculum through certification programmes and institutional dual specialization opportunities to fill the knowledge gap between Institution and the Industry.

Teachers receive support for effectively translating the curriculum and improving teaching practices from the Institution and University in the following ways.

1. University involves the faculty in curriculum planning and syllabus revision. Effective curriculum planning improves the capacity of the faculty to translate the curriculum into teaching.
2. The University involves the faculty in preparing question papers and valuation of answer scripts. This opportunity enriches focus on improving the teaching practices.
3. The institution frames academic calendar for each course separately, initiated by the course co-ordinator at the beginning of each semester and helps the faculty to prepare the schedules for effective curriculum delivery and teaching.
4. Faculty development programmes (FDP) are conducted by the institution.
5. Faculty Improvement Programmes (FIP) are conducted periodically to acquaint faculty with improved ways of teaching and problem solving,
6. Syllabus revision exercises are conducted periodically to incorporate new knowledge and reduce redundancy.
7. Curriculum Enrichment Events (CEE) in the form of seminars and the workshops are conducted on a need basis to supplement the existing curriculum with updated knowledge.
8. Faculty are encouraged in imparting curricular innovations.
9. Use of technological gadgets are promoted.
10. Application of soft-skill in promoting curricular standards.
11. Collecting feedback from employers, industries, and alumni on improving curriculum.
12. Submitting curriculum revision suggestions to University statutory bodies.

Apart from the above, contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University include the following :

- Extensive library facility – Separate library for different departments functioning on extended hours with book bank facility and open access Facility.

- Well equipped computer lab with 150 networked computers and peripherals connected to internet are installed in the Laboratory and accessible to faculty and the students.
- Internal Examinations, student presentations and assignments are regular features of teaching.
- Seminars, workshops and guest lectures on curriculum related topics are conducted periodically.
- The necessary infrastructure conducive to effective curriculum delivery are available. This includes a 200 seater fully air-conditioned gallery hall, classrooms with sophisticated and comfortable furniture, 600 seater Auditorium facility for mega programmes and a 1300 capacity open theatre.
- The modern gadgets which are the vital part of effective curriculum delivery such as Amplifiers, LCD projectors are fixed in all classrooms.

The institution networks with different industries, Research bodies, Universities and other agencies to operationalize the curriculum in the following ways :

- Industry visits are part of MBA and BBM courses. Students presents the reports of the industrial visits in the class and submit for evaluation.
- Short projects focusing on investigation through research methodology are undertaken by the students in industries are part of the fulfillment of the course requirement. In many cases the topic of the research study will be based on the interest of the agency where they are placed.
- Summer Placement : Opportunity to gain exposure to industry is obtained through doing placement during mid summer holidays.
- Experts from the industry visit the institution on invitation and give guest lectures which enhances the ties and networking between the industry and the institution.
- Developing software in the form of micro-projects are part of the course for BCA and MCA students. This networking helps mutual benefits.
- Regular fieldwork is part of the curriculum for MSW and students spend half the duration of the entire course in various voluntary and social organizations which improves the networking with the institution.

The institution and/or its staff members contribute to the development of the curriculum in many ways. Although the generally accepted frequency of curriculum revision is once in five years, it may pre-poned a little early. There has been change in the syllabus for the courses such as BBM, BCA, MCA and MSW during the last two years. The following curriculum improvements were proposed by the institution :

**(1) Contribution of the Institution :**

- Students shall present a compulsory seminar in each semester.
- The internal assessment marks for each paper may be raised.
- One choice based paper shall be introduced for master degree programmes.
- The evaluation of field practicum for MSW should be done both internally, and externally through a viva conducted by external examiner.

**(2) Contribution of the Staff :**

- The college is represented in the Board Of Studies, Doctoral committee, and the Board of Examiners of the University.

**(3) Student Feedback :**

- Curriculum and its relevance to job market requirements form subject of discussion in meetings held with the alumni.

**(4) Stakeholder Feedback :**

- Academic peers consult very often on curriculum improvement.
- Employers, community and parents invest preference for high profile curriculum and university tries to live up to this expectations.
- Employers send their representatives to the college for guest lectures, functions, etc. and they comment on the curricular standards followed.
- Parents of the students and community at large expect quality education and supply feedback on the achievements of their wards on the curriculum offered through the form of courses.

Presently the institute is offering three Post Graduate Courses and three Graduate programmes. The Courses are Master of Business Management (MBA), Master of Computer Applications (MCA), Master of Social Work (MSW), Bachelor of Business Management (BBM), Bachelor of Computer Applications (BCA), and Bachelor of Commerce (B.Com.). However, the college on its own designed and offered a foundation course in General Science for Bachelor and Masters Degree students of Physiotherapy (BPT & MPT) during 2010, 2011 and 2012 to fulfill the credit requirement for recognition of their programme abroad, while seeking employment/professional practice.

The college is offering additional specialization for MBA programme beyond the requirement of the affiliating University. This facilitates students with a particular specialization such as Marketing, Finance, or Human Resource Management to acquire an additional dual specialization certificate on completion of the required number of classes and passing an examination conducted by the college. The enrollments and results of dual specializations during previous years is provided in following table :

| Year    | HRM<br>(enrolled) | HRM<br>(cleared) | MKT<br>(enrolled) | MKT<br>(cleared) | FIN<br>Enrolled&<br>cleared | POM<br>(enrolled) | POM<br>(cleared) |
|---------|-------------------|------------------|-------------------|------------------|-----------------------------|-------------------|------------------|
| 2012-13 | 25                | 22               | 29                | 27               | -                           | 20                | 18               |
| 2011-12 | 15                | 12               | 25                | 21               | 1                           | 4                 | 3                |
| 2010-11 | 20                | 18               | 29                | 26               | -                           | -                 | -                |
| 2009-10 | 5                 | 3                | 13                | 12               | -                           | 2                 | 2                |

In order to cater to the needs of the employers and job market, a number of certification programmes are developed and offered by the institute in its departments.

In implementing the curriculum, the institution gives thrust to quality for contributing to National Development, fostering global competency among students, inculcating a value system, promoting the use of technology and creating a quest for excellence. As a basis to this, the institution promotes core values such as teamwork, mutual respect, responsibility, ethics, etiquette, and social accountability. Through structured time table, curriculum - specific teaching plan, attendance monitoring, regular assignments, periodic internal examinations, and student

performance review, the institution ensure that stated objectives of the curriculum are implemented. The affiliating university has incorporated guidelines of all statutory bodies while framing curriculum and the institution supplements time tested improvements based on faculty experience, interaction and wisdom.

## 1.2 Academic Flexibility

Academic flexibility refers to freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key aspect.

The institution is a unique affiliated college under the University offering a variety of certificate programmes and skill development programmes to its regular students meant to enrich their competitiveness and employability. These courses are run parallel to the regular course and utilizing one hour per day. The various certificate programmes offered and its goals objectives, and duration are listed below :

### (1) MBA Programme :

| S. No. | Name of the Course  | Goals  | Objectives  | Duration |
|--------|---|--|---|----------|
| 1      | Certificate Course in Online investment                         | Mastering in Share market investment                       | To identify the investment potentials & Methods                             | 10 days  |
| 2      | Certificate Course on Quantitative Analysis using MATLAB/OCTAVE | Familiarizing modern analysis techniques                   | Simplifying research analysis & interpretation                              | 10 days  |
| 3      | Certificate Course on Investment Banking                        | Mastering in Banking investment                            | To know various banking services for investors                              | 10 days  |
| 4      | Certificate Course in Cloud Computing                           | Developing expertise in modern IT applications             | To learn and adopt latest IT Application models                             | 10 days  |
| 5      | Certificate Course in Android Mobile Applications               | Involvement in software development through innovativeness | Developing customized applications for open source Android operating system | 05 days  |
| 6      | Certificate Course in Retail Marketing & Brand Management       | Develop competency in retail marketing                     | To know various strategies of retail marketing                              | 05 days  |
| 7      | Certificate Course in SPSS/PSPP Statistical Software            | Usage of statistical software in Research                  | To simplify enormous data and generate reports                              | 05 days  |
| 8      | Certificate Course in Computer Applications                     | Usage of basic Accounting &                                | To create, tables, graphs, and business                                     | 05 days  |

|    |  |  |   |         |
|----|--|--|---|---------|
|    | (Tally, Excel & Access)  | Business application software                      | reports   |         |
| 9  | Certificate Course in R-Statistical Computing for Business Analytics | To understand and expertise in business analytics  | Decision making through manipulation of enormous data generated in business environment | 05 days |
| 10 | Certificate Course in Animation & Visual Effects                     | Use of creative thinking in business presentations | Learn animation techniques  | 05 days |
| 11 | Certificate Course on Mobile Business & Mobile banking               | Use of mobile devices in Business transactions     | To learn various mobile technology, models and security aspects in mobile transactions  | 05 days |
| 12 | Certificate Course in Blue Ocean Strategy & Green Business           | Specialize in monopoly business                    | Develop strategies in competition free business   | 05 days |

**(2) MCA Programme :**

| S. No. | Name of the Course   | Goals   | Objectives  | Duration |
|--------|--|---|---|----------|
| 1      | Certificate Course in Animation & Visual Effects                               | Use of Creative thinking in Business Presentations  | Learn Animation Techniques                            | 5-6 Days |
| 2      | Strategic Management in IT Sector  | Build successful business strategies                | Develop Capability in Strategic Management            | 5-6 Days |
| 3      | Certificate Course in Enterprises Resource Planning                            | To develop successful resource planners             | Resource Mobilization for Enterprises                 | 05 days  |
| 4      | Certificate Course in Entrepreneurship Development                             | Build talented enterprisers                         | Developing entrepreneurial leadership                 | 05 days  |
| 5      | Certificate Course on R-Statistical Computing & Graphics for Business Analysis | Use of Specialized techniques for business analysis | Familiarity with R-Statistical Computing and graphics | 05 days  |
| 6      | Certificate Course on Cyber Law & IT Security                                  | Ensuring improved cyber security expertise          | Understanding of cyber laws and IT security           | 05 days  |

**(3) MSW Programme :**

| S. No. | Name of the Course | Goals | Objectives | Duration |
|--------|--------------------|-------|------------|----------|
|--------|--------------------|-------|------------|----------|

|   |  |   |  |         |
|---|--|---|--|---------|
| 1 | Certificate Course in HRD                      | To become effective managers                  | To understand the mechanisms & processes in developing Human Resources | 05 days |
| 2 | Certificate Course in Counseling               | Preparing individuals as effective Counselors | Emotional support & Problem solving                                    | 05 days |
| 3 | Certificate Course in Human Rights             | Awareness of freedom of individuals           | Identify obstacles in exercising freedom                               | 05 days |
| 4 | Certificate Course in NGO Management           | To improve the functional efficacy of NGOs    | To provide better professionals to work in NGO's                       | 05 days |
| 5 | Certificate Course in Industrial & Labour Laws | To maintain peace & Harmony in industry       | To operate within legal framework                                      | 05 days |

**(4) BBM Programme :**

| S. No. | Name of the Course   | Goals   | Objectives   | Duration |
|--------|--|---|--|----------|
| 1      | Certificate Course in Spreadsheet Techniques               | Use of various spreadsheet applications           | Knowing various techniques in spreadsheet applications                       | 07 days  |
| 2      | Certificate Course in E-Business Website Development       | To design business websites                       | To know various software used in dynamic business website & add new features | 05 days  |
| 3      | Certificate Course in Business Communication & Soft skills | To improve functional effectiveness in Management | Enhancement of better use of skills  | 05 days  |
| 4      | Certificate Course in Linux & Open Source Software         | Comprehensive idea of all open source software    | Learning Linux based software applications                                   | 05 days  |
| 5      | Certificate Course in Animation & Visual Effect            | Develop competency in business presentations      | To learn and use creativity in Animation & Visual effects                    | 05 days  |

**(5) BCA Programme :**

| S. No. | Name of the Course                              | Goals                          | Objectives  | Duration |
|--------|---|--------------------------------|---|----------|
| 1      | Certificate Course in Animation & Visual Effect | Develop competency in business | To learn and use creativity in Animation & Visual | 05 days  |

|   |   |   |  |         |
|---|---|---|--|---------|
|   |   | presentations                                     | effects  |         |
| 2 | Certificate Course in Hardware & Networking                 | Assembling the computers & other devices          | Knowledge in proper alignment of computer hardware                           | 05 days |
| 3 | Certificate Course in E-Business Website development        | To design business websites                       | To know various software used in dynamic business website & add new features | 05 days |
| 4 | Certificate Course in Tally Accounting Software             | To know use of computer software in Accounting    | Elementary computer based accounting practices                               | 05 days |
| 5 | Certificate Course in Linux & Open Source Software          | Comprehensive idea of all open source software    | Learning Linux based software applications                                   | 05 days |
| 6 | Certificate Course on Spoken English & Interview Techniques | To improve functional effectiveness in Management | Enhancement of better use of skills  | 05 days |

**(6) B.Com Programme :**

| S. No. | Name of the Course                                 | Goals   | Objectives   | Duration |
|--------|--|---|--|----------|
| 1      | Certificate Course in Computer Applications        | Use of various spreadsheet applications           | Knowing various techniques in spreadsheet applications | 05 days  |
| 2      | Certificate Course in Tally Accounting Software    | To know use of computer software in Accounting    | Elementary computer based accounting practices         | 05 days  |
| 3      | Certificate Course on Spoken English & Soft skills | To improve functional effectiveness in Management | Enhancement of better use of skills                    | 05 days  |
| 4      | Certificate Course in Linux & Open Source Software | Comprehensive idea of all open source software    | Learning Linux based software applications             | 05 days  |

The following skill development courses devised and offered by the institution for the various programmes of study such as MBA, MCA, MSW, BBM, BCA, B.Com. is listed below :

**(1) MBA Programme :**

| S. No. | Name of the Course            | Goals                             | Objectives                      | Duration   |
|--------|-------------------------------|-----------------------------------|---------------------------------|------------|
| 1      | Fund rising                   | Successful program implementation | Financial resource mobilization | 7 Days     |
| 2      | Innovative Ideas in marketing | Capturing market                  | Device competitive strategies   | 2 - 3 Days |

|   |  |                       |                              |            |
|---|--|-----------------------|------------------------------|------------|
| 3 | Business Communication                     | Winning business      | Overtaking competitors       | 2 - 3 Days |
| 4 | Effective Presentation                     | Selling the Idea      | Improved competitiveness     | 2 - 3 Days |
| 5 | Problem solving                            | Appropriate solutions | Better Judgment              | 2 - 3 Days |
| 6 | Team Building                              | Synergy               | Better Collaboration         | 2 - 3 Days |
| 7 | Entrepreneurship & Small business planning | To be once own master | Alternate employment avenues | 2 - 3 Days |

**(2) MCA Programme :**

| S. No. | Name of the Course                   | Goals                                    | Objectives                                     | Duration   |
|--------|--------------------------------------|--|--|------------|
| 1      | Application Software Development     | Expertise in Application software        | Fast develop application software              | 2 - 3 Days |
| 2      | Website Development and Design Skill | Developing an attractive website         | Applying new techniques in Website development | 2 - 3 Days |
| 3      | Fund Raising Skill                   | Successful program implementation        | Financial resource mobilization                | 2 - 3 Days |
| 4      | Team Presentation Skill              | Effective Interaction in teams           | Better communication                           | 2 - 3 Days |
| 5      | Trouble shooting skills              | Identifying Fault                        | Quick response                                 | 2 - 3 Days |
| 6      | Android Application Development      | Developing new Mobile Phone applications | Catering to the varied users group             | 2 - 3 Days |

**(3) MSW Programme :**

| S. No. | Name of the Course      | Goals                             | Objectives             | Duration   |
|--------|-------------------------|-----------------------------------|------------------------|------------|
| 1      | Business Correspondence | Managerial Efficiency             | Improved communication | 2 - 3 Days |
| 2      | Spoken English          | Power of convincing               | Improved expression    | 5 Days     |
| 3      | Public speaking         | Developing Command                | Gaining attention      | 5 Days     |
| 4      | Programme organizing    | Successful program implementation | Organizational skills  | 2 - 3 Days |
| 5      | Personality Building    | Key to success                    | Organizing oneself     | 2 - 3 Days |

**(4) BBM Programme :**

| S. No. | Name of the Course   | Goals                      | Objectives      | Duration   |
|--------|----------------------|----------------------------|-----------------|------------|
| 1      | Time Management      | Best use of available time | Time Conscious  | 5 Days     |
| 2      | Communication skills | Improved teamwork          | Best understood | 2 - 3 Days |

|   |                           |                     |                                      |            |
|---|---------------------------|---------------------|--------------------------------------|------------|
| 3 | Leadership Skills         | Self Starter        | Developing Initiative                | 2 - 3 Days |
| 4 | Human Relationship skills | Working with People | Placing importance on human resource | 2 - 3 Days |
| 5 | Soft Skills               | Successful leader   | Winning support                      | 2 - 3 Days |

**(5) BCA Programme :**

| S. No. | Name of the Course        | Goals                      | Objectives                           | Duration   |
|--------|---------------------------|----------------------------|--------------------------------------|------------|
| 1      | Time Management           | Best use of available time | Time Conscious                       | 2 - 3 Days |
| 2      | Communication skills      | Improved teamwork          | Best understood                      | 2 - 3 Days |
| 3      | Leadership Skills         | Self Starter               | Developing Initiative                | 2 - 3 Days |
| 4      | Human Relationship skills | Working with People        | Placing importance on human resource | 2 - 3 Days |
| 5      | Soft Skills               | Successful leader          | Winning support                      | 2 - 3 Days |

**(6) B.Com Programme :**

| S. No. | Name of the Course        | Goals                      | Objectives                           | Duration   |
|--------|---------------------------|----------------------------|--------------------------------------|------------|
| 1      | Time Management           | Best use of available time | Time Conscious                       | 2 - 3 Days |
| 2      | Communication skills      | Improved teamwork          | Best understood                      | 2 - 3 Days |
| 3      | Leadership Skills         | Self Starter               | Developing Initiative                | 2 - 3 Days |
| 4      | Human Relationship skills | Working with People        | Placing importance on human resource | 2 - 3 Days |
| 5      | Soft Skills               | Successful leader          | Winning support                      | 2 - 3 Days |

**Rules regarding implementation of these courses is as follows :**

**(Add rules from College calendar)**

The following are the range of core/elective options offered by the University for the various courses and those offered by the college.

**(1) Range of Core /Elective options offered by the University and those opted by the college :**

| Sl. No. | Name of Course | No. of Electives | Names of Electives                         | No. of Electives offered by the college |
|---------|----------------|------------------|--|---|
| 1       | MBA            | 20               | 1. Strategic Financial Management & Policy | 12                                      |

|   |        |   |  |   |
|---|--------|---|--|---|
|   |        |   | <ol style="list-style-type: none"> <li>2. Security Analysis &amp; Portfolio Management</li> <li>3. Human Resource Development</li> <li>4. Industrial Relations</li> <li>5. Marketing Research &amp; Consumer Behaviour</li> <li>6. Promotion and Distribution Management</li> <li>7. Financial Services</li> <li>8. International Financial Management</li> <li>9. Global Human Resource Management</li> <li>10. Labour Laws</li> <li>11. International Marketing Management</li> <li>12. Service Marketing</li> </ol> |   |
| 2 | MCA    | 1 | 1. Systems Administration  | 1 |
| 3 | MSW    | 4 | <ol style="list-style-type: none"> <li>1. Research Project</li> <li>2. Disaster Management</li> <li>3. Women &amp; Gender Equity</li> <li>4. Social Policy &amp; Planning</li> </ol>   | 4 |
| 4 | BBM    | 2 | <ol style="list-style-type: none"> <li>1. Marketing</li> <li>2. HRM/Finance</li> </ol>   | 2 |
| 5 | BCA    | 2 | <ol style="list-style-type: none"> <li>1. Computer Oriented Numerical Analysis</li> <li>2. System Analysis and Design</li> </ol>   | 2 |
| 6 | B.Com. | 5 | <ol style="list-style-type: none"> <li>1. Human Resource Management</li> <li>2. Advanced Banking</li> <li>3. Business Taxation</li> <li>4. Computer Application</li> <li>5. Insurance</li> </ol>   | 5 |

**(2) Choice Based Credit System and range of subject options :**

The college is offering choice based credit system for MBA and MSW courses. The students can take a choice based paper in the third semester of their course. Out of a range of subject options, students are encouraged to choose any subject in any college under University or in the University departments. Accordingly, many students from other colleges are attending the choice based paper offered by the college.

| S. No. | Name of the Course | Year | No. of colleges represented | List of Subjects              |
|--------|--------------------|------|-----------------------------|-------------------------------|
| 1      | MBA                |      |                             | 1 out of 25 Approved Subjects |
| 2      | MSW                |      |                             | 1 out of 25 Approved Subjects |

**(3) Courses offered in modular form**

Modular courses are provided unit wise and are arranged at department level by academic committees comprising of HOD's, staff and Principal. The following training programmes are offered in modular form under all the three P.G. Courses.

**(A) MBA Course :**

| S. No. | Name of Training Program                                     | Objectives  | Duration          |
|--------|--|---|-------------------|
| 1      | Programming in Linux & Open Source Software                  | Reducing dependency on paid software              | 2-3 Days          |
| 2      | Business Law & Corporate Law                                 | To learn legal framework of Business              | 2-3 Days          |
| 3      | KASH Enrichment Programs                                     | Upgrading Performance through enhanced perception | 2-3 Days          |
| 4      | Hands on training in E-Commerce website design & Maintenance | Firsthand experience in website design            | 2-3 Days          |
| 5      | Training on Soft skills & Business Communication             | Acquiring mastering in interpersonal relationship | One Hour per week |

**(B) MCA Course :**

| S. No. | Name of Training Program   | Objectives  | Duration          |
|--------|--|---|-------------------|
| 1      | Training on International certification in SUN Certified JAVA professional | To know better on a new Programming Language              | 2-3 Days          |
| 2      | Training on International certification in ORACLE Certified professional   | To enhance the skills of using ORACLE as database program | 2-3 Days          |
| 3      | Training on Nanotechnology & Quantum Computing                             | To catch up with fast changing technology                 | 2-3 Days          |
| 4      | Intensive Training on Linux & Open Source Software                         | Reducing dependency on paid software                      | 2-3 Days          |
| 5      | Intensive training on Business communication & Soft skills                 | Acquiring mastering in interpersonal relationship         | One Hour per week |

|   |                          |   |                   |
|---|--------------------------|---|-------------------|
| 6 | KASH Enrichment Training | Upgrading Performance through enhanced perception | One Hour per week |
|---|--------------------------|---|-------------------|

**(C) MSW Course :**

| S. No. | Name of Training/ Workshop Program | Objectives                                       | Duration |
|--------|------------------------------------|--|----------|
| 1      | Book Review Techniques             | Mastering techniques for better book review      | 2-3 Days |
| 2      | Essay writing Practice             | Summarization & Presentation of Topic based text | 2-3 Days |
| 3      | Gender Sensitization               | Develop Pro-active attitude & gender equity      | 2-3 Days |
| 4      | Integration of News Clippings      | Learning ideas through collage                   | 2-3 Days |
| 5      | Character & Spiritual Development  | Healthy Character formation                      | 2-3 Days |

**(4) Lateral and vertical mobility within and across programmes and courses**

Lateral entry provision exists in some programs of University such as MCA, B.Com. etc. and the institute is extending that facility to its students.

**(5) Enrichment courses :**

Several short term enrichment programmes are offered to the students by the college which include, courses on Linux and Open Source software usage, courses on Derivatives, Excel applications, Digital marketing, Personality development, Interview skills, KASH (**K**nowledge, **A**ttitude, **S**kill and **H**abit) enrichment training course etc.

**(6) Value Added Chapters in all Subjects :**

Apart from the University syllabus for each subject, the college has added a value added chapter of 3-5 sessions in all subjects in the Teaching Plan for all courses. This is intended to be taught as value enrichers to the curriculum. Unlike University syllabus, the topics under the value added chapter can be modified/changed every year depending on practical relevance, recent developments or insight stimulation in the subject.

All the programmes offered by the institution are self-financed programmes. The particulars of these courses with regards to admission, fee structure, teacher qualification, etc are given below :

| S. No. | Name of the Course | Mode of admission | Curriculum                   | Tuition Fee | Minimum Teacher Qualification                                   |
|--------|--------------------|-------------------|------------------------------|-------------|---|
| 1      | MBA                | Admission test    | Credit based semester system | 50,000      | P.G. with 5 years experience or Ph.D. with two years experience |
| 2      | MCA                | Admission Test    | Credit based semester system | 50,000      | P.G. with 5 years experience or Ph.D. with two years experience |
| 3      | MSW                | Admission Test    | Credit based semester system | 20,000      | P.G. with 5 years experience or Ph.D.                           |

|   |              |                          |                              |        |                              |
|---|--------------|--------------------------|------------------------------|--------|------------------------------|
|   |              |                          |                              |        | with two years experience    |
| 4 | <b>BBM</b>   | Marks in Qualifying Exam | Credit based semester system | 25,000 | P.G. with 2 years experience |
| 5 | <b>BCA</b>   | Marks in Qualifying Exam | Credit based semester system | 20,000 | P.G. with 2 years experience |
| 6 | <b>B.Com</b> | Marks in Qualifying Exam | Credit based semester system | 20,000 | P.G. with 2 years experience |

### 1.3 Curriculum Enrichment

Every academic institution translates the curriculum framework and the specified syllabus by rendering them into practical forms, in which the main focus is on the student attributes and on holistic development of the students so that he/she can display multiple skills and qualities. For effective transaction of the curriculum it is required it is up-to date. For keeping the curriculum up-to- date and introduce appropriate changes within the given curriculum, several inputs are provided parallelly or sequentially. All these would be possible through introduction and use of quality materials which would enrich the curriculum and provide concrete referents for organizing the curriculum.

#### 1.3.1 The efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and integration of Institution's goals and objectives :

Institutions goals and objectives are focused on enhancing knowledge, skills and readiness to be absorbed in the job market. By keeping this in mind, the institution supplement the University's curriculum by variety of means :

- Curriculum delivery & pedagogy
- Skill development Package
- Exposure visits
- Certification Programmes
- Workshops
- Employability Trainings
- Industry-Institution Interface Programmes
- Field Visits
- Seminars & Conferences
- Guest Lectures
- Programmes under "Vivekananda Study Circle"
- NPTEL Video Lecture
- Value Addition Classes
- Imparting Messages Celebration of National/International Days
- Encouragement to take up EdX University Programs

#### (1) Curriculum delivery & pedagogy :

The academic curriculum of the University in respect of all the courses is imparted systematically and well structured through :

- Session wise teaching plan
- Comprehensive study material prepared exactly according to the syllabus.
- Periodic internal Examination
- Topic based assignments
- Student presentations
- Case study analysis
- Student feedback
- Research Projects
- Field Practicum
- Laboratory based Practicals
- Thematic Fest
- Forum Activities

These activities/models enriches the curriculum set by the University and helps to integrate the institutions goals and objectives.

**(2) Skill development Package :**

The following skill development programmes offered as a package as part and parcel with the curriculum :

- Fund Raising
- Innovative ideas in Marketing
- Business Communication
- Effective Presentation
- Problem solving
- Team Building
- Entrepreneurship & Small business Planning
- Application software development Skill
- Website development & Design Skill
- Fund Raising Skill
- Team Presentation Skill
- Troubleshooting Skills
- Android Application Development Skills
- Business Correspondence
- Spoken English
- Public speaking
- Program organizing
- Personality Building
- Time Management
- Communication Skills
- Leadership Skills
- Human Relationship Skills
- Soft Skills

**(3) Exposure visits :**

The college provides opportunity for exposure visit to gain first-hand knowledge. Some of them are :

- Orientation programmes
- Industry visits
- Study tours
- International educational visits
- Student exchange programmes

**(4) Certification Programmes :**

The college is conducting various certificate programmes to bridge the gap between University curriculum and industry requirements. Some of the certificate programmes which are regular in feature are listed below :

**(A) MBA Program :**

- Certificate course in Online Investment
- Certificate course on quantitative analysis using MATLAB/OCTAVE
- Certificate course on Investment Banking
- Certificate course in Cloud computing
- Certificate course in Android Mobile Applications
- Certificate course in Retail Marketing & Brand Management
- Certificate course in SPSS /PSPP statistical software
- Certificate Course in Computer Application (Tally, Excel, & Access)
- Certificate Course in R-Statistical Computing for Business Analytics
- Certificate Course in Blue Ocean Strategy and Green Business
- Certificate Course in Animation & Visual Effects
- Certificate Course on Mobile Business & Mobile banking

**(B) MCA Program :**

- Certificate course in Animation & Visual Effects
- Certificate course in Strategic management in IT Sector
- Certificate course in Enterprises Resource Planning
- Certificate course in Entrepreneurial Development Programme
- Certificate course in R – Statistical Computing & Graphics for Business Analytics
- Certificate course in Cyber Law & IT security

**(C) MSW Program :**

- Certificate course in HRD
- Certificate course in Counseling
- Certificate course in Human Rights
- Certificate course in NGO Management
- Certificate course in Industrial & Labour Laws

**(d) BBM, BCA, B.Com Programs :**

- Certificate course in Spread Sheet Techniques
- Certificate course in E-Business Website Development
- Certificate course in Business & Communication soft skills
- Certificate course in Linux & Open Source Software
- Certificate course in Hardware & Networking
- Certificate course in Tally – Accounting software

- Certificate course in Animation

#### **(5) Workshops :**

The institution organizes workshops of varying duration for all the courses of study. This will supplement the University curriculum gap with the institutions goals and objectives. A list of such workshops is listed below :

##### **(A) MBA Program :**

- Workshop for preparing ICWA Aspirants
- Workshop on Corporate Yoga & Mind Control
- Workshop on Business Etiquettes
- Workshop on Nanotechnology Commercialization & Business Opportunities
- Workshop on Disaster Management
- Workshop on ERP Modules Applications & Vendors
- Workshop on Mobile Business & Mobile Banking

##### **(B) MCA Program :**

- Workshop in Android Operating System & Application Development
- Workshop on PHP and MySQL
- Workshop on Stress Management
- Workshop on Cloud Computing
- Workshop on E-Business website development
- Workshop on Quantitative Analysis using MATLAB/OCTAVE

##### **(C) MSW Program :**

- Workshop on Book Review Techniques
- Workshop on Essay Writing Practice
- Workshop on Gender sensitization
- Workshop on News Clippings Analysis & Integration
- Workshop for Character & Spiritual Development

#### **(6) Employability Trainings :**

- Competitive exam training
- Interview preparedness
- Effective Decision making
- SWOT Analysis
- Oral & Written Communication
- Problem Solving
- Work Ethics

#### **(7) Industry-Institution Interface Programmes :**

Various programmes are planned, implemented and promoted for Industry-Institution Interface.

- Industry Projects
- Guest lectures by Industry Experts
- Campus Recruitment
- Summer Placement
- Block Placement
- Mentorship Programs by Industry Managers
- Round Table Interaction with Entrepreneurs & Industry Experts
- Stories of Successful Entrepreneurs

- Development of Industry related Business cases
- Consultancy services

**(8) Field Visits :**

- Orientation Visits
- Community Surveys
- Regular Field Practicum
- Social service activities

**(9) Programmes under “Vivekananda Study Circle” :**

- Awareness Programmes on various social, moral, ethical principles
- Special lectures to instill moral and ethical values in life

**(10) NPTEL Video Lecture :**

NPTEL Video lectures on Business Management, Social Science and Computer Science & IT are shown to the students periodically to enrich and supplement the University Curriculum.

**(11) Value Addition Classes :**

Each theory paper has an extra chapter at the end, focusing on value building which is beyond the limits of curriculum offered by the University.

**(12) Imparting Messages by Celebration of National/International Days :**

Days such as International Water Day, Health Day, Mothers day, Environment day, Human Rights day, Climate day etc. are observed through conducting talks & community awareness processions.

**(13) Encouragement to take up edX University Programs**

In order to enhance global competencies, the Institution encourages its students and faculty members to take up various Free video online courses from edX University which is a Joint Venture of Harvard University & MIT.

**1.3.2 The efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market :**

The following are the efforts made by the institution to modify, enrich and organize the curriculum to enhance the experience of the students with needs of the dynamic employment market :

- **Case Study Development :** Students are given opportunity to extract real life context from organizations where they visit either for field practicum of research project work or summer placement and these are worked out into case studies through group exercises under the guidance of the faculty supervisors. This enables to enrich and organize the curriculum beyond routine classroom learning through lecture, and improve the dynamism and competitiveness of the students in the employment market.
- **Group Discussions :** Topics of monotonous nature are divided to be discussed among students in groups and generate ideas in line with their experience and viewpoints. These discussions are guided by the faculty to retain the curriculum relevance. Ultimately, group presentations lead to encouragement of students initiatives and leadership qualities which are the focus in the employment markets.
- **Simulation :** Efforts are made to utilize simulation techniques to reproduce real life situations in classroom. Students develop ability for positive responses in problem solving and decision making.

- **Laboratory based learning** : Students are encouraged to utilize various Application software in computer laboratory. They are also trained to develop reports using various statistical analysis and data management & interpretation packages through network based learning.
- **Field work based learning** : Fieldwork has the potential to enrich the curriculum combining the experiences of the students with concept based theoretical learning. This takes place in the following ways :
  1. Discussion with industry expert
  2. Data collection/information gathering in the process of research project preparation.
- **Exposure based learning** : Through study tour, industry visits and interaction with resource persons. exposure based learning will provide the techniques of resource mobilization, quality production, marketing strategies, customer satisfaction and Human resource management in business.
- **Research based Learning** : Undertaking research projects as part of course requirement enables students with adequate know-how on application of alternative solutions to social context.
- **Experiential Learning** : Students of both UG and PG programmes conduct programs such as marketing exhibition, Online virtual investment, Business model competitions, and group discussion. Programs such as Manegma – National Level Conference on selected Themes of Business Management, MAGMA-Management Feast, MATRIX- International Business Case Presentation, MEGA-INDIA – Indian Industry Study, Manthana – An Intellectual churning of Social work Fraternity, ESPERANZA – An IT Fest, etc.
- **Student Forum Based Activities** : Various student forums like HR Forum, Marketing Forum, Finance Forum, IT Forum are also providing opportunity for students to creatively reflect their experiences and integrating with it curriculum.
- **Entrepreneurship Development Cell** : A separate cell for entrepreneurship development is incorporated in the college. This cell creates awareness of need and relevance of entrepreneurship as career option among the students thereby strengthening their Entrepreneurship skills.
- **Team Work Activities** : Students of the College plan and organize various social programs like Teachers Day Celebration, Onam Celebration, Iftar Party, Karnataka Rajyothsava etc.
- **Idea Creation through Marketing Exhibition** : MBA, BBM and B.Com students involve in creating new business models/Ideas in Teams of 4-5 students and present their model in Marketing Exhibition conducted by the respective Departments. This kind of practical learning through Idea creation leads to innovation in business models/marketing Ideas.

### 1.3.3 Details of the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum :

- Apart from the syllabi each individual subject provides sessions for value additions. This is integrated into the teaching plan of each subject. This includes cross-cutting issues relating to gender, environment, human rights, social justice, various business strategies etc.
- Workshops are conducted periodically on topic such as Women education, Women Rights, Atrocities on Women, Dowry problem, Child Labour, to integrate Gender Sensitization into the curriculum.

- Social service activities such as Tree Planting also called Vanamahotsava, Plastic Free Campus, Cleanliness campaign, etc. integrate environmental education into the curriculum. In the Bachelor Degree programs of certain courses, environmental education is being taught.
- Constitution and Human Rights are being taught as a part of the curriculum. Certificate course on Human Right is also imparted. Students conduct various programmes such as Street Play in the community highlighting Human Rights Issues.

The college gives emphasis to computer based information and communication technology for all courses either through inclusion in the curriculum or through specialized certificate programmes or through exposure and training based skill development.

- In BCA program, information and communication technology is the integral part of the syllabus. In the course, the students will study hardware and assembling techniques, software including operating systems and application software packages. Along with these, students will also study computer networking, web designing, data communication and database management systems and multimedia systems.
- In BBM syllabus, students are taught Computer applications as a paper in which the students are exposed to hardware and software of the computers. They will also study computer networking and various business application packages like MS Word, MS PowerPoint, MS Excel and database software like MS Access. The students are offered an additional 5 hours certificate program by the college on TALLY – accounting software. Students are encouraged to utilize the communication technology lab to upgrade their technical skills.
- Being a specialized course on computer based communication technology, MCA students master on all aspects of computer science and information technology in detail/depth over a period of three years.
- MSW students are equipped with computer based communication technology through Word processing, PowerPoint presentations, spreadsheet skills for their project report preparation.
- MBA students invariably utilize the laptop computers to access the business information through wireless internet connections provided by the college. Apart from using the basic computer communication technology, the department offers the following certification courses of varying durations in parallel with normal course of study for availing information related to business intelligence for better analysis and decision making. A list of such certification programs as value addition are mentioned below :  
 (1) Accounting Through TALLY, (2) Statistical Analysis through SPSS (3) Computer for Managers (4) E-Business & Mobile Business Technology (5) Business Intelligence Using MatLab.

#### **1.3.4 Details of the various value-added courses/enrichment programmes offered to ensure holistic development of students?**

- (1) Workshop on Character and Spiritual development are conducted periodically. A tie-up with Sri Ramakrishna Mutt, Mangalore provides opportunity for students to involve in the programmes conducted by Mutt.
- (2) The college is also conducting a certificate course on Yoga & Mind control for enhancing the moral & ethical values of students.

- (3) Programs such as Public Speaking, Personality Building, Spoken English, Program Organizing, Team Building improve the life skills and contribute to holistic development of students.
- (4) A variety of certificate programs and Dual specializations focusing vertically on chosen specializations and horizontally in related areas, improve the career options and enhance the employability of the students. The Placement cell offers programs such as mock interviews, Group discussions, Talent Identification, Organizational Opportunity Presentation.
- (5) Programmes are conducted by the students in the community to improve their social conditions and resources and facilities available from various sources create community orientation among the students. Rural camps are conducted in the community where students live along with the community people and develop insights into their problems.
- (6) The National Service scheme unit of the college has regular activities in community service.
- (7) A certificate course on NGO management, provides enhanced knowledge on community development.
- (8) The college has its own NGO called **SIRRA** – (Srinivas Institute of Rural Reconstruction Agency) which promotes community activity involving students in areas such as Education, Health, Environment and Livelihood.
- (9) The institution has designed several programs under “**Vivekananda Study Circle**“ in collaboration with Ramakrishna Mutt. The College conducted a number of awareness programs on various social, moral, ethical values and ways of life to students and public. The Students are also motivated by special lectures to instill moral and ethical values in them.

Few examples on the extent of use of the feedback from stakeholders in enriching the curriculum are :

**Example 1 :** The University planned to convert MSW course into a generic programme, disbanding all specializations. The institute realized the preference for HRD specialization by the industries. This was taken up with other colleges offering MSW course under the University. Following this, the feedback created a thrust to retain the existing curriculum allowing three major specializations. The enrollment for HRD specialization drastically increased in later years, which proved that the feedback from industry employers and student preference was true.

**Example 2 :** The University had only limited number of specializations for MBA programme. Based on feedback obtained from industry employers and students, the College proposed to add Hospital administration also among the specializations. This was accepted. Similarly the institute identified many other deficiency areas in the curriculum such as dual specialization in University curriculum structure, specializations like Banking & Insurance which are yet to be implemented. The college has also proposed to adopt trimester system in MBA curriculum in order to incorporate latest innovations in B-School education models.

**Example 3 :** The Eligibility requirement for MCA degree programme was originally a Bachelor degree in any discipline with mathematics as one of the subjects. With the growing number of Computer Science Graduate, it has become a necessity to avoid duplication of the subjects that they have studied in the first year of the MCA programme. Students, parents and teachers have long been voicing to allow lateral entry directly to the second year of MCA programme for Computer science graduates (BCA). In the absence a uniform policy at the national level, it was a pending action. Now, this year, the AICTE has come forward

to permit lateral entry. In this regard the institute has approached the University for this facility and waiting for result.

**Example 4 :** There were a lot of problem/delay on the part of the University in the conduct of the examination, valuation, and credibility of the marks card issued in a handwritten form. For instance, students who wished to join job/higher studies abroad faced the problem of proving the genuineness of the hand written certificates. The institute has represented these problems to the University and as a result, University has computerized its examination process and marks cards.

### 1.3.5 The institutional effort to monitor and evaluate the quality of its enrichment programmes :

The institution monitors and evaluate the quality of its enrichment programmes as follows :

1. The college oversees the implementation of the enrichment programs through all the faculties headed by the coordinators of the respective departments.
2. Student placement, success in competitive exams, academic achievements, student feedback, employer feedback, community response, peer group assessment serves to monitor and evaluate the quality of enrichment programs.
3. The institution awards certificate of merit on completion of respective certification/skill/training courses to ensure consistency in implementation and monitor the quality of the programs.

### 1.3.6 Conclusion :

1. The institution revises the curriculum at regular intervals and analyses the impact.
2. The curriculum provides adequate scope for introducing programmes in emerging thrust areas/interdisciplinary areas.
3. The institution takes initiative in supplementing the University's Curriculum.
4. Institution integrates the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum.
5. Institution enriches and organizes the curriculum to enhance the experiences of the students to cope with the needs of the employment market.
6. All learners have access to value-added programmes, including communication skills / soft skills.
7. Institution monitors and evaluates the quality of the enrichment programmes being offered.

## 1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society/ economy/ environment are also considered in this key aspect

### 1.4.1 Details of the contributions of the institution in the design and development of the curriculum prepared by the University :

The generally accepted frequency of syllabus revision is once in five years, but it may be postponed to two or three years. The basis for revision is introducing new topics and subjects and updating to contemporary relevance. During curriculum revisions, the senior faculty attends the deliberations, voice changes required for appropriate inclusion. The college directly involves

in the revision and the preparation of curriculum through offering modifications and suggestions. There has been change in the syllabus for the courses offered by the institute such as BBM, BCA, MCA and MSW for the last two years. The following changes have been introduced which were suggested/ supported by the college :

- Students have to present a seminar for 25 marks made compulsory in each semester.
- The internal assessment marks for each paper was raised from 20 to 30.
- One choice based paper was introduced in lieu of a common paper for Master Degree programmes.
- The evaluation of field practicum for MSW has been done through internal assessment and through a viva in the presence of external examiner.
- In case of MBA Course, the college is continuously requesting the University to upgrade the syllabus frequently. This year the College has designed & developed a draft syllabus for MBA program, which is in par with the syllabus of International Business schools and waiting for its recognition & Implementation.
- Similarly, the MSW department of the College conducted meeting of faculty from MSW colleges of Mangalore University to suggest changes in the syllabus to be submitted BOS.

#### **1.4.2 Details regarding formal mechanism to obtain feedback from students and stakeholders on Curriculum and its communication to the University and made use internally for curriculum enrichment and introducing changes/new programmes :**

All courses are customized to enhance employability to those who pass out and placement percentages give an indirect idea of the curriculum relevance to the job market. Nevertheless Institute collects feedback on curriculum through the following mechanisms :

- Curriculum and its relevance to job market requirements form subject of discussion in meetings held with the alumni. Therefore alumni form a major source of feedback.
- Academic peers both in closer & wider circle such as those from other colleges affiliated under the same University and those working in different University both within (National level) and outside the country (International level) consult very often. They reflect on the relevance and the improvements on an up to date basis.
- Employers, community and parents invest preference for high profile curriculum and university tries to live up to this expectations.
- Employers send their representative for the activities of the college such as guest lectures, college functions, judges for events etc. and they involve in the curricular standards followed. This also forms a source for feedback.
- Parents of the students and community at large expect quality education and supply feedback on the achievements of their wards attained through the curriculum offered in the various courses.
- Students fill up a feedback form at the end of each semester evaluate their teachers and voice their option on curriculum.

#### **1.4.3 Number of new programmes/courses were introduced by the institution during the last four years and its rationale :**

Bachelor of Commerce (B.Com.) has been introduced the academic year 2013-14 in the institution. The rationale behind are following :

- Student preference

- Demand by the parents and employers.
- Financial viability
- Job and Higher education Opportunities
- Availability of Expertise
- Infrastructural readiness
- Uncertainty of persisting demand for other courses like BBM
- Future plans of the institution such as starting the post graduate course in the subject.
- Availability of easy finance from the banks for poor students.
- Priority for consideration for female students.
- Affordability of the local population
- Huge requirement of professionals in Banking and related field at national level

All programmes have been geared to allow academic flexibility, value addition and course enrichment.

**(1) Academic Flexibility :**

Academic flexibility in terms of range of programme options is as follows :

- BBM course offer elementary level of understanding on managing small enterprises and expanding vistas for higher learning towards managing bigger business.
- MBA course offers increased capability for professionally managing huge enterprises in all angles of production, Information systems, marketing, finance & accounting, and human resource management. It enables the aspiring candidates to be equipped with following qualities :
  - Building confidence and communication
  - Exploring new business directions
  - Fostering optimum decision makers
  - Creating strategic innovators
- The BCA Course offer computer based information technology to suit the requirement of modern enterprises and business firms. Students get hands on experience in lab based program development to software development and e-commerce.
- MCA course offers advanced computer technology which is the pivot of all functional areas of business.
- B.Com, as a newly founded course in commerce serves to enhance the commercial role of business firms.
- The pressure of technology is to be neutralized through buffer absorbers which soften social life by studying social work professionally (MSW).

**(2) Value Addition:**

- Industry Visit for courses like MBA, BBM which have no regular field practicum in industries are organized as value addition effort. Reports are prepared by the students in teams and discussed in wider forms subsequently.
- Summer Placements, Block placement and Industry interface programme are undertaken for MBA, MSW and BBM courses over and above the framework of curriculum as a value addition.
- Alumni visitors and Guest lectures offer value addition through information dissemination on the latest business cases in the context of industrial examples.

- MBA students are given opportunity to undertake Study tours to Educational institutions abroad such as United Kingdom, Singapore and Malaysia for value addition through exposure to experts.
- Discussions and analysis are frequently (every week) conducted. Business Line and Economic Times newspapers are distributed daily to individual students of MBA program.

### **(3) Course enrichment :**

- As part of CC & EC Programs, Business Quiz, Collage competitions, Marketing Exhibition, Business idea poster competitions, Indian Business week, International Business week, etc. are organized by students which enrich knowledge beyond their curriculum in an interesting manner.
- The academic program of the BBM & BCA course has General Studies paper which include Indian Constitution and Common Law.
- The College is offering its self-designed Soft-skill program which includes promotion of communication, leadership initiative, competitiveness etc. through CV writing, Mock Interview, Group Discussions etc. A full time qualified faculty is solely engaged to promote this.
- Case study, analysis and business case development is offered to MBA students for their course enrichment.
- In addition to regular curriculum, BCA and MCA students are engaged to develop some simple software/websites using high level languages in teams to improve the proficiency in software development.
- Community Service with NGO Agencies along with a report submission by all P.G. Students of social work.

### **(4) Best Practices in Curricular Aspects :**

- Faculty are encouraged in evolving curricular innovations.
- Use of technological gadgets (such as Power point Presentation using LCD, Amplifiers etc. in teaching) is promoted.
- Application of soft-skill in promoting curricular standards.
- Concurrent feedback from employers, industries, alumni on curriculum.
- Curriculum revision exercises.
- Inclusion of cross-cutting issues in value addition.
- Curriculum enrichment.
- Session wise Teaching plan book given to all students in all subjects at the beginning of the semester.
- Printed Study materials according to the syllabus in all subjects
- Student Exchange programs with other institutions in the Srinivas Group
- Save a Year Programme in genuine cases for students who have attendance shortage by allowing to take additional classes.

#### **1.4.4 Conclusion :**

1. Structured feedback from students is an essential component in the curricular design and development process.
2. Structured feedback from stakeholders and students is obtained for enriching the curriculum.
3. The institution draws on the feedback from national and international faculty.

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4. Inputs from affiliated colleges are an essential part of the feedback system.

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## CHAPTER 2

### TEACHING-LEARNING AND EVALUATION

#### 2.1 Student Enrolment and Profile

The process of admitting students to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to various regulations the key aspect also considers the institutions efforts in ensuring equity and wide access as reflected from the student profile having representation of student community from different geographical area and socio-economic, cultural and educational backgrounds.

##### 2.1.1 The effort of the college to ensure publicity and transparency in the admission process :

The institution gives wide publicity for its admission to various courses. The following are the mainly adopted methods :

###### (a) Prospectus :

Prospectus and multi colour information brochure are dispensed at the college office. The prospectus contains information on various courses, admission requirements & eligibility, facilities, history of the institution, course details, photos for a glance of the infrastructure, job opportunities, and information about tie-up with banks for education loan. The prospectus also contains information about institutional tie-up with foreign institutions for further studies.

###### (b) Institutional website :

Srinivas Group of Colleges has a website namely [www.srinivasgroup.com](http://www.srinivasgroup.com) which is comprehensive and covers all details regarding the institute very prominently. Admission eligibility, course requirement, curriculum and admission procedure are intended to be publicized through the website. It also provide details on the following : syllabus, evaluation, admission requirements, prescribed fees, duration of each course so as to give a clear information to the potential applicants. The infrastructure of the college and the facilities like LCD projectors fitted in each class, comfortable seating arrangements in the classroom, spacious classrooms, lighting and fan fittings are conveyed through the website visuals. It also contain rules and regulations applicable to all the courses as specified by the University. The profile of each individual faculty enables the students to locate his/her area of interest and field of specialization. Training and placement facility which is an integral part of students interest is also highlighted in the website. This is updated before admissions every year so that potential aspirants can access needed information easily.

The college website highlights why and how Srinivas Institute of management Studies is different from other institutions in terms of **academic facilities** and **innovativeness** in idea generation.

**(c) Advertisement in regional/national news papers :**

Direct advertisements are given during admission season in leading newspapers prominently.

The college conducts various programmes which will be high-lighted in local newspapers as well as local TV channels which will fetch publicity to the courses and the college for enhancing the admission.

**(d) Any other :**

- The college is an approved test centre for K-MAT exam, for which generally about 1000 candidates sit for the examination in an year. They come to know about the courses run by the college and interested students will seek admission in to the college for them self or for their peers.
- The college is an approved test centre for the international exams like TOEFL which is conducted at weekly intervals. This provides opportunity for gaining admission to the various courses.
- The college is an examination centre for distance mode of studies for Universities like Annamalai and Kuvempu University. Candidates, who come to take examinations here, get informed of the college and its courses thereby drawing potential aspirants for admission.
- The college is a regular test centre for many institutions such as banks, other govt. exams like KAS etc. This also provides a means of publicity to attract admissions.
- The college conducts mega job fair for differently qualified youth in association with Human Resource Development Centre of Govt. of Karnataka every year. Hosting such events also give publicity and attract admissions.
- Srinivas Institute of Rural Reconstruction Agency (SIRRA) which is an NGO functioning under the college conducts community programmes through which many people come to know about the college, courses, and admission.
- The college also take part in several education fairs held in different parts of the country to attract admissions.
- Banners are put up in the vicinity of the institute marking the commencement of admission for public view.
- Educational consultants spread the information on the college and courses far and wide.

The college has basic degree courses and professional courses. Basic degree courses are Bachelor of Business Management (BBM), Bachelor of Computer Applications (BCA) and Bachelor in Commerce (B.Com.). Professional courses are Master of Business Administration (MBA), Master of Computer Applications (MCA) and Master of Social Work (MSW). The following presents the feedback obtained from students enrolled in 2013 as the primary source of information.

Feedback of Students on source of information of the courses offered by the college : Year- 2013

| Course | Website | Prospectus / Brochure | News paper | Banners/ Flex board/ Placement Fest | Alumni | Educational Consultants | Others |
|--------|---------|-----------------------|------------|-------------------------------------|--------|-------------------------|--------|
| M.B.A. | 20      | 20                    | 10         | 10                                  | 20     | 10                      | 10     |
| M.C.A. | 20      | 15                    | 05         | 05                                  | 45     | 05                      | 05     |
| M.S.W. | 10      | 05                    | 05         | 10                                  | 40     | 20                      | 10     |
| B.B.M. | 05      | 10                    | 50         | 10                                  | 15     | 05                      | 05     |
| B.C.A. | 05      | 10                    | 45         | 10                                  | 20     | 05                      | 05     |

Figures provided are in percentage and correspond to the year 2013.

### 2.1.2 Criteria adopted and process of admission :

Admission to the following professional courses are made with cut-off percentage marks at the entry level and admission test for eligibility as shown in following table :

| S.No. | Name of the Course | Cut-off Marks (%) for Merit  | Admission Test  |
|-------|--------------------|--|---|
| 1     | MBA                | 50 % aggregate Marks in any Graduation                                 | 50% Govt. Quota through PG CET Counseling<br>50% Management Quota through either MAT/K-MAT/                       |
| 2     | MCA                | 50 % aggregate in Graduation with Maths/Computer Science in Graduation | 50% Govt. Quota through PG CET Counseling<br>50% Management Quota through either MAT/K-MAT/                       |
| 3     | MSW                | 45 % aggregate Marks in any Graduation                                 | 50% Govt. Quota through PG CET & Counseling<br>50% Management Quota through Written Test Conducted by the College |
| 4     | BBM                | 35 % aggregate in 12 <sup>th</sup> Standard                            | Written Test Conducted by the College by following Roster system  |
| 5     | BCA                | 35% aggregate in 12 <sup>th</sup> Standard                             | Written Test Conducted by the College by following Roster system  |
| 6     | B.Com.             | 35% aggregate in 12 <sup>th</sup> Standard                             | Written Test Conducted by the College by following Roster system  |

### 2.1.3 The minimum and maximum percentage of marks for admission at entry level for

each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district:

The minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college is provided below :

| <b>Year 2012-13</b> |                           |                        |                        |                        |
|---------------------|---------------------------|------------------------|------------------------|------------------------|
| <b>Sl. No.</b>      | <b>Name of the Course</b> | <b>Min. marks in %</b> | <b>Max. marks in %</b> | <b>Average marks %</b> |
| 1                   | MBA                       | 50%                    | 84%                    | 61%                    |
| 2                   | MCA                       | 52%                    | 81%                    | 67%                    |
| 3                   | MSW                       | 45%                    | 79%                    | 57%                    |
| 4                   | BBM                       | 38%                    | 95%                    | 55%                    |
| 5                   | BCA                       | 43%                    | 92%                    | 58%                    |
| <b>Year 2013-14</b> |                           |                        |                        |                        |
| <b>Sl. No.</b>      | <b>Name of the Course</b> | <b>Min. marks in %</b> | <b>Max. marks in %</b> | <b>Average marks %</b> |
| 1                   | MBA                       | 50%                    | 86%                    | 68%                    |
| 2                   | MCA                       | 50%                    | 89%                    | 73%                    |
| 3                   | MSW                       | 45%                    | 82%                    | 65%                    |
| 4                   | BBM                       | 39%                    | 87%                    | 60%                    |
| 5                   | BCA                       | 45%                    | 86%                    | 61%                    |
| 6                   | B.Com.                    | 41%                    | 94%                    | 62%                    |

While comparing the admission of students to similar courses in other colleges, the average percentage of marks of students admitted in this college is higher. However, the college follows a policy of providing opportunity to academically poor students from socio-economically backward sections of the community, which often requires to admit students with low marks also.

**2.1.4 The minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district:**

The minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college is provided below :

| <b>Year 2012-13</b> |                           |                        |                        |                |
|---------------------|---------------------------|------------------------|------------------------|----------------|
| <b>Sl. No.</b>      | <b>Name of the Course</b> | <b>Min. marks in %</b> | <b>Max. marks in %</b> | <b>Average</b> |

|                     |                    |                 |                 | marks %         |
|---------------------|--------------------|-----------------|-----------------|-----------------|
| 1                   | MBA                | 50%             | 84%             | 61%             |
| 2                   | MCA                | 52%             | 81%             | 67%             |
| 3                   | MSW                | 45%             | 79%             | 57%             |
| 4                   | BBM                | 38%             | 95%             | 55%             |
| 5                   | BCA                | 43%             | 92%             | 58%             |
| <b>Year 2013-14</b> |                    |                 |                 |                 |
| Sl. No.             | Name of the Course | Min. marks in % | Max. marks in % | Average marks % |
| 1                   | MBA                | 50%             | 86%             | 68%             |
| 2                   | MCA                | 50%             | 89%             | 73%             |
| 3                   | MSW                | 45%             | 82%             | 65%             |
| 4                   | BBM                | 39%             | 87%             | 60%             |
| 5                   | BCA                | 45%             | 86%             | 61%             |
| 6                   | B.Com.             | 41%             | 94%             | 62%             |

While comparing the admission of students to similar courses in other colleges, the average percentage of marks of students admitted in this college is higher. However, the college follows a policy of providing opportunity to academically poor students from socio-economically backward sections of the community, which often requires to admit students with low marks also.

### 2.1.5 Strategies adopted to increase/improve access for following categories of students, and the admission policy of the institution towards the National commitment to diversity and inclusion :

- \* The college admits SC/ST students to various courses over and above the required minimum number set by the existing admission regulations.
- \* SC & ST students admitted to various courses under management seats are also provided concession at par with similar students admitted through Govt. quota.
- \* As per the admission regulations, the College allow relaxation of 5 % marks for entry level eligibility for the students belonging to SC/ST category.
- \* The College supports SC/ST students to utilize the boarding facility of Govt. Hostels keeping in view their affordability.
- \* The College promotes and guides the SC/ST students to avail scholarships and other benefits offered by Govt. and Quasi Govt. institutions.
- \* Out of the 50% seats reserved under Govt. quota, reservation of seats is also extended to OBC and the college strictly follows the roster system in admissions.
- \* Fee concession is also provided to the students admitted from OBC groups.
- \* The college follows a policy to support the differently abled applicants, provided they meet the minimum eligibility criteria.
- \* Students from economically weaker sections are attracted to seek admission to the college by availing financial loans from banking institutions with low interest to be repaid after

completion of the course and obtaining employment. For this purpose, an MOU has been signed with several Public sector banks.

- \* The college believes that opportunity to minority promotes national integration which is reflected in its admission policy and student profile. The following table gives a profile of the students admitted to various courses during the last two years.

Years 2012 :

| S.No. | Course    | Hindus (%) | Muslims (%) | Christian (%) | Others (%) |
|-------|-----------|------------|-------------|---------------|------------|
| 1     | MBA(99)   | 64         | 20          | 15            | -          |
| 2     | MCA (26)  | 20         | 2           | 4             | -          |
| 3     | MSW (73)  | 63         | 4           | 4             | 2          |
| 4     | BBM (167) | 58         | 90          | 18            | 1          |
| 5     | BCA (137) | 71         | 33          | 33            | -          |

Years 2013 :

| S.No. | Course      | Hindus (%) | Muslims (%) | Christian (%) | Others (%) |
|-------|-------------|------------|-------------|---------------|------------|
| 1     | MBA         | 68         | 18          | 14            | -          |
| 2     | MCA         | 78         | 4           | 18            | -          |
| 3     | MSW (73)    | 63         | 5           | 4             | 1          |
| 4     | BBM (102)   | 35         | 57          | 10            | -          |
| 5     | BCA (131)   | 78         | 24          | 28            | 1          |
| 6     | B.Com. (75) | 22         | 47          | 6             | -          |

- \* Gender and regional balance is kept in mind for admission to various courses as revealed in following table for the year 2011 – 12.

Student In-take region-wise during the year 2011

| Course | Gender |        | Mangalore | Other parts of Karnataka | Other states | Other Countries |
|--------|--------|--------|-----------|--------------------------|--------------|-----------------|
|        | Male   | Female |           |                          |              |                 |
| M.B.A. | 65     | 35     | 27        | 28                       | 65           | -               |
| M.C.A. | 36     | 22     | 20        | 04                       | 34           | -               |
| M.S.W. | 37     | 32     | 06        | 51                       | 12           | -               |
| B.B.M. | 127    | 18     | 02        | -                        | 142          | 02              |
| B.C.A. | 62     | 20     | 13        | 02                       | 67           | -               |

Student In-take region-wise during the year 2012

| Name of the Course | Gender |        | Mangalore | Other parts of Karnataka | Other states | Other Countries |
|--------------------|--------|--------|-----------|--------------------------|--------------|-----------------|
|                    | Male   | Female |           |                          |              |                 |
| M.B.A.             | 65     | 34     | 15        | 22                       | 62           | -               |

|        |     |    |    |    |     |    |
|--------|-----|----|----|----|-----|----|
| M.C.A. | 12  | 15 | 05 | 06 | 16  | -  |
| M.S.W. | 49  | 21 | 23 | 42 | 05  | -  |
| B.B.M. | 155 | 11 | 06 | 01 | 156 | 03 |
| B.C.A. | 91  | 47 | 15 | 01 | 122 | -  |

**2.1.6 Details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement :**

| <b>Programme</b> | <b>Year with no. seats</b> | <b>Number of applications</b> | <b>Number of students admitted</b> | <b>Demand Ratio</b> |
|------------------|----------------------------|-------------------------------|------------------------------------|---------------------|
| BBM              | 2010 (150)                 | 157                           | 150                                | 1.05                |
|                  | 2011 (180)                 | 171                           | 160                                | 1.07                |
|                  | 2012 (180)                 | 219                           | 169                                | 1.3                 |
|                  | 2013 (180)                 | 175                           | 102                                | 1.72                |
| BCA              | 2010 (120)                 | 83                            | 80                                 | 1.03                |
|                  | 2011 (150)                 | 84                            | 82                                 | 1.02                |
|                  | 2012 (150)                 | 156                           | 130                                | 1.2                 |
|                  | 2013 (150)                 | 157                           | 130                                | 1.2                 |
| MBA              | 2010 (120)                 | 103                           | 101                                | 1.02                |
|                  | 2011 (120)                 | 126                           | 120                                | 1.05                |
|                  | 2012 (120)                 | 98                            | 98                                 | 1.0                 |
|                  | 2013 (120)                 | 92                            | 90                                 | 1.02                |
| MCA              | 2010 (60)                  | 61                            | 58                                 | 1.05                |
|                  | 2011 (60)                  | 60                            | 57                                 | 1.05                |
|                  | 2012 (60)                  | 27                            | 27                                 | 1.0                 |
|                  | 2013 (60)                  | 56                            | 52                                 | 1.07                |
|                  | 2010 (60)                  | 66                            | 44                                 | 1.5                 |

| Programme | Year with no. seats | Number of applications | Number of students admitted | Demand Ratio |
|-----------|---------------------|------------------------|-----------------------------|--------------|
| MSW       | 2011 (120)          | 112                    | 70                          | 1.6          |
|           | 2012 (120)          | 71                     | 68                          | 1.04         |
|           | 2013 (120)          | 75                     | 73                          | 1.03         |

For MSW and BCA, admissions are increasing every year. The trend is positive. For MBA & MCA, even though there is a increase in demand, due to government policy of admission for Govt. quota seats, the admission is affected. The decrease in admission to BBM programme during last year is due to starting a new undergraduate programme (B.Com), which has attracted many applicants. In order to give comparative picture of student admission to UG and PG programmes year wise the following table is provided.

| Year | P G admission | U G admission | Total students admitted in the College | Action initiated for improvement  |
|------|---------------|---------------|--|---|
| 2010 | 214           | 229           | 443                                    | Foreign industry visit is started for MBA programme.<br>College distributes free laptop computer for MBA & MCA students |
| 2011 | 249           | 242           | 491                                    | Intake is increased for some courses  |
| 2012 | 197           | 299           | 496                                    | Fee structure for some courses revised.<br>Printed study material for UG courses started.                               |
| 2013 | 203           | 307           | 510                                    | B.Com course is started.<br>Additional Certificate programmes.  |

#### Conclusion :

1. The admission process of the institution is widely publicized and is transparent.
2. The institution has periodic reviews of its enrolment profile and the outcomes are used for improvement of the process.
3. The institution has an inclusive admission policy catering to diverse student groups.
4. The institution implements the statutory reservation policies.

## 2.2 Catering to Student Diversity

The programmes and strategies adopted by institutions to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. Gender equity and admission opportunity for differently-abled students are also considered.

### 2.2.1 Effort of the institution cater to the needs of differently-abled students :

The institutions effort to cater to the needs of differently-abled students and ensure adherence to government policies in this regard :

- Two seats in each of the courses is reserved for orthopaedically challenged students. If there is no eligible applicant during a particular year, it is merged into the general quota.
- There is ramp provision for upstairs in addition to lift facility.
- Provision for additional time in writing the internal exams and University Exams.

### 2.2.2 Details of Institutional strategy to assess the students' needs in terms of knowledge and skills before the commencement of the programme :

1. In order to equip the students with the mind set required for the new subject of study and to bridge the knowledge gap of the incoming students for enabling them to cope with programme to which they are enrolled, orientation programme is conducted. Usually it covers 3 to 4 days with classroom lectures, field visits and film shows.
2. A sample orientation programme schedule of the last year for MSW & MBA courses is provided below :

| <b>Department of Social Work<br/>Orientation Programme - 31 July – 02 August, 2012-13</b> |                         |  |
|---|-------------------------|--|
| <b>Date: 31.07.2012</b>   |                         |  |
| Inauguration  | 10.00 am- 11.30 am      |  |
| Welcome by the MSW students   |                         |  |
| Lighting the lamp   |                         |  |
| Inaugural address by the Principal, SIMS  |                         |  |
| <b>Date: 01.08.2012</b>   |                         |  |
| <b>Event</b>  | <b>Time</b>             | <b>Topic and Resource person</b>   |
| Orientation Talk  | 11.30 a.m. - 12.30 p.m. | <i>“Structure of the MSW course”</i><br>Dr. Suresh Kumar,<br>Faculty, Dept. of Social Work         |
| Orientation Talk  | 10.00 a.m. - 11.00 am.  | <i>“What people expect from a Social Worker”</i><br>Dr. Ajay<br>P.R.O., Srinivas Group of Colleges |

|                         |                        |  |
|-------------------------|------------------------|--|
| Orientation Talk        | 11.30 a.m. -12.30 p.m. | <i>“Social Work professional as a Social Healer”</i><br>Dr. Annyya Kulal<br>Chief Medical Officer,<br>Srinivas Group of Colleges |
| Orientation Talk        | 2.00 p.m. – 3.00 p.m.  | <i>“Social Problems and Social Work”</i><br>Dr. Jincy Jacob<br>Faculty, Dept. of Social Work                                     |
| Orientation Talk        | 3.00 p.m. - 4.00 p.m.  | <i>“Law, Social Work and Advocacy”</i><br>Mr. Pradeep M.D.<br>Faculty, Dept. of Social Work.                                     |
| <b>Date: 02.08.2012</b> |                        |  |
| Orientation Talk        | 9.30 a.m.– 10.30 a.m.  | <i>“Field Work reporting”</i><br>Mrs. Laveena D’Mello<br>Faculty, Dept. of Social Work   |
| Field visit             | 10.30 a.m.             | Field Visit to Srinivas Super Speciality Hospital & Research Centre, Mukka.  |
| Field visit             | 2.00 p.m.              | Industry visit   |

**MBA ORIENTATION PROGRAMME 2012-13****03 – 07 September, 2012****Date: 03.09.2012 (Monday)**

| <b>Event</b>     | <b>Time</b>        | <b>Topic and Resource person</b>  |
|------------------|--------------------|---|
| Orientation talk | 9.10 – 10.10 a.m.  | <i>“Srinivas Group of Colleges”</i><br>Dr. P.S. Aithal, Principal, SIMS |
| Orientation talk | 10.20 – 11.20 a.m. | <i>“Ice Breakers”</i><br>Prof. Alexander Mathew, Placement Officer      |

**Date: 04.09.2012 (Tuesday)**

|                  |                    |  |
|------------------|--------------------|--|
| Orientation talk | 9.10 – 10.10 a.m.  | <i>“MBA Program at SIMS”</i><br>Prof. Shailashri V.T., Faculty, MBA  |
| Orientation talk | 10.20 – 11.20 a.m. | <i>“The Orientation Programme Schedule and Activities”</i><br>Mr. N. Subrahmanya Kumar, Faculty, MBA         |
| Orientation talk | 11.30 – 12.30 a.m. | <i>“Importance of understanding Environment in Decision making “</i><br>Prof. A. Ramesh Pai, Faculty, M.B.A. |
| Orientation talk | 2.00 – 3.00 p.m.   | <i>“Computerization and Business”</i><br>Prof. Jeevan Pinto, Faculty, MCA.                                   |
| Orientation talk | 3.00 – 4.00 p.m.   | <i>“General Management ”</i><br>Prof. Suresh Kumar P.M., Faculty, MSW.                                       |

**Date: September 05, 2012 (Wednesday)**

|                  |                    |  |
|------------------|--------------------|--|
| Orientation talk | 9.10 – 10.10 a.m.  | <i>“Current Business Scenario in India”</i><br>Prof. Surekha Shenoy, Faculty, MBA. |
| Orientation talk | 10.20 – 11.20 a.m. | <i>“Banking Industry: Prospects for MBA Graduates”</i>                             |

|  |                       |   |
|--|-----------------------|---|
|  |                       | Mr. Amith Menezes, Faculty, MBA   |
| Orientation talk                           | 11.30 – 12.30 a.m.    | “ <i>Activity Based Learning</i> ”<br>Mr. N. Subrahmanya Kumar, Faculty, MBA                |
| Orientation talk                           | 2.00 – 3.00 p.m.      | “ <i>How to Discipline Ourselves</i> ”<br>Prof. R.K. Acharya, Faculty, MBA                  |
| Orientation talk                           | 3.00 – 4.00 p.m.      | “ <i>General Management</i> ”<br>Prof. Keerthan Raj, Faculty, MBA                           |
| <b>Date: September 06, 2012 (Thursday)</b> |                       |   |
| Field visit                                | 9.00 a.m. – 5.00 p.m. | Industrial Visit to KMF Nandini Plant, Mangalore  |
| <b>Date: September 07, 2012 (Friday)</b>   |                       |   |
| Orientation talk                           | 9.10 – 10.10 a.m.     | “ <i>Blue Ocen Strategy</i> ”<br>Dr. P.S. Aithal, Principal, SIMS.                          |
| Orientation talk                           | 10.20 – 11.20 a.m.    | “ <i>Team Work: Essential Ingredient for Managers</i> ”<br>Prof. Priti Jeevan, Faculty, MBA |
| Orientation talk                           | 11.30 – 12.30 a.m.    | “ <i>Organisation Culture</i> ”<br>Prof. Shailashri V.T., Faculty, MBA                      |
| Orientation talk                           | 2.00 – 3.00 p.m.      | “ <i>Law and Management</i> ”<br>Mr. Ravinarayana K.S., Faculty, MBA                        |
| Orientation talk                           | 3.00 – 4.00 p.m.      | “ <i>E-Business - Applications and Issues</i> ”<br>Prof. Sridhara Acharya, Faculty, BCA     |

### 2.2.3 The strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice :

The College offers variety of Bridge/Remedial/Add-on/Enrichment Courses to bridge the knowledge gap of the enrolled students and to enable them to cope with the programme of their choice like :

- Bridge course in Mathematics for MBA students
- Add-on course in Economics for MBA students
- Add -on course in Accountancy for MBA students with science background
- Enrichment course in Computer Science for all the PG students
- Remedial course in English Language for Under graduate students.
- Tutorial classes are engaged for weak students individually.
- Faculty identify weak students on the basis of class test papers and internal exams.
- Sometimes, students also approach faculty individually with doubts in any subject handled by the corresponding faculty. Non teaching hours are spent on giving special attention to them.
- The college functions for extended hours on all Saturdays, particularly to provide opportunity to facilitate tutorial sessions.
- The mentor chart used during counseling of the students provide source for identifying weak students who require tutorial sessions.

### Mentoring of students :

At the beginning of the semester students are divided in small groups and placed under each faculty for mentoring. This is widely done in undergraduate programme. Students fill in a Proforma known as mentor chart which conveys essential basic information pertaining to the personal and family details of the student. The mentors identify the strength and weaknesses of the students and guide the students throughout their period of study focusing on rectifying mistakes without fault finding attitude. Additionally, weak students are recommended to be admitted in the college hostels situated nearby the college and faculty members are provided accommodation in the same hostel to provide mentoring services to the needy.

| Mentor Chart   |  |
|--|--|
| Year / Semester  |  |
| Class  |  |
| Name of the mentor   |  |
| Name of the student  |  |
| Name of the Parent & Occupation<br>Full residential address                      |  |
| Residential land phone No. & Mobile of the Parents                               |  |
| Qualifying Exam for admission  |  |
| Class/division/percentage in qualifying exams                                    |  |
| Future Ambition/Plan/ Goal   |  |
| Student's hobbies  |  |
| Family back ground<br>a) Plus Points.<br>b) Minus points.                        |  |
| Academic performance :<br>a) Internal examination.<br>b) University examination. | Very Good/ Good/ Average / Weak<br>Very Good/ Good/ Average / Weak |
| Performance in the class   |  |
| Submission of assignment   | On-time/Late/very late   |
| Presentation Skills  | Good/Average/poor  |
| Attendance   | High/Low/Very low  |
| Attention in the class/ session  | Very attentive / Some Times/Not Attentive                          |
| Participation in college programmes  | Active / Passive   |
| Overall Discipline in the class  | Very good / Good/ Poor   |
| Self Control habits/Behavior   | Very much / Somewhat /Not at all                                   |
| Student's Feedback   |  |
| Personal Problems  |  |

|  |   |
|--|---|
| College Infrastructural problem          |   |
| Have you received teaching Plan          | Yes/No  |
| Have you received study material?        | Yes/ No   |
| Did you receive college calendar         | Yes/ No   |
| Any other problem                        |   |
| Mentor's Remarks on Students Improvement | <ol style="list-style-type: none"> <li>1. Studies :</li> <li>2. Attendance</li> <li>3. Discipline</li> <li>4. Participate</li> <li>5. Assignment submission</li> <li>6. Overall goal /Ambition</li> </ol> |
| Signature of the Student:                | Signature of the Mentor:  |

#### **2.2.4 The strategy of the college to sensitize its staff and students on issues such as gender, inclusion, environment etc. :**

- The college provides equal opportunity to both staff and students from both gender.
- Minority community are allowed to practice their customs and their culture.
- Religious groups are allowed to cherish their belief and worship without antagonizing each other.
- Students and staff are made to live in an environment free of fear inside the campus.
- The college promotes co-education and has enough number of male and female staff in all capacities.
- The College recruited staff members belonging to all major communities, religions of this region and fosters an inclusive academic ambience.

#### **2.2.5 The institutional effort to identify and respond to special educational/learning needs of advanced learners :**

The slow learners in the different subjects are identified and assisted throughout the course. Poor performance in class test papers and lag in submission and poor quality of assignments give a clear hint in identifying the slow learners.

- Study material is provided with simplified information which are otherwise available in the text books
- Classroom test papers conducted very frequently are appraised without assigning marks so that the low performers are not discouraged

- Assignment submission deadlines are keenly followed up and slow learners are identified to fulfill their task with relaxed time.
- Presentations made on various topics by individual students are prepared in consultation with the faculty and slow learners receive greater help and assistance.
- The advanced learners are encouraged to consult reference books largely and make use of internet access
- Marks are awarded to submission of assignments and presentation so that slow learners are motivated to learn.
- Mentors in undergraduate courses conduct counselling for slow learners, late comers, absentees etc.
- Absenteeism is one of the preliminary symptoms of a slow learner. An atmosphere of seriousness in studies is maintained by the college with ample avenues for extra-curricular activities to create interest among students that derive satisfaction and avoid absence.
- Progress reports of weak students are sent to their parents to ensure that they keep better care of their ward.
- Additional classes are provided on request for those who participate in extra-curricular activities including who represents the College in sports & games.
- Advanced learners are encouraged to get special training through online advanced courses NPTEL and of EDX Global University which is a joint venture of Harvard University & MIT.

**2.2.6 The strategy of the institution to collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.) :**

1. Monthly attendance statement is prepared and attendance status is put on the notice board for the information of the students.
2. Identifying poor performers based on periodic examinations conducted in the class. Such students are offered additional study hours with teachers/monitors supervision.
3. Tutorials are conducted for slow learners.
4. Periodic assignments are given to the students and students failing to submit on time are identified and counselled.
5. Grievance box helps to collect the grievances relating to academic performance for rectification.
6. The college allows more time for students of economically weaker section in payment of tuition fee. This helps to reduce risk of drop-outs.

**Conclusion :**

1. The institution organizes orientation programmes /induction programmes for freshers.
2. The institution assesses the learning levels of the students, after admission and designs programmes for advanced learners and slow learners.
3. The Institution analyses the academic growth of differently-abled students and provides

tutorials for needy students.

4. The institution fosters an inclusive academic ambience.

## 2.3 Teaching-Learning Process

Diversity of Learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

### 2.3.1 Planning and organising the teaching, learning and evaluation schedules :

**(Academic calendar, teaching plan, evaluation blue print, etc.)**

Teaching, learning and evaluation schedules are routinely prepared and implemented to facilitate teaching learning process.

**(1) Academic Calendar :** This is prepared at the beginning of every academic year by the course Co-ordinators in consultation with the Principal. The calendar reflects major events, programmes and activities to be taken up at the appropriate time. A committee is formed to monitor the activities of the college course-wise according to the calendar plan. The calendar specifically reflects the following :

1. Preparation of time table
2. Allocation of subjects to various faculty
3. Periodic faculty meetings
4. Internal examinations
5. Seminar presentations
6. Assignments due date
7. Monthly Attendance status
8. Guest Lectures
9. Industrial visits
10. Fest & other events like Magma, Matrix, Manegma, Manthana, Esparanza etc.
11. Projects
12. Workshops
13. Certificate Programs
14. Study tour
15. Forum & Social Service Activities
16. Preparatory exams
17. Staff Appraisal & Student Feedback
18. Counseling for slow learners
19. Placement Training
20. College Magazine
21. Sports Day
22. Annual day
23. Graduation day celebrations

**(2) Teaching Plan :** The institution has a unique practice of distributing individual copies of the teaching plan booklet subject wise to all the students on the first day of commencement of the

semester classes. The special features of our teaching plan are the following :

1. The teaching plan is prepared according to the University Syllabus.
2. The teaching plan is prepared session wise so as to follow the specific number of working hours to be thought.
3. The instructor who handles each subject is specified in the teaching plan.
4. A copy of the time-table is included as the first page in the teaching plan.
5. Assignments and student presentations are also mentioned in the teaching plan.
6. Business case studies/ video presentation sessions are also mentioned.
7. Apart from University syllabus, a value added chapter with minimum four sessions is added in each subject.
8. The distribution of marks in calculating the Internal marks for internal assessment is also worked out in the Teaching plan.
9. Important references for various subjects are also included.
10. In case of under-graduate programme, the discipline to be followed in campus & surroundings are also mentioned.
11. For transparency in academic processes, the teaching plan for all the courses are appearing in the website for reference by interested parents/persons.

**(3) Evaluation Blue Print :** Evaluation blue print is prepared in every subject for Internal exams as well as University exams. Such blueprints for the last 5-10 years are submerged in the Study materials provided to the students. The old question papers are available in library for student reference both in hard copy and soft copy format. Old question papers also can be downloaded from college website.

**(4) College Calendar :** The institution provides a brief handbook in the form of calendar at the beginning of every Academic year to all the students of college. Salient features of the Calendar are the following :

1. It contains Vision, Mission, Objectives and brief History of the college.
2. It also contains information about Founder and administration of the college.
3. The calendar is prepared separately for Under graduate Courses as well as different Postgraduate courses.
4. The Calendar contains a table on the various subjects to be studied in each semester.
5. The list of elective subjects is separately provided in each course,
6. The calendar also contain detailed information on Choice based Credit system and scheme of examination of the University.
7. The Rules and Regulations to be followed in the college such as timings, discipline, attendance, conduct & behavior etc. are mentioned.
8. Rules regarding making use of Library facility, registering for the exams, Internal assessments, valuation of answer scripts, practical exams, project works, pass marks in each course, improvement in exams, carryover, classification of results are given.
9. A list of teaching faculty with their qualification is given department wise.
10. A list of staff members in library and office are also given for students reference.
11. The list holidays followed by the college is included.
12. The value added programs such as Certificate courses, Workshops and other training programs are also mentioned in the calendar.

**(5) Evaluation Schedule :** Since the college is affiliated to Mangalore University, the computerized system of examination and evaluation gives early results within 10-15 days. The affiliated University has put in place a computer aided mechanism to identify the students

through bar-coded answer scripts. The examination process and the results conveyed through marks cards have undergone computer aided reforms. The institution follows the system introduced by the University for effective & timely announcement of examination results. The students of undergraduate courses have provision for re-totalling and re-valuation system so as to improve the result and ensure justice.

### 2.3.2 Contribution of IQAC to improve the teaching –learning process :

The following are the contributions of IQAC to improve the teaching-learning process based on following three categories :

#### 1. Providing Service :

- (a) Distribution of College Calendar & Teaching Plan
- (b) Providing Printed Study materials in each subject as per University Syllabus.
- (c) Quality of teaching
- (d) Use of teaching aides
- (e) Periodic Assessments
- (f) Time bound Assignments
- (g) Review of Attendance
- (h) Parent – Teacher Communication
- (i) Counseling & Mentoring
- (j) Additional Classes & Open book Test Papers
- (k) Concurrent monitoring of classes through spot checking & Video monitoring
- (l) Value addition chapters/topics in all subjects.

#### 2. Collecting Feedback :

(a) Student feedback is collected on following parameters :

- (i) *Regularity in conducting classes*
  - (ii) *Time -consciousness*
  - (iii) *Preparation for the Classes*
  - (iv) *Syllabus completion in time*
  - (v) *Competency in the subject concerned*
  - (vi) *Presentation skill (Voice, Language, Clarity)*
  - (vii) *Methodology in Teaching*
  - (viii) *Interaction with the students*
  - (xi) *Accessibility to the students outside the class*
  - (x) *Quality & understandability of Study Materials*
- (b) Student feedback through grievance cell
  - (c) Student feedback through Suggestion Box
  - (d) Student feedback through direct access to principal
  - (e) Student feedback through Course co-ordinators
  - (f) Parents feedback on various communications from college such as SMS on Attendance & SMS on internal marks & Discipline.
  - (g) Social networking sites (Face book) also provides student feedback.
  - (h) Feedback through CCD Camera fitted in all classrooms, recorded & monitoring at Principal Chamber.

#### 3. Improving service Based on Feedback :

- (1) Faculty meetings are conducted based on student feedback

(2) Appraisal of classroom situation by Course Coordinator/ Principal visiting classes periodically.

(3) The college regularly monitors face book postings and takes corrective actions in genuine cases.

### **2.3.3 Details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students to make learning more student-centric :**

1. As per our model, each teaching session starts with an **Entry Test** and ends with **Summarization** by two students.

2. Most classes are participatory in beginning with brain storming to introduce the subject and elicit curiosity among the students.

3. Students are encouraged to express their doubts in classes.

4. Real life examples of leaders, companies and contacts are made use of.

5. Good books are reviewed and habit of additional reading is cultivated among the student community.

6. In the MBA course professional newspaper of business executives namely “Hindu Business Line /Economic Times” is subscribed and made use of by all the students.

7. Assignment and student presentation are obligatory for students in all subjects.

8. Lecturing is the primary method of teaching.

9. LCD is fitted in all classrooms and used for teaching.

10. The institution provides interactive learning both among the students and assisted by invited resource persons.

11. Project based learning is a part of all the professional courses offered by the college. The project duration varies for different courses and most of the project reports are placed before the University for valuation and grading.

12. Computer assisted learning like simulations, experiential learning and seminars are frequently arranged to facilitate teaching-learning process.

13. Video clips are shown to enhance student interest in learning.

The following supportive structures and systems are available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students :

#### **1. Structures :**

- Conference room,
- Library seatings
- Staff cabins
- Wi-Fi- Internet
- Computer Lab
- LCD & Video CD's
- Laptop computers as teaching information sharing gadgets

#### **2. Systems :**

- Group discussions
- Group Projects
- Team Assignments
- Team field work Practicum
- Organizing programs like Magma, Manthana, Manegma, Matrix, etc.
- Business News Paper Analysis in Groups

### **2.3.4 The institutional strategy to nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators :**

The institution adopt following strategy to nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators :

1. The institute identify talents/critical thinkers through participation in college activities and competitions, previous performance, participation in classroom discussions, group presentations, performance in semester end exam, participation & involvement in college programs, as well as their attitude and positive thinking.
2. Students are encouraged to boost their critical thinking through organizing and participating in programmes such as debate, competitions, and marketing exhibitions.
3. Students are also encouraged to participate in such competitions organized by other colleges. By providing information, giving attendance for classes lost, and financing sundry expenses, the institute promotes opportunity.
4. Students are also trained and guided in taking various competitive exams or entry into higher studies to specialize in chosen field.
5. The pedagogy is also styled to incorporate brainstorming sessions, entry test and recapitulations to nurture their critical thinking.
6. Research projects are encouraged and guided by the faculty in all courses to develop creativity. Original contributions are encouraged for presenting in internal or external conferences.
7. EDP cell – The institution has a well developed entrepreneurship development cell. It conducts various activities to create awareness about entrepreneurship and to enhance the entrepreneurship skills among the students. The cell also conducts real time workshops where students get an opportunity to meet and interact with entrepreneurs and understand the real life problems. The students also get to discuss their business plans and make improvisations as per the recommendations given by the experts.
8. Internship and Project Committee – This committee encourages students to come up with ideas to have real time analysis of the problems at their area of study or industry. This will be done as a value addition for students' dissertation and internship work. It supports the students to develop case studies from their project work. It guides the students to develop model and solutions for the real time problems facing by the system or industry.
9. In MCA & BCA program, the students have to do mandatory software projects in a team of 4-5 members in order to sharpen their scientific temper. The best performing team is recognized and rewarded.
10. In MBA program, the finance division of the college conducts mock/virtual investment in share market. Based on one year monitoring, the best performance team will be rewarded.
11. Some of the Institutional Certificate programmes and workshops are identified and designed in such a way so that they become life-long learners and contributes to the society through their innovations.
12. The faculty members are constantly in the pursuit of upgrading themselves through acquiring additional qualification which inspire the students to become life-long learners.
13. The Opportunity given by way of encouraging subscription of news papers such as economic times and business line inculcate the habit of continued learners as long as they remain in the profession.

**2.3.5 The technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc. :**

The internet facility is provided in the campus through *Wi-fi* facility and networked computer labs. All classrooms are fitted with LCD projectors. Online classes are conducted using internet through wi-Fi.

**(1) LCD Projectors in each class :** All the classrooms are fitted with LCD projectors. Faculty members use power point presentations to make classroom teaching more effective.

**(2) Audio Visual Aids :** Audio Visual Aids are available in all the classrooms. Faculties are using video case studies, Movie clippings on management concepts, short films, and advertisements to explain certain topics more effectively.

**(3) WI-fi Campus :** The campus is WI-fi enabled and has high Speed internet connectivity all the time. The faculty members are using internet facility to show real time information on industry, market and economy to the students in the class rooms.

**(4) Computer Labs :** Computer labs used to make students to work on applications or internet for sourcing information.

**(5) TV :** Television is installed in the college. Channels like Business news are played during the working hours. This will help the students to update themselves on the issues.

**(6) Digital Library :** The faculty gives assignments, which would require students to use the digital library. The digital library enables the students to get research reports, case studies and any other relevant information required to complete the given assignments.

**(7) Public Address System –** The classrooms & Auditorium are equipped with the public address system. Each classroom has a hand mike, collar mike and speakers. This helps the students and faculty members in their presentations, events like subject quiz and interactions in the classroom.

**(8) Surveillance Camera based Monitoring in the Campus :**

The centralized surveillance facility through fixed cameras in all classrooms give real time as well as recorded discipline in the class which helps monitoring for effective teaching.

**(9) Internet Based Library Services :**

The faculty members can avail various internet based library services such as accessing Various journals, Industry and research databases, other services from Delnet, EBSCO, etc. and internal library resource facilities which are linked to the institutional website.

**(10) National Mission on Education through Information and Communication Technology (NME-ICT) :**

The faculty members are also availing information and services provided by National Mission on Education through Information and Communication Technology to prepare their study materials, lectures, and for advanced information.

**(11) High Speed Printers & Scanners Facility :**

Although sparingly used, the high speed printers and scanners are help the faculty to prepare multiple copies of case studies, business game etc.

**(12) NPTEL Video lectures :**

The college is encouraging to watch NPTEL video lecturers of IIT professors in the area of Computer Science, Business Management and social Science by downloading such videos and

issuing the CD's of such lectures by College library.

**(13) Virtual Lab :**

Through simulation in virtual lab, e-learning is enhanced.

**(14) Digital Camera & Videography Facility :**

Through digital videography the classroom presentations are replayed to serve as feedback for improved learning.

**(15) Open Educational Resources :**

- Training of usage of Open Courseware by MIT & Sloan School of Business, IIM's, IIT's, IISC & IIIT's.
- Training & usage of Open Source Software from AICTE websites.
- Training on finding & usage of case studies from various free sources.
- Training on online Job hunting through online job service providers.
- Training on finding & usage of online text books from various websites.
- Training on finding & usage of edX consortium online courses

**(16) Mobile Education :**

The college takes the faculty to the community/ industry as a part of learning through mobile education. Some of the Faculty Development Programs are conducted outside the college to enhance the effectiveness of training.

**2.3.6 Opportunities given to the students and faculty to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.) :**

**Students :**

**(1) Seminars** – The college conducts seminars, symposium and conferences periodically and students are encouraged to participate in these events. Students are also encouraged to participate in such programmes conducted by other institutions.

**(2) Workshops** – The Institute organizes several workshops/training as mentioned in Chapter 1.2.3.

**(3) Guest lecture** – the Institute invites the experts from industry & NGO to deliver the lectures on various ongoing issues and current happenings in the corporate world/Community to provide real time information and knowledge to the students.

**(4) Blended learning** – In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, Video clippings, Audio system, online sources, Simulation software, communication lab and decision making games and field work conference to expose the students to combine advanced knowledge with practical learning.

**(5) Certificate Programmes :**

A list of Certificate programmes along with the duration, goals and objectives is provided in Chapter 1.2.1.

**(6) Research Based Projects :**

All courses of our college offers research based projects through undertaking dissertation through guided supervision.

**(7) Practical Assignments :**

Assignments are required to be submitted by the students on various topics which is within the curriculum. This is also counted for calculating internal assessment marks.

**Faculty :**

To enhance the knowledge and skills of the faculty members, the Institute frequently organizes FDPs, MDPs, Workshops and training programmes on teaching pedagogy, general management and subject related topics.

The Institute encourages and deposes the faculty members to seminars, conferences, workshops, FDPs and other developmental programmes organized by other Institutes and university to get exposure.

### **2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students :**

#### **(A) Academic Support :**

- (1) Academic Support through Study Materials benefit all the students undergoing various courses in the college.
- (2) Academic Support through Mentoring is provided to weak students in respective subjects by the concerned faculty and a record of the progress is maintained for continuous monitoring.
- (3) Academic Advice through Course Co-ordinators every week helps to unwind student pressure from curriculum demands.
- (4) Academic Advice by Principal visiting the class at least once in every month helps to motivate students towards studies and helps to maintain discipline in the college.

#### **(B) Personal Support**

- (1) Individual Monitoring focus on erratic behavior in the classroom or college premises.
- (2) Health guidance is provided by Campus medical Officer
- (3) Financial support through Bank Loan is arranged.
- (4) Job opportunities are intimated and assisted to seek Placement
- (5) Attendance shortage and continued absence is intimated periodically to home/parents through SMS.

#### **(C) Psycho-social support**

- (1) Psycho-social support is provided to the students through Counseling.

### **2.3.8 Details of innovative teaching approaches/methods adopted by the faculty during the last four years and the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning :**

The various teaching –learning methods adopted in our Institute are:

#### **(1) Project based teaching:**

Faculty members give minor projects to group of students in different courses. On the completion of the projects, the team has to present the same and the faculty will award suitable marks/grades.

#### **(2) Lab based teaching :**

The Institute also has three computer labs with internet facility. The students are taken to the lab by the faculty members to provide them real time information on subjects.

#### **(3) Experiential learning:**

To improve the understanding of the subject case studies are framed jointly by faculty and students recalling their experience during visits and observations. This include managerial styles, superior and subordinate relationship, interpersonal communication, problem solving etc. For this purpose the students are sent on short-term assignments to the industry to have

practical experience on working of industry.

**(4) Theater based learning:**

The students are required to enact / explain certain concept through theater performance like role play, drama or short play on the assigned topics. Street plays are enacted in public locations to create awareness on social issues.

**(5) Simulation games:**

To give a real time experience of the business problems, simulation games are played in the classrooms. Students get a real feel of decision making, problem analysis and problem solving.

**(6) Video case study :**

Faculties assigned students with special projects like making video case studies on specific topics.

**(7) Activity based learning:**

Students are involved in various activities and management games related to the topics from the subject.

**(8) Technology Based Learning :**

The internet, LCD, different application software etc. enable technology based learning.

**(9) Learning from Nature & Environment :**

Rural camp conducted for the students of social work and National Service Scheme are meant to learn from nature and environment.

**(10) Community Based Learning :**

Various activities conducted in the communities for MSW students and the activities conducted by the College NGO by name SIRRA provides community based learning.

**(11) Field Work Based Learning :**

MSW course require specific number of field work practicum as part of the curriculum. This is meant to sensitize the social work students to social issues.

**(12) Analytical Learning :**

Quantitative techniques of analysis are used in learning mostly by MCA students and also by finance specialization students of MBA.

**(13) Team Based Learning :**

The sum of individual performance is always less than teams performance. Hence in software development team based learning is made use of.

**(14) Observation based Learning :**

Demonstrations such as role play facilitates observation based learning.

**(15) Social service Based Learning :**

Community interactions help, build and develop interpersonal relationship through which social service is channelized.

**2.3.9 Usage of library resources to augment the teaching-learning process :**

The library is stocked with subject related books, general management books, personality development books, books on competitive examinations, encyclopedias, National and International Journals, Magazines, newspapers both English and local language, CD and research reports. The institution also has digital library with access to journals through online data base like Delnet, EBSCO and JGATE. These resources are used in the following ways:

**(1) Library hour :** One hour per week is designated as library hour in the timetable for P.G.

Programs. The faculty members in-charge for the library hours introduce the students to various facilities available in the library databases from various websites to help students get in-depth information and knowledge about subjects taught in the class room. Business Management students are motivated by the faculty members to understand industry and market trends through publications, newspapers, journals and other available resources during the library hour. Publications and journals are available for reference during library hour for other courses.

**(2) Library based projects and assignments:** The faculty members help students designs projects and assignments for which the students are required to refer to the resources available in the library.

**(3) Simulated learning through digital library:** MBA Students are exposed to the stock market operations and trading through simulated online games available with the digital library of the college.

**(4) Library based research work:** Students are exposed to various sources of online information and instructed to carry out the fundamental and technical analysis practically.

**(5) Faculty :** The faculty members are extensively using the library and the digital library for class preparation and for research purposes. The faculty also refer the collection of business case studies for their class room discussions.

**(6) Library Information through College Website :**

The library provides old question papers as well as study materials of concerned subjects through college website so that students and faculty members can access them from their home whenever required. Students and faculty members can also find availability of textbooks and project reports subject wise by sitting in home through subject wise textbook list available in the college website.

**(7) Collection of Educational CD's & NPTEL Learning Resources :**

The library has vast collection of Soft-skill based CD's and Subject wise NPTEL video lecture CD's for student reference. Students can also copy these resources in their laptop/pen drive.

**(8) Collection of IIM Study materials :** The college has procured ample number of Study materials from IIM (Ahmadabad) in order to sensitize the students with resources of reputed B-Schools.

**(9) Collection of Project Reports :**

The library maintains vast collection of project reports in all UG & PG programmes. These reports are available for students to refer at the time of planning their projects.

**(10) Availability of Digitized Textbooks for Students :**

Rare and expensive books are available in digitized form with the library and made available for the users for internal usage based on request.

**(11) Book Exhibition :**

Library organizes book exhibitions of various publishers for limited duration round the year where students and faculty can suggest new books to be procured and added to the collection of books in the library.

**2.3.10 The challenges faced by the institution in completing the curriculum within the planned time frame and calendar and the institutional approaches to overcome these :**

Major challenges in completing the curriculum within the planned time frame has been very unusual. However, the following precautions are taken for any deviations from the time frame :

**(1) Technology Based Learning :**

Through promoting the use of LCD projectors in classrooms lot of time could be saved than

otherwise.

**(2) Teaching Plan :**

This is a tool for dividing the entire syllabus into practical classroom sessions which could anticipate the required number of classes beforehand so as to prepare students for the examination.

**(3) College Calendar :**

It creates an impact of time limits available for learning so that pace of the teaching is adjusted accordingly.

**(4) Study Materials :**

The lucidity of narration in the study material makes learning comfortable and easy for the students and to cope with time constraints.

**(5) Additional Classes :**

In case required, additional classes are also conducted to compensate any loss of time.

**(6) Expertise of the Faculty :**

The faculty are competent and experienced enough to handle such situations to complete the syllabus in time.

**2.3. 11 The institutional effort to monitor and evaluate the quality of teaching learning :**

**(1) Regular Conduct of Internal Examinations :**

Internal examinations are conducted for all the courses at regular intervals as planned in the academic calendar which is prepared by the HOD in consultation with the academic faculty at the beginning of the calendar year/semester.

**(2) Result Analysis :**

The results of the University examinations are analysed through segregating percentage of students in terms of achievements as reflected in their marks scored in each examination. The faculty who has been engaging classes for the concerned subjects will be responsible for the poor performance of the students.

**(3) Feedback From Students :**

The college collects feedback from students in a proper format at the end of every semester and is reviewed by the principal. This feedback is also conveyed to the concerned faculty for rectification and improvement.

**(4) Class Visits of Head of the Department and Principal :**

A direct and first hand appraisal of the classes is obtained by the HOD/Principal periodically while the classes are in progress.

**(5) Training of new faculty :**

New faculty members are provided opportunity to attend the classes of experienced faculty in order to develop competency in teaching process.

**(6) IQAC :**

IQAC closely monitors and evaluate the quality of teaching- learning processes in the college.

**(7) CCD Monitoring of the Classes :**

The college one of the beginners in using high technology to maintain discipline as well as ensure the regular classes to the students through the closed circuit Cameras.

**(8) Students Opinion Through Suggestion box :**

Students who hesitate to open-up in other forums can make use of the suggestion box inter alia the quality of teaching of the various subjects.

**(9) End User benefit Documentation :**

Through a new practice of monitoring the classes in progress, by visiting the classes during every

hour and recording the signature of faculty in the classes ensures that the end users are benefitted.

### **Conclusion :**

1. The institution meticulously plans and organizes its teaching schedule.
2. Student centered methods are an integral part of the pedagogy adopted by the faculty.
3. Experiential learning, participative learning, problem solving methodologies are used for enhancing learning experiences.
4. Latest technologies are used by the faculty for effective teaching. (e-learning resources OER's, NPTEL etc.)
5. The learning environment is conducive for critical thinking, creativity and scientific temper.
6. The institution follows a system of mentor-mentee to meet the academic and personal needs of students.
7. The institution gives due recognition to innovative and creative contributions of its faculty and students.
8. Projects / field experiences are integrated into the learning programmes.
9. Feedback on the evaluation of teachers is leveraged for improvement of the quality of teaching-learning process.

## **2.4 Teacher Quality**

'Teacher quality' is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast of the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

### **2.4. 1 Details of the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum :**

#### **A. Recruitment :**

The strategies adopted by the college in planning and management of its human resource is done in the following stages :

#### **(1) Identification and Announcement of Vacancy :**

Whenever there is a expansion of the existing course, introduction of new course, or requirement for replacement, the college assess the knowledge, subject skill, Qualification, Specialization and experience required for the potential vacancy to be filled.

Accordingly publicity is given through media, created database throughout the year, and references.

#### **(2) Obtaining Applications :**

Aspirants to the vacancy will submit the applications along with their resume to the college for consideration.

#### **(3) Sorting & Short listing :**

The applications obtained are processed through sorting and short listing.

#### **(4) Scrutiny for suitability :**

This is particularly to maintain gender balance and matching the area of specialization.

#### **(5) Intimation to the candidates :**

Short listed candidates are intimated to attend a preliminary round of discussions at college

**(6) Preliminary Interviews & Discussions :**

This will be held in Principal chamber along with HOD and other senior faculty.

**(7) Class Demonstration :**

A live demonstration of the class is mandatory for satisfactory candidates based on preliminary interviews and discussions. Opinion of the students is also elicited.

**(8) Verification of credentials :**

Credentials of successful candidates are verified before the final interview.

**(9) Interview :**

The round table interview is conducted by representatives of the Management and the Institution and terms of employment and suitability is ascertained.

**(10) References :**

Verification of conduct, Character, previous employment and qualifications are done through references provided by the candidate.

**(11) Selection & Induction :**

The finally selected candidate is inducted into the new work place and acquainted with the systems and the facilities of the college and gradually absorbed into schedule of work.

| Highest qualification | Professor |        | Associate Professor |        | Assistant Professor |        | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
|                       | Male      | Female | Male                | Female | Male                | Female |       |
| Permanent teachers    |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         | -         | -      | -                   | -      | -                   | -      | -     |
| Ph.D.                 | 4         | 2      | 1                   | -      | -                   | 1      | 8     |
| M. Phil.              | -         | -      | 3                   | 1      | 5                   | 3      | 12    |
| PG                    | 2         | -      | -                   | -      | 12                  | 16     | 30    |
| Temporary teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 | -         | -      | -                   | -      | -                   | -      | -     |
| M.Phil.               | -         | -      | -                   | -      | -                   | -      | -     |
| PG                    | -         | -      | -                   | -      | -                   | -      | -     |
| Part-time teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 | -         | -      | -                   | -      | 1                   | -      | 1     |
| M.Phil.               | -         | -      | -                   | -      | -                   | 2      | 2     |
| PG                    | -         | -      | -                   | -      | 4                   | -      | 4     |

**B. Retention :**

The management follows the below mentioned retention strategies to maintain the faculty:

- In-house faculty development programme and training programme are organized from time to time to upgrade the knowledge and skills of the faculty to meet the changing requirements of the curriculum.
- The management conducts a yearly felicitation programme and honors the faculty and non teaching staff members for the outstanding achievements during the year.
- The management felicitates faculty members who complete their M.Phil., Ph.D. or any other higher studies during the year.
- Any request for leave to do the research work has been considered on case to case basis.
- The institute provides equal opportunity to all the faculty members to grow with the institute and it provides good professional growth and development opportunities in

terms of job enrichment, change in responsibilities, increments and promotions.

- A congenial organizational environment is enforced by the Principal in order to maintain a healthy collegueship and commandership.
- Academic flexibility and professional freedom is given to all the faculty members which helps them to creatively deliver the curriculum.

The institution has a policy to fill vacant teaching positions in reasonable time. The institution also adheres to UGC/ State Govt. norms for faculty recruitment and promotion.

#### 2.4.2 Institutional effort to cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.) and details of the efforts made by the institution in this direction and the outcome during the last three years :

**1. Encouraging existing Faculty members :** The institution encourages its Faculty members to acquire competency on new areas through perusing other Courses in distance mode/online.

**2. Providing NPTEL Resources :** The institute provides NPTEL Lectures in emerging areas of Science, Technology and Social science in video, audio and text format in the form of E-Resources in Library. Faculty and students are using these resources science three years. The institute has received an appreciation certificate from NPTEL for utilization of these resources.

**3. Utilizing Staff from sister Institutions :** The Srinivas Group who owns and manages a group of 16 Colleges which contain experts in all areas of the courses offered by the college. Whenever required, the institution utilizes them as resources to supplement the competency of the existing staff. Last year the college utilized such expertise on 15 number of occasions.

**4. Identifying visiting faculty :** The institute has already identified a team of high profile visiting faculty, both from India and Abroad. The list of these eminent people are listed in the College calendar. During the last three years, 09 such lectures were arranged.

**5. Conducting FDP programmes in Emerging Areas :** FDP programmes are a regular feature of the Staff Development Programmes of the college. During last three years 5 such programmes were conducted out door and 3 programmes are conducted in the institute.

| S. No. | FDP Programme                         | Date & Year   | No. of Participants |
|--------|---------------------------------------|---|---------------------|
| 1      | Research Problem Identification       | 12/06/2012<br>Dr. P. S. Aithal                            | 38                  |
| 2      | How to publish Research Papers        | 08/10/2012<br>Dr. Prakash, Bangalore                      | 45                  |
| 3      | Training of Trainers                  | 16/10/2012<br>Dr. Anil Kumar                              | 43                  |
| 4      | Class room techniques                 | 14/06/2013<br>Dr. P. S. Aithal                            | 40                  |
| 5      | Use of SPSS in Research Methodology   | 19th January 2013<br>SPSS Expert from Bangalore           | 40                  |
| 6      | Faculty Performance Planning          | 9th November 2013<br>Dr. P. S. Aithal<br>Dr. Anil Kumar   | 45                  |
| 7      | Quality Improvement as per NAAC Model | 30th November 2013<br>Dr. P.S. Aithal<br>Dr. Suresh Kumar | 42                  |

|   |  |                                     |    |    |
|---|--|-------------------------------------|----|----|
| 8 | Faculty Development Program in association with STEP of NITK | 03/02/2014<br>12/02/2014<br>10 days | to | 40 |
|---|--|-------------------------------------|----|----|

**6. Sponsoring Faculty to gain expertise :** The faculty members are encouraged to attend sponsored programmes in B schools, Universities, and other institutions for exposure. During last three years 05 such programmes were attended.

**7. Inviting Alumni of the Institution :** This is a new practice adopted by the institution where some of the identified alumni serve as resource persons in sharing their experience on the job where the latest technology/management practices are utilized.

**8. Institutional Specialization in Information Technology & Technology Management :**

The courses relevant to IT are among those offered by the institute and the institution has built competency in Information Technology over several years. The faculty as well as the students of other courses are benefitted by the internal resource.

#### 2.4.3 Details of staff development programmes during the last four years and the strategies adopted by the institution in enhancing the teacher quality :

##### a) Nomination to staff development programmes :

| Academic Staff Development Programmes during the last four years | Number of faculty nominated |
|--|-----------------------------|
| Refresher courses  | --                          |
| HRD programmes   | 5                           |
| Orientation programmes   | 20                          |
| Staff training conducted by the university                       | 5                           |
| Staff training conducted by other institutions                   | 10                          |
| Summer / winter schools, workshops, etc.                         | 15                          |

##### b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning :

###### ❖ Teaching learning methods/approaches :

The tools and techniques used for improved teaching-learning methods/approaches are as follows :

- (1) Teaching Plan serves as a tool for student centric teaching. The pace of teaching is synchronized with the capacity of the learners and the time in the hand through the effective utilization of teaching plan.
- (2) Study Material developed according to the syllabus provides comprehensive information in easy understandable manner for the students.
- (3) Tutorials provides individual attention to slow learners who otherwise find inability to cope with the better performers in the class.
- (4) Topic based assignments to be worked and presented by the students ensure student responsibility in learning process and adherence to time schedules.
- (5) Progress Reports of the attendance provide caution to alert the students on punctuality to the classes. Progress reports on studies are conveyed to the students as well as their parents which helps to monitor and ensure study performance.
- (6) Case Analysis, Role play, Business games and simulations offer interesting ways of methods/approaches.

- (7) Use of Library and information through Internet are also utilized for improved teaching - learning.
- (8) The faculty members acquire competence in technology based data analysis through use of SPSS etc. learned through FDP programmes contributes improved teaching.
- (9) Faculty training programmes conducted in the institution to train the faculty in Counseling served to improve their capacity to handle students problems arising out of stress, neglect, loneliness and domestic difficulties.

❖ **Handling new curriculum :**

New curriculum becomes necessary for a faculty mainly on two occasions : When there is a revision of the curriculum by the University or When a New Subject is chosen to be taught a fresh at the beginning of a particular year/semester.

- (1) Whenever a new Curriculum is introduced by the University, a Faculty Training Programme is organized by the institution in which details on inclusion, exclusion, weightage of each topic in the Unit, relevant references, approaches and methods, pattern of question papers, knowledge background etc. are discussed.
- (2) Individual faculty are required to make summary presentation on curriculum in the ensuing faculty training programmes. Such discussions are scheduled to be conducted periodically in phased manner.
- (3) The concerned faculty members are required to prepare teaching plan session wise and to develop study material as per the new curriculum.
- (4) Whenever an existing faculty takes over a new curriculum in a particular semester or year, a discussion is generated in the training programme by the senior faculty and the faculty members who have handled that subject previously. The depth and framework form the subject matter of the discussion.

❖ **Content/knowledge management :**

Through Faculty Training Programmes, Faculty members will identify, acquire and transform the information in to knowledge. Identification of relevant information according to the curriculum is done through discussion in the training programme. This would include sources such as books, periodicals, journals, video clippings, databases etc. These information are acquired suitably to prepare teaching plan and study materials and transformed in the form of lectures, PPT presentations, and other methods etc.

❖ **Selection, development and use of enrichment materials :**

Faculty training programme will also provide a spectrum of supplementary materials which serves to be used as enrichment materials. Such for example are Open Source Courseware, NPTEL Lectures, Freely downloadable books from internet and other reference materials. The competency to dovetail such materials is acquired through the training programmes.

❖ **Assessment :**

The faculty training programmes helps the faculty in the assessment of the students in the following ways :

- (1) Marks secured in the internal examinations
- (2) Regularity in attending classes.
- (3) Punctuality in submitting assignments.

- (4) Classroom discipline.
- (5) Participative learning
- (6) Interest and participation in co-curricular activities.
- (7) Subject based viva-voce
- (8) Flair in report writing
- (9) Effective presentation
- (10) Inter-personal relations and good habits.

❖ **Cross cutting issues :**

Cross-cutting issues such as gender, environment, climate change etc. are discussed in the Faculty training programme due to their significance in the present context for human subsistence and survival. Subject experts in this area are brought in to deliver speeches on relevant topics concerning the above.

❖ **Audio Visual Aids/multimedia :**

Faculty training programme also contain certain sessions on usage of audio-visuals and multimedia. Live demonstrations are performed by the trainers who take care of such systems in the college.

❖ **Teaching learning material development, selection and use :**

As mentioned earlier, through the training/induction programmes, faculty members develop the skill to develop and use teaching learning materials such as session wise teaching plan, study materials according to the syllabus, question bank and the business cases as well as PPT presentations to be discussed in the class.

**c) Percentage of faculty**

- \* Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
- \* Participated in external Workshops / Seminars / Conferences recognized by national/international professional bodies
- \* Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

**2.3.4 Details on the policies/systems are in place to recharge teachers : (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)**

**1. Providing Opportunity to teach new Subjects :**

Teachers are encouraged to teach new subjects every year so that they enjoy the freedom of choosing the liked subjects and avoid monotony in teaching same subject for continuously for many years. This also helps in enhancing their knowledge capacities widely and make them competent.

**2. Providing support for technology based information collection :**

Based on various trainings provided by the college to acquire new knowledge through technology based information collection, the obsolete methods/techniques of faculty members are removed.

**3. Recharge through incorporation of Value added Chapter in each subject :**

All teachers are required to choose & teach a few sessions of value added chapter in each subject both in UG and PG programmes. This helps to enrich their job by identifying new developments in the subject.

**4. Contribute to innovative teaching Practices :**

Teachers are encouraged to bring in creativity and innovation in teaching practices. Such for example, are entry test and summarizing the class by students at the end of the class, new and relevant business cases, business games etc. aimed at increased participation of students. The faculty are encouraged to demonstrate creativity and innovation in teaching.

**5. Take lead in curriculum development :**

Providing opportunity to participating in curriculum development serves to recharge the teachers.

**6. Device and deliver Certificate courses :**

Through Certificate programmes designed to meet the latest trends in the industry, teachers get opportunity to choose, learn and deliver subjects of their choice.

**7. Research Centre In charge :**

The College has identified emerging areas for promoting research in the form of Research Centres as mentioned in the college website and expertise of the faculty is utilized in the capacity of research centre Head to pursue research in the relevant area.

**8. Study Leave :**

College has a policy to grant study leave for pursuing Ph.D. research on full time. Such instances already exist.

**9. Support for Research :**

The College persuades all its faculty to earn research degrees such as M.Phil. and Ph.D. Almost all have acquired M.Phil. and are doing Ph.D. on part-time.

**10. Research Grants :**

The College promotes the efforts of the faculty to obtain funded projects and research grants from appropriate agencies such as UGC, DST, AICTE, ICSSR etc. The college also has a policy to provide seed money for research based on request.

**11. Teaching Experience in other National Institutions/ specialized Programmes :**

The college prefers to appoint the experienced teachers who have qualified from National Institutions based on availability. The college also encourages its teachers to gain exposure by participating in various programmes held in National Institutions like IIMs, IITs, NITK etc. The college also sent 7 of its faculty members to international institutions like Grimsby Institute of Further and Higher Studies, Grimsby, U.K. and University of Singapore during last four years.

**12. Industrial Engagement :**

The college has appointed many teachers who have experience in industry/related fields. The college also promotes consultancy services to be taken up by the teachers so that they gain experience without being away from the job.

**2.4.5 Details of the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. And the institutional culture and environment contributed to such performance/achievement of the faculty :**

Although the college has relatively young generation of teachers who are not in a position to gain awards and recognitions in national and international level, it is a regular practice for the institution to recognize contributions of eminent people in the field of teaching and honour them appropriately. For example, people of eminence and achievement are identified and facilitated during the Founders day of its inception celebrated annually. During the last four years 16 such achievers were awarded A. Shama Rao memorial best teacher/achiever awards.

**2.4.6 The institutional system on evaluation of teachers by the students and external Peers**

### and its usage for improving the quality of the teaching-learning process :

The Institute has a format for regular teacher evaluation by the students at the end of each semester. Various parameters like (i) *Regularity in conducting classes*, (ii) *Time-consciousness*, (iii) *Preparation for the Classes*, (iv) *Syllabus completion in time*, (v) *Competency in the subject concerned*, (vi) *Presentation skill (Voice, Language, Clarity)*, (vii) *Methodology in Teaching*, (viii) *Interaction with the students*, (xi) *Accessibility to the students outside the class*, (x) *Quality & understandability of Study Materials etc.*, related to quality of teaching - learning process are incorporated in the format. The feedback grade points of all faculty members are worked out and conveyed as a feedback to individual teachers. Based on the feedback as a guideline, the faculty members set new approaches and methods to improve the quality of teaching -learning process. The external peers have an opportunity to give their feedback in the form of suggestions through the suggestion box kept in the college.

The Institution has a mechanism of self evaluation of teachers to identify their involvement and contribution to various activities related to teaching, learning and research. The motivation for improved performance is incorporated into the remuneration system. The College website also provides scope for registering the feedback by external peers and alumni.

### Conclusion :

1. The institution has adequate, well qualified faculty.
2. Diversity in the recruitment of faculty is encouraged.
3. The institution facilitates the participation of its teachers in teacher recharge programmes.
4. The institution ensures that teaching positions are filled in reasonable time.
5. The institution adheres to UGC/ State Govt. norms for faculty recruitment and promotion.
6. The institution organizes induction and academic development programmes for its faculty.
7. The faculty are encouraged to demonstrate creativity and innovation in teaching.
8. The institution facilitates mobility of its faculty through exchange programmes.

## 2.5 Evaluation Process and Reforms

This Key Aspect looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. Further it should also help the teacher to plan appropriate activities for enhancing student performance. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

### 2.5.1 Ensurance of the institution towards the stakeholders of the institution especially students and faculty are aware of the evaluation processes :

The College Calendar of the Institute describes the examination process in detail. The evaluation process is communicated to all the faculty members through staff meetings. A copy of the Calendar is given to all the students and faculty members at the beginning of the year. The examination co-ordinator is taking care of the Internal Tests and arranging logistics for the University examination. The college uses the following mechanisms for continuous evaluation of the students :

#### (1) Evaluation through Internal Tests:

Internal assessment of the students is carried out as per the regulations and norms of the University. In consultation with the Principal, the co-ordinator will prepare the schedule of the internal assessment test for the academic year. The schedule contains the dates of the internal test, evaluation process and also information to check malpractice. The schedule is circulated among the faculty members and the same is notified to the students on the notice board and the announcement is also made in the class rooms.

**(2) Evaluation through University Examination:**

The University examinations are conducted on as per the rules, regulations and guidelines issued by the affiliating University from time to time. The University communication is put up in the notice board for the students information. The students are given detailed information regarding the examination schedule, regulations and evaluation process in the orientation programme.

**(3) Evaluation Through Assignments :**

The faculty in-charge of each subject will work out and announce the topics for assignments to be written by the students along with deadlines for submissions at the end of each chapter. The quality of the assignments as well as the punctuality in submission of the assignment is the basis for assessment.

**(4) Evaluation through Attendance :**

Although, the University insists on 75% as the minimum cut-off level for the attendance to appear in the examinations, the college promotes maximum possible attendance through allotting internal marks as incentives.

**(5) Evaluation through Class room discipline :**

In order to ensure discipline in the class, a competitive spirit is created among the students by way of recognizing a best outgoing student in each course. These prizes are awarded on the college day gathering.

**(6) Evaluation through participation in co-curricular activities :**

The College encourages the participation of students in all co-curricular activities within the College and conducted by other Colleges.

**(7) Evaluation through Subject based viva-voce :**

In all courses in the College, viva-voce examination is mandatory. Certain amount of internal marks is set a part to be granted based on the performance in the viva-voce.

**(8) Evaluation through Flair in report writing :**

In certain courses such as MSW, field work forms a major part of the curriculum, with huge quantum of marks set apart for it. The activities in the field are reported every week through field work reports to the concerned faculty supervisors. The quality of these reports decide a lot in the internal marks secured by each student.

**(9) Evaluation through Effective presentation :**

Seminar presentations are part of the curriculum in most of the courses. Students are advised on topics to prepare and present seminars in the open class, which is judged on merit to award marks for the presentation.

**(10) Evaluation through Inter-personal relations and good habits :**

Every year the College identifies and recognizes the best out-going student in all courses through interpersonal relations and good habits. In other classes the class representatives and student representatives are chosen based on their interpersonal relations and good habits.

## 2.5. 2 Details on the major evaluation reforms of the university that the institution has adopted and the reforms initiated by the institution on its own :

### Reforms Initiated by the University :

#### 1. Major revision of Syllabus :

The University has taken a decision in the Syndicate to drastically revise the syllabus of all Courses so as to keep it updated to the present relevance. This has been already implemented in all undergraduate and Post graduate programmes.

#### 2. Increased Internal Assessment Weightage :

In line with modern thinking on education, thrust has been given to internal assessment by increasing the weightage of internal assessment marks.

#### 3. Computerization of Examination Process :

The evaluation process of the University has been computerized and the marks cards are printed and hologram embossed to avoid tampering.

#### 4. Bar coding of Answer Scripts :

This enables to conceal the identity of the answer booklets for coding and decoding.

#### 5. Early announcement of Results :

With automation of examination and evaluation process, it has become possible to announce the results earlier than before. These improvements have enabled the University to announce the results in a few weeks compared to many months which used to take before.

#### 6. Timely conduct of Examination :

The University plans and declare the dates for conducting the examinations at the beginning of the academic year.

#### 7. Opportunity for Revaluation/ recounting :

The affiliating University has introduced a provision for Revaluation/ recounting of answer books subject to lodging an application with the required fee.

#### 8. Credit based System for Under Graduate programme :

In the recent past, the University introduced credit based system in the examination evaluation to be in par with advanced global standards.

#### 9. Credit based System with Choice Based Paper for P.G. Programmes :

Last year, Mangalore University has introduced for the first time a choice based paper system, where students could choose any one subject from a list of papers offered in other disciplines.

#### 10. Precaution against Malpractice :

University sends instructions to the colleges to take actions to avoid malpractice in the exam.

#### 11. Computerization of Admission process :

The University has introduced online admission approval process to support the colleges to simplify the process.

### Institutional Reforms :

#### 1. Reforms introduced for Internal Assessment :

The total internal marks to be awarded to the students in any subject is a combination of specific allocations for performance in the internal written examinations conducted by the college, Assignments and presentations submitted/done before due dates and bonus marks for attendance.

#### 2. Save a Year Program :

The college has introduced a best practice for those students short of attendance to make up their deficiency through attending extra hours of classes conducted exclusively for them subject to

payment of extra hour charges. However this can avoid the students losing a semester without opportunity to write the University exams.

### **3. Model Preparatory Examination :**

The college conducts model preparatory exams covering the entire syllabus towards the end of the each semester. This helps the students for their time management, enhancing preparedness and building confidence for the final exams.

### **4. Institutional effort to avoid Malpractice :**

Strict invigilation is conducted in the examination hall throughout the duration of examination. Seating arrangement is decided in advance and printed registered numbers are pasted in each seat. The seats are spread out to avoid possibility of malpractice. Verbal instruction is given to all the students at the commencement of the examination about the consequences of malpractice. Staff on duty work in shift to ease the process of invigilation. Drinking water is provided to the students during the examination time. Students are instructed to keep all their personal belongings outside the hall. The surrounding areas of the examination hall is made noise free and made no entry zone. Students are instructed not to write anything on question paper except their register number. The college also constitute Internal Squad other than the squad of the University to make surprise visits while examination in progress. The Chief Examiner can monitor the examination hall through fitted CCD and is continuously recorded for future review if needed.

### **5. Introduction of University type Answer Booklets :**

In order to familiarize the students with University model exam, the college has introduced the University type answer booklet. The format of the new booklet resembles the University booklet in the following ways : (1) Registered number is written instead of name of the candidate. (2) The Invigilator puts signature on the specified space in the answer booklet. (3) Provision is made for entry of marks by the valuing examiner according to the sequence of the questions in the question paper. (4) The valuing examiner has to put his name & signature in the appropriate place on the front page of the booklet. (5) Instructions to the candidate are printed. (6) Sufficient pages are provided in the answer booklet to avoid the danger of losing additional sheets attached along with the book.

## **2.5.3 Effective implementation of the evaluation reforms of the university by the institution and those initiated by the institution on its own :**

### **Effective implementation of Reforms Initiated by the University :**

#### **1. Major revision of Syllabus :**

The college has implemented the revised syllabus by incorporating it in the Teaching Plan and the Study materials. New Text books have been purchased to enhance reference.

#### **2. Increased Internal Assessment Weightage :**

The increased weightage given for award of internal marks has been accommodated appropriately in the assessment system.

#### **3. Computerization of Examination Process :**

The college is furnishing all required information to the University to help computerization of the evaluation process.

#### **4. Bar coding of Answer Scripts :**

The college ensures that the Invigilators paste the bar coded stickers appropriately in each answer booklet and packed.

#### **5. Early announcement of Results :**

The college submits the internal marks and Practical/seminar/viva-voce marks well in time to the University and also spares the services of the valuers.

**6. Timely conduct of Examination :**

The college announces and adheres strictly with the deadlines set by the University and the norms regarding eligibility. This helps in timely conduct of examinations.

**7. Opportunity for Revaluation/ recounting :**

The college supports the students wishing revaluation or Re-totaling by providing them with the information and guidance. The outcome is also intimated to the corresponding students.

**8. Credit based System for Under Graduate programme :**

Information on Credit based system is disseminated to all the students through including it in the college calendar.

**9. Credit based System with Choice Based Paper for P.G. Programmes :**

The college is attracting a lot of students from nearby colleges to take the Choice based paper which is offered in the college. Similarly our P.G. students are going to other colleges and University departments to attend such choice based subjects.

**10. Precaution against Malpractice :**

The instructions sent by the University are read out in the classroom before each examination as well as exhibited outside the examination hall.

**11. Computerization of Admission process :**

The college collects all relevant documents, convert them into soft copy and submits online for admission approval.

**Effective Implementation of Institutional Reforms :**

**1. Reforms introduced for Internal Assessment :**

The total internal marks to be awarded to the students in any subject is a combination of specific allocations for performance in the internal written examinations conducted by the college, Assignments and presentations submitted/done before due dates and bonus marks for attendance. This is strictly followed in all courses.

**2. Save a Year Program :**

The college has introduced a best practice for those students short of attendance to make up their deficiency through extra hours of classes conducted exclusively for them subject to payment of extra hours charges. However this can avoid the students losing a year without opportunity to write the University exams. This has benefitted many needy students in the last few years.

**3. Model Preparatory Examination :**

The college conducts model preparatory exams covering the entire syllabus towards the end of the each semester. The dates for such examinations are scheduled well in advance to take place on time.

**4. Institutional effort to avoid Malpractice :**

The institution is effectively implementing all its mechanisms to avoid malpractice through continuous supervision.

**5. Introduction of University type Answer Booklets :**

Sufficient number of answer booklets are printed and distributed.

**2.5.4 Details on some of the formative and summative evaluation approaches adopted to measure student achievement with examples which have positively impacted the system :**

The institution adopts both formative and summative methods of evaluation. Formative

approach to evaluation includes measuring the student's achievement through presentations, project work, viva-voce, seminars, industry visits and field practicum. The evaluation through these approaches is reflected in the assessment made subsequently.

1. **Presentation** : Presentation helps to evaluate the students depth of understanding and ability to communicate.
2. **Field Practicum** : Field practicum serves to evaluate the student ability on application of Knowledge and skills into practice.
3. **Project work** : It enables analytical and reasoning ability of the students and make them think big.
4. **Viva-voce** : This helps to evaluate grasp of the fundamentals of the subject.
5. **Seminar** : Seminar enables to evaluate the student ability to comprehend a broad topic in a shorter form and to generate discussion.
6. **Industry visit** : Industry visit helps to evaluate the power of observation and skills in report writing.

For summative approach three internal tests including one preparatory test are conducted and best two performances are considered for calculation of internal marks.

#### 2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.) :

The college has developed objective criteria for calculating internal marks so as to ensure rigor and transparency.

- (1) **Internal Test** : Three internal tests including preparatory are conducted out of which marks secured in best two test are considered for internal marks.
- (2) **Assignment and Presentation** : Assignments / presentations/ projects / case studies are given to students to be completed on time and submitted to the faculty. The criteria for assessment are timely completion and the quality of the work.
- (3) **Attendance** : Although a minimum of 75% attendance is obligatory to become eligible to write the University examination, to encourage students, internal marks are offered on a proportionate basis to increase the attendance level.
- (4) **Special criteria** : Keeping in view the peculiarity of different courses, internal marks are also awarded for field practicum, vivo-voce, and semester end projects.

Through the above criteria of attendance assessment the behavior aspects such as punctuality and regularity are ensured. Through written examination, the capacity for independent learning, memorization and comprehensive re-production are ensured. Through assignment and presentations the capacity of students in communication skills is assessed.

#### 2.5. 6 The graduate attributes specified by the college/affiliating university and the institutional effort to ensure the attainment of these by the students :

The college aspires to create **leaders & decision makers** for tomorrow. It aims at overall development of student. The college has specified the below attributes.

1. It aims at preparing the students for lifelong learning.
2. It aims at the overall personality development of the student.
3. The college intends to make the students employable and successful in career.
4. The college aims at creating responsible citizens of the country with social sensitivity & gender neutrality.

5. It aims at developing young generation upholding values & scientific temper. The college through the faculty members strives to ensure the attainment of these attributes. The entire activities of the college is framed around these attributes.

### 2.5.7 Details of the mechanisms for redressal of grievances with reference to evaluation both at the college and University level :

The institution has two levels for redressal for grievances :

#### (1) Redressal of grievances at college level :

##### 1. Individual Faculty :

Most of the grievances of the students arise from things concerning their education and learning. Therefore each individual faculty members is encouraged to handle grievances of students which are within the realm of his capacity.

##### 2. Class Teacher :

The person designated as class teacher has overall responsibility in attending to all kinds of grievances which are brought to his/her attention.

##### 3. Course Co-ordinator :

Matters which are not able to be handled by the individual faculty members or class teachers are dealt with by the course co-ordinator. If required the course co-ordinator will discuss in a common meeting of the faculty.

##### 4. Student Union :

Students are also allowed to discuss their problems among their representatives in the Union and ventilate the grievances before the course-coordinator or Principal.

##### 5. Principal :

Principal takes interest to address the grievances brought to his notice either by the students or by the course co-ordinator.

##### 6. Suggestion box :

In addition to all the above, the college also provides a facility for attracting grievances through suggestion box maintained in the college.

#### (2) Redressal of grievances at University level :

There is a system and procedure in place at University which takes care of the students and college grievances with reference to evaluation.

Based on above, the institution has an effective mechanism for redressal of grievances pertaining to examinations.

#### Conclusion :

1. The institution disseminates the evaluation processes to all its stakeholders.
2. The institution adheres to the academic calendar for conduct of examinations.
3. Reforms in the examination procedures and processes have positively impacted the examination management system.
4. Transparency and security of evaluation system is ensured.
5. Technology is effectively used in the examination management process.
6. The institution has an effective mechanism for redressal of grievances pertaining to examinations.

## 2.6 Student performance and Learning Outcomes

Learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the programme. It can also be seen as the desired outcome of the learning process in terms of acquisition of the skills and knowledge. They are embedded in the curriculum. Achieving Learning Outcomes needs specific experiences to be provided to the students and evaluation of their attainment. A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme. Student assessment provides an indication of the areas where learning has happened and where it has to be improved upon.

### **2.6.1 The clearly stated learning outcomes of the college and the details on how the students and staff are made aware of these :**

The college does have clearly stated learning outcomes. Some of the learning outcomes that college aims to achieve are stated in Vision, Mission and Objectives of the college provided in Chapter 1. Some of the stated learning outcomes are as follows :

- a) Subject knowledge
- b) Intellectual capabilities
- c) Character building
- d) Emotional maturity
- e) Social maturity
- f) Business acumen
- g) Professionalism
- h) Employability skills
- i) Scientific temper
- j) Strategic thinking
- k) Values & Ethics
- l) Morality

The learning outcomes are clearly reflected in our vision, mission and objectives. This is imparted to the students through information (from college calendar to hoardings visibly mounted in the college) and action (through equipping them in all realms of life ranging from employability skills to character building).

The learning outcomes are clearly made aware to the faculty members through the organizational culture which any new member get acquainted in course of time.

### **2.6.2 Institutional efforts to monitor and communicate the progress and performance of students through the duration of the course/programme and the analysis of the students results/achievements (Programme/course wise for last four years) and the differences if any and patterns of achievement across the programmes/courses offered :**

**1. Classroom monitoring** - There is a continuous evaluation system through classroom assignments, presentations, group activities, case study analysis and laboratory performance. The concerned subject faculty assesses the students individually on the basis of their knowledge of the subject, communication skills, presentation skills and creativity.

**2. Attendance** – The college maintains the attendance record of individual students in all subjects throughout the semester. Periodically(monthly) this is assessed for shortage and such instances are conveyed to the parents of respective students through SMS. The college strictly follows the mandatory attendance requirement of the University.

**3. Internal Assessment test** – The College conducts three internal tests in a semester including preparatory exam. The evaluated answer booklets are given to the students to convince them of their performance. If the performance of any student is falling short of standard level, the respective lecturer will seek explanation for the poor performance.

**4. Declaration Form for absence in the class :**

The college has an innovative practice of keeping students alert against absenting in the class. This is followed through a declaration form to be submitted to the concerned faculty for each hour of absence. The declaration form contains information about total number of classes conducted, number of classes attended by the concerned students, reason for absence, signature of the student countersigned by the faculty and maintained in his possession. This helps in tracking the instances of losing the classes.

**5. Declaration Form by Parents & Student for Attendance Shortage :**

In every semester, at the time of paying examination fee for the University, the students who have attendance shortage is required to submit a declaration form which is also signed by his/her parents stating that he/she is aware of the rules regarding attendance requirements and will abide by the regulations so that student gets an opportunity to take effort to compensate the shortage during the remaining period of time and becomes eligible to take the exam.

**6. Communication of Attendance and Internal Marks by SMS :**

The college conveys the attendance as well as the marks of each students to his parents through the SMS at the close of every month. A software has been developed particularly for this purpose by the college.

**7. Counselling for parents of poor performers :**

Apart from intimating the marks of internal exams periodically, the college also invites parents of poor performers and counsel them.

**8. Handing over the semester end Marks Cards to the Students along with their parents :**

The college recognize the stake of the parents in the performance of their wards. Therefore, the University examination marks cards are handed over to the students in presence of their parents.

**9. Results & Achievements :**

The following tables present an analysis of students results/achievements course wise for last four years reflecting the differences and patterns of achievements across the courses /programmes.

**Semester wise Results Analysis of Mangalore University MBA Examinations for last 4 years :**

**I Semester MBA :**

| Batch   | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|---------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2008-10 | Jan, 2009        | 119                      | 8           | 67          | 43           | 118               | 1                 | 99%       |
| 2009-11 | Jan, 2010        | 116                      | 7           | 62          | 47           | 116               | -                 | 100%      |
| 2010-12 | Jan, 2011        | 101                      | 4           | 48          | 46           | 98                | 3                 | 97.2%     |
| 2012-13 | Jan, 2012        | 120                      | 6           | 63          | 50           | 119               | 1                 | 98%       |

**II Semester MBA :**

| Batch | Examination Held | No. of Students | Distinction | First Class | Second Class | No. of Total | No. of Total | % of pass |
|-------|------------------|-----------------|-------------|-------------|--------------|--------------|--------------|-----------|
|-------|------------------|-----------------|-------------|-------------|--------------|--------------|--------------|-----------|

|         |           | appeared |    |    |    | Pass | Fail |     |
|---------|-----------|----------|----|----|----|------|------|-----|
| 2008-10 | May, 2009 | 119      | 21 | 68 | 28 | 117  | 2    | 98% |
| 2009-11 | May, 2010 | 118      | 6  | 87 | 19 | 112  | 1    | 99% |
| 2010-12 | May, 2011 | 101      | 13 | 53 | 34 | 100  | 1    | 98% |
| 2011-13 | May, 2012 | 119      | 10 | 73 | 31 | 118  | 1    | 99% |

**III Semester MBA :**

| Batch   | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|---------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2008-10 | Dec., 2009       | 119                      | 4           | 72          | 41           | 117               | 2                 | 98%       |
| 2009-11 | Dec., 2010       | 115                      | 5           | 64          | 46           | 115               | -                 | 100%      |
| 2010-12 | Dec., 2011       | 101                      | 2           | 40          | 55           | 97                | 3                 | 97%       |
| 2011-13 | Nov./Dec.12      | 118                      | 15          | 83          | 19           | 117               | 1                 | 99%       |

**IV Semester MBA :**

| Batch   | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|---------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2008-10 | May, 2010        | 115                      | 9           | 87          | 18           | 114               | 1                 | 99.2%     |
| 2009-11 | May, 2011        | 117                      | 5           | 77          | 35           | 117               | -                 | 100%      |
| 2010-12 | May, 2012        | 101                      | 5           | 67          | 28           | 100               | 1                 | 99%       |
| 2011-13 | May, 2013        | 118                      | 8           | 86          | 23           | 118               | -                 | 100%      |

**Semester wise Results Analysis of Mangalore University MCA Examinations for last 4 years :****I Semester MCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2010  | Jan, 2011        | 60                       | 38          | 19          | -            | 57                | 3                 | 95%       |
| 2011  | Feb 2011         | 57                       | 39          | 16          | -            | 55                | 2                 | 96.49%    |
| 2012  | Feb 2012         | 27                       | 14          | 10          | 1            | 25                | 2                 | 93%       |
| 2013  | Oct 2013         | 50                       | 13          | 16          | 16           | 45                | 5                 | 90%       |

**II Semester MCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | May, 2008        | 58                       | 8           | 39          | 6            | 53                | 5                 | 93%       |
| 2008  | May, 2009        | 34                       | 2           | 29          | -            | 31                | 3                 | 91%       |
| 2009  | June, 2011       | 13                       | 7           | 4           | 1            | 12                | 1                 | 92%       |
| 2010  | June, 2011       | 60                       | 29          | 24          | 2            | 55                | 5                 | 91.7%     |

|      |             |    |    |    |   |    |   |     |
|------|-------------|----|----|----|---|----|---|-----|
| 2011 | June 2012   | 57 | 36 | 17 | 1 | 54 | 3 | 95% |
| 2012 | August 2013 | 26 | 12 | 13 | - | 25 | 1 | 96% |

**III Semester MCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | Dec, 2008        | 58                       | 13          | 42          | -            | 55                | 3                 | 94%       |
| 2008  | Dec, 2009        | 32                       | 7           | 23          | -            | 30                | 2                 | 94%       |
| 2009  | Jan, 2011        | 13                       | 7           | 2           | 3            | 12                | 1                 | 92%       |
| 2010  | Dec, 2011        | 58                       | 38          | 14          | 1            | 53                | 5                 | 91.4%     |
| 2011  | Jan 2014         | 25                       | 14          | 10          | -            | 24                | 1                 | 96%       |

**IV Semester MCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | May, 2009        | 58                       | 26          | 28          | -            | 54                | 4                 | 93%       |
| 2008  | July, 2010       | 33                       | 13          | 16          | 3            | 32                | 1                 | 98%       |
| 2009  | June, 2011       | 13                       | 7           | 3           | 2            | 12                | 1                 | 92.3%     |
| 2010  | May, 2012        | 57                       | 36          | 16          | -            | 52                | 5                 | 91.2%     |

**V Semester MCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | Dec, 2009        | 58                       | 34          | 22          | -            | 56                | 2                 | 96.6%     |
| 2008  | Jan, 2011        | 32                       | 23          | 7           | 2            | 32                | -                 | 100%      |
| 2009  | Dec, 2011        | 11                       | 7           | 4           | -            | 11                | -                 | 100%      |
| 2010  | Dec, 2012        | 58                       | 45          | 12          | -            | 57                | 1                 | 98%       |

**VI Semester MCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | July, 2010       | 58                       | 58          | -           | -            | 55                | -                 | 100%      |
| 2008  | July, 2011       | 32                       | 28          | 4           | -            | 32                | -                 | 100%      |
| 2009  | June, 2012       | 11                       | 8           | 3           | -            | 11                | -                 | 100%      |
| 2010  | July, 2013       | 56                       | 48          | 8           | -            | 56                | -                 | 100%      |

**Semester wise Results Analysis of Mangalore University MSW Examinations for last 4 years :****I Semester MSW :**

| Batch | Examination | No. of | Distinction | First | Second | No. of | No. of | % of |
|-------|-------------|--------|-------------|-------|--------|--------|--------|------|
|-------|-------------|--------|-------------|-------|--------|--------|--------|------|

|      | Held       | Students appeared |    | Class | Class | Total Pass | Total Fail | pass  |
|------|------------|-------------------|----|-------|-------|------------|------------|-------|
| 2009 | Dec., 2009 | 51                | 3  | 32    | 15    | 50         | 1          | 100%  |
| 2010 | Jan., 2011 | 44                | 4  | 27    | 10    | 41         | 3          | 93.2% |
| 2011 | Dec., 2011 | 69                | 4  | 41    | 21    | 66         | 3          | 96%   |
| 2012 | Dec. 2012  | 70                | 16 | 49    | 23    | 69         | 1          | 98.6% |
| 2013 | Dec. 2013  | 72                | 39 | 31    | 1     | 71         | 1          | 98.6% |

**II Semester MSW :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2008  | May, 2009        | 60                       | 01          | 44          | 14           | 59                | 01                | 99%       |
| 2009  | May, 2010        | 51                       | 07          | 34          | 08           | 49                | 02                | 96.1%     |
| 2010  | June. 2011       | 44                       | 04          | 25          | 09           | 42                | 02                | 98%       |
| 2011  | May, 2012        | 69                       | 15          | 43          | 04           | 68                | 01                | 99%       |
| 2012  | May 2013         | 69                       | 19          | 45          | 04           | 68                | 01                | 99%       |

**III Semester MSW :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2008  | Dec., 2009       | 60                       | 03          | 55          | 02           | 60                | -                 | 100%      |
| 2009  | Jan, 2011        | 51                       | 03          | 21          | 26           | 50                | 1                 | 98%       |
| 2010  | Dec, 2011        | 44                       | 07          | 26          | 11           | 42                | 2                 | 95.5%     |
| 2011  | Dec, 2012        | 69                       | 25          | 43          | 01           | 69                | -                 | 100%      |

**IV Semester MSW :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2008  | May, 2010        | 61                       | 02          | 50          | 09           | 61                | -                 | 100%      |
| 2009  | June, 2011       | 50                       | 05          | 32          | 10           | 47                | 03                | 94%       |
| 2010  | May, 2012        | 44                       | 04          | 34          | 04           | 42                | 02                | 95.5%     |
| 2011  | May, 2013        | 69                       | 38          | 30          | 01           | 68                | -                 | 100%      |

**Semester wise Results Analysis of Mangalore University BCA Examinations for last 4 years :****I Semester BCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | October 2007     | 83                       | 6           | 30          | 16           | 52                | 31                | 63%       |
| 2008  | October 2008     | 84                       | 15          | 20          | 16           | 51                | 33                | 61%       |
| 2009  | Oct/Nov.2009     | 53                       | 9           | 18          | 13           | 40                | 13                | 75%       |

|      |              |     |    |    |    |    |    |        |
|------|--------------|-----|----|----|----|----|----|--------|
| 2010 | October 2010 | 77  | 12 | 24 | 19 | 55 | 60 | 71%    |
| 2011 | October 2011 | 80  | 12 | 20 | 19 | 51 | 29 | 63.75% |
| 2012 | October 2012 | 137 | 16 | 30 | 39 | 85 | 52 | 62.04% |
| 2013 | October 2013 | 127 | 18 | 30 | 45 | 93 | 34 | 73.2%  |

**II Semester BCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | April/May        | 83                       | 13          | 34          | 14           | 61                | 22                | 74%       |
| 2008  | April/May        | 84                       | 15          | 25          | 20           | 60                | 14                | 71%       |
| 2009  | April/May        | 51                       | 5           | 19          | 10           | 34                | 17                | 67%       |
| 2010  | April 2011       | 75                       | 11          | 24          | 17           | 52                | 23                | 69%       |
| 2011  | April 2012       | 76                       | 07          | 19          | 24           | 50                | 26                | 65.8%     |
| 2012  | April 2013       | 125                      | 15          | 20          | 47           | 82                | 43                | 65.6%     |

**III Semester BCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | Oct/Nov.         | 83                       | 14          | 30          | 17           | 61                | 22                | 73%       |
| 2008  | Oct/Nov.         | 84                       | 15          | 26          | 14           | 55                | 29                | 65%       |
| 2009  | Oct/Nov.         | 52                       | 8           | 18          | 12           | 38                | 14                | 73%       |
| 2010  | Oct/Nov.         | 72                       | 10          | 18          | 16           | 44                | 28                | 61%       |
| 2011  | October 2012     | 74                       | 07          | 21          | 23           | 51                | 23                | 69%       |
| 2012  | October 2013     | 123                      | 18          | 30          | 31           | 79                | 44                | 64.23%    |

**IV Semester BCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | April/May        | 83                       | 9           | 23          | 19           | 51                | 32                | 61%       |
| 2008  | April/May        | 82                       | 13          | 19          | 15           | 47                | 35                | 57%       |
| 2009  | April/May        | 49                       | 7           | 16          | 11           | 34                | 15                | 69%       |
| 2010  | April/May        | 64                       | 8           | 17          | 16           | 41                | 23                | 64%       |
| 2011  | April 2013       | 74                       | 06          | 22          | 20           | 48                | 26                | 64.9%     |

**V Semester BCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | Oct/Nov.         | 81                       | 13          | 23          | 14           | 50                | 31                | 62%       |
| 2008  | Oct/Nov.         | 80                       | 10          | 29          | 12           | 51                | 29                | 64%       |
| 2009  | Oct/Nov.         | 48                       | 8           | 14          | 12           | 34                | 14                | 71%       |
| 2010  | Oct/Nov.         | 62                       | 11          | 17          | 13           | 41                | 21                | 66%       |

|      |                  |    |    |    |    |    |    |       |
|------|------------------|----|----|----|----|----|----|-------|
| 2011 | Oct/Nov.<br>2013 | 74 | 08 | 19 | 22 | 49 | 25 | 66.2% |
|------|------------------|----|----|----|----|----|----|-------|

**VI Semester BCA :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | April/May        | 81                       | 10          | 60          | 11           | 81                | -                 | 100%      |
| 2008  | April/May        | 78                       | 10          | 30          | 38           | 78                | -                 | 100%      |
| 2009  | April/May        | 48                       | 08          | 22          | 18           | 48                | -                 | 100%      |
| 2010  | April/May        | 58                       | 18          | 20          | 20           | 58                | -                 | 100%      |

**Semester wise Results Analysis of Mangalore University BBM Examinations for last 4 years :****I Semester BBM :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2008  | Oct, 2008        | 65                       | 8           | 19          | 12           | 39                | 26                | 60%       |
| 2009  | Oct, 2009        | 122                      | 10          | 25          | 47           | 82                | 40                | 67%       |
| 2010  | Oct, 2010        | 142                      | 18          | 30          | 32           | 80                | 62                | 57%       |
| 2011  | Oct, 2011        | 144                      | 11          | 29          | 43           | 83                | 61                | 57.63%    |
| 2012  | October 2012     | 127                      | 13          | 21          | 53           | 87                | 40                | 68.5%     |
| 2013  | October 2013     | 80                       | 12          | 17          | 24           | 53                | 27                | 66.3%     |

**II Semester BBM :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | April, 2008      | 57                       | 6           | 12          | 16           | 34                | 23                | 60%       |
| 2008  | April, 2009      | 64                       | 7           | 17          | 14           | 38                | 26                | 59%       |
| 2009  | April, 2010      | 120                      | 14          | 27          | 36           | 77                | 43                | 64%       |
| 2010  | April, 2011      | 141                      | 15          | 26          | 37           | 78                | 63                | 55%       |
| 2011  | April 2012       | 140                      | 11          | 21          | 49           | 81                | 59                | 58%       |
| 2012  | April 2013       | 125                      | 17          | 23          | 45           | 85                | 40                | 68%       |

**III Semester BBM :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | Oct, 2008        | 47                       | 4           | 13          | 11           | 28                | 19                | 60%       |
| 2008  | Oct, 2009        | 122                      | 7           | 38          | 39           | 84                | 38                | 69%       |
| 2009  | Oct, 2010        | 122                      | 12          | 25          | 33           | 70                | 52                | 57%       |
| 2010  | Oct, 2011        | 121                      | 12          | 25          | 32           | 69                | 52                | 57%       |
| 2011  | Oct, 2012        | 135                      | 11          | 26          | 49           | 86                | 49                | 63.7%     |

|      |           |     |    |    |    |    |    |     |
|------|-----------|-----|----|----|----|----|----|-----|
| 2012 | Oct. 2013 | 118 | 09 | 23 | 47 | 79 | 39 | 67% |
|------|-----------|-----|----|----|----|----|----|-----|

**IV Semester BBM :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | April, 2009      | 50                       | 8           | 13          | 15           | 36                | 14                | 72%       |
| 2008  | April, 2010      | 56                       | 6           | 18          | 19           | 39                | 17                | 70%       |
| 2009  | April, 2011      | 120                      | 9           | 30          | 34           | 73                | 47                | 61%       |
| 2010  | April, 2012      | 131                      | 13          | 28          | 39           | 79                | 52                | 60.3%     |
| 2011  | April 2013       | 128                      | 11          | 19          | 47           | 77                | 51                | 60.2%     |

**V Semester BBM :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | Oct, 2009        | 120                      | 12          | 20          | 37           | 69                | 51                | 57%       |
| 2008  | Oct, 2010        | 55                       | 5           | 16          | 12           | 33                | 22                | 60%       |
| 2009  | Oct, 2011        | 104                      | 10          | 20          | 32           | 62                | 32                | 60%       |
| 2010  | Oct, 2012        | 131                      | 8           | 26          | 47           | 81                | 50                | 62%       |
| 2011  | Oct. 2013        | 107                      | 15          | 24          | 39           | 78                | 29                | 72.9%     |

**VI Semester BBM :**

| Batch | Examination Held | No. of Students appeared | Distinction | First Class | Second Class | No. of Total Pass | No. of Total Fail | % of pass |
|-------|------------------|--------------------------|-------------|-------------|--------------|-------------------|-------------------|-----------|
| 2007  | April, 2010      | 46                       | 3           | 14          | 11           | 28                | 18                | 60.9%     |
| 2008  | April, 2011      | 60                       | 5           | 14          | 17           | 36                | 24                | 67%       |
| 2009  | April, 2012      | 102                      | 4           | 18          | 39           | 63                | 39                | 61.8%     |
| 2010  | April, 2013      | 124                      | 9           | 26          | 49           | 84                | 40                | 67.7%     |

**University Ranks obtained by the Institution during last 04 years :**

| Year | Course | Rank         | Name of the Student |
|------|--------|--------------|---------------------|
| 2009 | MBA    | --           | --                  |
|      | MCA    | --           | --                  |
|      | MSW    | I            | Sandesh B.          |
| 2010 | MBA    | I            | Ashwini Kundar      |
|      |        | II           | Prathitha Jain      |
|      | MSW    | I            | Pradeep M.D.        |
|      |        | II           | Asma                |
|      |        | III          | Divya Arunima       |
|      | MCA    | III          | Bhargavi P.S.       |
| MSW  | II     | Reema C. Rai |                     |
| 2011 | MCA    | II           | Vineeth K.          |

|      |     |     |                  |
|------|-----|-----|------------------|
|      | MSW | I   | Carren Rodrigues |
|      |     | III | Nihana Anjum     |
| 2012 | MCA | I   | Ashwini Karkera  |
|      |     | II  | Shaila D. Nayak  |
|      |     | III | Soorya T.V.      |

### 2.6.3 Structure of the teaching, learning and assessment strategies of the institution to facilitate the achievement of the intended learning outcomes :

The teaching, learning and assessment strategies of the institution are structured to realize the intended learning outcomes mentioned above :

**a) Subject knowledge :** The components constituting the teaching, learning and assessment strategy for acquiring subject knowledge are (1) teachers, (2) Books and teaching materials (3) Motivation for teaching and learning and (4) Evaluation of both teaching and learning. The institution strives to create a learning environment which is essentially student centric.

**b) Intellectual capabilities :** Through our teaching- learning model the curricular, co-curricular and extra-curricular activities are geared to boosting creativity, challenge of thinking out-of the box and encouraging free expression of ideas.

**c) Character building :** The institute exposes its members to spiritual development and character building, through programs conducted in association with organizations such as Sri Ramakrishna Mutt and Vivekananda Study Circle.

**d) Emotional maturity :** This is built-up rather involuntarily. The teachers act as models to emulate in the areas like : environment of the college, rules and regulations and culture and atmosphere.

**e) Social maturity :** This is achieved through all programs within the class room and outside promote interactions, co-operation, collaboration, mutual help, concern for others and service.

**f) Business acumen :** Being a business management institute and all courses being professional and job oriented, students are oriented to sharpen their business talent and business acumen through teaching, guidance and industry interactions.

**g) Professionalism :** The college aims at creating perfect people who will be outstanding professionals in whatever areas of work they choose.

**h) Employability skills :** The institute has a full time training and placement officer. A variety of certificate programs are offered by the college in addition to regular course to promote employability of the students. Training in soft skill is imparted in all courses. Projects and practical's give a firsthand idea of job situations.

**i) Scientific temper :**

Opportunity is provided in the curriculum delivery to promote scientific thinking, spirit of questioning, expression of creative ideas, experimentation and learning by doing.

**j) Strategic thinking :**

The institute strives to make the students pro-active to identify and encash opportunities.

**k) Values & Ethics :**

The institution is secular in its admissions, appointment and approach. Equal dignity is given to both rich and poor students. Students respect teachers and students are recognized by the teachers. Equality of opportunity is provided to both gender.

The delivery of the content of the programme is aimed at achieving the learning outcomes. All the staff are involved in creation of a learning environment. All students are valued equally during their learning journey with the Institute. Accordingly, the

curriculum, teaching and learning and assessment at college are student centric.

#### 2.6.4 The measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered :

The college has taken following initiatives to enhance the social & economic relevance of the courses it conducts :

| Course     | Quality Jobs  | Entrepreneurship   | Innovation   | Research Aptitude   |
|------------|---|--|--|---|
| <b>MBA</b> | 1. Offering Specializations in the program to become full-pledged professional in the corresponding area such as marketing, finance, production, HRD & Systems.<br>2. Dual Specialization offered by the Institute.<br>3. Training & Placement services.<br>4. Soft skill & Communication Training. | 1. Certification programs :<br>2. EDP as supplement to the course. | 1. Programms such as MAGMA, MANEGMA, MATRIX.<br>2. Compulsory participation in exhibitions for subjects like Marketing & Economics | 1. Project work,<br>2. Industry Placement.<br>3. Business Case Development      |
| <b>MCA</b> | Offering Specialization<br><br>Choosing Electives with greater social & Economic relevance.<br><br>Training & Placement services.<br>Soft skill & Communication Training.   | 1. Certification programs :  | Esparenza Manegma<br><br>Domain knowledge Seminars   | Team Project work.<br><br>Mini Project<br><br>Individual Project in Industries. |
| <b>MSW</b> | Training & Placement services.<br>Soft skill & Communication Training.  | 1. Certification programs :<br>2. NGO Management Training.         | Manthana<br><br>Manegma Vivekanda Study Circle<br>HR-Galaxy  | Summer Placement.<br>Compulsory Project work<br>Field Case Report.              |
| <b>BCA</b> | Soft skill & Communication Training   | Certificate Programs   | Encouragement for software development & maintenance.  | Team project work in three semesters.<br>Compulsory Project work in             |

|               |  |                      |                                     |   |
|---------------|--|----------------------|-------------------------------------|---|
|               |  |                      |                                     | 6th semester                            |
| <b>BBM</b>    | Equipping for entry level jobs through orientation & skill building. Interaction, Communication & Leadership Training. | Certificate Programs | Exposure to retail marketing        | Compulsory Project work in 6th semester |
| <b>B.Com.</b> | Equipping for entry level jobs through orientation & skill building.   | Certificate Programs | Exposure to Computer based Auditing | Compulsory Project work in 6th semester |

### 2.6.5 The institutions effort to collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning :

The Institute collect and analyse feed back in the following manner-

- ❑ **Internal assessment** – Through internal examinations, assignments, presentations, seminars the faculty are able to assess the achievement of the expected learning outcomes. The barriers of learning are overcome through individualized attention, student centric counselling, and parental motivation.
- ❑ **Examination Result Analysis** – The result analysis of every student provide the academic progress of the student. This is used for feedback on student progress. This analysis is used for planning the pedagogy and lesson in the consecutive semesters.
- ❑ **Faculty observation** – The faculty assess the students through their class participation as well as involvement in student activities. Weightage is given to supplement their internal marks through EC & CC (Extra-curricular and co-curricular activities).
- ❑ **Mentor process** – Through a standard mentor format, the internal/external mentor suggest some measures for improvement.
- ❑ **Employer feedback analysis** – The placement department collects feedback about the student performance in the industry during their initial period of employment. This information is analysed to ascertain the industry readiness of the student. If any common deficiencies are noted in the students, training programmes will be re-designed for the successive batches.
- ❑ **Parents Feedback** - The college seeks parents feedback of successful students and incorporate their learning outcome for the improvement of struggling students.

### 2.6.6 Monitor and ensure the achievement of learning outcomes by the institution :

The institution has a clearly defined, set mechanism to monitor the learning outcomes. The student SWOT Analysis is one of the important basis to find out their skills, strengths, interest in activities, career objectives and expectations from the institute. This will be used as a reference to monitor the student progress and achievement of learning outcome.

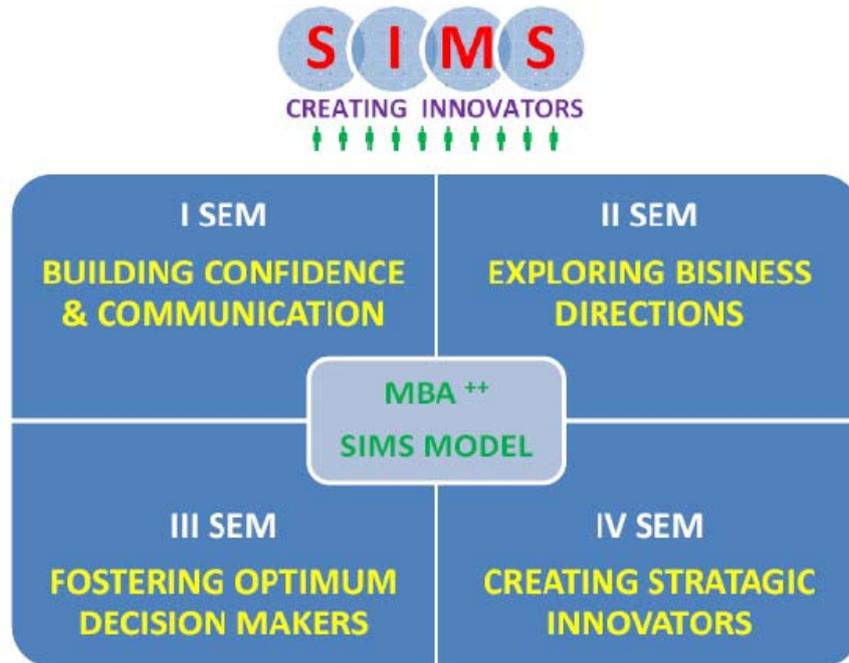
Attendance is compulsorily taken for every lecture, guest lecture, workshops, training and other value added programmes offered to the students by respective class lecturer or co-ordinator of the departments. In case of regular absence to the programmes the student will be counselled by the faculty members.

Regular internal assessment tests, presentations, case analysis and quizzes are conducted to ensure the subject learning of the students. After industrial visits, the placement team insists

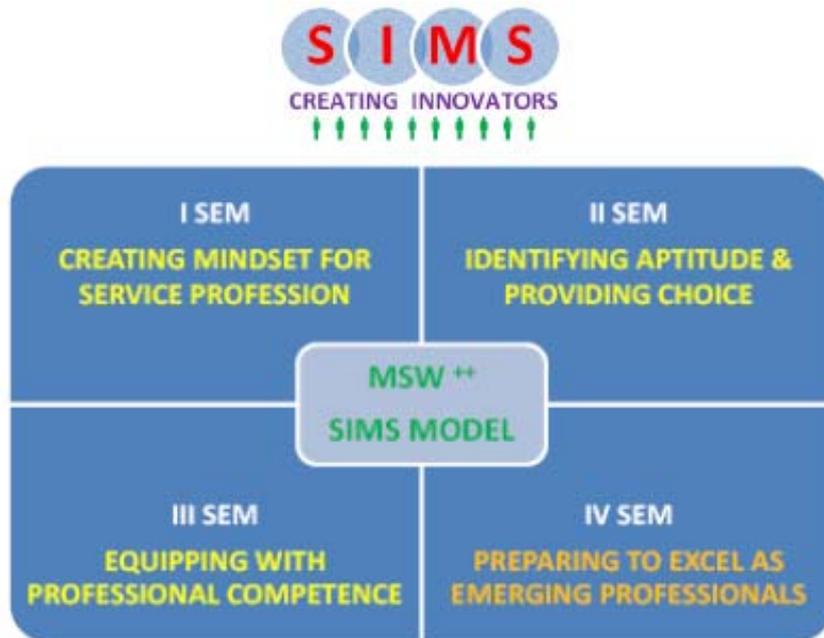
on written report on applicability of theoretical concepts in the real scenario to ensure the expected learning outcome. To assess the positive impact of the trainings on employability skills, mock tests are given. Mock interviews are conducted by a team of faculty to check on their readiness of the student to meet the industrial requirements.

The Institution envisage a model which is unique to each course at the PG level and ensures that such learning outcomes are realized.

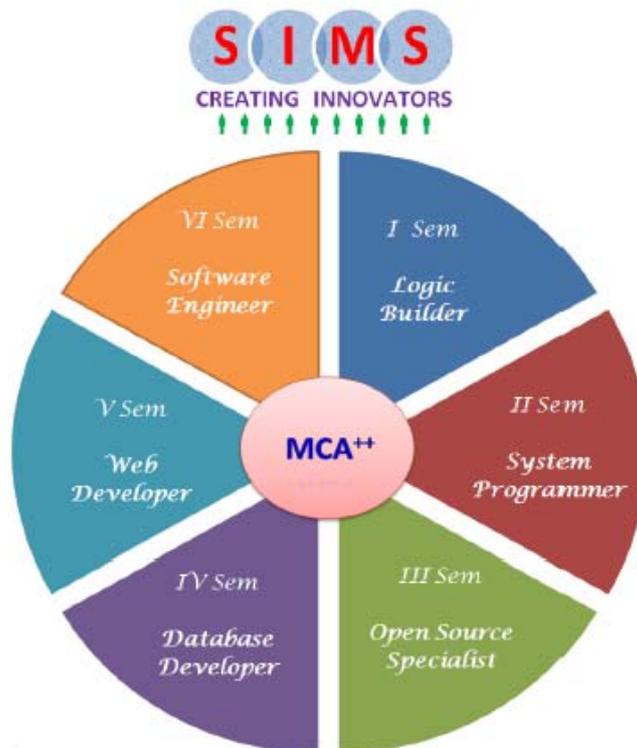
**(1) MBA<sup>++</sup> Model :**



**(2) MSW<sup>++</sup> Model :**



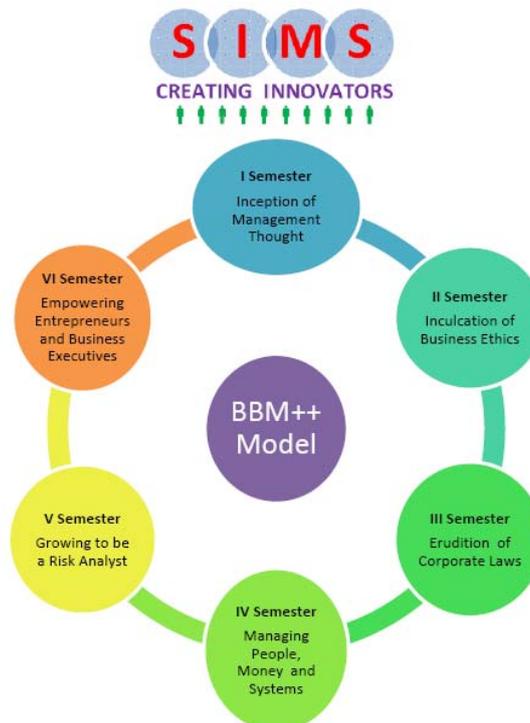
(3) MCA<sup>++</sup> Model :



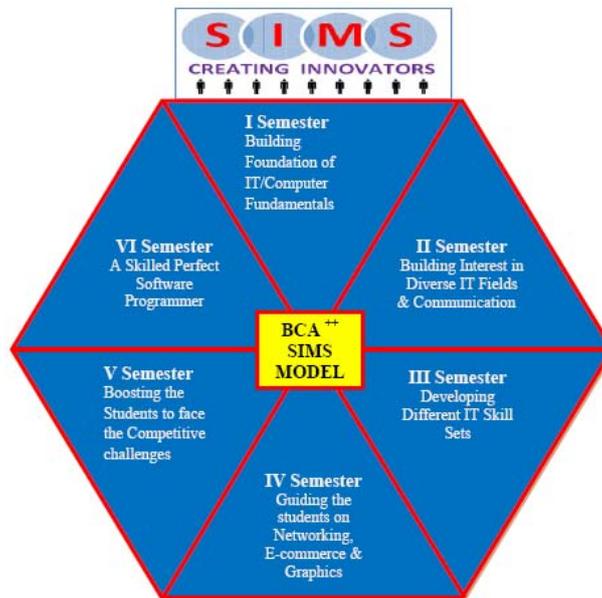
(4) B.Com<sup>++</sup> Model :



**5. BBM<sup>++</sup> Model :**



**6. BCA<sup>++</sup> Model :**



The above models helps the Institute to ensure the achievement of learning outcomes such as emotional maturity, social maturity, business acumen, professionalism and intellectual capabilities.

**2.6.7 Institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning :**

Continuous Student Evaluation includes assessment through internal assessment test, assignments (presentations, case analysis, project etc), class participation and involvement in curricular, co-curricular and extracurricular activities, initiatives and co-ordination of programmes at the institute. This will provide information about the overall development of the students.

- The institution uses assessment as an indicator for planning the academic activities. The head of the institute considers student evaluation results to give proper directions to the faculty members with respect to teaching methodology, mentoring process and other activities for the improvement of student. For example – If performance of the students is poor in any internal assessment examination, the principal/course co-ordinator will hold a meeting with students to discuss the reasons and take necessary actions. Students’ performance in each subject will be considered while planning for the next semester.
- The various departments/committees also plan activities and student development programmes based on the outcome of the student evaluation process. For example – It was observed by the faculty that many students do not have the required extent of communication skills. This was identified even during SWOT analysis and mentoring Process. Placement & training department initiated communication development training programme for all P.G. Courses. The English language instructor of the college takes additional spoken English classes for under graduate students of all courses. This apart, the college conducts certificate programme which is exclusively aimed at improving English language capacity of the students and other soft skills.

- The faculty members use students' assessment to take necessary measures to improve the performance. This will also help to find whether learning objectives are achieved or not. Faculty will consider the assessment data to plan for the next semester in terms of class room activities, assignments and teaching methodology. For example – tutorial classes are conducted by the faculty members based on the performance of the students in internal assessment test and their participation in class.
- Mentors will use assessment data to suggest learning techniques to the mentees for improvement.

Evaluation process helps in selecting students for various intercollegiate competitions (management events, business plan, paper presentation and cultural competitions). It also helps to initiate some supporting course or improvement programmes to achieve expected learning outcomes.

### 2.6.8 Other relevant information regarding Teaching-Learning and Evaluation :

1. The institution provides opportunity to all kind of students who have a strong desire to change in their life through its "**First Come First Serve**" model.
2. Through our pedagogy of "**Student Support Model**" students are encouraged to be achievers. This include a unique way of handling each class with "**Entry Test**" at the beginning and "**Summarizing the Class**" at the end.
3. "**Save a Year program**" allows the students to enhance the attendance by taking additional classes in a given subject so that a student who has attendance between 50 to 60% can save a year. This facility is available only once in 3 years for Undergraduate students. This is an opportunity to the students to realize their mistake and to continue in the mainstream.
4. Economically poor students are supported by providing "**Earn while Learn**" Program. This is intended to be achieved through taking up part-time jobs either in the college or outside through reference.
5. Competency of the students are enhanced by providing "**Value Added Chapter**" in all subjects in each semester.
6. Teaching - Learning process is made more realistic by providing "**High Tech Class Rooms**" with LCD projector, audio amplifier, Wi-Fi based Internet facility and CCD Camera Monitoring in all class rooms.
7. The Institute provides "**Student Supportive Materials**" like College Calendar, Teaching Plan booklet, Study materials, Question Bank of all subjects, Career guidance for redefining the goal in the beginning of each semester.
8. The Institute also provides "**Web Supportive Materials**" like Old Question papers, College Magazine & News Letters, Placement brochure, Notice Board, Higher Education & Job Opportunities which can be downloaded by the students from the website of the college.
9. "New technologies" like **Biometric attendance** for Staff members, CCD camera recording to monitor student discipline are deployed by the institution to enhance student learning.
10. The **college website** supplements the teaching - learning process.
11. **Indigenous software development by Students** for internal Institutional requirement.
12. **MOU/Collaboration with local IT companies** on student support for system development.
13. **Mentoring Program** : The faculty members mentor the students and connect with them on academic & personal aspects on a regular basis.
14. Regular subscription of leading business news papers for each and every student and weekly news analysis.

**2.6.9 Conclusion :**

1. The graduate attributes of the institution are clearly defined /articulated.
2. The institution ensures that its various programmes and activities help achieve the stated graduate attributes.
3. The institution encourages all its departments to clearly state the learning outcomes of its programmes.
4. The achievement of intended learning outcomes is central to the pedagogical and assessment processes of the university.
5. The institution has mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures.
6. New & latest technologies are deployed by the institution to enhance student learning.

\*\*\*\*\*

## CHAPTER 3

### RESEARCH, CONSULTANCY AND EXTENSION

#### 3.1 Promotion of Research

The process of promoting research culture among faculty and students is ensured by facilitating participation in research and related activities, providing resources and other facilities.

The Institute is a recognized Ph.D. Research Center under Rayalaseema University. The Principal Dr. P. S. Aithal is an approved guide of Rayalaseema University and Manipal University who is currently guiding 05 Research Scholars registered with Rayalaseema University. He has also guided 06 students for their M.Phil. degree from Vinayaka Mission University.

Dr. Licamma of MSW department is a recognized guide of Utkal University and recently one of her research scholars was awarded Ph.D. in "Social & Mental Aspects of Employee Absenteeism and suggestions for Psychological Methods of Treatment" from Utkal University, Odisha.

#### 3.1.1 Institution have a research committee to monitor and address the issues of research :

A Research Committee is in place. The committee is constituted by the Principal Dr. P.S. Aithal (Chairman), Dr. Suresh Kumar, Dr. Anil Kumar, Prof. Jeevan Pinto and Prof. Shailashree as members. The committee initiates and monitor research activities with regard to the needs of both students and faculty. Major decisions taken by the committee during last year were the following :

1. Students should be encouraged to utilize opportunity for presenting papers in seminars and programmes offered by other colleges. It may be based on application of research methodology in problems related to their projects, covered by the theme of the seminar.
2. Students should be persuaded to opt research project instead of offering elective theory papers.
3. Choice of research problems should give priority to the expressed needs of the industry/agency that gives permission for the study. This is to promote non-funded consultancy. A copy of the project report may also be given to them.
4. The committee recommended that the faculty members pursuing research should make presentation of their activities periodically in the faculty meetings.
5. The committee also recommended all faculty members should publish at least 2 research papers at national/international conferences/workshops and should try for research projects from appropriate funding agencies.

Composition of Research Committee :

| S. No. | Name of the Member | Department       | Designation         |
|--------|--------------------|------------------|---------------------|
| 1      | Dr. P.S. Aithal    | Management       | Principal           |
| 2      | Dr. Anil Kumar     | Management       | Professor           |
| 3      | Dr. Suresh Kumar   | Social Work      | Professor           |
| 4      | Prof. Jeevan Pinto | Computer Science | Associate Professor |
| 5      | Prof. Shailashree  | Management       | Associate Professor |

#### 3.1.3 measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects :

The following measures are taken by the institution to facilitate smooth progress and implementation of research schemes :

- (1) Encouragement for preparation of projects and identification of appropriate funding agency.
- (2) The institute has formed research centers in potential areas for promoting research by the faculty and each faculty is placed in-charge of these mini research centers functioning within the institute. (details of this is given separately in the chapter.
- (3) In order to provide opportunity to present research papers by faculty & students, the college conducts National level conference/symposium every year since 2002, in the form of MANEGMA 2000 series.
- (4) The college subscribes a large number of Journals & Periodicals as well as online databases to provide reference materials conducive to start/smooth progress of research by faculty & students.
- (5) The college also provides computational facility along with required statistical software.
- (6) Students are encouraged to offer research projects under the guidance of the faculty on novel areas in lieu of electives as part of fulfillment of their course requirement.
- (7) The College library has a repository of project reports of previous years students for students reference.
- (8) The faculty of the college have rich experience and exposure in research and many of them have acquired research degrees (Ph.D./M.Phil.) and they are able to effectively guide student research projects.
- (9) The college plans its students research projects in such a way that students get ample time for data collection during mid semester holidays.

### **3.1.4 The efforts made by the institution in developing scientific temper and research culture and aptitude among students :**

The efforts made by the institution in developing scientific temper and research culture and aptitude among students are :

- (1) The College ensures that both UG and PG courses have research component in their programme.
- (2) All PG Courses have Research Methodology paper as a part of the curriculum and this is taught with emphasis on creating scientific temper and research culture among students.
- (3) The college ensures that through its Certificate programmes, all students of PG courses acquire computational skills as well as familiarity with research application software (EXCEL, SPSS, MATLAB etc.)
- (4) The institution ensures that the distribution of students under faculty guide is based on interest area and field of specialization.
- (5) By conducting various theme based exhibition for student teams, the college promotes scientific temper and research culture among the students. Such for example are Indian Economy Business Exhibition for first year MBA students and International Business Exhibition for second year MBA students. In these exhibitions, students prepare models & collage representing symbols of Indian economic scenario as well as International business scenario.
- (6) In computer related courses the institution maintains a sequential progression from simple to complex projects through developing a research culture starting from the first semester to sixth semester so that students will get experience of developing six projects during the course.
- (7) In order to promote competitive spirit and research culture, the institution awards "Best Project of the Year" prizes to students annually on all courses put together basis.

(8) The college also encourages students to publish their research articles in the online magazine of the college.

(9) Selected projects are put on institutional website for free and unlimited reference, as an encouragement to initiate competitive spirit among the students.

### 3.1.5 details of the faculty involvement in active research :

Being a Post Graduate Institution, the college places primary interest in guiding student research projects.

(1) All faculty members of the institute guide students for :

a) Internship - organizational study of 6 weeks for III Semester students.

b) Dissertation - related to the area of specialization for IV Semester students.

(2) Faculty and students work on collaborative research activities.

(3) Faculty members who undertake research projects individually will be provided assistance including financial support by the college.

(4) Faculty members are encouraged to qualify with research degrees. Those who have successfully completed M.Phil. while serving with the college are listed below :

#### Details of Ph.D. holders of SIMS :

| Sl. No. | Name & Qualification                                    | Ph.D. topic   | University Submitted                      | Year of Award |
|---------|---|---|---|---------------|
| 1       | Dr. P.S. Aithal   | <b>Title of the Ph.D. Thesis</b><br>1. Studies on Growth and Characterization of Some Optoelectronic and Non-Linear Single Crystals                   | Mangalore University<br>Karnataka         | 1997          |
|         |   | 2. Mobile Business Services in Karnataka with Special Reference to Financial Sector   | Manipal University<br>Karnataka           | 2008          |
| 2       | Dr. Suresh Kumar<br>P.M.<br>M.S.W., M. Phil,<br>Ph.D.   | <b>Title of the Ph.D. Thesis</b><br>Family and Marriage among the Keralite Immigrants in Delhi : a study with reference to Ideology, Values, & Norms. | Jawaharlal Nehru University,<br>New Delhi | 1983          |
|         |   | <b>Title of the M.Phil. Thesis</b><br>A Sociological Study of the Brahmins of Kerala with special reference to their Downward Mobility                | Jawaharlal Nehru University<br>New Delhi  | 1979          |
| 3       | Dr. (Mrs.)<br>I.C. Licyamma<br>M.S.W., Ph.D.            | <b>Title of the Ph.D. Thesis</b><br>Social aspects of mental illness  | Kerala University<br>Kerala               | 1983          |
| 4       | Dr. (Mrs.) Jincy<br>Jacob<br>M.S.W., M. Phil.,<br>Ph.D. | <b>Title of the Ph.D. Thesis</b><br>Disability, Social support and Subjective well being among the senior citizens in Kerala                          | Kerala University<br>Kerala               | 2006          |
|         |   | <b>Title of the M. Phil. Thesis</b>   | Shivaji                                   | 1999          |

|   |   |   |                                      |      |
|---|---|---|--------------------------------------|------|
|   |   | The disability and adjustment among institutionalized and non-institutionalised senior citizens in Kottayam district        | University Kolhapur                  |      |
| 5 | Dr. Anil Kumar<br>B.Sc., MBA,<br>M.Phil., Ph.D. | The attitude and behaviour of retail investors in Capital Market: A Study with reference to Mangalore City Corporation Area | Mangalore University<br>Karnataka    | 2012 |
| 6 | Dr. K.<br>Nagamanikam                           | Sub-cultural, values, and support networks of the elderly in rural Tamil Nadu   | Barathiyar University,<br>Tamil Nadu | 2004 |
| 7 | Dr. Surekha<br>Shenoy                           | Women as Entrepreneur - an emerging economic force.   | Mysore University<br>Mysore          | 1993 |

**Details of Ongoing Ph.D. Research :**

| Sl. No. | Name & Qualification   | Ph.D. topic & M.Phil. topic  | University Submitted              | Date of Registration |
|---------|--|--|-----------------------------------|----------------------|
| 1.      | Prof. R.K. Acharya<br><i>M.Com., CA (Inter)</i>  | Microfinancial Services and Development Perspective – A Study of its impact on Women Empowerment in Udupi District of Karnataka  | Rayalaseema University            | 30/03/2010           |
| 2.      | Mrs. Shailashri V.T.<br><i>M.A., PGDBA,<br/>MHRM, M. Phi</i>                                 | A Study of employee Engagement in the Service Sector in the State of Karnataka   | Rayalaseema University            | 15/03/2010           |
| 3       | Mr. Jeevan Pinto<br><i>M.Sc. (Ele), M.Sc. (IT),<br/>PGDIR &amp; PM, M.C.A.,<br/>M. Phil.</i> | Design and Implementation of Energy Efficient Routing Protocol for Wireless Sensor Networks                                      | Mangalore University              | 26.09.2009           |
| 4.      | Mrs. Priti Jeevan<br><i>M.B.A., M. Phil.</i>   | A Study of Consumer Awareness and Perception with respect to Green Marketing with special reference to Dakshina Kannada district | Rayalaseema University            | 15/03/2010           |
| 5       | Mr. Ramesh Pai A.<br><i>B.Tech. (Mech.),<br/>M.B.A., M. Phil.,<br/>M.Com.</i>                | Evaluation of Institutional Support to SMEs in Coastal Karnataka districts   | Jain University<br>Bangalore      | 07.09.2013           |
| 6       | Mrs. Laveena D'Mello<br><i>M.S.W., M. Phil.<br/>(Ph.D.)</i>                                  | A Sociological Study of HIV Positive Women in Dakshina Kannada   | Mangalore University<br>Mangalore | 28. 08.2013          |

|    |  |   |                                   |            |
|----|--|---|-----------------------------------|------------|
| 7  | Mr. P. Sridhara Acharya<br><i>M.Sc., M. Phil.</i>          | A Study on Nano-materials as electronic components pros and cons  | Rayalaseema University<br>Kurnool | 31/03/2010 |
| 8  | Mr. Krishna Prasad K.<br><i>M.Sc., M. Phil., M. Tech.</i>  | An Adaptative Service Provision Framework for Mobile Banking Services using Fourth Generation (4G) Technology by Investigating Third Generation (3G) technologies | Rayalaseema University<br>Kurnool | 12/03/2010 |
| 9  | Mrs. Panchajanyeswari Achar<br><i>M.C.A., M. Phil.</i>     | Knowledge discovery in e-learning based on Semantic Web   | Rayalaseema University<br>Kurnool | 29/04/2010 |
| 10 | Mr. Subrahmanya Kumar N.<br><i>M.B.A., M. Phil., PGDMM</i> | Banking Innovations, Banking Productivity and Profitability – An Analysis of Recent Trends in Indian Banking  | Rayalaseema University<br>Kurnool | 25/05/2010 |
| 11 | Mrs. Sonia Ajay<br><i>M.B.A., M. Phil., PGDMM</i>          | A Study on Women in Business and Worklife Balance   | Rayalaseema University<br>Kurnool | 30/04/2010 |
| 12 | Janet Jyothi D'Souza<br>MBA, M.Phil                        | A study on capital market in India  | Mangalore University<br>Mangalore | 27/06/2012 |
| 13 | Mr. Subramanya Bhat<br>M.Sc., M.Phil.,                     | Cache memory management in multicore systems  | Rayalaseema University<br>Kurnool | 31/05/2010 |
| 14 | Mr. Vaikunth Pai<br><i>M.C.A., DISM, M. Phil., OCA</i>     | Optimization of deterministic finite automaton based Pattern matching in lexical analysis of compiler design  | Rayalaseema University<br>Kurnool | 31/05/2010 |

#### DETAILS OF M.PHIL. & M.TECH. HOLDERS OF SIMS

| Sl. No. | Name of the Faculty   | Title of the M. Phil. thesis  | University                        | Year |
|---------|---|---|-----------------------------------|------|
| 1       | Mrs. Shailashri V.T.<br><i>M.A., PGDBA, MHRM, M. Phil.</i>            | Change management at Corporation Bank                                     | Alagappa University<br>Tamil Nadu | 2007 |
| 2       | Mrs. Priti Jeevan<br><i>M.B.A., M. Phil.</i>                          | Consumer satisfaction with Pvt. Insurance Companies – A Comparative Study | Alagappa University<br>Tamil Nadu | 2005 |
| 3       | Mr. Ramesh Pai A.<br><i>B.Tech. (Mech.), M.B.A., M. Phil., M.Com.</i> | Housing Finance Scenario in D.K. District                                 | Alagappa University<br>Tamil Nadu | 2005 |
| 4       | Mr. Subrahmanya Kumar N.<br><i>M.B.A., M. Phil., PGDMM</i>            | Post IPO Performance of Stocks – An Analysis                              | Annamalai University              | 2009 |

|    |  |   |   |      |
|----|--|---|---|------|
|    |  |   | Tamil Nadu                                |      |
| 5  | Mrs. Sonia Ajay<br><i>M.B.A., M. Phil., PGDMM</i>                                    | A study on Strategies on Employees in the BPO Sector  | Annamalai University<br>Tamil Nadu        | 2009 |
| 8  | Mrs. Laveena D'Mello<br><i>M.S.W., M. Phil. (Ph.D.)</i>                              | A Study on the impact of Self Employment Training on Urban Women  | Annamalai University<br>Tamil Nadu        | 2008 |
| 9  | Mr. Jeevan Pinto<br><i>M.Sc. (Ele), M.Sc. (IT), PGDIR &amp; PM, M.C.A., M. Phil.</i> | Histogram based image Segmentation  | Alagappa University<br>Tamil Nadu         | 2009 |
| 10 | Mr. Subrahmanya Bhat<br><i>M. Sc. (CS), M. Phil.</i>                                 | Image Enhancing model Gray scale Histogram stretching   | Annamalai University<br>Tamil Nadu        | 2006 |
| 11 | Mr. Vaikunth Pai<br><i>M.C.A., DISM, M. Phil., OCA</i>                               | Optimized DFA based pattern matching  | Annamalai University<br>Tamil Nadu        | 2009 |
| 12 | Mr. P. Sridhara Acharya<br><i>M.Sc., M. Phil.</i>                                    | The future world with a 64 bit processor  | Vinayaka Mission University<br>Tamil Nadu | 2008 |
| 13 | Mrs. Lathika K.<br><i>M.C.A., M. Phil.</i>   | Comparison of Open Source Operating Systems   | Vinayaka Mission University<br>Tamil Nadu | 2010 |
| 14 | Mrs. Panchajanyeswari K.<br><i>M.C.A., M. Phil.</i>                                  | Image Enhancement using grayscale modulation  | Annamalai University<br>Tamil Nadu        | 2009 |
| 15 | Mr. Krishna Prasad K.<br><i>M.Sc., M. Phil., M. Tech.</i>                            | Two Stage Lossy/ Lossless Compression of Grayscale document images<br><b>M. Tech. Thesis Title</b><br>Improved User Authentication Model for Online Mobile Banking Financial Transactions | Madhurai Kamaraj University<br>Tamil Nadu | 2009 |
| 16 | Mr. Shivakumar<br><i>M.C.A., M. Tech.</i>  | <b>M. Tech. Title</b><br>Hospital Management Systems  | Karnataka Open University<br>Karnataka    | 2012 |
| 17 | Mrs. Leena D'Souza   | A study on Software Testing Methodologies   | Vinayaka Mission University<br>Tamil Nadu | 2011 |

- Dr. Suresh Kumar has initiated a research project on ‘A Sociological Study of Temple festivals in Kerala’ to be funded by the Ministry of Cultural Affairs, Govt. of Kerala. The

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context of the study heralds cultural insulation as social isolation. The study intends to establish that temple festivals carry a culture and a way of living which promotes social solidarity and feeling of support, participation, involvement and dedication to high ideals. If culture is stripped from man, he becomes a mechanical being and not a social being. Many art forms and sport have evolved out of temple festivals and continue to be related to that. Temples have always been building a life style which creates tranquil and serene environment in villages where tourism has strong hold. Many dietary practices like vegetarianism and fasting overhauls the physiology of human system and renders healthy living. Sexual abstention as part of spiritual observance enables practice of self control rather than counterproductive suppression of desires. It signifies that the definition of health incorporates the satisfaction of spiritual needs which is possible only through religious way of life. It shapes moral codes in everyday life which are necessary to counter eroding values and increasing crime brutalities characteristic of modern times. The college has provided leave and covered the expenses for travel for the pilot study required for the project proposal. The project is now awaiting approval for funding. He has also undertaken many projects like mobile phone use habit among students, HRD climate surveys etc. The college extended staff support and necessary materials for this work.

- The faculty prepare simplified course material to suit the requirement of students. This is upgraded annually. Students are encouraged to consult latest information on various topics in the curriculum through free internet browsing facility provided in the computer lab. The computer lab. is open till 8.00 p.m. in the evening to better suit the students’ convenience.
- The institution promotes research interest among faculty in many ways. MBA faculty Ms. Janet Jyothi D’Souza who passed UGC JRF examination was granted leave for facilitating her full time research for Ph.D. at Mangalore University.
- Faculty who complete Ph.D. are promoted with enhanced salary and suitable grade.
- Publication of research papers in refereed journals is rewarded with cash prize.
- Leave on duty is permitted for faculty for presenting papers in conferences and seminars.
- Srinivas Institute of Rural Reconstruction Agency (SIRRA) an NGO, functioning as the extension wing of the institution covers the cost of survey and field research activities approved by the research committee as benefitting the rural poor in specified localities.
- The college has subscribed advanced databases including DELNET, EBSCO and ProQuest and faculty are encouraged to make use of these facilities in their research.

### **3.1.6 details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students :**

The Institute conducts workshop and training programmes for staff and students in the area of research. Some of such activities during last two years are listed below :

1. Research Training Program on SPSS
2. Orientation on Research Project Formulation.
3. Manegma 2000 Series :

|    |               |   |
|----|---------------|---|
| 1  | 9 /4/2014     | Changing Trends in Management, IT, Social Science                           |
| 2  | 10/4/2013     | Tomorrows Business Tigers---Best practices to stay ahead                    |
| 3  | 12/04/2012    | Sustainable growth in developing Economies---Challenges faced in turbulence |
| 4  | 8/04/2011     | Best Practices to next Practices  |
| 5  | 16/04/2010    | Corporate India---Reengineering strategies for survival and growth          |
| 6  | 3/04/2009     | Managing Economic Recession ----Functional strategies revisited             |
| 7  | 25/03/2008    | Strategic Innovations ---Issues and Challenges                              |
| 8  | 26/03/2007    | Re-thinking Contemporary issues   |
| 9  | 28/03/2006    | Management issues in manufacturing industries                               |
| 10 | 23-24/03/2005 | Emerging management issues in service sector                                |
| 11 | 27-28/03/2004 | Management issues in service sector   |
| 12 | 27/02/2003    | Services sector   |

4. FDP on Research Paper Publication

5. Certificate course in Research Methodology

6. FDP on Research Problem Identification & Methodology

7. Special Orientation Programme for Project work of P.G. Students

8. Explore India Exhibition conducted every year by MBA students

9. Effective Technical writing & Projects based learning by Prof. Lakshman Nandagiri, NITK, Surathkal

10. How to do research by Prof. Ananthnarayana, NITK, Surathkal

11. Preparation of effective project proposals to secure Govt. Financial Support by CA. Nithin Shetty, Senior Chartered Accountant, Mangalore

12. National Security - Future challenges and Role of youth in Nation building by Lt. Gen. P.G. Kamath, organized by Youth for Nation, NGO, New Delhi on 18th February 2014.

### 3.1.7 Details of prioritized research areas and the expertise available with the institution :

The institute has prioritized research areas based on the expertise available with the institution and constituted research centres to emphasize research & innovations in respective fields on a sustainable basis.

#### (1) SRINIVAS CENTRE FOR GREEN BUSINESS RESEARCH

**Dr. P. S. Aithal & Prof. Prithi Jeevan**

**Research in Green Business & Green Business Education:** The traditional MBA degree requires coursework and other study of business from a primarily financial standpoint through efficient production, effective marketing of products and services with some attention to management of people, to conventional economic theory, and to business ethics. A sustainable business is any organization that participates in environmentally friendly or green activities to ensure that all processes, products, and manufacturing activities adequately address current environmental concerns while maintaining a profit. In other words, it is a business that “meets

the needs of the present world without compromising the ability of the future generations to meet their own needs. It is the process of assessing how to design, market, use and dispose products that will take advantage of the current environmental situation and how well a company's products perform with renewable resources. Unfortunately the present MBA curriculum has not taken care of educating management graduates on the adverse affect of global warming and its consequence on climate change. A sustainable MBA program includes traditional subjects with special emphasis on eliminating those models and processes which directly or indirectly contribute to extended global warming and also study of managing for environmental and social sustainability for long term benefit. Such program can be also called as Green MBA. The centre works on the proposed curriculum, pedagogy, businesses processes, new business opportunities and placement opportunities for the proposed sustainable new model in business management education - Green MBA.

#### **Publication :**

[1] P. S. Aithal, Strategic Rethinking of Management Education : A Green MBA Model, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014)

[2] Strategic rethinking of Management Education from Best Practices to Next Practices : A Sustainable Green MBA Model, P.S. Aithal, Proceedings of the IACBE 2011, Asia Regional Conference Management Education in Emerging Economics, 16-17 July 2011, Alliance University, Bangalore, India.

[3] Priti Jeevan, "Green Washing : A Conceptual Framework". Development Prospects of Indian Economy, Bharathi Publications, Delhi 2014. ISBN No.978-93-81212-62-2. Page No.270-276.

[4] Priti Jeevan, "An Analysis of Green Products- Exploring a New Innovation Paradigm" in National conference "Manegma – 2014" at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2

## **(2) SRINIVAS CENTRE FOR NANO-TECHNOLOGY BUSINESS RESEARCH**

### **Dr. P. S. Aithal**

Nanoparticles and nanoscale materials are used in many industries, including electronics, pharmaceuticals, chemicals, energy, and biomedical, among others. Reportedly, areas producing the greatest revenue for nanoparticles are chemical-mechanical polishing, magnetic recording tapes, sunscreens, automotive catalyst supports, biolabeling, and electroconductive coatings and optical fibers. There are many nano-enabled products in commerce today. These products include paints, cosmetics, stain-resistant clothing, electronics, surface coatings, and sporting goods, among other applications. Some researchers believe nanotechnology can be used to significantly extend the human lifespan or produce replicator- like devices that can create almost anything from simple raw materials. Others see nanotechnology only as a tool to help us to do what we do now, but faster or better. The third major area of debate concerns the timeframe of nanotechnology- related advances. Will nanotechnology has significant impact on our day to day lives in a decade or two, or will many of these promised advances take considerably longer to become realities. Only time will tell how nanotechnology will affect our lives. The applications of nanotechnology identified in different areas provides lots of business opportunities which includes Medicine, Electronics, Food, Fuel Cells, Solar Cells, Batteries, Space Travels, Fuel, Better air quality, Cleaner water, Chemical sensors, Sporting goods, Fabric, Cleaning products, Energy, Environment, Health, and Life span increase. This centre is intended to promote research on the possible expected business opportunities due to new nanotechnology products

and services in above areas with an expected time scale and future possibilities of nanotechnology innovations and the magic (like science fictions) going to happen in human life.

**Publication :**

[1] Challenges & Opportunities for Business Innovations through Nanotechnology Management, P. S. Aithal, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[2] P. S. Aithal and Shubhrajyotsna Aithal, Challenges to Human prosperity and possible solutions through Nanotechnology breakthroughs, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014)

### **(3) SRINIVAS CENTRE FOR RED OCEAN & BLUE OCEAN STRATEGY**

**Dr. P. S. Aithal & Prof. Ramesh Pai**

Blue ocean strategy is about creating and capturing uncontested market space, thereby making competition irrelevant. As for defining characteristics, a true blue ocean strategy must have three key components in order to implement and communicate your strategic move: the strategy must be focused, diverge from the competition's strategic profile, and have a compelling tagline that speaks to the market. Based on the findings we will develop a model to plan and develop a sustainable blue ocean strategy in both brick and mortar and click and mortar business. Some research studies find that blue oceans were created by both industry incumbents and new entrants, challenging the assumption that start-ups have natural advantages over established companies in creating new market space.

**Publication :**

[1] Ramesh Pai, "Impact of Securitization on Profitability of Banks" in National conference "Manegma – 2014" at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

### **(4) SRINIVAS CENTRE FOR SCIENCE INNOVATION & SOCIETY**

**Dr. P. S. Aithal & Prof. Sridhar Acharya**

Based at SIMS, SCSIS researches and educates the key processes of science and technological innovation that are critical to business, governments and civil society in the 21st century and beyond to high school and college students.

**Publication :**

[1] Challenges & Opportunities for Business Innovations through Nanotechnology Management, P. S. Aithal, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[2] Strategic Rethinking on Sustainable Materials for Future Photonics Technology, Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, MANEGMA 2011- Proceedings of National Conference on From Best Practices to Next Practices held at Srinivas Institute of Management Studies, Mangalore on 08/04/2011, pp 100 -116.

### **(5) SRINIVAS CENTRE FOR ENTREPRENEURSHIP AND INNOVATION**

**Prof. R. K. Acharya**

The basic aim of Srinivas Centre for Entrepreneurship and Innovation is to build entrepreneurship qualities for students to start their own enterprise in future.

The Centre acts as an institutional mechanism for providing various services including information on all aspects of enterprise building to the budding management students, inculcate a culture of innovation driven entrepreneurship through student projects, take up programs related to development of women entrepreneurship in specific, provide more and more employment opportunities, face emerging challenges and opportunities both at national and international level relating to Micro, Small and Medium Enterprises, encourage Research in the field of creating creative and innovative enterprises.

Special efforts are given to focus microenterprises, specially for the women through self help groups and financial inclusion. More and more research is encouraged in this area.

#### **(6) SRINIVAS CENTRE FOR REVIEW ON MICROFINANCING PROGRAMMES AND WOMEN EMPOWERMENT**

**Prof. R. K. Acharya**

Microfinance is a fast spreading concept and is basically different from the mere providing of micro-credit. It is the process of enabling or authorizing an individual to think, behave, take action and control over resources (physical, human, intellectual and financial) and over ideology (belief, values and attitudes). It is also empirically proved that empowerment of women empowers the entire society. In this background, the centre endeavours to generate research interest in this area of management.

##### **Publication :**

[1] R. K. Acharya, “Financial Inclusion –A Review as a Tool of Empowerment of the Poor, Specially the Poor Women” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2

#### **(7) SRINIVAS CENTRE FOR OPERATIONS RESEARCH**

**Dr. P. S. Aithal**

Operations research or Management Science is a new area of Business management to solve unstructured problems optimally through systematic analytical or numerical or random sampling or using simulations methods. There are many specific techniques are available to solve problems like resource allocation, Project planning, Strategies for competitions, decision making in various conditions, inventory planning, waiting line analysis etc. We are trying to simplify these techniques and planning to add additional techniques to find optimum solutions to real world problems.

##### **Publication :**

[1] Turning the Rivers & Feeding the needy - A boon or bane and how to convert such issues a positive sum game. A case Study of Yetthina Hole Project using Operations Research Method, P.S. Aithal & Srinath Rao, MANEGMA 2014, SIMS, Mangalore.

#### **(8) SRINIVAS CENTRE FOR SOCIAL ENTREPRENEURSHIP**

**Dr. P. S. Aithal & Sonia Ajay**

**Challenges & Strategies of Women Entrepreneurs in Dakshina Kannada District:** A good education does not seem to be a key to business success as many top entrepreneurs have left school early and still have made a mark in the business world. For women in business there are several challenges which men do not face like to face. This centre takes up researchs on women in business in all its social dimensions.

##### **Publication :**

[1] Sonia Ajay, “Changing Trends in Human Resource Management in India” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2

### **(9) SRINIVAS CENTRE FOR SMART SKILLS & LEADERSHIP DEVELOPMENT**

**Prof. Varun Shenoy**

Smart Skills offers leaders and managers what they need to know and do to make traditional or cross-functional teams perform at the highest level. Particularly organizations dealing with customers face-to-face are generally more successful if they train their staff to use these skills. For this reason, employers, in addition to standard technical qualifications, increasingly seek out leaders and managers well skilled in Smart Skills. Current research have shown that a core set of Skills may be more important over the long term than merely technical or occupational skills. nt

#### **Publication :**

[1] Varun Shenoy, “Changing Trends in Campus Recruitment- Simulative Case based approach to counter the emerging challenges” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 – 929306–0-2.

### **(10) SRINIVAS CENTRE FOR SCIENCE POPULARIZATION**

**Dr. P. S. Aithal**

This centre aims at bridging the gap between scientific advancement and common man. It rather aims at popularising science and scientific inventions through a variety of methods such as bringing the institution closer to the community. Many such activities have already been initiated and considerable attention is being paid in this subject.

**Activity :** (a) Invited talk on “Spatial solitons and their applications in Optical computing” at SERC Winter School on Nonlinear Optics, held at Centre for nonlinear dynamics, Barathidasan University, Trichy during December 6th, 2003.

(b) Invited talk on “Lasers and its Applications” in National Conference on “Development & Challenges in Manufacturing Engineering” held during 16-18 March 2004 at Manipal Institute of Technology, Manipal, 2004.

(c) Special Talk on Nanotechnology and Business Opportunities, MANEGMA 2012- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2012 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2012.

### **(11) SRINIVAS CENTRE FOR MOBILE BANKING**

**Dr. P. S. Aithal**

With the advent of Information Technology and mobile communication devices, ubiquitous banking services is increasingly accessible to common man. In the last few years a large number of banks in India, both in public sector as well as in private sector have launched websites and have been offering online ubiquitous banking services and the customers can access such services using their mobile devices through internet. However, Internet based online banking services are vulnerable to outside attacks due to lack of security. In this centre we conduct studies on security issues of mobile banking. The research also includes a proposal of a new model for secured online financial transaction for micro and macro-payments using mobile devices. Some initial discussions showing the effectiveness, benefit and vulnerabilities of the

new model are also included as a means of facilitating trust and minimizing risks in m-banking financial transactions.

**Publication :**

[1] Benefits, Challenges and Prospects of Online Retail Banking in India. Presented at National Conference on Management of “Emerging Sectors” : New Paradigms and perspectives, held at Bapuji Institute of Management Studies, during 15 & 16 April, 2005, Davangere,

[2] Presented research paper titled “Mobile Business in Developing World: An Innovative Technology based competitiveness in Productivity enhanced Business Transaction” Dr. P.S. Aithal, at European Productivity Conference (EPC) 2009 held during 28-30<sup>th</sup> October 2009 at Grimsby, U.K.

[3] Security Issues in Online Financial Transactions with Special Reference to Banking Industry, by P.S. Aithal, Srinivas Institute of Management Studies, Mangalore, & K.V.M. Varambally, Manipal Institute of Management, Manipal published in Quality in Service Sector and Managerial Challenges – Allied Publisher Pvt. Ltd. 2006, Page 103- 114, ISBN 81-7764-992-2.

## **(12) SRINIVAS CENTRE FOR E-LEARNING RESEARCH**

### **Dr. P. S. Aithal**

E-learning is one of the tools emerged from information technology, has been integrated in many university programs. There are several factors that need to be considered while developing or implementing university curriculums that offer e-learning based courses. This centre focus on research intended to specify e-learning critical success factors (CSFs) as perceived by university students.

**Publication :**

[1] Mobile Device based E-learning Model : a Classical Solution for Global Reach P. S. Aithal, and Santhosh Prabhu ; International conference on “Reshaping Management Education in Global Context” on 15 - 16 November 2003, Institute of Management Studies, Devi Ahilya University, Indore, India.

[2] Mobile Device based E-learning Model : a Classical Solution for Global Reach, by P.S. Aithal, Srinivas Institute of Management Studies, Mangalore, India - 575 001. Journal of Internet Banking and Commerce, August 2006, vol. 11, no.3.

[3] Ideal Education System and its realization through Online Education Model using Mobile Devices, P. Sreeramana Aithal and Shubhrajyotsna Aithal, Published in Proceedings of International Conference on Economics, Education and Humanities. IISRO International Multi-Conferences 2014, Bangkok, January 07-08, 2014, Thailand, Page 140 -146. ISBN No. 13-9788192710433.

## **(13) SRINIVAS CENTRE FOR DEVELOPMENT OF BUSINESS CASE STUDIES**

### **Dr. P. S. Aithal**

Business case studies are evolved out of real life context in business organizations serve as a remarkably useful tool for training young managers at the level of their university education. Business case studies are a part of regular teaching methods in SIMS. This centre involves in preparing such case studies to be used in classroom teaching.

**Publication :**

[1] National Workshop on New Pedagogy and Case Development, AIMA, New Delhi – Presented a case on KSRTC, Karnataka.

- [2] Successful Online Business Models : A case of Flikart and its competitors  
 [3] Turning the Rivers & Feeding the needy - A boon or bane : A case Study of Yetthina Hole Project.

#### **(14) SRINIVAS CENTRE FOR RESEARCH IN ENERGY MANAGEMENT**

**Dr. P. S. Aithal & Prof. Sridhar Acharya**

The centre focuses on the energy challenges in India, the causes and the effects on economic development, and sustainability. Energy need, production, consumption and sustainable development are critical issues to ensure India's economic growth. This research focuses on efficient production and use of renewable energy using the sustainable long term energy sources like bright sunlight, wind blow, the wave and tides near the sea shore is given importance.

##### **Publication :**

- [1] P. Sridhara Acharya, "A study on changing trends in power sector special effect on Domestic Appliances" in National Conference "Manegma – 2014" at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2

#### **(15) SRINIVAS CENTRE FOR RESEARCH IN HUMAN RESOURCE PLANNING**

**Dr. Surekha Shenoy, Prof. Shailashri V.T. and Dr. Suresh Kumar P.M.**

Human Resource Planning is an ongoing process of systematic planning to achieve the optimum use of the most valuable assets of the organizations. The centre will work on the following areas

- (a) A Study to assess feasibility of a macro role for HR in Human Resource Planning
- (b) Role of leaders as change agents in the strategic management process
- (c) HR Practices as a Source of Competitive Advantage
- (d) Managerial Attitude and Employee Empowerment
- (e) Rewards and Employee Empowerment
- (f) HR Practices and Employee Empowerment
- (g) Employee attitude towards participation in managerial responsibilities
- (h) Employee satisfaction with Supervisory styles

##### **Publication :**

- [1] Shailashree V.T., "Employer Branding...Beyond the Human Resources Approach" in National conference "Manegma – 2014" at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.  
 [2] Shailashree V. T., UGC Sponsored National Seminar Changing Dimensions Of Commerce And Management Education Amidst Global Competition In Higher Education Sacred Heart College Madanthyar 24 &25 March 2012 Mangalore  
 [3] Shailashree V. T., Nitte international conference on Development Challenges global aspirations local realities 29 -30 December 2012 NITTE Karnataka India  
 [4] Shailashree V. T., Employee engagement for competitive advantage, *A case study of YES BANK* 2012 Mangalore university college INNOVATION the key ingredient to be tomorrows tigers (A case study of 3 M) 2012, Manegma  
 [5] Shailashree V. T., Recessionary pressures: Impact on HR Practices and Employee Engagement. Jan-March 2012 Organizational management journal of management foundation of Palghat management association affiliated to All India Management association

#### **(16) SRINIVAS CENTRE FOR BANKING STUDIES**

**Dr. P. S. Aithal, Prof. Subrahmanya Kumar N. & Prof. Amith Menezes**

**(a) Business Ethics in Banking Sector:**

In banking, ethics are the morals or principles that are supposed to be followed. Business Ethics is viewed in terms of the employee, customer or management. A study of their inter-relationship, application and promotion form the subject matter of studies in this centre.

**(b) SHG- Bank Linkage Program and Financial Inclusion:**

Finance is the essential requirement of investment and economic activity. A number of factors affect access to financial services and the financial exclusion results into loss of opportunities for individuals and entities to grow. On the other hand, from the macro point of view of nation at large, the financial exclusion results in aggregate loss of output and non-realization of the growth potential of the country. Effective financial inclusion should consider not only the credit side but also the deposit side so that the people who are financed initially should ultimately turn into depositors so that their economic condition becomes self-sustaining.

**Publication :**

[1] Ubiquitous Banking : Exploiting Information Technology for Financial Transactions in Banking Industry, International Conference on Exploiting Information Science, Systems & Technology for Organizational Enhancement MDI, New Delhi, July 24-26, 2005, Delhi, India.

[2] Security Issues in Online Financial Transactions with Special Reference to Banking Industry, by P.S. Aithal, & K.V.M. Varambally, published in Quality in Service Sector and Managerial Challenges – Allied Publisher Pvt. Ltd. 2006, Page 103- 114, ISBN 81-7764-992-2.

[3] Mobile Business Technology and Business Proliferation of Banks – A futuristic Approach by P.S. Aithal, & K.V.M. Varambally, Amity Business Review – an Indian Journal, 10, 1, Jan-June 2009, P 9 – 25, ISSN 0972-2343.

[4] Amith Menezes, “Innovative Practices- the Differentiating Factor for Private Sector Banks” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[5] Subrahmanya Kumar, “Trends in the use of non-physical modes of accessing banking services in India-An analysis” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

**(17) SRINIVAS CENTRE FOR IDEAL BUSINESS REALIZATION****Dr. P. S. Aithal**

In this research, some of the characteristics of an Ideal Business are identified and modeled. The research explains how these characteristics can be achieved in practical business by incorporating electronic online business (E-business) model using mobile devices. The paper also discusses how a small business planned by an entrepreneur can improve it towards an ideal business level by incorporating information communication technology (ICT) components. The conceptual nature of such business using e-business models called mobile business are discussed and various parameters affecting such business in terms of the characteristics of Ideal business are studied. Finally, some of the possible products and services which can lead to the concept of Ideal Business are identified and analyzed.

**Publication :**

[1] Concept of Ideal Business & Its Realization Using E-Business Model, P. S. Aithal, Presented in International Conference on Business Management and Information Technology, 12-13, December 2013, Kuala Lumpur, Malaysia.

[2] P. S. Aithal, Concept of Ideal Business & Its Realization Using E-Business Model, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014)

### **(18) SRINIVAS CENTRE FOR EMOTIONAL INTELLIGENCE STUDIES**

**Dr. P. S. Aithal & S. Aithal**

Education is the most important thing in any country to develop and prosper. Education forms the character and intelligence of individuals. It also provides the talent and motivation to every person. The conventional education system at higher education level is analog to brick and mortar type business system, where a student get systematic education from college/University by physically attending required courses regularly (Full time/part Time). In this research we have presented an Ideal Education System model by considering various characteristics under Input conditions, Systems requirements, output conditions and environmental & social conditions for Ideal education and analyzed these characteristics with an objective to achieve the goal. We have studied the possibility of realizing our Ideal Education System Model through Online Education using Mobile devices. Finally a comparison is made between Conventional Education Models and Online Education Model using Mobile devices.

### **(19) SRINIVAS CENTRE FOR CLOUD COMPUTING**

**Prof. Vaikunt Priyesh Pai**

Cloud computing can be an effective strategy to reduce the IT operations and management costs and free up critical resources and budget for discretionary innovative projects. This will enable businesses to invest on innovative solutions that will help them address key customer challenges instead of worrying about operational details. Enterprises can become agile and harness the power of Information Technology to drive unprecedented customer value through use of cloud computing.

#### **Publication :**

[1] Vaikunta Pai, “The Implications and Impacts of Web Services to Electronic Commerce” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

### **(20) SRINIVAS CENTRE FOR COLABORATIVE RESEARCH**

**Dr. P. S. Aithal**

This centre aims at multi-disciplinary research drawing in experts from different areas in different disciplines from among the colleges under Srinivas group. For instances, we are working with Dept. of Chemistry, Srinivas Institute of Technology for research in Nonlinear Optical Materials and Dept. of Civil Engineering, Srinivas School of Engineering for research in Strategy for implementation of drinking water projects in D.K. District.

#### **Publication :**

[1] Shubhrajyotsna Aithal, Sreeramana Aithal and Gopala Krishna Bhat, Comparative Study on Azo dye-doped Polymer Films for Degenerate Four Wave Mixing Applications, International Conference on Mathematics and Applied Physics, 18-19, February, 2014, Singapore.

[2] Shubhrajyotsna Aithal, P. Sreeramana Aithal and Gopala Krishna Bhat. Study of Optical Limiting and Optical Phase Conjugation in DASPb dye-doped polymer films, Accepted for publication in GSTF Journal of Physics and Applications (JPA) - (Print ISSN: 2335-6901, E-periodical: 2335-691X) (JPA Vol. 1 No. 1), 2013.

[3] Shubrajyotsna Aithal, P. S. Aithal, Gopalkrishna Bhat, Managing Innovations in Nonlinear Optical Materials for Photonics Technology, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[4] Shubrajyotsna Aithal, Sreeramana Aithal and Gopalkrishna Bhat, Phase Conjugation in Two Photon Absorbing Dye films by Degenerate Four-wave Mixing, 3<sup>rd</sup> International Conference on Photonics 2012, 1-3 October 2012, Penang, Malaysia. Published in IEEEExplore ISBN: 978-1-4673-1463-3, pp - 235-239 (2012).

[5] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Study of Degenerate Four-Wave Mixing in Disperse Orange Dye-doped Polymer Film, presented in International Conference on Recent Trends in Advanced Materials, ICRAM -2012, Feb 20 – 22, 2012, at VIT University, Vellore, Tamilnadu, and Published in Advanced Materials Research Journal, ISSN: 1662-8985, Trans Tech Publications (TTP), Switzerland, Vol. 584, pp 526-530,

## **(21) SRINIVAS CENTRE FOR OPTICAL & QUANTUM COMPUTING**

### **Dr. P. S. Aithal**

Quantum computers have the potential to revolutionize the future. Possessing processing power unmatched by any classical device, applications are already known in codebreaking, database searching, mathematics, and quantum simulation. Optical quantum computing is particularly promising – not only is light relatively immune from noisy interactions with the environment, it is also a natural information carrier, making optical quantum computers easy to interface with a larger quantum information network. In optics, as with other approaches to quantum computing, we need to overcome significant physical challenges – the fragility of quantum systems, the difficulty in individually preparing and controlling large numbers of quantum systems, the substantial resources needed to make them all interact, the problem of high-efficiency measurement.

#### **Publication :**

[1] A review on Sustainable Materials Research for optical switching of Future Optical Computer Technology, Shubrajyotsna Aithal, P.S. Aithal and Gopalkrishna Bhat, MANEGMA 2012- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2012 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2012

## **(22) SRINIVAS CENTRE FOR RESEARCH ON BRANDING :**

### **Prof. Keerthan Raj**

Every once in a while a marketer has to keep re-inventing, re-energizing and re-positioning the brands to appeal to the customers. Unless and until the customer is constantly reminded of the brands he will shift elsewhere to what is his immediate recall brand. This study attempts to look at how creating a brand value and using that brand value story marketers can extend product portfolio over the years and capture customer attention, loyalty and market share.

#### **Publication :**

[1] Keerthan Raj, “Branding and brand Extensions – Reasons for success - An Empirical Study”, presented at a National conference on IT & Management: Innovations and Inventions - Global Perspective at Anekant Institute of Management Studies, Baramati, Pune - ISBN- 978-81-925944-2-2.

[2] Keerthan Raj, “Street Food -An Emergent Model of Branding” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[3] Keerthan Raj, “Competitive Selling - The Banking Industry –An Empirical Study” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2

[4] Keerthan Raj, “Effective Leadership and Change management” - An Empirical Study in leading MNC Bank, presented at Manegma 2013, National Level conference at Srinivas Institute of Management Studies.

### **(23) SRINIVAS CENTRE FOR RESEARCH IN WIRELESS SENSOR NETWORKS :**

#### **Prof. Jeevan Pinto**

Over the last half a century, computers have exponentially increased in processing power and at the same time decreased in both size and price. These rapid advancements led to a very fast market in which computers would participate in more and more of our society’s daily activities. In recent years, one such revolution has been taking place, where computers are becoming so small and so cheap, that the single-purpose computers with embedded sensors are almost practical from both economical and theoretical points of view. Wireless sensor networks are beginning to become a reality and therefore some of the long overhead limitations have become an important area of research.

#### **Publication :**

[1] An Analysis of Energy - Efficient Data Routing In Wireless Sensor Networks, Jeevan Pinto and Manjiaiah D H. IJCA, January 2013, pp-14-18, ISBN: 973-93-80872-01-9

[2] Modified Distributed Energy Efficient Clustering Routing Protocol for Wireless Sensor Networks, Jeevan Pinto and Manjiaiah D H., IJCA, November 2013, pp-39-43, ISBN: 973-93-80878-59-1.

### **(24) SRINIVAS CENTRE FOR CACHE MANAGEMENT IN HIGH PERFORMANCE COMPUTING**

#### **Prof. Subrahmanya Bhat**

High performance Computing(HPC) is the technical term used for solving the large problems with the help of high end systems. Because of the technological advancements in the architectures of System Processors, chips with Dual, Quad cores have been deployed and released in the market. Cache is the memory built in to these processor chips which needs to improve the system performance. Cache management in multi core systems is really a challenging task, as one needs to address issues like level of cache sharing in multi core architecture, cost in embedding dedicated cache for each cores, cost in maintaining the coherency among the cache contents against the performance factor in overall computing.

#### **Publication :**

[1] Parallel Programming Model in Multi-Core Systems for High Performance Computing Menegma 2014.

[2] High Performance Computing and its impact on Indian economic growth- Menegma 2013

[3] India against China, a potential threat from China in getting IT outsourcing work, issues and challenges- Menegma 2012.

## **(25) SRINIVAS CENTRE FOR APPLIED FINANCIAL BEHAVIOUR STUDIES**

**Dr. Anil Kumar**

The way the investors understands and evaluates the stock market goes a long way in determining the security prices as well as the future development of the capital market. Investment from the citizens is an essential prerequisite for capital formation and the faster growth of an economy. There has been a paradigm shift in the financial economics literature wherein financial decision making has been shown not to follow assumptions of full rationality rather we find that decision making is much more complex and is influenced by behavioural and social expectations. Studies have shown, for example, that individuals' preferences are best described by prospect theory, and not by the assumption of expected utility theory. In addition, market participants are shown not to have perfect foresight, but to make systematic errors in expectation formation.

The Centre for Applied Financial Behaviour Studies (CAFBS) is a research centre with a focus on research in the following domains:

- Merging financial theory, human behaviour and practice
- Research on economic decision making process and the impact of social styles
- The role of psychological biases on rationality of the decision making process.

### **Publication :**

[1] Indian Capital Market: Recent Developments and Policy Issues, Indian Development Review, Vol 9, No. 2, Serials Publications, New Delhi

[2] Understanding the Structure and the Dynamics of Individual Investor Behaviour: A Behavioural Finance Approach, International Journal of Economics and Business Policy, Serials Publications, New Delhi.

[3] Investor behaviour pre and post equity market crash of January, 2008, at the international conference on Economics and Business organised to the International Journal of Economics and Business, New Delhi during 19<sup>th</sup> -21<sup>st</sup> of December, 2009.

[4] Development Of Credit Derivative Markets: Implications on Monetary Policy and Financial Stability of developing Economies Like India, at the international conference on Money and Finance in Indian Economy, organized by the Indira Gandhi Institute of Development Research, Mumbai during January 18<sup>th</sup>-19<sup>th</sup> 2008.

[5] The Implications of Risk Taking Incentives on the stability of the Indian Financial System, at the national conference ANVESH, organized by Nirma University, Ahmadabad during 9<sup>th</sup> -10<sup>th</sup> April, 2008.

## **(26) SRINIVAS CENTRE FOR SOCIAL RESEARCH :**

**Laveena D'Mello, Dr. Jincy Jacob, & Prof. Dr. I.C. Licamma**

The centre for social research works on a variety of issues which address problems on socio-economical conditions, psycho-social problems, and development. The studies initiated by the centre are listed below :

- (a) Socio-Economic condition of HIV Positive Women (in Dakshina Kannada)
- (b) A study on the psychosocial problems of minority community (in South Canara).
- (c) Mental Health problems in women headed families.

### **Publication :**

[1] Laveena D'Mello, Presented a paper in the 2<sup>nd</sup> International conference on Managing Human Resource at the workplace title on "A Study on Socio-Economic condition of HIV Positive

*people in Dakshina Kannada*” at SDMIMD, Mysore, India on 13<sup>th</sup> and 14<sup>th</sup> December 2013. The paper was published in the Conference Proceeding CD with ISBN Code 978-81-922146-5-8.

[2] Laveena D’Mello, National Seminar “*Women and HIV/AIDS*” related to my Research area. The seminar was on “Women and Development”, at Centre for Women’s studies, Mangalore University, sponsored by UGC in March 1<sup>st</sup> and 2<sup>nd</sup> 2012.

[3] Laveena D’Mello, “Social Exclusive Growth: Challenges and strategies”, at Department of Social Work, Mangalore University, Karnataka, on Topic “Social Exclusion of HIV Positive Women in Dakshina Kannada”, which will be held on 6<sup>th</sup> and 7<sup>th</sup> February 2014.

[4] Laveena D’Mello, “Changing trend in Society on perception of HIV Positive people in Dakshina Kannada” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

### **(27) SRINIVAS CENTRE FOR TRAINING IN SOCIAL RESEARCH :**

#### **Dr. P. S. Aithal & Dr. Suresh Kumar**

The study of research methods is not only an essential requirement for social scientists, it is also vital for anyone looking to succeed in business and management. Grounded theory is a method of social research which involves generating theory from empirical data. Originating in sociology, it has become highly popular in management research. Case study research, in which the subject of research is studied within its social, political, organizational, or economic context, is one of the commonest approaches across the social and management sciences. Research techniques like Interviews, Focus groups, Action research, Survey as structured method to gather data from large number of respondent. In this proposal a study on How to choose the basic statistical analysis tools appropriate for academic research, How to conduct experiments in management research, and How to collect data and preliminary analysis will be analysed and various Research Methods : methodological strategies – Design & Implementation through Surveys, Case Studies, Experiments - setting up experimental group & control group, Action research – Study of social situation with a view to improving the quality of action within it, Interview methods, Use of Questionnaire and Observational methods will be carried out and an intensive training will be conducted on above aspects to young researchers.

#### **3.1.8 Efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students :**

The institute strives to attract eminent researchers to visit the campus and interact with teachers and students on different occasions. The following eminent persons visited the institute on orations such as Manegma, Magma, Founders day etc.

##### **Year 2013 :**

- ❖ Sri Mohammed Ameen, President, Kanara Chamber of Commerce, Mangalore,
- ❖ Prof. K.V.M. Varambally, Professor, Manipal Institute of Management, Manipal.
- ❖ Mr. Prasad Raj Kanchan, Managing Director, Kanchana Hundai, Udupi.
- ❖ Dr. Sudheendra Bhat, Director, Kalcy Group of Companies, Mangalore.
- ❖ Dr. Sriprakash K S, Vice Chancellor, Rguhs, Bangalore.
- ❖ Dr. Indumathi V. A (Professor, Microbiology Dept., MSRMC, Bangalore,.
- ❖ Mr. Narendra Singh Chairman & Director, Bank of Maharashtra.
- ❖ Dr. Oscar Fernandes Chairman, Parliamentary Standing Committee, Ministry HRD.
- ❖ Prof. Lina Kashyap, Deputy Director, Tata Institute of Social Sciences, Mumbai
- ❖ Sri S P Kulkarni Executive Director, Karnataka Examination Authority, Bangalore,

**Year 2012**

- ❖ Dr. Sriprakash K.S., Vice Chancellor, RGUHS, Bangalore.
- ❖ Dr. Mrs. Indumathi V.A., Professor, Microbiology Dept., M.S. Ramaiah Medical College, Bangalore.
- ❖ Prof. G. V. Joshi, Dean of arts Faculty, Mangalore University, Mangalore
- ❖ Mr. Narender Kabra, Dy. General Manager, Bank of Maharashtra.
- ❖ Sri B.S. Ramaprasad, IAS, Commissioner, Health & Family Welfare, GOI, Bangalore.
- ❖ Prof. P. S. Yedapadithaya, Registrar, Mangalore University.
- ❖ Prof. Dr. T. Mallikarjunappa, Professor, MBA Dept., Mangalore University.

**Year 2011 :**

- ❖ Sri S.M. Poojary, Manager, Bank of Maharashtra, Mangalore,
- ❖ Dr. Sandeep Sancheti, Director, NITK, Surathkal.
- ❖ Prof. K.V.M. Varambally, Professor, Manipal Institute of Management, Manipal.
- ❖ Dr. S. Ramananda Shetty, Hon'ble Vice Chancellor, R.G.U.H.S., Bangalore.
- ❖ Mr. Allen Perera, Chairman & MD, Bank of Maharashtra, Mumbai.
- ❖ Prof. Meenakshi Rajiv, RBI Chair Professor, Institute of Social & Economic Change, Bangalore.
- ❖ Prof. Dr. K. Narayana Rao, Member Secretary, AICTE, New Delhi.

**Year 2010**

- ❖ Sri P. Jayaram Bhat, Managing Director & Chief Executive Officer, Karnataka Bank Ltd. Mangalore.
- ❖ Dr. V. S. Acharya, Hon'ble Minister for Home Affairs, Govt. of Karnataka.
- ❖ Shri J. Krishna Palemar, District in-charge Minister and Minister for Fisheries & Ports, Small Saving and Lotteries, Govt. of Karnataka.
- ❖ Dr. K.C. Prasad, Dean, Srinivas Institute of Medical Science & Research, Mukka.
- ❖ Sri Alok Mohan, IPS, Inspector General of Police, Western Range, Mangalore.
- ❖ Dr. Mike Dhillon, Vice Principal, Grimsby Institute of Further & Higher Education, U.K.

**List of Visiting Faculty**

The following eminent persons periodically visit the college and interact with students and teachers :

| S. No. | Name & Address   | S. No. | Name & Address   |
|--------|--|--------|--|
| 1      | Prof. Dr. Shekar Kaup<br>M.A., M.B.A., Ph.D.<br>Director, Waiden Institute<br>Maryland,<br>U.S.A.          | 2      | Dr. Ram S. Sriram<br>M.Com., Ph.D., CPA, CFSA<br>School of Accountancy<br>Georgia State University<br>U.S.A. |
| 3      | Dr. K. Shivamoggi<br>B.E., M.S., Ph.D.<br>School of Mathematics<br>University of Central Florida<br>U.S.A. | 4      | Dr. R.V. Jayathirtha<br>B.E., M.B.A., Ph.D.<br>Bullseye Consultancy<br>Bangalore.                            |
| 5      | Dr. B.V.D. Rao<br>MBA, M.I.Ex.M., Ph.D.<br>CEO, UMS Services Ltd.,   | 6      | Dr. Muthu Krishnan<br>M.Com., Ph.D.<br>Controller of Administration  |

|    |  |    |   |
|----|--|----|---|
|    | Coimbatore.  |    | N.I.O., Goa   |
| 7  | Dr. Ramesh Mittal<br>Chief Project Leader<br>(Ent. Dev. Cell)<br>Malaviya Institute of Technology<br>Jaipur. | 8  | Dr. V.K. Kapoor<br>M.Sc., Ph.D., (I.I.T., Kanpur)<br>Vikas Nagar<br>Lucknow.            |
| 9  | Dr. B. Venkatachalam<br>M.B.A., AICWA, Ph.D.<br>Director,<br>Bangalore Stock Exchange<br>Bangalore.          | 10 | Dr. K.V.M. Varambally<br>Former Director,<br>Manipal Institute of Management<br>Manipal |
| 11 | Dr. Sridhar Aithal<br>Professor<br>T.A. Pai Institute of Management<br>Manipal                               | 12 | Dr. Sudhindra Bhat<br>Professor<br>Alliance University<br>Bangalore                     |

### 3.1.9 The percentage of the faculty has utilized Sabbatical Leave for research activities :

The institute is open to the idea of granting sabbatical leave for research for staff who is interested to pursue full time research. However, in social science, the preference is for part time research and the faculty utilize the vacation holidays for data collection. Due to advancement in information - communication technology, access to various databases and journals online everywhere, it would be possible to continue in job while simultaneously doing research without going on leave. In the previous year, the college granted leave to one faculty for full time research in Mangalore University having obtained UGC research Fellowship.

### 3.1.10 Details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community :

The institution contributes to the transfer of findings of the research to the community in the following ways :

1. The problems for research project work is chosen based on the priority of the industry/social agency.
2. One of the members of the Industry/Agency is designated as co-guide and given opportunity in guiding the preparation of the project.
3. A copy of the research report is submitted to the Industry/Agency so that the findings are made use of in the best interest of the community.
4. It is envisaged that the results of the studies would be utilized to solve the needs and the problems of the industry / agency.
5. Some of social work projects use students and volunteers from the public for awareness generation and action in the community.
6. Mini software projects developed by computer science students find immense use and applications in automation/control of various processes and benefits the public.

### 3.1.11 Summary :

1. The institution facilitates its faculty to undertake research by providing research funds (seed money). Allowances + Subsidized Laptop Computers

2. Provision for research facilities in terms of laboratory equipment, research journals and research incentives are made available to the faculty.
3. The institution encourages and promotes a research culture (eg. teaching work load remission, opportunities for attending conferences etc.).
4. The faculty are encouraged to undertake research by collaborating with other research organizations/ industry.
5. Faculty are given due recognition for guiding research.
6. The institution has research committees for promoting and directing research.
7. The institution encourages the establishment of specific research units/ centers by funding agency / university.
9. Workshops/ training programmes/ sensitization programmes are conducted by the institution to promote a research culture on campus.
11. The institution has a good percentage of faculty who have utilized sabbatical leave for pursuit of higher research in premier institutions within the country and abroad.

### 3.2 Resource Mobilization for Research

The institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and/ approach funding agencies for mobilizing resources for Research. The institutional support to its faculty for submitting Research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in Research. The faculty are empowered to take up research activities utilizing the existing facilities. The institution encourages its staff to engage in Interdisciplinary and interdepartmental research activities and resource sharing.

#### 3.2.1 Details of major heads of expenditure, financial allocation and actual utilization :

A sum of Rs.20 lakhs per year has been earmarked for research related activities. This include expenses on purchase of new books, subscription of journals & other databases, computer hardware and recurring payment on high speed internet apart from conduct of conferences and workshops. The is budget allocated annually.

| S. No. | Year     | Allocation (Rs.) | Expenditure (Rs.) | Particulars of Utilization   |
|--------|----------|------------------|-------------------|--|
| 1      | 2013 -14 | 30,00,000        | 30,00,000         | Workshop for Research Centres Manegma 2014 Conference 1 Conference 2 New Books Subscription of Journals Computers Internet |
| 2      | 2012-13  | 25,00,000        | 25,00,000         | Workshop for Research  |

|   |         |           |           |   |
|---|---------|-----------|-----------|---|
|   |         |           |           | Research Centres<br>Manegma 2013<br>Photo Copier &<br>Scanner<br>Computers<br>Internet            |
| 3 | 2011-12 | 20,00,000 | 20,00,000 | Workshop for<br>Research<br>Research Centres<br>Manegma 2012<br>Computers<br>Journals<br>Internet |

### 3.2.2 The amount disbursed and the percentage of the faculty that has availed the facility in the last four years :

The institution has initiated a provision to provide seed money to the faculty for research. The faculty members have to submit their research proposal along with budget to the head of the institution. The same is presented in front of faculty members before the research committee. On approval of the proposal the seed money will be sanctioned to the faculty. Such seed money is meant to be utilized for purchasing data processing systems, printers, software and peripherals.

The institution also encourages faculty to apply for external funded projects. In such cases the part of the overhead expenditure will be returned to the project holder/Principal Investigator.

| S. No. | Year | Name of Faculty  | Nature of research work  | Amount Disbursed |
|--------|------|------------------|--|------------------|
| 1      | 2003 | Dr. P. S. Aithal | NSC project  | 50,000           |
| 2      | 2003 | Dr. P. S. Aithal | DST Project  | 8,00,000         |
| 3      | 2014 | Dr. Suresh Kumar | Project on Temple Festivals in Kerala (Pilot study and field visits) | 10,000           |

### 3.2.3 Financial provisions made available to support student research projects by students :

(1) The part of registration fee to participate and present research papers at seminars and conferences are reimbursed for students to encourage them to take part in such competitions and events conducted by various other institutions.

(2) Student and Faculty Collaborative research projects will be supported by the institute for publication of the result in reputed journals.

(3) Best project award is given to the students annually who prepares the best project of the year.

### 3.2.4 Various departments/units/staff of the institute interact in undertaking inter-

### disciplinary research with examples :

Encouragement is given and support extended to write research papers by the faculty on interdisciplinary issues. After the data collection intensive discussions will be held before writing the papers.

The college supports interdisciplinary research in the following ways.

**(1) Research in Mobile Commerce :** The faculty members of Business management and Computer science interact & collaborate to develop new ideas and models as well as case studies in Mobile commerce based research.

**(2) Empirical Research in Industry based studies :** Social work Department conduct data collection for Business management problems and Computer Science faculty involves in processing the data.

**(3) Through special training** on SPSS/ statistical data analysis package, Computer science department interact with Social work & Business management department. Many student projects receive help in analysis through this collaboration.

### 3.2.5 Institutional ensurance optimal use of various equipment and research facilities of the institution by its staff and students :

#### 1. Use of Library for Research :

- (a) Books can be borrowed from the library using open access system.
- (b) Comfortable seating facility is provided for consulting reference books in the library.
- (c) Current issues of various journals are displayed in the Journal section, Staff and students can also refer back volumes of these journals maintained in the library.
- (d) Library contains cubicle facility with Personal computers connected to Internet for use of staff and students research.
- (e) The researchers can have access to various digital libraries and Databases through library computers.
- (f) Digitized automation of the library helps the staff and students who are pursuing research.
- (g) The college library has membership of Mangalore University library and through this the researchers get access to resources in other libraries.
- (h) The library maintains a huge collection of Project Reports which are openly accessible and helpful to staff and students.
- (i) Xerox and Scanning facility are available in the library.
- (j) The list of project reports available in the College library is up loaded in the institutional website so that it could be searched at anytime, anywhere.
- (k) Library offers extended working hours till late evening and holidays for the use of research work.

#### 2. Use of Computer Lab for Research :

- (a) A large number of computers are installed in the computer lab and are interconnected.
- (b) All computers are connected to high speed internet.
- (c) All computer labs are supported with UPS and Power generator facility.
- (d) All computers are provided with both system software and application software for supporting research.
- (e) Researchers can also make use of the scanning facility in the computer lab.
- (f) The researchers are allowed to store their data either in server or in clients for further analysis.
- (g) Researchers can get technical support from staff available in the computer lab.

- (h) Research related presentations can be made through LCD fitted in the computer lab.
- (i) Computer lab offers extended working hours till late evening and holidays for the use of research work.
- (j) Students and staff can make use of various statistical packages available in the computer lab for their research.

### 3. Use of External Facility for research :

- (a) A copying centre is functioning within the college which offers facilities such as copying, printing, binding, and lamination work related to research projects of the students.
- (b) The copying centre caters the needs of over 350 student projects offered by students of all the courses of the college in a given year.

### 4. Other Institutional facilities :

- (a) Independent cabins are provided to junior faculty members.
- (b) Laptop computers are provided on loan facility to all staff members.
- (c) Faculty and students also connect their computers to internet through wi-fi enabled internet facility.
- (d) LCD projectors are fitted in all class rooms for student & staff presentations.
- (e) A 130 seater AC gallery hall with individual electrical connection and Multimedia with audio visual is also provided for research related presentations.

Certain organizations in the service sector have availed research support for planning, operationlizing and marketing activities. Such for example are the following :

| S. No. | Agency   | Nature of work                       | Year        | Amount    |
|--------|--|--------------------------------------|-------------|-----------|
| 1      | Dept. of Science & Technology (DST-SERC) New Delhi | Scientific Reserch                   | 2002-04     | 12,00,000 |
| 2      | DKMPU - Nandini                                    | Marketing Project                    | 2009 - 2012 | 2,00,000  |
| 3      | Special Economic Zone (SEZ)                        | Surveying for Industrial development | 2005-06     | 2,13,000  |

The following projects have been submitted to various funding agencies and awaiting grants :

| S. No. | Agency | Nature of work  | Year    | Amount      |
|--------|--------|---|---------|-------------|
| 1      | AER    | Research Project on surface modification in materials | 2014    | 42.0 lakhs  |
| 2      | UNESCO | Social Research Project                               | 2014    | 182 crores  |
| 3      | DST    | Nanotechnology research                               | 2014    | 3.10 crores |
| 4      | ICSSR  | Social Research                                       | 2013-14 | 2.13 lakhs  |

|   |                          |   |         |            |
|---|--------------------------|---|---------|------------|
| 6 | American Charity Society | Training & Research Centre on AIDS Prevention | 2014-15 | 148 crores |
|---|--------------------------|---|---------|------------|

### 3.2.6 Summary :

1. Financial provisions are made in the institution's budget for supporting students' research projects.
2. The institution takes special efforts to encourage its faculty to file patents.
3. Projects sponsored by the industry / corporate houses are availed by the institution.
4. The institution receives quantum of research grants from external agencies for major and minor projects.
5. The institution has recognized Research Centres.

### 3.3 Research Facilities

Required infrastructure in terms of space and equipment and support facilities are available on the campus for undertaking research. The institution collaborates with other agencies/institutions/research bodies for sharing research facilities and undertaking collaborative research.

#### 3.3.1 Research facilities available to the students and research scholars within the campus :

The institute also functions as a Research Center with required infrastructure and knowledge support to carry out research activities.

##### (1) Infrastructure :

- (a) Library as infrastructure for Research
- (b) Computer Lab as infrastructure for Research
- (c) External Facility for research
- (d) Other Institutional facilities for research

Details of all the above infra-structure are mentioned in section 3.2.5.

##### (2) Knowledge Support :

Various research centres established in the functional areas of specialization of the faculty members serves as knowledge support which forms part of the research facility. Details on these are provided in section 3.1.7.

#### 3.3.2 The institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research :

The Research Committee headed by the Principal of the institute does strategic planning on infrastructural developments for research. The institute continuously upgrades the infrastructural facilities like Library and Computer laboratories to meet the needs of the faculty and students to take-up projects on emerging areas in management and societal issues. During the last three years the computer laboratory has been upgraded by replacing about 140 computers with TFT LED screens and high speed processors and servers. Similarly the library has added about 500 research related books and journals (online & Physical version) during last three years.

The various research centres are part of the institutional strategy for planning, upgrading and creating research in emerging areas.

### **3.3.3 Research facilities made available to the students and research scholars outside the campus / other research laboratories :**

#### **1. List of E-Journals available in Srinivas Group of Institutions :**

J-Gate, EBSCO, Wiley Blackwell, Delnet, IEEE, Inderscience, Sage Journals, IGI Global, Emerald, Springer, Gale Cengage Learning, Pro-Quest, Elsevier Science, etc.

#### **2. Collaboration with Mangalore University :**

The college has institutional membership under Mangalore University Library. Under this membership, any 5 members of SIMS can avail following facilities of University library at a time :

1. Bibliographical information from all the available bibliographical databases in our library.
2. Access to 9,500 + Journals content pages from JCCC database ..
3. Access to 8,500 + Full text of peer reviewed journals available under UGC Infonet and 26,000 + full text journals from J-gate databases.
4. You can indent for Interlibrary Loan requests for all the interested documents to our library staff.
5. Faculty & Students can request for any reprints of their interest.

#### **3. Collaboration with other Libraries :**

- (a) Ramakrishna Mutt Library
- (b) British Council Library
- (c) Kanara Chamber of Commerce & Industries Library

#### **4. Collaboration with software Development Companies :**

MCA and BCA students undertake project win software development utilizing the facilities of Companies which are outside the campus. Some of the companies are :

1. Diya Systems
2. Emphasis
3. Spark program by Infosys
4. Global technologies
5. Goal technologies
6. Silicon info-systems
7. Techno-pulse, Mangalore
8. Kionics Cyber security systems, Mangalore

### **3.3.4 Details on the library/ information resource center or any other facilities available specifically for the researchers :**

1. Library Book facility for researchers
2. Library Journals
3. Cubicle facility in Library
4. Online Database Facility for Research
5. Extended library time for Research work
6. Library Research Paper Collection in 10 identified Priority Area
7. Arranging of Book Exhibition twice annually
8. Research Promotion through Library Collection of Project Report
9. College website containing the list of Project Reports available in the library

10. Computer Facilities in the Library for Research/Project work
11. Use of library facility, online journals & databases of sister institutions in Srinivas Group of colleges
12. Institutional Member of Mangalore University Library to use all Books, Journals, Online Journals & Databases subscribed by them.
13. Institutional Member of Kanara Chamber of Commerce & Industry to make use of Their Library & Business Information.

### 3.3.5 The collaborative research facilities developed/ created by the research institutes in the college :

#### 1. Collaboration with Srinivas Group of Colleges for Research :

The faculty members of the college do research in inter-disciplinary area in collaboration with faculty members of sister institutions of Srinivas group of colleges.

#### 2. Collaboration with Srinivas Group of Colleges for Library Facility :

The research students and faculty of SIMS can refer other libraries of Srinivas group of colleges. There are about 15 libraries belonging to 15 sister institutions of Srinivas group. Researches can make use of books, magazines, journals in science, engineering, management, medical, dental and paramedical areas for interdisciplinary research.

#### 3. Collaboration with Srinivas Group of Colleges for Knowledge Sharing :

The research students and faculty of SIMS can meet and discuss various issues related to the area of their research. Experts are available in almost all areas of science, engineering, Management and other professional areas. This opportunity also helps for collaborative consultancy.

#### 4. Collaboration with Mangalore University Library :

The college has institutional membership under Mangalore University Library. Under this membership, any 5 members of SIMS can avail various facilities like : bibliographical information from all the available bibliographical databases in our library, access to 9,500 + Journals content pages from JCCC database, access to 8,500 + Full text of peer reviewed journals available under UGC Infonet and 26,000 + full text journals from J-gate databases.

#### 5. Collaboration with local NGOs for data/information Sharing for student research :

The college has understanding to use data/information with various NGOs to carryout student research in Management, Social work and computer science.

#### 6. Hostel/Guest House Facility for Research Scholars :

7. **Research Centres :** The Institution has 25 identified Research Centres with objective of promoting research related to priority areas with available expertise for its students.

8. **Research Projects Applied :** The institution has applied for Research projects from the various sources as listed in section 3.2.7.

### 3.3.6 Summery :

1. Efforts are made by the institution to improve its infrastructure requirements to facilitate research.
2. Residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research fellows of various academies and visiting scientists (national/international) are available.
3. The institution has a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes.
4. The institution has centers of national and international recognition/repute.

5. Research facilities are enhanced through research projects.

### 3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in his/her job. Quality research outcome is beneficial for the discipline/ society/ industry/ region and the nation. Sharing of knowledge especially theoretical and practical findings of research, through various media enhances quality of teaching and learning.

#### 3.4.1 Major research achievements of the staff and students :

##### (1) Original Research Contribution by Faculty :

| S. No. | Name of Faculty<br>Details of Research | Innovation/Breakthrough/ New models created.  |
|--------|--|---|
| 1      | Dr. P.S. Aithal                        | <p>(1) A new method of growing organic crystals called Gel-solution method is invented.</p> <p>(2) First time high energy ion irradiation method is used for modifying refractive index and Second Harmonic Generation efficiency of organic nonlinear crystals</p> <p>(3) 1 D spatial solitons are generated for the first time using BSO crystal</p> <p>(4) Dye doped polymer films are used for successful optical limiting.</p> <p>(5) Various parameters affecting the banks view on adopting mobile banking as new channel and Customer's perspectives on mobile banking usage in India are studied for the first time.</p> <p>(6) A new model called "Technology Acceptance based on Theory of Customer Stimulation by Education &amp; Training for usage (TCSET) is developed and studied empirically.</p> <p>(7) To enhance the security for online financial transaction, a biometric fingerprint authentication system is proposed and the feasibility and limitations of a biometric fingerprint authentication system is suggested.</p> <p>(8) An ideal business model is proposed for the first time and how to realize such model using online mobile business is proposed.</p> <p>(9) An ideal education model is proposed for the first time and how to realize such model using online mobile education is elaborated.</p> <p>(10) An ideal technology model is proposed for the first time and how to realize it using nanotechnology.</p> |
| 2      | Dr. Anil Kumar                         | Development of Credit Derivative Markets: Implications on Monetary Policy and Financial Stability of developing Economies Like India, at the international conference on Money and Finance in Indian Economy.   |
| 3      | Dr. Surekha Shenoy                     | Social revolution made women Entrepreneurs as emerging economic force.  |
| 4      | Dr. Vishnu Prasanna                    | A new model on growth, development and post harvest   |

|    |                     |   |
|----|---------------------|---|
|    |                     | technology management of custard apple. Worked out economic viable method and model for the post harvest management.  |
| 5  | Dr. Suresh Kumar    | (1) The changing structure and function of family among immigrants is linked to the roll of ideology in an urban culture.<br>(2) The significance of kinship relations in sustaining the institution of marriage is established.<br>(3) The basis of marital problems is interpreted as differing normative preferences and value conflict. (Ph.D. thesis 1982) |
| 6  | Dr. Nagamanikam     | The relationship between sub-cultural values and support networks of the elderly in rural Tamil Nadu is identified. (Ph.D. Thesis 2004)   |
| 7  | Dr. Lyciamma        | Self motivation can be developed in students who are de-spirited by deprivations.   |
| 8  | Dr. Jincy Jacob     | Institutionalized senior citizens, express negative feelings when compare to non-institutionalized.   |
| 9  | Prof. Jeevan Pinto  | (1) Design and implementation of Modified Distributed Energy Efficient Clustering routing protocol for Wireless Sensor Networks.<br>(2) Design and implementation of Modified Enhanced Stable Election Protocol for Wireless Sensor Networks.   |
| 10 | Prof. Edwin         | Mahabharatha Epic is transformed to open source platform.   |
| 11 | Prof. Shailashree   | (1) Paradigm shift in employee engagement<br>(2) Leveraging HRM for organizational excellence   |
| 12 | Prof. Preeti Jeevan | (1) Green - for sustainable living<br>(2) Digital marketing, the next wave in marketing   |

### (2) Original research contributing to product improvement

Computer software developed by MCA & BCA students have been put to use Organizations/commercial establishments for product/service improvement.

### (3) Research studies or surveys benefiting the community or improving the services

1. Nadini Survey : Improving the quality and market for milk and milk products manufactured by DKMU.
2. Case Study of KSRTC : A develop a turnaround strategy to help KSRTC to overcome the loss competing with the private players.

### (4) Research inputs contributing to new initiatives and social development

Student research projects are formulated based on perceived problems of the organizations/community and the findings serve as research inputs contributing to new initiatives and social developments.

### 3.4.3 Details of publications by the faculty and students :

| S. No. | YEAR | No. of Papers Published /Presented |
|--------|------|------------------------------------|
| 1      | 2014 | 50 (Till 20/04/2014)               |

|   |                 |    |
|---|-----------------|----|
| 2 | 2013            | 42 |
| 3 | 2012            | 48 |
| 4 | 2011            | 36 |
| 5 | 2010            | 13 |
| 6 | 2009            | 15 |
| 7 | 2008 and before | 84 |

**(a) Papers published in Journals and presented in conferences during 2014 :**

[1] P. S. Aithal, Strategic Rethinking of Management Education : A Green MBA Model, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

[2] P. S. Aithal and Shubhrajyotsna Aithal, Challenges to Human prosperity and possible solutions through Nanotechnology breakthroughs, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

[3] P. S. Aithal and Suresh Kumar, A study on Innovations and Best Practices in Higher Education Institutions : A case study of SIMS, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

[4] P. S. Aithal and Shubhrajyotsna Aithal, A review on Organic Materials for Optical Phase Conjugation & All-optical Switches, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

[5] P. S. Aithal, Biometric Fingerprint Authentication for Secured Online Financial Transactions, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

[6] P. S. Aithal and Shubhrajyotsna Aithal, An Innovative Education Model to realize Ideal Education System, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

[7] P. S. Aithal, Concept of Ideal Business & Its Realization Using E-Business Model, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

[8] P. S. Aithal and K. V. M.Varambally, *Customer Perspective on online mobile banking in India - An Empirical Study*, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).

- [9] K. Krishna Prasad, P.S.Aithal, An Advanced Service Provision Model using 4g Technologies, Proceedings of National conference changing trends in Management, IT, and Social sciences, Manegma 2014, Mangalore, 09/04/2014, ISBN No. 978-81-929306-0-2, (2014).
- [10] P. S. Aithal and Shubhrajyotsna Aithal, Ideal education system and its realization through online education model using mobile devices, Proceedings of IISRO Multi Conference 2014, Bangkok, 7/01/2014, ISBN No. 978-81-927104-33-13, page no. 140 - 146, (2014).
- [11] Shubhrajyotsna Aithal, Sreeramana Aithal and Gopala Krishna Bhat, Comparative Study on Azo dye-doped Polymer Films for Degenerate Four Wave Mixing Applications, International Conference on Mathematics and Applied Physics, 18-19, February, 2014, Singapore.
- [12] R. K. Acharya, “Financial Inclusion -A Review as a Tool of Empowerment of the Poor, Specially the Poor Women” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.
- [13] Vishnu Prasanna K N, “Major Problems of Plantation Management in Dakshina Kannada District of Karnataka State” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.
- [14] Shailashree V.T., “Employer Branding...Beyond the Human Resources Approach” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.
- [15] Ramesh Pai, “Impact of Securitization on Profitability of Banks” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.
- [16] Jeevan Pinto and Manjaiah D H., “An Analysis of Energy - Efficient Data Routing In Wireless Sensor Networks”, IJCA, January 2013, pp-14-18, ISBN: 973-93-80872-01-9.
- [17] Jeevan Pinto and Manjaiah D H., “Modified Distributed Energy Efficient Clustering Routing Protocol for Wireless Sensor Networks”, IJCA, November 2013, pp-39-43, ISBN: 973-93-80878-59-1.
- [18] Jeevan Pinto, “The Future of Cloud Computing- Issues and Challenges” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.
- [19] P. Sridhara Acharya, “A study on changing trends in power sector special effect on Domestic Appliances” in National Conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2
- [20] Priti Jeevan, “Green Washing : A Conceptual Framework”. Development Prospects of Indian Economy, Bharathi Publications, Delhi 2014. ISBN No.978-93-81212-62-2. Page No.270-276.

[21] Priti Jeevan, “Product Placement in Bollywood Cinema” in the 3<sup>rd</sup> National Conference on Managing Uncertainty: Strategies for Surviving and Thriving in Turbulent Markets at St. Aloysius College (Autonomous) on 24<sup>th</sup> March, 2014.

[22] Priti Jeevan, “An Analysis of Green Products- Exploring a New Innovation Paradigm” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[23] Subrahmanya Kumar, “Mutual Funds as Risk Absorbers in Investment: Evidence from Indian Capital Market in the 3<sup>rd</sup> National Conference on Managing Uncertainty: Strategies for Surviving and Thriving in Turbulent Markets at St. Aloysius College (Autonomous) Aloysius on 24<sup>th</sup> March, 2014.

[24] Subrahmanya Kumar, “The Performance of Mutual Fund Schemes in Changing Economic Conditions in India” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[25] Subrahmanya Kumar, “Trends in the use of non-physical modes of accessing banking services in India-An analysis” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[26] Sonia Ajay, “Changing Trends in Human Resource Management in India” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[27] Keerthan Raj, “Branding and brand Extensions – Reasons for success - An Empirical Study”, presented at a National conference on IT & Management: Innovations and Inventions - Global Perspective at Anekant Institute of Management Studies, Baramati, Pune - ISBN- 978-81-925944-2-2.

[28] Keerthan Raj, “Street Food –An Emergent Model of Branding” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[29] Keerthan Raj, “Competitive Selling - The Banking Industry –An Empirical Study” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[30] Amith Menezes, attended National Conference “The Green Umbrella : Green Business Opportunities” at Canara First Grade College, Mangalore on 23<sup>rd</sup> -24<sup>th</sup> January, 2014 and presented a paper entitled “ Green Banking and its awareness among customers”.

[31] Amith Menezes, “Innovative Practices- the Differentiating Factor for Private Sector Banks” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[32] Varun Shenoy, “Changing Trends in Campus Recruitment- Simulative Case based approach to counter the emerging challenges” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 – 929306–0-2.

[33] Jincy Jacob, “Current Trends in Social Work field” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[34] Vaikunta Pai, “The Implications and Impacts of Web Services to Electronic Commerce” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[35] Subramanya Bhat, “Parallel Programming Model for High Performance Computing” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[36] Ramakrishna Rao, Yermal “Research Trends in Education Data Mining” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[37] Panchajanyeshwari Achar, “Changing Trends in Information Technology: A Study on Building an Intelligent Agent for E-Learning Systems” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[38] Lathika K., “Modern open source Operating system” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[39] Krishna Prasad K, “A Study on Changing Trends in User Information Security for E-Business Transactions” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[40] Supriya M K, “Information Security” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 – 929306–0-2.

[41] Laveena D’Mello, “Social Exclusive Growth: Challenges and strategies”, at Department of Social Work, Mangalore University, Karnataka, on Topic “*Social Exclusion of HIV Positive Women in Dakshina Kannada*”, which will be held on 6<sup>th</sup> and 7<sup>th</sup> February 2014.

[42] Laveena D’Mello, “Changing trend in Society on perception of HIV Positive people in Dakshina Kannada” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[43] Pradeep M D “Analytical Study on Effectiveness of Indian Social Security Legislations towards Labour Welfare” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[44] Annette Sonia Chetan “Changing Trends in Human Resource Management” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[45] Pavithra Kumari “Changing Trends in E-Banking” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[46] Deekshitha “Changing Trends in Consumer Behaviour” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[47] Suraj M. “Recent Trends in Telecommunication Services” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[48] Akhilesh S Kumar “Recent Trends in Telecommunication Services” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[49] Ayshwarya P.S. P. “Women Entrepreneurship and Support System” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

[50] K C Vimal John “Changing Trends in Customer Relationship Management - Use of ERP” in National conference “Manegma – 2014” at Srinivas Institute of Management Studies, Pandeshwar, Mangalore. ISBN No: 978 –81 –929306–0-2.

**(b) Papers published in Journals and presented in conferences during 2013 :**

[1] Dr. P.S. Aithal, “*A Text Book of Engineering Physics*” (Co-authored by Dr. H.J. Ravindra, Faculty, Srinivas School of Engineering) ACME Learning Pvt. Ltd., New Delhi, ISBN: 978-93-80408-46-6 and 2.

[2] Dr. P.S. Aithal, Published a text book on “*Basic Electronics*”. ACME Learning Pvt. Ltd., New Delhi. ISBN: 978-93-80408-51-4.

[3] Shubhrajyotsna Aithal, P. Sreeramana Aithal and Gopala Krishna Bhat. Study of Optical Limiting and Optical Phase Conjugation in DASPb dye-doped polymer films, Accepted for publication in GSTF Journal of Physics and Applications (JPA) - (Print ISSN: 2335-6901, E-periodical: 2335-691X) (JPA Vol. 1 No. 1), 2013.

[4] P. S. Aithal, Challenges & Opportunities for Business Innovations through Nanotechnology Management, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[5]. P. S. Aithal, Concept of Ideal Business & its realization through E-business Models, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[6] Shubrajyotsna Aithal, P. S. Aithal, Gopalkrishna Bhat, Managing Innovations in Nonlinear Optical Materials for Photonics Technology, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[7] Shubrajyotsna Aithal, P.S. Aithal and Gopalkrishna Bhat, Degenerate four-wave mixing in DASP dye-doped polymer film, publishing as a chapter in Advances in Laser Physics and Technology, Edited by Man Mohan, Anil KumarMaini, Aranya A. Bhattacharjee and Anil K. Razdan under the imprint of Foundation Books, Cambridge University Press India Pvt Ltd. 2013.

[8] Subrahmanya Kumar, "Use of IT Services in Banking Sector – An Analysis" published in the edited volume entitled "IT & Management: Innovations and Inventions – Global Perspective" published by Anekant Institute of Management Studies, Baramati, Pune, Pg 9 – 13 Vol 3, October 2013, ISBN: 978-81-925944-3-9.

[9] Edwin, Technology Management for Computer Software, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[10] Suresh Kumar P.M., Financial and Non Financial Rewards in employee engagement, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[11] Shailashree V.T., Innovation the Key Ingredient to be Tomorrow's Tigers (A Case Study Of 3 M), MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[12] Jeevan Pinto and Manjaiah D H., An Analysis of Energy - Efficient Data Routing In Wireless Sensor Networks, IJCA, January 2013, pp-14-18, ISBN: 973-93-80872-01-9.

[13] Jeevan Pinto and Manjaiah D H., Modified Distributed Energy Efficient Clustering Routing Protocol for Wireless Sensor Networks, IJCA, November 2013, pp-39-43, ISBN: 973-93-80878-59-1.

[14] Jeevan Pinto, Small Businesses and the Cloud, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[15] Ramesh Pai, Impact Of Securitisation on Profitability of Banks, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[16] P. Sridhara Acharya, Optimum Management of Electrical Energy Using Renewable Energy Resource Concentrating on Rural India, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[17] Priti Jeevan, From "Incredible India" To "Credible India"- The Corporate Tigers Re-Look into the Rural Retail Models-A Case Study With Reference To Hariyali Kissan Bazaar, MANEGMA 2013 - Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[18] Subramanya Kumar N., Retail Lending By Commercial Banks In India: Recent Trends And Implications For Creating Business Tigers, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[19] Subrahmanya Kumar, Use of IT Services in Banking Sector – An Analysis published in the edited volume entitled IT & Management: Innovations and Inventions – Global Perspective published by Anekant Institute of Management Studies, Baramati, Pune, October 2013, ISBN: 978-81-925944-3-9; Pg 9 – 13 Vol 3.

[20] Subrahmanya Kumar, Use of IT Services in Banking Sector – An Analysis in the three day national conference on IT & Management: Innovations and Inventions – Global Perspective at Anekant Institute of Management Studies, Baramati, Pune, 24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup> October 2013.

[21] Sonia Delrose Noronha, Women Entrepreneurs and Business Success, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[22] Keerthan Raj, Leadership and Change Management Steps to Effective Change Management, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[23] Amith Menezes, attended National Conference Effects of Privatisation of management education in 21<sup>st</sup> Century at SDM college of Business Management, Mangalore on 4<sup>th</sup> January 2013 and presented a paper entitled Making the Institute and Industry Interface work better

[24] Amith Donald Menezes, Importance of Leadership in Banking, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[25] Amith Menezes, attended National Conference IT & Management : Innovations and Inventions – Global Perspective at AIMS, Pune on 24<sup>th</sup> – 26<sup>th</sup> October, 2013 and presented a paper entitled Technological innovations and innovative practices used by the banking sector

[26] Amith Menezes, attended National Conference Indigenous management practices a sustainable development : Paradigms & paradoxes at Shree Gokarnanatheshwara College, Mangalore on 26<sup>th</sup> – 27<sup>th</sup> December, 2013 and presented a paper entitled Indigenous practices used by the new generation banks

[27] Amith Menezes, attended workshop on Use of SPSS in Research Methodology held at Srinivas Institute of Management Studies, Pandeshwar, Mangalore

[28] Subrahmanya Bhat, India Against China- A Potential Threat from China, in getting the it outsourcing Work- Challenges to meet Sustainability in the Market, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[29] Subrahmanya Bhat, Presented the paper High Performance Computing and its impact on the economic growth in India, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[30] Vaikunth Priyesh Pai, Cloud Computing-A Service Oriented Computing Infrastructure, MANEGMA 2013 - Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[31] Panchajanyeswari M Achar, Cloud Computing in E-Learning, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[32] Krishna Prasad K., Improved Software based Multi factor authentication Model For Online Mobile Banking Financial Transaction, MANEGMA 2013 - Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[33] Lathika K., Cloud Computing, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[34] Jincy Jacob, Role of social work institutions in disaster management- UGC sponsored conference, December, 2013.

[35] Laveena D'Mello, Presented a paper in the 2<sup>nd</sup> International conference on Managing Human Resource at the workplace title on *A Study on Socio-Economic condition of HIV Positive people in Dakshina Kannada* at SDMIMD, Mysore, India on 13<sup>th</sup> and 14<sup>th</sup> December 2013. The paper was published in the Conference Proceeding CD with ISBN Code 978-81-922146-5-8.

[36] Pradeep M.D., Study on the Legal aspects of Labour Welfare measures in Controlling the Absenteeism of the Employees, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[37] Pavithra Kumari, Best Practices to be adopted in Business Ethics, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[38] Ashitha Jane Pinto Changing Trends in Rural Marketing, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[39] Deekshitha, Globalization and its Impact, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

[40] Akhilesh Suresh Kuckian, Entrepreneur, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[41] Ayshwarya K., Entrepreneur, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[42] Suraj M., Ethical Business, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013.

[43] R. K. Acharya, Micro Loans then, Micro Finance after and Presently Financial Inclusion- Is The 'Best Practices Tiger' out to Empower the Poor Specially The Poor Women?, MANEGMA 2013- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2013 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2013

**(c) Papers published in Journals and presented in conferences during 2012 :**

[1] Shubhrajyotsna Aithal, Sreeramana Aithal, Gopalkrishna Bhat, Phase Conjugation and Optical Limiting studies in DASP dye-doped polymer films, Presented in national Conference on Condensed matter Physics and Applications. Dept. of Physics, Manipal Institute of Technology, Manipal University, 27-28, December 2012.

- [2] Shubrajyotsna Aithal, Sreeramana Aithal and Gopalkrishna Bhat, Phase Conjugation in Two Photon Absorbing Dye films by Degenerate Four-wave Mixing, 3<sup>rd</sup> International Conference on Photonics 2012, 1-3 October 2012, Penang, Malaysia. Published in IEEEExplore ISBN: 978-1-4673-1463-3, pp - 235-239 (2012).
- [3] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Study of Degenerate Four-Wave Mixing in Disperse Orange Dye-doped Polymer Film, presented in International Conference on Recent Trends in Advanced Materials, ICRAM -2012, Feb 20 – 22, 2012, at VIT University, Vellore, Tamilnadu, and Published in Advanced Materials Research Journal, ISSN: 1662-8985, Trans Tech Publications (TTP), Switzerland, Vol. 584, pp 526-530, doi:10.4028/www.scientific.net/AMR.584.526 (2012).
- [4] Shubrajyotsna Aithal, P.S. Aithal and Gopalkrishna Bhat, A review on Sustainable Materials Research for optical switching of Future Optical Computer Technology, MANEGMA 2012- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2012 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2012
- [5] P. S. Aithal, Security Solutions to Online Financial Transaction, Accepted for presentation in 3rd International Conference on E-business, Management and Economics (ICEME 2012) Hong Kong, October 27-28, 2012. China.
- [6] P. S. Aithal, Special Talk on Nanotechnology and Business Opportunities, MANEGMA 2012- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2012 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2012.
- [7] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Degenerate four-wave mixing in DASP dye-doped polymer films, Proceedings of Third International Conference on Current developments in Atomic, Molecular, Optical and Nano Physics, 14-16, December 2011 at University of Delhi, Delhi, Accepted for publication as a chapter in Handbook on Nano-Technology, Photonics and Laser Technology Ediors: Prof. Man Mohan, Copyright © 2012, Springer Publishers.
- [8] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Study of Degenerate Four-Wave Mixing in Disperse Orange Dye-doped Polymer Film, Advanced Materials Research (AMR) Journal, ISSN: 1662-8985, Trans Tech Publications (TTP), Switzerland.
- [9] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Generation of Phase Conjugated wave in DASP dye-doped polymer films, International Conference on Materials Science and Technology, 10-14<sup>th</sup> of June 2012 at Kottayam, Kerala and will be published in the Institute of Physics Journal IOP Conference Series: *Materials Science and Engineering*.
- [10] Shubrajyotsna Aithal, Sreeramana Aithal, Gopalkrishna Bhat, Azo dye-doped Polymer Films for Optical Limiting Applications, Proceedings of International Conference on Global Trends in Pure and Applied Chemical Sciences, held during March 3-4, 2012 in Udaipur, India.

[11] Shubrajyotsna Aithal, P.S. Aithal and Gopalkrishna Bhat, A review on Sustainable Materials Research for optical switching of Future Optical Computer Technology, MANEGMA 2012- Proceedings of National Conference on Sustainable Growth in Developing Economies, Manegma 2012 held at Srinivas Institute of Management Studies, Mangalore on 12/04/2012.

[12] Shailashree V. T., UGC Sponsored National Seminar Changing Dimensions Of Commerce And Management Education Amidst Global Competition In Higher Education Sacred Heart College Madanthyar 24 &25 March 2012 Mangalore.

[13] Shailashree V. T., Nitte international conference on Development Challenges global aspirations local realities 29 -30 December 2012 NITTE Karnataka India

[14] Shailashree V. T., Employee engagement for competitive advantage, *A case study of YES BANK* 2012 Mangalore university college INNOVATION the key ingredient to be tomorrows tigers (A case study of 3 M) 2012, Manegma.

[15] Shailashree V. T., Recessionary pressures: Impact on HR Practices and Employee Engagement. Jan-March 2012 Organizational management journal of management foundation of Palghat management association affiliated to All India Management association.

[16] Jeevan Pinto, Attended International conference on “An Analysis of Energy-Efficient Data Routing In Wireless Sensor Networks” Baseliros Mathews II College of Engineering, Kollam, Kerala February 19<sup>th</sup>-20<sup>th</sup>, 2012.

A. [17] Priti Jeevan, “Green through Upcycling approach - A conceptual framework with special reference to fashion industry”. “IBR” - International Forum of Researchers students and academicians. March, 2012. ISSN :2249-5444. Volume 2. Issue 2.

[18] Priti Jeevan, International conference on Development Challenges Global Aspirations and Local realities 29<sup>th</sup>, 30<sup>th</sup> December 2012, Effectiveness of Over the counter service for issuing caste and income certificate- An analysis of e-governance initiative in D.K

[19] Priti Jeevan, AICTE sponsored national seminar on Emerging trends in Indian Service sector- Srinivas institute of Technology 26<sup>th</sup>, 27<sup>th</sup> April 2012, Loyalty programs in Airline industry- A Conceptual framework with special reference to JetBlue Airways

[20] Priti Jeevan, UGC sponsored National Conference on Information Technology and its implications on Banking sector: Challenges and prospects- Department of Post Graduate Studies in Commerce, University college, Mangalore 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> April 2012, Employee engagement for competitive advantage - A case study of YES BANK

[21] Priti Jeevan, National Conference on Sustainable Growth in developing economies- Challenges faced in turbulent times- Manegma, SIMS 12<sup>th</sup> April 2012 Green through upcycling approach- A conceptual framework with special reference to fashion industry

[22] Priti Jeevan, U.G.C sponsored national seminar on Changing dimensions of commerce and management education amidst global competition in higher education- Sacred Heart College, Madanthyar 24<sup>th</sup> and 25<sup>th</sup> March 2012, Entrepreneurship and education- A conceptual framework with special reference to Microsoft enterprise

[23] Priti Jeevan, National conference on “Achieving distinctive competence through service and excellence” – Dept of Business Administration, St. Joseph Engineering College, Mangalore 22<sup>nd</sup> and 23<sup>rd</sup> March, 2012, Green manufacturing through lean manufacturing- A conceptual framework with a case study

[24] Subrahmanya Kumar, Financial Inclusion in India - the Trends & the Issues' Published in “Management of Inclusive Growth: Issues, Challenges & Opportunities” 4<sup>th</sup> National Conference 2012 Proceedings, organized and published by Bapuji B-Schools, Davangere, March 2012, ISBN: 978-81-923654-0-4

[25] Subrahmanya Kumar, “Role of Women in Agriculture Development: Perspectives and Challenges” published in the edited volume entitled “Role of Women in Agriculture Development: Perspectives and Challenges” published by Anekant Institute of Management Studies, Baramati, Pune, December 2012, ISBN: 978-81-925944-0-8; Pg 337- 344.

[26] Subrahmanya Kumar, Participated and Presented a paper entitled 'Financial Inclusion in India - the Trends & the Issues' in 4th National Conference on Management of Inclusive Growth organised by Bapuji B-Schools, Davangere on 16th and 17th March, 2012

[27] Subrahmanya Kumar, Participated and Presented a paper entitled "A Conceptual Analysis of the Trend and the Issues of Financial Inclusion in India' in UGC Sponsored National Conference on Information Technology and Its Implications on Banking Sector: Challenges and Prospects organised by Department of Post Graduate Studies in Commerce, University College, Mangalore on 17, 18 and 19th April, 2012

[28] Subrahmanya Kumar, participated and presented a paper titled “Women in Agriculture in India: An Opinion Survey of young generation of India” in National Seminar on “Role of Women in Agriculture Development: Perspectives and Challenges” at Anekant Institute of Management Studies, Baramati, Pune on 31<sup>st</sup> October, 2012

[29] Amith Menezes, attended AICTE sponsored National Seminar on “Emerging Trends in Indian Service Sector” at Srinivas Institute of Technology, Valachil, Mangalore on 26<sup>th</sup>& 27<sup>th</sup> April, 2012.

[30] Amith Menezes, Attended Two Days’ International Seminar on “Ethics, Governance & International Financial Reporting Standards” held on 24<sup>th</sup>& 25<sup>th</sup> February, 2012 at SDM College, Ujire and presented a paper entitled “Business Ethics and Its Importance in Banking Industry”.

[31] Amith Menezes, Attended Two Days’ National Conference on “3<sup>rd</sup> Sector Response to Contemporary Challenges” held on 2<sup>nd</sup> to 3<sup>rd</sup> January, 2012 at Sahyadri Institute of

Management Sciences and presented a paper on “Poverty Reduction a Challenge to Financial Institutions and the Sector as a whole”.

[32] Amith Menezes, Attended a U.G.C sponsored national seminar on “Changing Dimensions of Commerce and Management Education Amidst Global Competition in Higher Education” at Sacred Heart College, Madanthyar on 24<sup>th</sup> - 25<sup>th</sup> March, 2012 and presented a paper entitled “Education and Industry Interface”.

[33] Amith Menezes, Attended UGC sponsored National Conference on “Information Technology and its implications on Banking Sector: Challenges and prospects” at the Department of Post Graduate Studies in Commerce, University College, Mangalore on 17<sup>th</sup> - 19<sup>th</sup> April, 2012 and presented a paper entitled “Innovation and Technology in Banking with special reference to IndusInd Bank”.

[34] Subrahmanya Bhat, Presented the paper India Against China- A potential threat from China in getting IT outsource works, Challenges to get sustainability in the market, in Manegma a national level IT/Management Conference held in SIMS, 2012

[35] Laveena D’Mello, Presented a paper in the National Seminar “*Women and HIV/AIDS*” related to my Research area. The seminar was on “Women and Development”, at Centre for Women’s studies, Mangalore University, sponsored by UGC in March 1<sup>st</sup> and 2<sup>nd</sup> 2012

**(d) Papers published in Journals and presented in conferences during 2011 :**

[1] P.S. Aithal, Strategic rethinking of Management Education from Best Practices to Next Practices : A Sustainable Green MBA Model, Proceedings of the IACBE 2011, Asia Regional Conference Management Education in Emerging Economics, 16-17 July 2011, Alliance University, Bangalore, India.

[2] P.S. Aithal, From Best Practices to Next Practices : A Sustainable Green Model, Manegma 2011, conducted by Srinivas Institute of Management Studies, Mangalore. (2011).

[3] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Strategic Rethinking on Sustainable Materials for Future Photonics Technology, MANEGMA 2011- Proceedings of National Conference on From Best Practices to Next Practices -Strategic Re-Thinking for Sustainable Competitive Advantage, held at Srinivas Institute of Management Studies, Mangalore on 08/04/2011, pp 100 -116.

[4] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Optical Nonlinearity of Dye-doped Polymer Film using Z-scan Technique, Second International Conference on Photonics 2011, 17-19 October 2011, Le Meridian, Kota Kinabalu, Malaysia, IEEEExplore ISBN 978-1-61284-264-6, pp 62-66 (2011).

[5] Shubrajyotsna Aithal, P. S. Aithal, and Gopalkrishna Bhat, Study of nonlinear absorption in a dye doped polymer film due to frequency up-converted fluorescence, Proceedings of the International Conference on Laser, Material Science and Communication, Dept. of Physics,

University of Burdwan, West Bengal, Ed. U. Chatterjee and P.K. Chakrabarti, ISBN : 978-93-80813-14-1, P. 107-109, (2011)

[6] Shubhrajyotsna Aithal, Sreeramana Aithal, and Gopalkrishna Bhat, Nonlinear Absorption Studies of Disperse Orange Doped Polymer Film, Trends in Optics and Photonics II, Proceedings of International Conference on Trends in Optics and Photonics, December 7-9, 2011, Kolkata, India. Editors : Ajay Ghosh and Debesh Choudhury, ISBN 978-81-908188-1-0, P. 132-137, (2011)

[7] Vishnu Prasanna K. N., Governance of Management Institutions and Gaps in the Stakeholders Expectations. Eighth Aims International Conference on Management, 2011.

[8] Vishnu Prasanna K. N., Private Labels in Indian Retail Industry, National Conference At Srinivas Institute Of Technology, 2011.

[9] Jeevan Pinto, Participated and presented National conference on “Wireless Sensor Networks in Real Time for Higher Education Learning Activities” Kristu Jayanti College, Bangalore November 18<sup>th</sup>-19<sup>th</sup> 2011.

[10] Jeevan Pinto, Participated and presented National conference on “Quality of Service and Energy Efficient Routing in Wireless Sensor Networks” Srinivas Institute of Technology, Mangalore April 13<sup>th</sup>, 2011.

[11] Jeevan Pinto, Participated and presented National conference on “Comparative study of Quality of Service aware Routing Protocols in Wireless Sensor Networks” at SDM college of Management Studies, Mangalore Dec-14<sup>th</sup> to 15, 2011.

[12] Jeevan Pinto, Participated and presented National conference on “Cloud Computing – Usages And Applications For NGO’s” at Sayyadri College of Engineering, Mangalore, 2011.

[13] Jeevan Pinto, Participated and presented National conference on “A Survey Of Security Mechanisms in Wireless Sensor Networks” at Srinivas Institute of Technology, Mangalore, 2011.

[14] Shailashree V.T., To study and analyze the effectiveness of universal computerization project at BSNL College, 2011.

[15] Shailashree V T, An Empirical study of Consumer Behaviour, with special reference to Nandini Milk in the city of Mangalore 2011 SIMS MANEGMA Great places to work for in INDIA in 2011- 2012, Srinivas institute of technology Global competitiveness of Indian IT sector-HR Practices Jan 2011 Globalisation –will the 21<sup>st</sup> Century be Asia’s.

[16] Priti Jeevan, “A study on point of purchase - An advertising and selling technique International journal of Marketing and technology”. International Journal of Multidisciplinary Research Academy, Yamuna Nagar, India ISSN: 2249-1058, Volume 1, Issue 4., 2011.

[18] Priti Jeevan, National seminar on 'social entrepreneurship and socio-economic development' organised by poornaprajna Institute of Management, 19<sup>th</sup> and 20<sup>th</sup> March 2011 Green entrepreneurship- A conceptual framework, 2011.

[19] Priti Jeevan, National Level conference on Business and management organised by Sahyadri College of Engineering and Management, Mangalore, 18<sup>th</sup> and 19<sup>th</sup> February 2011 A study on point of purchase - advertising and selling technique, 2011.

[20] Priti Jeevan, National conference on role of higher education in entrepreneurship development in India, Department of MBA (IB) & Department of business administration, Mangalore University 19<sup>th</sup> and 20<sup>th</sup> January 2011 A paradigm shift in nurturing entrepreneurship; challenges faced by business schools, 2011.

[21] Priti Jeevan, UGC sponsored National seminar on Emerging trends in entrepreneurial development- Besant women's college and NITK STEP, Mangalore 2<sup>nd</sup> January 2011 Green Product : issues and challenges in Food sector, 2011.

[22] Priti Jeevan, Workshop attended Intensive EDP on Bonding, Branding and Customer Relationship Management- A triangular approach – Centre for Executive Development, Justice K. S. Hegde Institute of Management, NMAMIT, Nitte September 23<sup>rd</sup> 2011.

[23] Subrahmanya Kumar, Participated in National Conference on 'Role of Higher Education in Entrepreneurship Development' organised by the Dept. of MBA(IB), University College, Mangalore and Dept. of Business Administration, Mangalore University, held at University College Mangalore on 19th and 20th January 2011.

[24] Subrahmanya Kumar, Participated in the Management Development Program on "Financial Analysis and Modeling Using Spreadsheets" organised by St. Aloysius Institute of Management and Information Technology, Beeri, Mangalore on the 23rd and 24th September, 2011.

[25] Laveena D'Mello, In DEEKSHA, Bi – Annual journal of Social Work, research article was published on "*Impact of Self Employment Training on Urban Women*", the Publication of PG Department of Social Work, St. Aloysius College, Mangalore, India in July 2011.

[26] Indian Capital Market: Recent Developments and Policy Issues, Indian Development Review, Vol 9, No. 2, Serials Publications, New Delhi 2011.

[27] Understanding the Structure and the Dynamics of Individual Investor Behaviour: A Behavioural Finance Approach, International Journal of Economics and Business Policy, Serials Publications, New Delhi. 2011.

**(e) Papers published in Journals and presented in conferences during 2010 :**

[1] Surekha Shenoy, "HR practices of Indian IT Sector – Changing trends in Recessionary Times". An article published in GIM Journal of Management. ISSN 0974 – 0708. Volume 5, No.1. Jan-June, 2010. Pg. No.44-55.

[2] Vishnu Prasanna K N., The Changing Dimensions of Indian Retail Industry, International Conference that is going to Be Held at Nitte on December 29, 2010.

[3] Vishnu Prasanna K N., Trends In Indian Retail Business, National Conference At PA College Of Engineering, Mangalore, 2010.

[4] Shailashree V.T., “HR practices of Indian IT Sector – Changing trends in Recessionary Times”. An article published in GIM Journal of Management. ISSN 0974 – 0708. Volume 5, No.1. Jan-June, 2010. Pg. No.44-55.

[5] Shailashree V.T., HR practices of Indian IT Sector Jan- June 2010 GIM Journal of management, 2010.

[6] Preeti Jeevan, National Level conference on MBA curriculam- the need of the hour in St. Aloysius College, Mangalore 26<sup>th</sup> October 2010, “Green Management as a part of curriculum in MBA”, 2010.

[7] Jeevan Pinto, Participated and presented International conference on “A Comparative And A Contrastive Study Of Routing Protocols In Wireless Sensor Networks” Yashwanth Mahavidyalaya, Nanded, Maharashtra January 9-11, 2010.

[8] Jeevan Pinto, “The Role of Cloud Computing In Business” National conference Manegma 2010.

**(f) Papers published in Journals and presented in conferences during 2009 :**

[1] P.S. Aithal, “Mobile Business in Developing World: An Innovative Technology based competitiveness in Productivity enhanced Business Transaction” European Productivity Conference (EPC) 2009 held during 28-30<sup>th</sup> October 2009 at Grimsby, U.K.

[2] P.S. Aithal, K.V.M. Varambally, Technological Management and Mobile Business Services in India – A Futuristic Approach Proceedings of International Conference in 10<sup>th</sup> South Asian Management Forum 2009 on “Change and Continuity : Management Prospects and Challenges” Organized by Royal Institute of Management, Bhutan. Page : 121 -139, ISBN: 978-99936-626-1-7, (2009)

[3] P.S. Aithal, K.V.M. Varambally, Mobile Business Technology and Business Proliferation of Banks – A futuristic Approach Amity Business Review – an Indian Journal, 10, 1, Jan-June 2009, P 9 – 25, ISSN 0972-2343.

[4] Anil Kumar, Presented a paper titled, “Investor behavior pre and post equity market crash of January 2008” at the international conference on Economics and Business organized to the International Journal of Economics and Business, New Delhi during 19<sup>th</sup> – 21<sup>st</sup> of December, 2009

[5] Vishnu Prasanna K N, Building Strong Financial Brands: An Empirical Evaluation Of Public Sector Banks, National Conference on Recession, Recovery And Resurgence: Responses in The Indian Economy At Jkshim, Nitte On 20-12-2009

[6] R. K. Acharya, Presented a paper titled “Women Empowerment and Micro Financing Programmes - A Review” in the international conference on Harnessing Entrepreneurial Potential of Women for Economic Growth held between 22<sup>nd</sup> Jan. to 24 Jan. 2009, jointly at Manipal Institute of Management, Manipal University, Manipal and ASCENT

[7] Shailashree V. T., Presented a paper in the one day workshop on Managing Economic recession: Functional strategies revisited at SIMS campus Mangalore April 3rd 2009  
Recessionary pressures: impact on HR practices and employee engagement

[8] Priti Jeevan, UGC sponsored State level conference on Total Quality Management in Educational institutions with special reference to Accreditation/Re-accreditation Process- Crossland college, Brahmavara 7<sup>th</sup> and 8<sup>th</sup> August 2009 “A study of Integrated Learning for effective management professionals”

[9] Priti Jeevan, National Seminar on “Managing economic recession; functional strategies revisited” Manegma, SIMS 3rd April 2009 “Medical tourism: An opportunity on a platter for India”

[10] Jeevan Pinto, Participated and presented National conference on “Issues and Challenges for Wireless Sensor Networks” at SDM college of Management Studies, Mangalore 20<sup>th</sup> March, 2009

**(g) Papers published in Journals and presented in conferences during 2008 & Before :**

[1] Anil Kumar, Presented a research paper titled "The Implications of Risk Taking Incentives on the stability of the Indian Financial System" at the national conference ANVESH, at Nirma University, Ahmedabad during 9<sup>th</sup> \_10<sup>th</sup> April, 2008.

[2] Anil Kumar, Presented a research paper titled "*Development Of Credit Derivative Markets: Implications on Monetary Policy and Financial Stability of developing Economies Like India*" at the international conference on Money and Finance in Indian Economy, at the Indira Gandhi Institute of Development Research, Mumbai during January 18<sup>th</sup>\_19<sup>th</sup> 2008.

[3] Anil Kumar, Presented a paper titled , “Organised Retail a Consumer Behaviour” at the two day UGC sponsored workshop on Retail trade in India at Krishnan Menon Memorial Government Girls College, Kannur, during 16<sup>th</sup> – 17<sup>th</sup> July, 2008.

[4] Vishnu Prasanna K N, Ill Effects of Self Help Groups, Conference on Sustainability of Self Help Groups on 21<sup>st</sup> November 2008 at SIT, Tumkur.

[5] Vishnu Prasanna K N, Supply-Chain Integration through Cooperation in Rubber Industry, Aima E-Journal on Supply Chain Management Published in March 2008.

[6] Shailashree V. T., UGC sponsored national level conference on HRD : Role of rural colleges at Cross land college Brahmavar 29<sup>th</sup> and 30<sup>th</sup> august 2008 Skill based management education with special reference to rural scenario.

[7] Shailashree V. T., An Empirical study of Consumer Behaviour, with special reference to Nandini Milk in the city of Mangalore” , September 2008 Management trends volume 5,Saurashtra university, Rajkot.

[8] Priti Jeevan, “An Empirical study of Consumer Behaviour, with special reference to Nandini Milk in the city of Mangalore”. “Management trends”, Department of Business Management, Saurashtra University, Rajkot. September, 2008ISSN. 0973-9203. Volume 5, No.2, Sept. 2008. Pg. 58.

[9] Priti Jeevan, UGC sponsored national level conference on HRD- role of rural colleges- Relevance of rural colleges in building human capabilities- Crossland college, Brahmavara 29<sup>th</sup> and 30<sup>th</sup> August 2008, “Skill based management education with special reference to rural scenario”.

[10] Priti Jeevan, SIMS faculty Development Program on “Teaching Methodology” 26<sup>th</sup> July 2008 “Enhancing teaching methodology”.

[11] Priti Jeevan, Workshop attended Entrepreneurship awareness camp- Tycoon 2008, Indian Society for Technical Education, NITK chapter 27<sup>th</sup> and 28<sup>th</sup> September 2008.

[12] Priti Jeevan, Workshop attended Data Crunch workshop- 01- Data analysis using sigmaplot organized jointly by Mangalore Research centre of Central Marine Fisheries Research Institute and Cranes Software International Limited, Bangalore 9<sup>th</sup> July 2008.

[13] Subrahmanya Kumar, Participated and Presented a paper entitled " Stock Market Fluctuations in India – An Analysis of Fluctuations in the BSE SENSEX during 2000-2007' in the National Seminar on 'Managing in Uncertain Times' held on 30 & 31st May, 2008, organised by B.N.Bahadur Institute of Management Sciences, Manasagangotri, University of Mysore, Mysore.

[14] Subrahmanya Kumar, Participated in the Executive Education Programme on Strategic Management for Teachers: Foundation Course from 29th December, 2008 to 3rd January, 2009 organised by Indian Institute of Management (IIM) Bangalore.

[15] Subrahmanya Kumar, Published “Captive Market and Business Performance: Review of a Small-Scale Cooperative Enterprise”, Published in Small Enterprises Development, Management, & Extension Journal (SEDME), Volume 34, Number 3, September 2007. ISSN. 0970-8464 Reg. No. 25330/74.

[16] Subrahmanya Kumar, Participated in International Research Meet on 'Entrepreneurship in India and China' and TAPMI Alumni Entrepreneurs' Meet organised by TAPMI, Manipal on 14 & 15 December, 2007.

[17] P.S. Aithal, Wireless Communication in Service Sector – Issues & Challenges, published in Proceedings of National Workshop on Strategic Re-thinking – Contemporary Issues, Manegma 2007, held at Srinivas Institute of Management Studies, on 24<sup>th</sup> March 2007.

[18] P.S. Aithal, K.V.M. Varambally, Marketing Online Banking Services Using Mobile Devices : An Indian Prospective, published in Journal of Internet Banking and Commerce, (<http://www.arraydev.com/commerce/jibc/>) 2007.

[19] S. Sriram, “Factors Influencing EVA – A Case Study of LMW Limited”. An article published in SMART Journal of Business Management, Vol. No.3, June - December, 2007 Issue.

[20] S. Sriram, “Capital Account Convertibility – Benefits and Issues” An article published in the AIMA. Journal of Organizational Management. Vol. XXII, No.4. Page Nos. 15-16. Jan.-March, 2007 issue.

[21] Jincy Jacob, Papers Presented Emerging Challenges for Social Workers in Eradicating Social Hazards, Manegma 2007.

[22] Suresh Kumar P M., Presented paper on “Civic Response and Coping with Realities” in National conference on Social Work Concerns in Addressing Disasters conducted at Dr. M.V. Shetty College of Social Work, Mangalore 2006.

[23] Suresh Kumar P M., Organized 70 Training programmes of 2-7 days duration for local body representatives and NGO functionaries in Best Practices in Water Supply and Sanitation in the capacity of Senior Training Coordinator with World Bank Supported 450 Crore Rural Water Supply and Sanitation Project (KRWSA), Trivandrum.

[24] S. Sriram, “Factors Determining Capital Structure”. A research article was published in “The Management Accountant”. Journal of the Institute of Cost and Works Accountants of India, Kolkata. July, 2006 issue. pp. 536-539.

[25] S. Sriram, “Depository Services - Problems and Issues - Current Tax com News”, Vol. No.14, 27<sup>th</sup> July, 2006.

[26] P.S. Aithal, K.V.M. Varambally, Security Issues in Online Financial Transactions with Special Reference to Banking Industry, Quality in Service Sector and Managerial Challenges – Allied Publisher Pvt. Ltd. 2006, Page 103- 114, ISBN 81-7764-992-2. (2006).

[27] P.S. Aithal, Mobile Device based E-learning Model : a Classical Solution for Global Reach, Journal of Internet Banking and Commerce, August 2006, vol. 11, no.3 (<http://www.arraydev.com/commerce/jibc/>) (2006).

- [28] P.S. Aithal, Marketing online banking services using Mobile Devices : An Indian prospective, International Conference on Services Management held at New Delhi, March 11-12, 2005.
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#### **Student Publications in the form of Project Report :**

SIMS as an institute strives to promote research by encouraging students to take project work in lieu of elective in their course curriculum. Students are encouraged to identify problems in areas relating to organizational management and functional areas of social work such as medical and psychiatric social work, and community development. In a year, in P. G. Courses alone over 200 research projects are done with active collaboration of the faculty. The findings emerging from

the study are conveyed to the clientele (viz. industry, hospital, NGO) for system development and practice improvement. A sample list of research studies taken up by students under the supervision and guidance of the faculty are listed below.

| Sl. No. | Register No. | Name of the Student      | Name of the Research Topic  |
|---------|--------------|--------------------------|---|
| 1       | O92130502    | Anand Diggewadi          | A Study on Safety and Welfare Facilities  |
| 2       | O92130503    | Anet Divya Pinto         | A Study on the Impact of Performance Related Pay on Employee Motivation With Reference To Campco Ltd. Puttur                        |
| 3       | O92130504    | Athith Kumar J.M.        | A Study on Employee perception on HR Activities with Special Reference to New Mangalore Port Trust                                  |
| 4       | O92130505    | Basaling Belavi          | A Study on Labour Welfare Facilities with Special Reference to CICB Chemicon Pvt Ltd. Mangalore                                     |
| 5       | O92130506    | Basavaraj Goroshi        | A Study on Training and Development a Special Reference on D.K.M.U. Kulshekar Mangalore   |
| 6       | O92130507    | Bavaddeen Sab            | Employees Awareness and Attitude towards HR Policies  |
| 7       | O92130508    | Dhanaraj Naik P.G.       | Training and Development with Reference to New Mangalore Port Trust, Panambur Mangalore   |
| 8       | O92130509    | Dias Alisha Gracy Fatima | Quality of Life and Prevalence of Depression in Menopausal Women of Goa   |
| 9       | O92130510    | Donald Joyvin Rego       | A study on Fringe Benefits and Employee Satisfaction  |
| 10      | O92130511    | Girish Ambi              | Effectiveness of health and Safety Measures among Employees in Campco, Puttur   |
| 11      | O92130512    | Hanumesh                 | A Study on Workers Perceptions regarding Welfare Measures with Special Reference to BSNL, Mangalore                                 |
| 12      | O92130513    | K.Shivaraj               | A Study on Job Satisfaction among Employees with Special Reference to Arvind Motors Pvt Ltd, Chikmagalur                            |
| 13      | O92130514    | Kallappa Hubballi        | A Study on Employees Health and Safety Programmes a Special Reference on D.K.M.U. Kulshekar, Mangalore                              |
| 14      | O92130515    | Kavitha H. B.            | A Study on Employees Turnover and Strategies Required for Retention with Reference to Lamina Suspension Products Ltd. Mangalore     |
| 15      | O92130516    | Kavitha Kanchan          | A Study on Employee Attitude towards Training and Development Programme with Reference to Mandovi Motors Private Limited, Mangalore |
| 16      | O92130517    | Kishor Kumar A. S.       | A study on Employees Attitude towards Fringe Benefit  |
| 17      | O92130518    | Laxman Arakeri           | A Study on Grievance Mechanism Special Reference to BSNL Mangalore  |

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| 18 | O92130519 | Mahantesh Toragall      | A Study on Employees Perception on the Working of HR Department with Special Reference to CICB – Chemicon Pvt Ltd. Mangalore                          |
| 19 | O92130520 | Manjappa K.C.           | A Study on Social Security Measures and it's Impact on Employee's Performance with Special Reference to CICB – Chemicon Pvt Ltd. Bykampady, Mangalore |
| 20 | O92130521 | Maruti Toragall         | Problems of Working Women with Reference to Mugalihhal Grama Panchayath, Belgaum District   |
| 21 | O92130522 | Musa                    | Effectiveness of Health and Safety Measures of Employees in Gokak Textiles Limited Gokak Falls  |
| 22 | O92130523 | Nadlukeri Hanumanthappa | Socio – Economic Conditions of Agricultural Labourers   |
| 23 | O92130524 | Nagaraja S.             | Employee Benefits with Reference to Karnataka Bank Ltd (Head Office) Mangalore  |
| 24 | O92130525 | Onkara Reddy N.         | A Study on Man Power Planning and Development Special Reference with Karnataka Bank Ltd. (head office)  |
| 25 | O92130526 | Pammakka Macha          | Effectiveness of Training and Development with Reference to Tata Marcopolo Motors Limited, Ddharwad   |
| 26 | O92130527 | Panduranga H.           | A Study on Employees Perception towards HR Activities with Reference to Arvind Motors Pvt Ltd. Mangalore  |
| 27 | O92130528 | Prajwal                 | Evaluation of the Training System in BSNL Mangalore   |
| 28 | O92130530 | Preethi S.              | Level of Self Esteem among High School Students in Mangalore  |
| 29 | O92130531 | Raghavareddy C.         | Effectiveness of Training and Development in Promoting Employee Skills with Reference to Arvind Motors Pvt Ltd. Mangalore                             |
| 30 | O92130532 | Rajakumar Rudrappanavar | A Study on Employee Perception towards welfare Measures in Riddhi – Siddhi Gloco – Biols Ltd Gokak, Belgaum District                                  |
| 31 | O92130533 | Rakesh N. T.            | Effective Communication between Management and Employees with Reference New Mangalore Port Trust  |
| 32 | O92130534 | Reshma Ramesh P.V.      | Problems of Adolescence   |
| 33 | O92130535 | Revothy K. T.           | Emotional Maturity and Adjustment among Adolescents   |
| 34 | O92130536 | Rodrigues Carren        | A Study on Problems and Health of Retirees in Goa   |
| 35 | O92130537 | Sachin Kumar D. S.      | Employee's Perception towards Welfare Measures with Reference to New Mangalore Port Trust   |
| 36 | O92130538 | Sachin Vikas            | Effectiveness of Training and Development with  |

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|     |           |                             | Reference to New Mangalore Port Trust  |
| 37  | O92130540 | Santosh Guddamani           | A Study on Employees Empowerment with Special Reference to Riddhi - Siddhi Gluco Biols Ltd. Gokak                      |
| 38  | O92130541 | Shivakumara K. M.           | A Study on Employee Perception on Organisational Climate with Special Reference to BSNL Mangalore                      |
| 39  | O92130542 | Shivalingappa Karaganni     | A Study on Problems faced by Life Partners of Alcohol Dependents in Khanatti Village, Gokak Taluk                      |
| 40  | O92130543 | Shreenath Badiger           | A Study on Effectiveness of Training with Reference to BSNL Pandeshwar, Mangalore                                      |
| 41  | O92130544 | Shweta Patil                | A Study on Awareness about Family Planning Method among Rural Women with Special Reference to Hukkeri Taluk            |
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| 44  | O92130547 | Suresh Kabadagi             | A Study on Employee Engagement with Reference to Ghataprabha S.S.K. Niyamith Gokak                                     |
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| 46  | O92130549 | Talawar Dyavappa Krishnappa | A Study on Employee's Job Satisfaction with Reference to BSNL  |
| 47  | O92130550 | Thipperudra Gouda A.        | A Study on Employee's Welfare Facilities with Special Reference to BSNL  |
| 48  | O92130551 | Veena H.V.                  | A Study on Prevention of Industrial Accidents with Special References to Primacy Industries Ltd. Baikampady, Mangalore |
| 49  | O92130552 | Veeresh P.                  | A Study on Workers Participation in Management with Reference to Lamina Suspension Products Ltd. Mangalore             |
| 50  | O92130553 | Vishwanath Kotabagi         | Employees Perception towards Welfare Measures in Campco Ltd. Puttur  |
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| 122 | 092130424 | Jasmine Marie Vaz         | A Study on SAP HR module at SUZLON  |
| 123 | 092130425 | Jince Jose                | An Analysis of Indian Commodity Market at KARVY   |
| 124 | 092130426 | Jose K. Pappachan         | Effectiveness of Inventory Management in KEL, Cochin  |
| 125 | 092130427 | Jose George               | A Study on financial performance of Apollo Tyres  |

|      |           |                        |  |
|------|-----------|------------------------|--|
|      |           |                        | Ltd. with special reference to Ratios  |
| 126  | 092130428 | Justine Varghese       | A Study on Marketing Strategies of 'RUBCO' with special reference to Rubco Rubwood Furniture Pvt. Ltd., Kannur, Kerala     |
| 127  | 092130429 | Kalpesh Kumar Shetty   | A Study on Fundamental Analysis of Different Sectors"  |
| 128  | 092130430 | Kaushal A.S.           | Aesthetic Influences on OTC Products   |
| 129  | 092130431 | Kiran D. Nayak         | Working Capital and Ratio Analysis of M/s. Vishnu Enterprises, Mangalore   |
| 130  | 092130432 | Kiran Kumar Shetty     | The Process of Dispatching of Product of MRPL  |
| 131  | 092130433 | Laxmana                | Role of Foreign Institutional Investor on Indian Capital Market  |
| 132  | 092130434 | Muhammad Nazeeb        | A Study on Employee Empowerment with Special Reference to Campco Ltd., Mangalore.  |
| 133  | 092130435 | Melwyn Wilfred Rebello | Study on Control of Expenditure in Banks   |
| 134  | 092130436 | Mohammed Farooq        | A Study on the IT products and services and customer satisfaction with special reference to Corporation Bank               |
| 135  | 092130437 | Mohd. Siham            | A Study on Buying behaviour of Customer in Big Bazaar in Bangalore City  |
| 136  | 092130438 | Mubeena B.             | -----  |
| 137  | 092130439 | Najeeb Rahiman A.A.    | Analysis of Financial Statement of Kasaragod District Co-Operative Bank Ltd.   |
| 138  | 092130440 | Nimmy P.               | A Study to Analyse the rate of Absenteeism in relation to the job satisfaction of Employees at Western India Plywoods Ltd. |
| 139  | 092130441 | Oza Mira Bakulbhai     | Research on customer satisfaction of corporate salary account at HDFC Bank   |
| 140  | 092130442 | Prajwal Rao K.B.       | A Study on effectiveness of print media for advertising  |
| 141  | 092130443 | Prasanna U.            | Comparative Study of the Financial Statements of Selected Companies in Petroleum Sector                                    |
| 142  | 092130444 | Prashanth Shetty       | Study on educational loan schemes  |
| 143. | 092130445 | Praveen K.V.           | A Study on Employee Motivation & Benefits with reference to Mandovi Motors   |
| 144. | 092130446 | Rahul K.               | A Study on Working Capital Management in Keltron Component and Complex Ltd.  |
| 145. | 092130447 | Rakesh B.R.            | A Study on Sales Promotion Techniques of Rubco Coir – Mattresses – Rubco - Kannur  |
| 146. | 092130448 | Ralph Paul D' Souza    | Effectiveness of Audio – Visual Advertising  |
| 147. | 092130449 | Ramya V.               | Comparative Analysis of HDFC Life Pension Growth Plan  |
| 148. | 092130450 | Reena D' Mello         | Non – Performing Assets of Commercial Banks, with Special reference to Karnataka Bank Ltd.                                 |

|      |           |                              |   |
|------|-----------|------------------------------|---|
| 149. | 092130451 | Robin E.V.                   | Study of Working Capital Management & Profitability analysis at Pantaloon Retail (India)Ltd., Mangalore                                 |
| 150. | 092130452 | Rohan Shetty                 | Investment Strategies of Commercial banks with special reference to Karnataka Bank Ltd.   |
| 151. | 092130454 | Sachin P. Mangalore          | A Study on Working Capital of MRPL  |
| 152. | 092130455 | Sajna P.H.                   | A Study on Inventory Management with Special Reference to Dakshina Kannada Milk Producers Union Ltd., Mangalore                         |
| 153. | 092130456 | Sangana Gouda Biradar        | A Study on Fundamental Analysis towards Stock Market with reference to Karvy Stock Broking Ltd., Bijapur                                |
| 154. | 092130457 | Shafeeque K.                 | Ratio Analysis of Sulfex Mattress Co., Parassinikadavu, Kannur  |
| 155. | 092130458 | Shashikant Shantamallappa    | Human Resource Development at ALSTOM project India Ltd. Shahbad   |
| 156. | 092130459 | Shetty Rohan Ratnakar        | Study on Working Capital Management of Corporation Bank   |
| 157. | 092130460 | Shibin Baker                 | Fundamental Analysis of Three Major Player Banks in the banking sector with reference to Cochin Stock Exchange Ltd.                     |
| 158. | 092130461 | Shilpa S.                    | Credit Appraisal of Industrial Finance with Special Reference to Syndicate Bank   |
| 159. | 092130462 | Siddarth N.M.                | A Comparative analysis of financial performance of co – operative banks with special reference to SCDC Bank                             |
| 160. | 092130463 | Srinivasan P.                | A Study on Non – Performing Asset in SCDC Bank  |
| 161. | 092130464 | Sunil Kumar B.               | An Analysis on Performance and Evaluation of Mutual Funds with special references to Hedge Equities, Kasaragod                          |
| 162. | 092130465 | Thafseer Siddique            | A Study on Financial Performance Analysis at Kerala State Handloom Development Corporation  |
| 163. | 092130466 | Titto Jacob                  | Marketing Strategies of Travancore Cements Limited, Nattokom, Kerala  |
| 164. | 092130467 | Vachhani Dhaval Manshukhbhai | Customer Satisfaction Survey at Videocon Industries Ltd.  |
| 165. | 092130468 | Veena K. Nair                | Financial Analysis for Investment Decision  |
| 166. | 092130469 | Vidya M.N.                   | Evaluation of the Effectiveness of Marketing Strategies and Consumers Preference towards Cashew Nuts at VCS Cashew Industries, Karkala. |
| 167  | 101880501 | Abijith K.B.                 | Light weight POJO Persistence Frameworks using xml  |
| 168  | 101880502 | Arunkumar V.N                | Metamorphic Cryptography  |

|     |           |                     |   |
|-----|-----------|---------------------|---|
| 169 | 101880503 | Ashwini Karkera     | Student Management System   |
| 170 | 101880504 | Chaithra            | Quick Sales   |
| 171 | 101880505 | Chethan Ullal K.    | Inventory Management System for Automobiles                               |
| 172 | 101880506 | Chezilraj K.K       | Network Chain   |
| 173 | 101880507 | Deepak Kumar        | Best Purchase   |
| 174 | 101880508 | Divya P.N           | On - Line Electricity Bill Payment System                                 |
| 175 | 101880509 | Favas K.            | Secure Single Sign-On Mechanism   |
| 176 | 101880510 | Fouzia              | Business Pages  |
| 177 | 101880511 | Harikrishnan M.     | Adaptive Traffic Control by using Multiple Virtualized Routing Topologies |
| 178 | 101880512 | Ishwarya Shetty     | Online Temple Management System   |
| 179 | 101880513 | Ivin Issac          | Packet-Hiding Methods for Preventing Selective Jamming Attacks            |
| 180 | 101880514 | Jaiby Chacko K.     | GPS Integration for Enhancing Public Transportation Management Service    |
| 181 | 101880515 | Jayaraj K.          | Online Recruitment Systems  |
| 182 | 101880516 | Jerin K. Thomas     | Data Integrity Proofs In Cloud Storage                                    |
| 183 | 101880517 | Jijo Joseph         | Graphical Workflow Configuration Builder                                  |
| 184 | 101880518 | Jioice Augustine    | Multicast Authentication Based On Batch Signature                         |
| 185 | 101880519 | Jisha T. Chandran   | Social Networking Website   |
| 186 | 101880520 | Kavyashree          | Remote Drive  |
| 187 | 101880521 | Madhu Charan T.     | Smart Send  |
| 188 | 101880524 | Manukrishnan M.     | Online Survey   |
| 189 | 101880525 | Mathew Joseph       | Library management system for make logics                                 |
| 190 | 101880526 | Minu Augustine      | X-MODDES (extended Multi Operator Delimeter Based Data Encryption)        |
| 191 | 101880527 | Muneer M.P          | Online Tour Guide   |
| 192 | 101880528 | Muralikrishnan A.   | Digital Library Management System   |
| 193 | 101880529 | Nidhin Mohanan P.V. | Online Matrimonial Website  |
| 194 | 101880530 | Nilesh Kumar        | Blood Management Systems  |
| 195 | 101880531 | Nithin Manohar      | Chit-Pro: Chit Transaction  |
| 196 | 101880532 | Poornima Salian     | Work Tracking System  |
| 197 | 101880533 | Prajna              | Payroll Taxation System   |
| 198 | 101880534 | Prajna Salian N.    | Quick Appointment   |
| 199 | 101880535 | Prasoon E.K.        | Digital File Management System  |
| 200 | 101880536 | Rasiya K.H          | Royal Stay  |
| 201 | 101880537 | Raviprakash M.      | Telemedicine carried out at Chakra Hospital                               |
| 202 | 101880538 | Robin George        | Web Application Security Using Spring Framework                           |
| 203 | 101880539 | Rojini E.V.         | Annotate and Search Educational Video Resources                           |
| 204 | 101880540 | Roopa M. Kademani   | Integrated Artifacts Maintenance System                                   |

|     |           |                     |   |
|-----|-----------|---------------------|---|
| 205 | 101880541 | Safeena Muhammed P. | Medical Picture Archival and Communication System                       |
| 206 | 101880542 | Shaila D. Nayak     | Academic Administrative Management System                               |
| 207 | 101880543 | Sharath S. Nair     | Single sign On Using Spring Security                                    |
| 208 | 101880544 | Shinto Mathew       | Nymble: Blocking Misbehaving Users in Anonymizing Networks              |
| 209 | 101880546 | Shylesh S.          | Digital Library Management System                                       |
| 210 | 101880547 | Sijo Joseph         | Real Time Service Invocation Monitor                                    |
| 211 | 101880549 | Soorya T.V.         | Medical Picture Archival and Communication System                       |
| 212 | 101880550 | Sowjanya D.S        | Work Tracking System  |
| 213 | 101880551 | Sowmya S. Shetty    | Online Transportation Management System                                 |
| 214 | 101880552 | Srilaxmi            | The Payroll Processing System   |
| 215 | 101880553 | Surya S. Nair       | Management of Floating Buoys And Utilization of Berth                   |
| 216 | 101880554 | Sushma K.           | Chit-Pro: Chit Master   |
| 217 | 101880555 | Tijo Thomas         | Medical Records Archiving and Digitizing System                         |
| 218 | 101880556 | Umar Khatab S.P.    | Patient Mapping System  |
| 219 | 101880557 | Vidya P.V.          | Diet Management System for Malabar Cancer Centre                        |
| 220 | 101880558 | Vijindas K.V.       | Zine Blue HRM Human Resource Management for Malabar Cancer Centre       |
| 221 | 101880559 | Vineesh P.V.        | Scalable Learning of Collective Behaviour for Avancer Software Solution |
| 222 | 101880560 | Yashoda K.          | Cut Detection in Wireless Sensor Networks - A Simulation                |

#### 3.4.4 Details (if any) of research awards received by the faculty :

| S.N. | Name of the Faculty | Research Award                           | Agency                                   | Year      |
|------|---------------------|--|--|-----------|
| 1    | Dr. P.S. Aithal     | Post Doctoral Fellowship                 | Physical Research Laboratory, Ahmadabad  | 2000-2001 |
| 2    | Dr. P.S. Aithal     | BOYSCAST Fellowship                      | Dept. of Science & Technology, New Delhi | 2002      |
| 3    | Dr. P.S. Aithal     | Visiting Fellowship                      | Physical Research Laboratory, Ahmadabad  | 2003-04   |
| 4    | Dr. Suresh Kumar    | Doctoral Fellowship                      | UGC                                      | 1979-82   |
| 5    | Dr. Suresh Kumar    | Sponsorship for International Conference | GTZ                                      | 1993      |

|   |                  |   |                                 |      |
|---|------------------|---|---------------------------------|------|
| 6 | Dr. Suresh Kumar | Travel grant to visit ALCOM Project, Zimbabwe | GTZ                             | 1994 |
| 7 | Dr. Suresh Kumar | Teaching Award                                | Ethiopian Civil Service College | 2007 |

**\* Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**

| S.N. | Name of the Faculty  | Recognition                | Professional Body   | Year                         |
|------|----------------------|----------------------------|---|------------------------------|
| 1    | Dr. P.S. Aithal      | Member                     | Photonics Society of India, CUSAT, Cochin                             | 1996 onwards                 |
| 2    | Dr. P.S. Aithal      | Syndicate Member           | Mangalore University  | 2009 - 2010                  |
| 3    | Dr. P.S. Aithal      | Senior Member              | IEDRC.org, Singapore  | 2012 onwards                 |
| 4    | Dr. P.S. Aithal      | Member                     | World Productivity Council, U.K.,                                     | 2008 onwards                 |
| 5    | Dr. P.S. Aithal      | Member                     | Strategic Management Forum, India,                                    | 2014 onwards                 |
| 4    | Dr. Suresh Kumar     | Life Member                | International Union for Health Promotion & Education (IUHPE)          | 1989                         |
| 5    | R.K. Acharya         | Life Member                | Mangalore Management Association                                      | 2008 onwards                 |
| 6    | Prof. Ramesh Pai     | Life Member<br>Life Member | Mangalore Management Association<br>Institution of Engineers, Kolkata | 2000 onwards<br>1990 onwards |
| 7    | Prof. Vasudeva M. R. | Life Member                | Mangalore Management Association                                      | 2000 onwards                 |
| 8    | Dr. Vishnu Prasanna  | Life member                | Mangalore Management Association                                      | 2008 onwards                 |

### 3.5 Consultancy

Activity organized or managed by the Faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up the consultancy is

properly rewarded.

### 3.5.1 Details of the systems and strategies for establishing institute-industry interface :

- (1) Guest lectures and workshops are being conducted by industry experts on regular basis for students on different management/social science/computer science/Information Technology topics related to the curriculum and other contemporary topics.
- (2) Industrial visits are organized every semester for the students in all courses.
- (3) The placement executives in the Placement cell maintains an extensive data base of industry experts and networking is a continuous process of the Placement Cell.
- (4) Students are encouraged to take-up projects in industries according to their specialization, to establish a collaboration between institute and Industry.
- (5) MSW students & Faculty visits industries three days in a week as part of their field practicum to gain knowledge of various management practices.
- (6) Institution is a member of Kanara Chamber of Commerce & Industry which offers opportunity for faculty & students to interact with industry executives.
- (7) The institution organizes Industry -Institution Interface programs in the name of Vikasana 2000 series in Industrial Belts of the city.
- (8) Every year the institute organizes a Management fest called MAGMA 2000 Series and collects sponsorship from industries to meet the expenditure.
- (9) The college conducts Job fair every year in which representatives of employers visits the campus on the occasion of the Fest to screen suitable candidates for Job Openings.

### 3.5.2 Stated policy of the institution to promote consultancy :

The institute promote consultancy in Functional areas of Management, Quality aspects in Educational sector, Software development & Maintenance, Medical Social work, Community Development, Institution building, Social surveys etc. with its in-house expertise and own network of experts in the concerned field. The institute even promotes non-fee based consultancy services for Educational institutions, NGOs and Public Service Organizations. The list of Faculty members with their functional areas of expertise are publicized in the college website :

#### Areas of interest for consultancy :

| Serial number | Faculty name        | Functional Area                    | Preferred Consultancy area  |
|---------------|---------------------|------------------------------------|---|
| 1             | Dr P S Aithal       | Strategic management<br>E-Business | E-Business, Strategic Management, Management Information Systems,                                 |
| 2             | Prof R K Acharya    | Entrepreneurship Management        | Project Preparation, Entrepreneurial support for start-ups and incubators & Financial consultancy |
| 3             | Prof Shailashri V T | Human Resource Management          | Human resource planning<br>Designing questionnaire & Statistical analysis,                        |
| 4             | Dr. Anil Kumar      | Customer Relations Management      | CRM in tourism industry<br>CRM in Hospitality industry<br>Strategies for enhanced productivity    |

|    |                       |                                   |  |
|----|-----------------------|-----------------------------------|--|
| 5  | Dr. Surekha Shenoy    | Human Resource Management         | Women development<br>Women Entrepreneurship  |
| 6  | Dr. Vishnu Prasanna   | Agricultural Management           | Management of Agricultural resources<br>Financial Management of firms<br>Managing mergers & acquisitions |
| 4  | Prof Ramesh Pai       | Tourism & Banking                 | Tourism management<br>Operational Banking  |
| 5  | Prof Priti Jeevan     | Marketing Management              | Retail marketing<br>Green marketing<br>Advertising management  |
| 6  | Prof Subramanya Kumar | Financial Management              | Financial management<br>Stock market research  |
| 7  | Prof Amith Menezes    | Banking                           | Bank Financial management<br>e-Banking<br>Technology in banking  |
| 8  | Prof Keerthan Raj     | Branding & Retail                 | Branding and product positioning<br>Retail sales management  |
| 9  | Prof Varun Shenoy     | Human Resource Planning           | Placement consultancy<br>Business Advisory   |
| 10 | Dr. Suresh Kumar      | Training & Extension              | Social surveys, Awareness campaigns,<br>Capacity building of NGOs  |
| 12 | Dr. I. C. Lyciamma    | Psychiatric Social work           | Counselling for school children  |
| 13 | Dr. Jency Jacob       | Medical social work               | Geriatric problems & Institutional care  |
| 14 | Mr. Pradeep M.D.      | Labour laws                       | Intellectual property rights<br>Labour conciliation & Settlements  |
| 15 | Mrs. Lavena D'Mello   | Personality Development           | Short term training and workshops on<br>personality development  |
| 16 | Mr. Jeevan Pinto      | Routing Protocols                 | Wireless sensor networks   |
| 17 | Mr. Subhramanya Bhat  | High performance computing        | Cache memory Management in multi<br>core systems   |
| 18 | Mr. Vaikunta Pai      | Web services & Applications       | Dynamic web  |
| 19 | Mr. Ramakrishna Rao   | Software Engineering, Data Mining | Education data mining,<br>Project Management   |
| 20 | Prof. Vasudeva M.R.   | Project management                | Planning & implementation of<br>infrastructural development projects                                     |

### 3.5.3 Broad areas and major consultancy services provided by the institution and the revenue generated during the last four years :

**(1) Consultancy work related to educational Activity :**

The Srinivas group of Colleges has utilized the services of Dr. P.S. Aithal, Principal in setting up a lot of institutions under the group. This include Srinivas Institute of Technology, Srinivas College of Pharmacy, Srinivas Institute of Nursing Sciences, Srinivas School of Engineering, Srinivas School of management, Srinivas School of Business, Srinivas Institute of Medical Sciences, Srinivas Institute of Dental Sciences etc.

**(2) Consultancy work undertaken by the Institution :**

| Sl.No. | Survey title  | Month       | Payment received |
|--------|---|-------------|------------------|
| 1      | Market survey of ice -cream Brands in Mangalore and Udupi | March 2007  | Rs 13,000        |
| 2      | Customer satisfaction survey for DKMUL                    | August 2008 | Rs 17,000        |
| 3      | Customer satisfaction survey for DKMUL                    | Feb 2010    | Rs 23,500        |
| 4      | Customer Satisfaction and new product demand              | June 2011   | Rs 32,500        |
| 5      | Survey for Homogenised milk                               | June 2012   | Rs 27,500        |
| 6      | Survey for Industrial buyers of Nandini products          | August 2012 | Rs 41,650        |

**3.5.4 The policy of the institution in sharing the income generated through consultancy and its use for institutional development :**

The institute has a policy to share the surplus generated from the consultancy services between faculty involved and the institute. It involves faculty members in projects based on their area of expertise.

The official policy of the institute in sharing the income generated from the consultancy will be in the proportion of 60:40 between staff involved and the institution.

**3.5.5 Summary :**

1. The institution publicizes the expertise available for consultancy services.
2. The institution renders consultancy services to industries
3. The institution renders consultancy services.
4. Resources are generated through consultancy services of the institution.
5. Mutual benefits accrued due to consultancy.
6. The institution has an official policy for structured consultancy.

**3.6 Extension Activities and Institutional Social Responsibility**

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Mutual benefit from affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization. Processes and strategies that relevantly sensitize students to the social issues and contexts.

### 3.6.1 Institutional strategy to promote institution-neighbourhood- community network and student engagement, contributing to good citizenship, service orientation and holistic development of students :

- (1) Community development is implemented through extension and outreach activities at SIMS through its NGO **Srinivas Institute of Rural Reconstruction Agency (SIRRA)**. SIRRA conducts a lot of programmes in the community involving the students.
- (2) SIMS Computer Science students conduct **computer literacy programmes** for school children in the evening hours during specified days to impart basic computer knowledge.
- (3) The programmes pertaining to **community involvement** is carried out by undergraduate students (BBM, BCA, B.Com.) where students are encouraged to contribute food grains, clothes, and other stationery materials for nearby orphanage.
- (4) On **special occasions** to mark and celebrate the event like world elders' day a group of staff and students visit orphanages and speak to the inmates and also provide them with eatables and fruits and seek their blessings on such occasion.
- (5) The institute is associated with the activities of Sri Ramakrishna Mutt Mangalore, a unit of **Vivekananda Study Circle** is functioning in the institution, which conducts programs aimed towards the holistic development of the students.
- (6) Under **village adoption** programme, the institute has adopted Bolar Fishermen Community situated 03 Kilometers from the college. The students involved in service activities in the community develop service orientation.
- (7) The institute works closely with agencies such as **Art of Living Youth Programmes** (Mangalore) and conduct programmes to overcome stress situations, manage negative emotions, build confidence which are essential for holistic development of the students.
- (8) The institution also offers a **customized Yoga** Classes as a part of Certificate Programme on Corporate Yoga & Mind control, which is designed in collaboration with Integral Yoga Centre, Mangalore.
- (9) MSW students are required to conduct **field work** 03 days in a week by associating with NGO's and involving in their activities. In these agencies students take up independent programmes aimed towards Charity and Philanthropy. This serves to promote institution neighbourhood -community network contributing to good citizenship and service orientation.
- (10) A Unit of **National Service Scheme** of the Mangalore University is functioning in the institution. The unit conducts regular activities including all students from undergraduate courses. During the previous year about 08 Programmes were conducted involving 100 students in the community.
- (11) The NSS Unit conducts regular **Rural camps** every year in order to provide an opportunity for group learning and living together. This contributes to good citizenship and holistic development of the students.
- (12) Through its association with **Srinivas hospital** at Mukka, the students conduct health check-up and medical camp as well as **Blood donation camps** in the hospital.
- (13) The placement & Training unit of the institute conduct **mega job fair** every year in the College in collaboration with Dept. of Human Resource Development of Govt. of India. This attracts a lot of youngsters in the community to participate in the opportunity and strengthen its neighborhood network. During last few years Job fair provided over 1,000 jobs to eligible aspirants.
- (14) The college has an active unit of the **Red-Cross**. Through involving in the activities of the Red-Cross, students learn responsibility & good citizenship.

(15) Besides the above, the MBA and MCA courses involves students in social service through their **Social Service Forum activities**. A list of the activities of the forum is given below :

| Serial number | Date          | Year | Program  | Place                                       |
|---------------|---------------|------|--|---|
| 1             | 2 Aug         | 2009 | Drawing and painting competition   | Mangala Jyothi Integrated School, Vamanjoor |
| 2             | 5 Sep         | 2009 | Teachers day celebration   | D K Govt School Pandeshwar                  |
| 3             | 2 week Sep    | 2009 | Marketing of Toys and crafts prepared by differently abled children                          | Mangala Jyothi Integrated School, Vamanjoor |
| 4             | 14 Nov        | 2009 | Singing competition and children's day celebration   | D K Govt School Pandeshwar                  |
| 5             | Need based    | 2009 | Blood donation   | KMC Hospital                                |
| 6             | One week Aug  | 2010 | Awareness on global warming ,paper bags making, distribution of paper bags to medical stores | Srinivas College, Pandeshwar                |
| 7             | 13 Aug        | 2010 | Drawing and painting Competition   | Mangala Jyothi Integrated School, Vamanjoor |
| 8             | 8 Dec         | 2010 | Donation of clothes  | St Joseph Orphanage                         |
| 9             | 6 Jan         | 2010 | Movie Review for students of D K higher primary school                                       | Srinivas College Pandeshwar                 |
| 10            | 14 Aug        | 2011 | Donation of Sports Equipment   | D K Govt School Pandeshwar                  |
| 11            | 5 Sep         | 2011 | Teachers day celebration   | D K Govt School Pandeshwar                  |
| 12            | 14 Nov        | 2011 | Singing competition  | Govt School                                 |
| 13            | Based on Need | 2011 | Blood donation   | KMC Hospital                                |
| 14            | 03 December   | 2011 | Workshop for school children in use of computers   | Govt. Higher Primary School, Pandeshwar     |
| 15            | 14 Aug        | 2012 | Independence day celebration   | Saanidhya Residential school                |
| 16            | 12 Oct        | 2012 | Malaria awareness activity, handbill distribution in association with health department      | Jeepinamogaru area Mangalore                |
| 17            | 15 December   | 2012 | Workshop on use of computers   | Govt. Higher Primary School, Pandeshwar     |
| 18            | 23 Dec        | 2012 | Book donation  | D K Govt School Pandeshwar                  |
| 19            | 6 Sep         | 2013 | Teachers day   | D K Govt School                             |

|    |       |      |                       |                                 |
|----|-------|------|-----------------------|---------------------------------|
|    |       |      |                       | Pandeshwar                      |
| 20 | 3 Oct | 2013 | Power saving campaign | Srinivas College,<br>Pandeshwar |

### 3.6.2 Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles :

- (1) Certificates are awarded to motivate students to involve in the afore said activities.
- (2) In some cases like MBA & BBM, BCA, B.Com Programmes such activities are included under CC & EC for which internal marks are awarded to the marks obtained in the curriculum.
- (3) In some courses like MSW, these activities are compulsory and they have to give feedback and present reports on weekly basis and which will be evaluated for awarding marks as part of field practicum.
- (4) The college has instituted prize for best social worker which will be awarded on Annual Day by the Chief guest. This serves as a recognition to promote student involvement in social work activities.
- (5) The certificate obtained from participation of NSS activities is considered favourable to obtain certain jobs and preference for admission for higher studies.
- (6) In the Job Fair, students serve as volunteers to assist the companies representative as well as public.
- (7) The institutional NGO - SIRRA serves as a mechanism to ensure student participation in community activities by taking more than 20 students every year for their field work practicum.

### 3.6.3 The institutional solicit stakeholder perception on the overall performance and quality of the institution :

- (1) **Students** : Students expect growth & development of their personality through confidence building, service mindedness, and sense of responsibility. In order to gain employability and career advancement. The institution materializes their perception through the activities mentioned in 3.6.1.
- (2) **Parents** : Parents look for discipline oriented growth in their children so that they will become useful and responsible citizens of the country. The institution materializes their expectation through the activities mentioned in 3.6.1.
- (3) **Teachers** : Teachers look for holistic development of the students through knowledge gained by learning, and qualities developed such as discipline, honesty, service mindedness, compassion to fellowmen and respect to others. The institution realizes their expectation through the activities mentioned in 3.6.1.
- (4) **Employers** : Employers look for industrious, honest, co-operative, helpful and competent employees. The institution materializes their expectation through the activities mentioned in 3.6.1.
- (5) **Community** : Students are moulded into good citizens through quality and service oriented education system to build a strong community for the country. The institution materializes the community expectation through the activities mentioned in 3.6.1.
- (6) **University** : The university expect that each passing out student is moulded by the institute to be a responsible and useful citizen to the society. The institution materializes the university expectation through the activities mentioned in 3.6.1 along with its strive for quality education.

### 3.6.4 The institutional plan of extension and outreach programmes :

**(a) Planning and organizing extension and outreach programmes :**

| S. No. | Extension and outreach programme                     | Institutional Plan   |
|--------|--|--|
| 1      | SIRRA Activities                                     | Co-ordinator prepares annual plan in consultation with the Executive body.                                   |
| 2      | Computer literacy programmes for school children     | The computer science department designs schedule and executes with the help of school authorities.           |
| 3      | Social Service Activities                            | Social Service Cell formulated by the under graduate students.   |
| 4      | Programmes for under-privileged people               | The college in consultation with beneficiary organizations   |
| 5      | Activities of Vivekananda Study Circle               | The college maintains liaison with Sri Ramakrishna Mutt.   |
| 6      | Village adoption programme                           | Social work department and the village adopted.  |
| 7      | Art of Living Youth Programmes                       | Authorities of Art of Living agency negotiates the requirement with the college                              |
| 8      | Certificate Program on Corporate Yoga & Mind control | The college is offering a certificate course exclusively on this.  |
| 9      | Field work of MSW students                           | As per specifications in the curriculum, the faculty of social work department takes care of the activities. |
| 10     | National Service Scheme                              | Programme Officer of the NSS Unit of the college in consultation with University.                            |
| 11     | Rural camps  | The NSS Unit of the college in consultation with the needy villages.   |
| 12     | Programmes at Srinivas hospital                      | The college is in consultation with hospital authorities.  |
| 13     | Mega job fair  | The Placement & Training Cell of the college plans in consultation with Dept. of HRD and Employer Companies. |
| 14     | Programmes in collaboration with Red-Cross Society   | The Red Cross wing of the college in consultation with Red Cross unit of the District.                       |
| 15     | Social Service Forum activities of MBA & MCA Courses | Student union Activity planned in consultation with the teachers.  |

**(b) Budgetary details for last four years :**

| S. No. | Extension and outreach programme                 | Year 1 (Rs.) | Year 2 (Rs.) | Year 3 (Rs.) | Year 4 (Rs.) |
|--------|--|--------------|--------------|--------------|--------------|
| 1      | SIRRA Activities                                 | 50,000       | 50,000       | 1,50,000     | 1,50,000     |
| 2      | Computer literacy programmes for school children | -            | 5,000        | 5,000        | 5,000        |
| 3      | Social Service Activities                        | 10,000       | 10,000       | 10,000       | 10,000       |
| 4      | Programmes for Under-privileged people           | 5,000        | 5,000        | 5,000        | 5,000        |

|    |  |        |        |        |        |
|----|--|--------|--------|--------|--------|
| 5  | Activities of Vivekananda Study Circle               | -      | -      | 10,000 | 10,000 |
| 6  | Village adoption programme                           | -      | 15,000 | 15,000 | 15,000 |
| 7  | Art of Living Youth Programmes                       | -      | -      | -      | 10,000 |
| 8  | Certificate Program on Corporate Yoga & Mind control | 50,000 | 50,000 | 50,000 | 60,000 |
| 9  | Field work of MSW students                           | 10,000 | 10,000 | 10,000 | 10,000 |
| 10 | National Service Scheme                              | 50,000 | 50,000 | 50,000 | 50,000 |
| 11 | Rural camps  | 10,000 | 10,000 | 15,000 | 15,000 |
| 12 | Programmes at Srinivas hospital                      | -      | 50,000 | 50,000 | 60,000 |
| 13 | Mega job fair  | 30,000 | 30,000 | 40,000 | 50,000 |
| 14 | Programmes in collaboration with Red-Cross Society   | -      | -      | 5,000  | 5,000  |
| 15 | Social Service Forum activities of MBA & MCA Courses | 5,000  | 5,000  | 5,000  | 5,000  |

**(c) List the major extension and outreach programmes and their impact on the overall development of students :**

| S. No. | Extension and outreach programme                     | Impact on the overall development of students |
|--------|--|---|
| 1      | SIRRA Activities                                     | Sensitivity to social problems                |
| 2      | Computer literacy programmes for school children     | Skill building for under privileged sections  |
| 3      | Social Service Activities                            | Humanitarian outlook                          |
| 4      | Programmes for Under-privileged people               | Rights & Social Justice                       |
| 5      | Activities of Vivekananda Study Circle               | Spirituality & Personality development        |
| 6      | Village adoption programme                           | Community Service                             |
| 7      | Art of Living Youth Programmes                       | Character formation                           |
| 8      | Certificate Program on Corporate Yoga & Mind control | Practicing Self control                       |
| 9      | Field work of MSW students                           | Responding to realities                       |
| 10     | National Service Scheme                              | National Integration                          |
| 11     | Rural camps  | Collective living                             |
| 12     | Programmes at Srinivas hospital                      | Concern for marginalized                      |
| 13     | Mega job fair  | Career building                               |
| 14     | Programmes in collaboration with Red-Cross Society   | Preparedness to face challenges               |
| 15     | Social Service Forum activities of MBA & MCA Courses | All-round development                         |

The benefits of these programmes have been observed through student performance in classroom learning and exemplary behaviour.

### **3.6.5 The institutional strategy to promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies :**

The institution promote the participation of students and faculty in various extension activities as follows :

#### **1. NSS :**

The undergraduate courses of the college has an active NSS unit which conducts various programmes including rural camps, blood donation camps, old cloth distribution, Forestation campaign, Environment and ecology awareness in the public. There is a programme officer in charge of the unit. In addition to sanctioned requirement, the college added an additional strength of 100 students supported their activities through internal finance.

#### **2. Red Cross :**

A Red cross wing has started functioning in the college comprising separately for UG and PG students. The Red Cross unit members work in close collaboration with the community in humanitarian relief and Disaster Management. Training is provided on regular basis in order to develop competency in disaster handling.

#### **3. SIRRA :**

An NGO by name SIRRA is functioning as an extension and outreach agency of the college. Many programmes are conducted on a frequent basis in the community. Details are mentioned separately.

#### **4. Vivekananda Study Circle :**

The college has established Vivekananda study Circle under the auspices of Sri Rama Krishna Mission, Mangalore. Many Youth Educating programmes are conducted through this for students and publics.

#### **5. Village Adoption :**

The institution has adopted a village nearby to the college called Bolar community. This is a Fishermen community below poverty line and health index. About 25 students are working as volunteers in the past 8 years. Through village adoption, the institution intends to realize the benefits of the various Govt. schemes and programs meant for the poor. The college supports concessional education for deserving students of this community in our sister institutions.

#### **6. Social Service Activities through Student forum :**

Both PG and UG students of the college have formed social Service Forums as Student union Activities. This include helping Orphanages, Differently abled, and special schools.

#### **7. Field Activities through MSW Students :**

As a regular part of their curriculum, MSW students spend three days in a week in NGO engaged in Social Work activities.

#### **8. Participation in Extension & Health Services :**

Students organize health awareness programmes and promote free medical facilities offered by Srinivas Hospital in the backward rural community in and around the periphery of the city.

#### **9. Srinivas Centre for Science Education Activities :**

##### **(a) OBJECTIVES :**

The Centre is devoted to the popularization of Science & Engineering Education. The objectives of the centre are :

1. Popularization of Scientific & Engineering thoughts in the society.

2. Design models for the popularization of science according to national and regional needs, encouraging populations to embrace science as a means to improve the quality of life and achieve sustainable and equitable development
3. Current issues in various areas of knowledge
4. Train science dissemination Professional.
5. To provide advisory and consulting service on science- and technology-related issues, and promote the transfer of scientific and technological achievements;
6. To advocate scientific spirit, popularize scientific knowledge, and disseminate scientific ideas and methods.
7. Defend the dignity of science, popularize the advanced technology, and develop the scientific and educational activities for the young people, so as to improve the scientific literacy of the whole nation.

**(b) ACTIVITIES :**

1. Popular Lectures on Challenges in Science & Technology
2. Workshops on Engineering Education
3. Science Model Competition for High School Students
4. Science Foundation Examination & Merit Scholarship for Xth & XIIth Students
5. Medical Exhibition
6. Online Certification Programs in Nano-Technology
7. Renewable Energy Initiative Programs & Consultation
8. Quarterly Newsletter/Magazine
9. Best Innovative School & Science Teacher Award
10. Free online study materials for 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> Standards of the Country

**(c) PROGRAMMES :**

1. Popular Lecture Series
2. Half-day/One- day Workshop on Engineering Education
3. Talent Search Exam
4. Science Magazine
5. Science Model Exhibition & Competition
6. Free Downloadable Study Materials
7. Faculty Development Programme for Science & Commerce

**10. Srinivas Life-Line Database :**

The institution recently started an innovative way of supporting needy people by providing blood instantaneously by creating an extensive database of blood donors. The information including the list of donors is put on the website of the college so that for any emergency requirement, the public can avail the facility through contacting the college.

**11. Recognition for Public Service :**

The institution identifies persons of eminence in public service in undivided Dakshina Kannada district, and felicitate them with honour and award every year. This is intended to motivate a spirit of public service.

**12. Faculty Association for Social Service :**

The Faculty members of the college has formed an association which collects tiny contribution during different occasions. This money is used to provide small material help in the form of wall clocks/ books/ water purifier, storage tank etc. for nearby Govt. Schools.

**3.6.6 Details on social surveys, research or extension work (if any) undertaken by the**

### college to ensure social justice and empower students from under-privileged and vulnerable sections of society :

#### (a) Details on social surveys :

(1) In the Bolar Community the institution undertakes social surveys to identify school dropouts among the underprivileged and vulnerable sections of the society in order to bring them back and enroll in schools.

(2) The college has conducted surveys in special economic Zone (SEZ) Mangalore in order to identify the students from displaced community. As a result, many students were enrolled in Karnataka Polytechniques for continuing their studies and obtaining jobs in SEZ.

(3) Through surveys conducted in various districts of North Karnata, the college identify students belonging SC / ST and other under privileged sections to offer opportunity for studying Social Work in the college subsidized fee utilizing Govt. scholarship.

#### (b) Social research :

(1) Some faculty members of the are doing research on Problems of children from under privileged sections so as to secure them social justice through influencing Govt. policies and public attitude.

(2) Some of the PG students choose problem area s related to children particularly students in distress so as to recommend welfare measures for empowerment.

(3) Apart from above the institute on its own is pursuing Funding for research studies on Effectiveness of Govt. schemes on the intended beneficiaries and particularly the children of school going age in backward community.

#### (c) Extension work :

(1) Substantial Fee concession is offered for Pre-University Students under its group of Colleges from backward and marginalized sections of the society through SIRRA. Fee concession for its own undergraduate students to join Post Graduate Courses of the college.

(2) The institution also offers substantial Fee concession to its own students from backward sections for admission to Post graduate Courses of the college.

(3) As a part of one of the objectives of SIRRA, the NGO under the College conducts survey in various schools to identify students from underprivileged sections who have health problems and sicknesses to provide free medical service from Srinivas Hospital.

### 3.6.7 Objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and the values and skills inculcated :

Most of the extension activities are trying to build students leadership skills, communication skills, emotional intelligence and developing organizing skills in addition to make them responsible citizen with concern for society, environment and country at large. Hence student participation in these extension programmes will help them to inculcate better citizenship in the society. It would complement their academic learning through improved communication, increased co-operation, enhanced discipline and exposure to social reality.

| S. No | Extension Activity | Objectives & Expected Outcome            | Values and skills inculcated in addition to academic learning |
|-------|--------------------|--|---|
| 1     | NSS Activities     | Service to society & Civic Consciousness | Team work, Co-operation, Collaboration,                       |

|    |  |   |  |
|----|--|---|--|
|    |  |   | Concern for fellowmen.   |
| 2  | Red -Cross                                       | Develop preparedness to respond to crises. & Responsibility during disasters                  | Team work, leadership, Humanitarian relief.                                  |
| 3  | SIRRA Activities                                 | Promote Social Service & Problem free society.  | Problem Identification Skills, Helping attitude for under-privileged people. |
| 4  | Vivekananda Study Circle                         | Spiritual Emancipation & Devotion to self-less service  | Service to Humanity, Self control & Self discipline                          |
| 5  | Village Adoption                                 | To converge variety of services to one community & Community development                      | Social justice, Communication, networking and advocacy.                      |
| 6  | Social Service Activities through Student forum  | Helping People & Sensitising to the problems and sufferings of others.                        | Social Responsibility, Emotional Intelligence                                |
| 7  | Field Activities through MSW Students            | Develop competence in providing Professional service & Better understanding of social health. | Community service, Rapport building and joint exploration                    |
| 8  | Participation in Extension & Health Services     | Promote health and Well being & Enhancing accessibility and affordability of Health schemes.  | Social Obligation to citizens, & Organizing and operational skills.          |
| 9  | Srinivas Centre for Science Education Activities | Popularizing science Education & Better informed community                                    | Eliminating ignorance & Education and communication                          |
| 10 | Srinivas Life-Line Database                      | Emergency Service & Fast response   | Humanitarian Service & Mutual Help   |
| 11 | Recognition for Public Service                   | Encouragement & Motivation  | Role models for future & Achievement Orientation                             |
| 12 | Faculty Association for Social Service           | Set examples to Students & Dedication to community  | Selfless service & Resource mobilization                                     |

### 3.6.8 The institutional ensure the involvement of the community in its reach out activities and contribute to the community development :

The institution has an NGO by name Srinivas Institute of Rural Reconstruction Agency (SIRRA) to carryout its reach out activities to ensure the involvement and contribute to community development. It is a registered body established in the year 2003 targeting women, youth, children, weaker section and general public in Dakshina Kannada, Udupi and Kasaragod districts aimed at :

- Promoting active participation of community for better qualitative human resource development.
- Providing essential services in the field of health, education, economic development, social development and spiritual Development.
- Facilitating the empowerment of the under privileged in the process of social development.

- Undertaking research work with regard to socio-economic issues.
- Capacity building of poor communities to facilitate them in improving their living conditions.
- Assisting communities in sustainable development and management of natural resources.
- Creating awareness among the masses about the importance of education, health, good sanitation practices and communal harmony.
- Dialogue and networking with like-minded voluntary organizations.

**SIRRA REPORT for 1<sup>ST</sup> APRIL 2012 TO 31<sup>ST</sup> MARCH 2013**

| <b>Sl. No</b> | <b>DATE</b>                     | <b>PROGRAMME DETAILS</b>   | <b>TOTAL PARTICIPANTS</b>    |
|---------------|---------------------------------|--|------------------------------|
| 01.           | 12-04-2012                      | Organized Free Medical Health Check-up camp at Grama Panchayat, Padupanamboor.   | 63 patients benefited        |
| 02.           | 29-04-2012                      | Organized Free Medical Health camp at Navodaya Yuvaka Mandal Auditorium, Ganeshpur.  | 85 patients benefited        |
| 03.           | 06-06-2012<br>And<br>09-06-2012 | Medical camp for the children of Model residential School for SC/ST Madya, Surathkal.  | 40 Children benefited        |
| 04.           | 10/08/12,                       | Malaria Awareness” by District Malaria Office, Mangalore.  | 20 students participated     |
| 5.            | 18/08/12                        | Introduced “Srinivas Arogya Card” for the public.  | 400 families benefited       |
| 6.            | 02/09/12                        | Free Eye Check-up Camp for the Public.   | 150 houses covered           |
| 7.            | 25/09/12                        | Street play training for selected MSW Students at SIMS auditorium.   | 50 MSW Students              |
| 8.            | 10/10/12                        | Street play Inaugural programme was organized at Mulki Karnad Sadashiv Rao play Ground.  | 150 public present           |
| 9.            | 10/10/12<br>to<br>12/10/12      | Street play “Sanjeevini 2012” on Health Awareness was conducted at twelve places like Mulki Karnad, Lingapayina Kad, K.S. Nagar, Haleyangadi, Kinnigoli, Pakshikere, Bajpe, Surathkal, Ganeshpur and Chelar Community. | 30 MSW students participated |
| 10.           | 31/10/12                        | “World Mental Health day Celebration”  | 75 people participated       |
| 11.           | 07/11/12                        | Medical Clinic at Kilpady Grama Panchayat  | 40 patients benefited        |
| 12.           | 11/11/12                        | Free Medical Health camp at Padupanamboor, Kerekadu School   | 103 patients benefited.      |
| 13.           | 18/11/12                        | Free Medical Health camp at Madya padav, Central Model Residential School, Madya.  | 115 patients benefited       |
| 14.           | 01/12/12                        | Visited various Anganwadi’s, Government Schools, for SC/ST, and meetings of Shri Shakthi meeting, Self Help groups etc.,.  | 80 women                     |

|     |            |   |                                     |
|-----|------------|---|-------------------------------------|
| 15. | 05/12/12   | Medical Clinic at Kilpadi Grama Panchayat, Mulki  | For the benefit of the local people |
| 16. | 16/01/2013 | Visit to Ellathur Community, Nelaguddee and Kinnigoli to give awareness on free medical camps.                        | 150 Houses                          |
| 17. | 20/01/2013 | Medical Camp at Ellathur Community Kinnigoli  | 123 patients participated           |
| 18. | 21/01/2013 | Follow up camp -Ellathur , Nelagudde, Kinnigoli   | 20 members                          |
| 19. | 23/01/2013 | Visit to Ikala, Kambala road, Ikala kore, Munchi gudde Community, Kinnigoli to give publicity about the Medical camp. | 200 Houses                          |
| 20. | 27/01/2013 | Medical Camp at Ikala Community Kinnigoli   | 55 people                           |
| 21. | 28/01/2013 | Follow up camp-Ikala, Kinnigoli   | 17 members                          |
| 22. | 20/02/2013 | Community awareness through home visit  | 170 Houses                          |
| 23. | 24/02/2013 | Medical Camp at Permude   | 64 people                           |
| 24. | 25/02/2013 | Follow-up of Medical Camp at Permude  | 16 people                           |
| 25. | 27/02/2013 | Blood grouping and Health awareness programme   | 150 Students                        |
| 26. | 01/03/2013 | Medical Camp for children   | 31 children                         |
| 27. | 02/03/2013 | Medical Camp at Srinivas Hospital for children  | 24 children                         |
| 28. | 08/03/2013 | Women's Day celebration at NITK Primary school  | 50 participants                     |
| 29. | 10/03/2013 | Picnic for inmates of Prashanthi Nilaya - Mentally challenged and physically disabled                                 | 85 inmates                          |
| 31. | 17/03/2013 | Picnic for inmates of Prashanthi Nilaya - Old age Home  | 80 inmates                          |

#### SIRRA REPORT for 1<sup>ST</sup> APRIL 2013 TO SEPTEMBER 2013

| Sl. No | DATE                 | PROGRAMME DETAILS   | TOTAL PARTICIPANTS          |
|--------|----------------------|---|-----------------------------|
| 1      | 10/04/2013           | Household survey in Ekkar, Kenchankadu, Badaekkaru Community.   | 150 houses covered          |
| 2      | 14/04/2013           | Medical Camp at Ekkaru Community organized by SIRRA .   | 98 patients benefited       |
| 3      | 19/05/2013           | Medical Camp at Sooranje Community  | 54 Patients                 |
| 4      | 12/05/2013           | Medical camp organized by Srinivas Hospital and SIRRA for a week.   | Average 45 patients per day |
| 5      | 05/04/13             | Shramadhan at Bolar:  | 40 students participated    |
| 6      | 12/04/13             | World Health day Celebration  | 125 Students participated   |
| 7      | 18/04/13             | Vivekodaya Programme at SIMS organized on account of 150 <sup>th</sup> Birth anniversary of Swami Vivekanada. | 175 Students participated   |
| 8      | 06/06/13 to 15/07/13 | Summer placement for MSW students at SIRRA  | 08 Students trained         |

|    |                           |   |                                |
|----|---------------------------|---|--------------------------------|
| 9  | 15/08/13                  | Independence day celebration with less privileged children from Govt. Residential school for SC/ST students   | 130 Participants               |
| 10 | 20/07/2013 and 24/08/2013 | Life skill training programme for students.   | 100 Participants (Two batches) |
| 11 | 19/08/2013                | Guest lecture on effective communication for BCA students of Srinivas Institute of Management Studies, (SIMS) | 45 Students participated       |
| 12 | 31/08/2013                | Guest lecture on Positive attitude for NSS Volunteers   | 60 volunteers                  |
| 13 | 06/09/2013                | Participation in Marathon Youth –Run for India., on account of Swami Vivekananda 150 jubilee year             | 175 Students Participated      |
| 14 | 20/09/2013                | Awareness programme for SHG's.  | 60 women participated          |

### 3.6.9 Details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities :

SIMS has forged with various Governmental organization, philohtrophic charitable institutions, hospitals and NGO for implementing various outreach programmes and extension programmes. The institution is cognizant of its **Institutional Social Responsibilities (ISR)**. The prominent associations are with :

**(1) LINK De-addiction Centre :** Since 8 years the social work students of the college has been working closely with LINK De-addiction Centre situated in the nearby locality in order to de-addict alcoholics.

**(2) Ramakrishna Mutt :** The faculty and students of the institution are participating in the activities of Sri Ramakrishna Mutt situated in the neighboring locality to promote the services of the Mutt and extend it to the poor and needy people of the community. In all programmers of the Mutt, students work as volunteers.

**(3) Srinivas Hospital :** A lot of charitable activities are undertaken by Srinivas hospital run by Srinivas Group. Students and faculty members involved in medical camps, surveys and health card promotion etc.

**(4) Community Service with NGO Agencies :** As a **best practice** the institution has adapted a one week compulsory Community Internship for P.G. students in all streams. Through this programme the institute observed that the students gain better sensitivity & responsiveness in community oriented services & promote citizenship roles. At the end of the period, students obtain a certificate from the agency and submits a report on operations & services of NGO's imparted to the society.

The following table list some of NGO Agencies identified for such service :

| SI No | Name of the Agency                                    | Programme                         | Location  |
|-------|---|-----------------------------------|-----------|
| 1     | Dakshina Kannada Consumer Federation, Taluk Panchayat | Consumer Education                | Mangalore |
| 2     | Jaivika Samithi                                       | Awareness on Health & Environment | Jeppu,    |

|    |  |  |                     |
|----|--|--|---------------------|
| 3  | St. Agnes Special School                               | Care & Education of Special children   | Bendore             |
| 4  | Anandashrama Seva Trust                                | Oldage home                            | Puttur              |
| 5  | Mangala Jyothi Integrated School                       | Care & Education of Special children   | Vamanjoor           |
| 6  | Prajna Counselling Centre                              | Counselling Services                   | Nandigudda, Attavar |
| 7  | Senior Citizen Helpline, Vishwas Trust.                | Problems of Elderly                    | Valencia            |
| 8  | Mogaveera Grama Sabha, Bolar Community/Parisara Okkota | Community Development                  | Bolar               |
| 9  | Dharmajyothi Social Centre                             | Social work & Self employment training | Vamanjoor           |
| 10 | Sanidhya Residential School, Training Centre           | Care & Education of Special children   | Shaktinagar         |
| 11 | Dr. M. V. Shetty School of Speech & Hearing            | Problems of Speech & hearing impaired  | Shivabagh, Kadri    |
| 12 | SIRRA & Srinivas Hospital                              | Community Service & Health care        | Mukka               |
| 13 | Centre for Integrated Learning                         | New concept in Education               | Mallikatte, Kadri   |
| 14 | PADI/VALORED   | Value oriented education               | Bendoorwell         |
| 15 | Jeevana Charitable Trust                               | Social work                            | Bolar               |
| 16 | Speech & Hearing Centre                                | Problems of Speech & hearing impaired  | Pandeshwar          |
| 17 | St. Antony's Poor Home                                 | Institutional care of destitute        | Jeppu               |
| 18 | Sneha Sadan  | Orphanage for children                 | Gurupura, Kaikamba  |
| 19 | Janshikshana Trust                                     | Social work                            | Pumpwell            |

**(5) D.K. Milk Producers Co-Operative Union :** The college has long relationship with DKMPCOU, Mangalore and involved in market research to help business improvement to benefit Formers community.

**(6) Special Schools :** Students of the college render service to improve operational efficacy of nearby special schools and conducts various programs for the special children.

**(7) Srinivas Sister Institutions :**

The college offers consultancy in social service to all its sister institutions working in the community. The college also participate in programmes such as Vanamahothsava, Environment Awareness, Cleanliness Campaign etc. The college also offers special reductions/concession for students admitted to various courses from our group of Institutions.

**(8) HRD Dept. of Central Govt. :** Through its association of HRD Department of the Govt., Mangalore, the college conducts Job fairs to promote opportunity for youngsters in the locality for the employment.

**(9) Forest dept. :** There is a long standing collaboration with the local office of the Forest department and students participate in Vanamathsava afforestation programme in different parts of the city.

**(10) Kanara Chamber of Commerce & Industry :** Being an active member of Kanara

Chamber of Commerce & Industry, the college participate in its community outreach activities.

**(11) Special Economic Zone :** The college is maintaining a link with the MSEZ for the re-habitation of displaced people.

**(12) Govt. Schools :** The computer department of the college provides computer training to Primary school students of nearby Govt. schools.

### 3.6.10 Details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years :

The President of A. S. F & Srinivas Group of Institutions received the following awards for contribution to social & community development during past few years :

| S. No. | Name of Award/Recognition                        | Agency   | Purpose   | Year       |
|--------|--|--|---|------------|
| 1      | Shree Krishnanugraha award                       | Paryaya, Shri Sheeroor mutt, Udupi   | Service to education sector   | 27.12.1995 |
| 2      | Shree Krishnanugraha award                       | Paryaya, Shri Kaniyoor Mutt, Udupi   | Service to education sector   | 18.01.1998 |
| 3      | District Level Rajyotsava Award                  | Govt. of Karnataka   | Service to education sector   | 01.11.2004 |
| 4      | VIPRA JANA Award                                 | D.K. Dravid Brahmins Association, Mangalore  | Contribution in the field of education  | 28.05.2006 |
| 5      | Chitrabharathi Award                             | Chitrabharathi Tulu Chitranga.   | Contribution in the field of education  | 26.08.2006 |
| 6      | Achiever's New Year Award 2009                   | Academy of General Education, Manipal, along with Rotary Club of Udupi - Manipal and Syndicate Bank, Manipal | Distinguished service to Society in the field of Education, Commerce & Industry | 01.01.2009 |
| 7      | SIRC Diamond Jubilee Award" for senior Chartered | Association of Chartered Accountants, South India  | Distinguished professional service  | 03.01.2009 |
| 8      | Best Manager Award                               | Mangalore Management Association   | Distinguished service to Society in the field of Education, Commerce & Industry | 2009       |

### 3.6.11 Summary :

1. The conduct of extension activities is promoted by the institution.
2. Need-based extension programmes are organized.
3. Students and faculty participate in extension programmes.
4. NSS activities are organized.

5. Awards and recognitions have been received for extension activities.
6. The impact of extension activities on the community goes through a cycle of evaluation, review and upgrading the extension programmes.
7. Partnerships with industry, community and NGOs for extension activities are established.
8. The institution has a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles.
9. The institution is cognizant of its Institutional Social Responsibilities (ISR).
10. All constituents of the institution are made aware of its ISR.

### 3.7 Collaboration

There are formal agreement/ understanding between the institution and other HEIs or agencies for training/student exchange/faculty exchange/ research/resource sharing etc.

#### 3.7.1 Institutional collaboration and interaction with research laboratories, institutes and industry for research activities :

The collaboration efforts have been initiated with following institutions/industries/agencies :

##### 1. Collaboration with Srinivas Group of Colleges :

The is working closely with its sister institutions using their advanced facility such as Library databases for research, sharing facility & equipments for student projects, Faculty collaboration for research & joint publications. Also, the college offers consultancy services to of the sister institutions in the form of expansion advise and obtain the expertise in the form of Guest lectures, Project guidance etc..

##### 2. Collaboration with Grmsby Institute of Further & Higher Studies :

An MOU has been signed with Grimsby Institute U.K., for Certificate Program on Productivity & Innovation to the Post Graduate Students of Business management & Faculty exchange. Grimsby also provided Opportunity for admission for Higher studies leading to Master of Science in Productivity & Innovation directly to our students along with placement services. With this collaboration, about 300 students have visited U.K. during last four years.

##### 3. Collaboration with local NGO for Field work practicum :

The post graduate students in Social Work gain field exposure through their practicum in the NGOs spread out all over Mangalore. This collaboration is also helps as training facility for **Community Internship Programme**.

##### 4. Collaboration with local Industries :

Industry-institute collaboration is very essential for better training of students. The college has built collaboration with number of Industries which promotes students attending programmes, conducting research projects, training, exposure and placement. The college also invites Industry experts for Guest Lectures & Interactive programmes.

##### 5. Collaboration/Membership with Kanara Chamber of Commerce & Industries :

The college is an active member of Kanara Chamber of Commerce & Industry and encourage faculty and students to participate in its activities.

##### 6. Collaboration with local Employment Exchange/HRD centre for conducting Job Fair :

The college shares its infrastructure with the HRD Centre for conducting JOB Fairs which provides opportunity for placement service for under graduate and post graduate students.

##### 7. Collaboration with Srinivas Hospital :

The college has collaboration to provide quality medical facility to the Faculty & Students.

##### 8. Collaboration with Ramakrishna Mutt :

The college plans and organizes various spiritual enhancement programmes in collaboration with Ramakrishna Mutt under its Vivekananda Study Circle.

**9. Collaboration with NITK Surathkal STEP : FDP in our College.**

The college has a tie-up with STEP (Science, technology Entrepreneurship Program) of National Institute of Technology, Surathkal, for Faculty development Programme. Under this collaboration, STEP provides expert Trainers for Young faculty Training Program.

**10. Collaboration with Mangalore University Library :**

The college is a paid member of Mangalore university Library for sharing/utilizing their resources for research by faculty & students.

**3.7.2 Details on the MoUs/collaborative arrangements with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. :**

- (1) The institute has a MOU with Grimsby Institute of Further & Higher Education, UK for M.Sc. programmees for UG students of SIMS.
- (2) The institute has established a study centre in collaboration with Manasa, Shivamogga for offering M.S. in Councelling which is affiliated to Kuvempu University. The contact classes are conducted at the College.
- (3) The joint initiative for Faculty Development has been undertaken with STEP of National Institute of Technology, Surathkal, Karnataka.
- (4) The college has been identified as a research centre in Business management by Rayalaseema University, Kurnool.
- (5) An Understanding has been established with Sri Ramakrishna Mutt, Mangalore and subsequently Vivekananda Study circle was created in the college. The activities of this study circle mainly focus on character building, social service and personality development of students.
- (6) The institute is an authorized centre for administering TOEFL examination as part of collaboration with Global Channel Developments and ELL programmes.
- (7) The college is an authorized examination centre of Annamalai University for their distance education programmees. This offers opportunity for Faculty & students of our college as well as others to continue their education for improving their career.

**3.7.3 Details on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution :**

| S. No. | Industry-institution-community interactions     | Establishment / creation/up-gradation of academic facilities |
|--------|---|--|
| 1      | Job Fairs                                       | Increased Placement Services                                 |
| 2      | Field Work                                      | Increased involvement of students in community services      |
| 3      | Village adoption                                | Skill Building   |
| 4      | N.S.S.  | Promotion of Social service activities                       |
| 5      | Interaction with nearby schools                 | Better use of computer lab for public service                |
| 6      | Collaboration with Mangalore University Library | Additional academic facility for project & research work.    |
| 7      | Collaboration with STEP, NITK, Surathkal        | Faculty development & Training                               |

|   |                                    |                                    |
|---|------------------------------------|------------------------------------|
| 8 | Interaction with Srinivas Hospital | Social service & Social technology |
|---|------------------------------------|------------------------------------|

**3.7.4 The names of eminent scientists/participants who contributed to the events, national and international conferences organized by the college during the last four years :**

| S. No. | Name of the Conference/Event   | Year | Particulars of the Scientist/Participant   |
|--------|--|------|--|
| 1      | National Conference on Innovations & Best practices in Higher Education Institutions | 2014 | Prof. Dr. Prakash<br>Director<br>Sheshadripuram College, Bangalore   |
| 2      | Manegma 2014   | 2014 | Prof. Dr. Mallikarjunappa<br>Rev. Fr. Onil D'Souza   |
| 3      | Manegma 2013   | 2013 | Prof. Dr. K.V.M. Varamballi<br>Prof. Edvin   |
| 4      | Manegma 2012   | 2012 | Prof. Dr. Mike Dillon<br>Prof. Dr.P.S. Yedapaditthaya  |
| 5      | Manegma 2011   | 2011 | Prof. Dr. G. V. Joshi  |
| 6      | Manthana 2014  | 2014 | Mr. S. Kannan, GSI, Mangalore ,<br>Deputy Director General<br>Mangalore  |
| 7      | Manthana 2013  | 2013 | Prof. Dr. Lina Kashyap<br>Deputy Director<br>Tata Institute of Social Sciences,<br>Mumbai.   |
| 8      | Manthana 2012  | 2012 | Prof. Dr. G.V. Joshi, Economist,<br>Mangalore University   |
| 9      | Manthana 2011  | 2011 | Prof. Dr. Meenakshi Rajiv<br>RBI Chair Professor, Institute for<br>Social & Economic Change,<br>Bangalore  |
| 10     | Magma 2013   | 2013 | Mr. Mhd. Husain, President, Canara<br>Chamber of Commerce & Industries,<br>Mangalore<br>Dr. Sudhindra Bhat, Professor, Alliance<br>University, Bangalore |
| 11     | Magma 2012   | 2012 | Mr. Manish Karbikar, IPS,<br>Commissioner of Police, Mangalore.  |
| 12     | Magma 2011   | 2011 | Mr. G. P. Mohapathra, Deputy<br>Director, Geological Survey of India,<br>Mangalore.  |
| 13     | Inauguration of Faculty Development Programme  | 2014 | Prof. Dr. Tapan Battacharya<br>Director, NITK, Surathkal   |

**3.7.5 The linkages/collaborations actually resulted in formal MoUs and agreements :**

| S. No. | Linkages/collaborations                                | Activities   | Benefits & Beneficiaries   |
|--------|--|--|--|
| 1      | Grimsby Institute of Further & Higher Studies, Grimsby | Direct admission to Higher studies Certificate program in Productivity & Innovation at Grimsby, U.K. | 60 x 3 = 180 MBA students visited Grimsby, U.K. for certification program. About 15 MBA students joined M.Sc. in Productivity & Innovation at Grimsby. |
| 2      | Employment Exchange/HRD centre                         | Job Fair   | 1,200 x 3 = 3,600 job seekers appeared in Job Fair.  |
| 3      | Mangalore University Library                           | Reference of library resources including textbooks, journals, periodicals, databases & Thesis        | Potential for 5 members X 365 days.  |
| 4      | NITK Surathkal STEP                                    | Teacher training   | 30 faculties of Srinivas Group in 2013-14  |
| 5      | Srinivas Hospital                                      | Health Care delivery through medical camps   | Patients turnout in 30 camps with average of 70 patients per camp.   |
| 6      | Ramakrishna Mutt                                       | Youth development trainings  | 400 volunteers and 120 trainees  |
| 7      | Kanara Chamber of Commerce & Industries                | Special lectures on Commerce & management  | Some interested Faculty & Students based on topic of the Special Lecture.  |
| 8      | Srinivas Group of Colleges                             | Reference in Library   | Access to Electronic Database. Faculties & P.G. Students.  |
| 9      | Global Channel Developments and ELL programmes         | English Language Testing Service for study abroad  | Total number of candidates appeared for the test in this college during last four years is about 600 during last 4 years                               |
| 10     | NIIT for conducting AICTE's Competitive exam           | C-MAT Test Centre  | Opportunity to write C-MAT exam for 1000 students annually.  |

### 3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations :

The institution follows a systematic procedure in planning, establishing and implementing the initiatives of the linkages/collaborations :

#### 1. Identifying the need :

In the faculty meetings, the college identifies requirement of additional services for improving the quality, enhancing skills and value addition amongst its students. Accordingly the

requirement for linkages/collaboration are surfaced.

**2. Identifying appropriate agency for addressing the need :**

According to the requirement, new agencies/institution are distinguished to be approached for utilizing services.

**3. Establishing linkages/collaboration :**

Based on discussion with the authorities of such institutions, the team from the agency will visit the college and discuss with the faculty meetings. Subsequently the college take up its interest with the agency which will materialize in an MOU.

**4. Utilizing the services/resources of the collaborating agency :**

The students and faculty members of the college, depending upon their need, utilizes the services available for training, research, extension and placement.

**5. Feedback :**

A periodic review is made with the collaborating agency with a request for any upgradation of their service for future days.

**3.7.7 Summary :**

1. The institution has linkages for various activities such as faculty exchange, student placement, etc.
2. The linkages established by the institution have enhanced its academic profile.
3. Specific examples of linkages to promote curriculum development, internship, on-the-job training, faculty exchange and development, research, etc.
4. The institution has MoUs with institutions of national/ international importance/other universities/ industries/ corporate houses etc.
5. Institute-industry interactions have resulted in the establishment / creation of highly specialized laboratories / facilities.
6. The impact of the institutional collaborations are formally reviewed.

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## CHAPTER 4

### INFRASTRUCTURE AND LEARNING RESOURCES

#### 4.1 Physical Facilities

Adequate infrastructure facilities are key for effective and efficient conduct of the educational programmes. The growth of the infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities.

#### 4.1.1 the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning :

The college has adequate infrastructural facilities in the campus for effective and efficient teaching and learning. The institute strictly follows the norms of Mangalore University & the AICTE, New Delhi. The Management is keen to provide & upgrade the infrastructural facilities. Based on the requirement, it enhances infrastructure from time to time so as to facilitate effective teaching and learning.

During last three years the college has enhanced its infrastructure in following ways :

- (1) Furnishing of classrooms with modern furniture
- (2) More classrooms fitted with LCD
- (3) Replacement of CRT monitors in computer laboratory
- (4) An ATM banking Facility is provided inside the college
- (5) Interlocking the quadrangle and parking areas
- (6) Opening of new Canteen
- (7) Construction of two additional classrooms
- (8) Medical Centre in side the campus
- (9) Additional College bus facility
- (10) Fixing 70 Closed Circuit Detection Cameras for institutional monitoring
- (11) New Electrical Power Generator etc.

The creation of infrastructure has kept pace with the growth of the institution. The policy of the management is to ensure that the quality infrastructure is created and maintained.

#### 4.1.2 Detail the facilities available for Curricular and co-curricular activities :

##### a) Curricular activities

**(1) Class Rooms:** Twenty five class rooms are available on campus fitted with LCD projectors, internet connectivity and audio-visual facilities.

(a) Each class room is provided with sufficient number of independent desks designed for the convenience and comfort of students. Executive chairs are provided in P.G. Classes. Some classrooms have laptop computer charging facilities.

(b) Lockers are provided in some of the classrooms for P.G. Students.

(c) Other facilities such as podium, marker boards, black boards and stationary such as marker pens, chalks are available in the class rooms to make the teaching and learning process more effective.

(d) All the classrooms are aesthetically designed with 14 feet height roof and fitted sufficient fans.

(e) Floors of all classrooms and corridors are fixed with vitrified tiles.

**(2) Examination control room:** One room is exclusively allotted for exam related work. This facility is used for activities related to internal evaluation and semester end examinations.

**(3) Faculty cubicles:** All the faculty members are provided with separate cubicles with intranet and internet facilities. In addition to this, printers are available in each department.

**(4) Library:**

The college has three libraries for three departments.

(a) The Commerce & Business management library has Issue section, News Paper & Journal section, Book Storage section, Reading section, Reference section and seating capacity for 120 numbers with sufficient reading tables. Library is equipped with books, study materials, magazines, journals both tangible and intangible format, computer, LAN and internet facility.

(b) The Computer science library also has Issue section, News Paper & Journal section, Book Storage section, Reading section and Reference section. The seating capacity of the library is about 100 numbers with sufficient reading tables.

(c) The social Work library also has Issue section, News Paper & Journal section, Book Storage section, Reading section and Reference section. It has seating capacity for about 60 numbers with sufficient reading tables.

**(5) Digital Lab :**

There is a digital library with 10 computers, connected with LAN and internet. Students can also use all the three computer laboratories during lunch hour (12.30 PM to 2.00 PM) and every day evening between 4.00 PM to 7.00 PM.

**(6) Computer Labs:**

There are three state-of- art computer labs in the institute equipped with 180 computers. These labs have Internet facility. All computers are installed with required software and the same is updated on a regular basis.

**(7) Conference Room :**

The college has an ultra-modern conference room with seating capacity of 30-35 numbers. This is used for departmental meetings of the faculty as well as group discussions and project guidance/presentation by the students.

**(8) Seminar Hall :**

There is a separate seminar hall fitted with LCD projector and audio-visual facility with seating capacity of 120. This is utilized for student seminar presentations, Faculty meetings, Guest lecturers etc.

**(9) Gallery Type AC Lecture Hall :**

The college has a well equipped and esthetically designed gallery hall with seating capacity of 140 students. This is fully air conditioned and fitted with permanent high power LCD projector, light and sound systems. The gallery hall has executive seating facility with provision for laptop computer charging sockets and Wi-Fi facility to access internet online. The gallery hall is mainly used for guest lectures, orientation programmes, faculty development programmes and conducting certificate programmes.

**(10) Tutorial Rooms :**

The college has tutorial rooms meant for compact tutorials, preparation for student presentation, and student counselling.

**(11) Auditorium :**

This is a large facility with 500 seating capacity intended to host major programmes of the college such as workshops, conference, programmes, exhibitions and other academic activities.

**(12) Open Theatre :**

The open quadrangle inside the college premises which is used as a multipurpose facility such as open theatre, meetings for planning extension activities and programmes, cultural competitions, and activities related to Independence day celebration, cultural day programmes.

**b) Co-curricular activities :****(1) Board Room :**

An air conditioned and fully furnished Board room is meant for meetings of faculty and management or for important guests who visit the college. This has attached toilet and pantry facility.

**(2) Training & Placement Cell :**

The college has separate training and placement cell with facilities like computer connected to internet, display boards and facility for conducting interviews.

**(3) Office Rooms :**

The college office is provided with telephone, computer, scanner, copiers, printers and fax machine caters to the needs of the students and the faculty.

**(4) Medical Centre :**

Emergency medical service is obtained from the medical centre of the sister institution situated in the campus with full time service of doctors.

**c) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

**(1) Sports Ground :**

The college has a leased facility for sports and games practice in the land situated near the college on an arrangement with the City corporation. Students practice football, volleyball, cricket and sports in this ground. The annual sports meet is conducted along with the group of colleges at Mangala stadium situated in the city.

**(2) Indoor Games Facility :**

The college provides indoor games facilities such as table tennis and chess in the auditorium.

**(3) Outdoor Games Facility :**

The college quadrangle is also used by the students for outdoor games such as shuttle badminton, Volleyball and throw ball.

**(4) Auditorium :**

All cultural activities of the college is conducted in the auditorium. Important occasions hosted in the auditorium including fresher's day get together, farewell meetings, felicitations and cultural competitions.

**(5) NSS :**

The college has an active NSS unit which is conducting many social service activities in the community. Every year the college conducts rural camps for NSS volunteers.

**(6) Cultural Activities :**

The college gives importance to the cultural activities of the students. Various cultural programmes are arranged during occasions like, Karnataka Rajyotsava, Independence day, Traditional day, Onam, New Year celebration etc. Inter college cultural competitions are

organized by all departments. Students take part in the college day celebrations along with group of colleges and perform cultural activities.

**(7) Public speaking :**

The college has public speaking forum in all the departments. A specialized trainer is utilized to train students in public speaking. In addition, certificate programme in public speaking is also offered to the students.

**(8) Communication skills development :**

Communication skills development is incorporated into soft skill training conducted by the placement & Training officer. There are designated class hours for this purpose included in the regular time table.

**(9) Yoga :**

The college has a customized yoga programme for its PG and UG students in the name "Corporate yoga & mind control". This certificate programme is offered to interested students.

**(10) Health and Hygiene :**

To take care of the health and hygiene of the students the following arrangements are followed :

(a) Filtered and cold drinking water is provided in college and hostel through water cooler installed in all floors.

(b) The cleanliness in college toilets are maintained using a "**chart guided system**" where in the necessary entries are made in the chart displayed outside the toilet each time it is cleaned.

(c) The classrooms, corridors, and other public places are cleaned every day with wet cloths and using disinfectant.

(d) Hygienic food is provided in the college canteen. Flies are kept away by activating Electric fly catcher.

(e) A ready to serve vending machine for tea is installed inside the college. This is kept clean with the provision for safe disposal of waste cups.

**(11) Open Stage :**

Some extra-curricular activities are conducted in the open stage quadrangle.

**(12) Cafeteria :**

Both North and South Indian food is served in the Canteen attached to the college. There is sufficient seating facility separately for students and faculty. The prices are kept lower compared to outside. Items like cold drinks, fresh juice and ice creams are available in the canteen.

**4.1.3 Institutional plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized :**

**Table showing amount spent on Infrastructure development and other facilities for last four years :**

| S. No. | Particulars                 | 2009-10            | 2010-11  | 2011-12  | 2012-13              |
|--------|-----------------------------|--------------------|----------|----------|----------------------|
| 1      | Purchase of AC              | 46,400             | 18,750   | -        | 52,900               |
| 2      | Purchase of Computers       | 4,00,890<br>57,610 | 5,03,685 | 35,650   | 1,53,000<br>3,03,914 |
| 3      | Purchase of A.V. Equipments | -                  | 3701     | 2426     | 30159                |
| 4      | Furniture & Fixtures        | 9,22,865           | 5,750    | 5,02,500 | 8,02,000             |

|    |  |          |           |           |           |
|----|--|----------|-----------|-----------|-----------|
| 5  | Purchase of Library Books & Infrastructure               | 60,000   | 75,000    | 1,25,000  | 1,41,378  |
| 6  | Purchase of Office Equipments                            | 75,000   | 89,000    | 8,146     | 5,690     |
| 7  | Teaching Aids  | 60,000   | 70,000    | 80,000    | 98,798    |
| 8  | Sports Equipments  | 17,204   | 4,274     | 17,714    | 6,715     |
| 9  | Water Purifier   | 55,000   | 55,000    | 70,000    | 85,000    |
| 10 | Canteen  | -        | -         | -         | Bill      |
| 11 | ATM  | -        | -         | Bill      | -         |
| 12 | Power Generator  | 2,80,000 | 2,80,000  | -         | -         |
| 13 | UPS  | 1,92,412 | 54,807    | 36,000    | 1,93,956  |
| 14 | CCD Cameras  | -        | 2,02,500  | -         | 2,50,000  |
| 15 | Aluminum Partition and False Sealing in some Class rooms | -        | -         | 2,17,776  | -         |
| 16 | LCD Projectors & Screens                                 | 15,900   | 1,20,000  | 1,32,000  | 1,54,870  |
| 17 | Transportation Facility                                  | 8,21,227 | 11,11,965 | 13,04,114 | 15,05,720 |
| 18 | Miscellaneous Expenses                                   | 6,67,858 | 7,97,968  | 9,41,917  | 13,83,802 |

#### 4.1.4 Institutions' ensurance of the infrastructure facilities meet the requirements of students with physical disabilities :

##### (1) Lift/Elevator Facility :

The college has a lift facility which allow disabled students to avoid climbing the staircase.

##### (2) Ramp with long Slop :

A high sloped ramp which connects all the four floors of the building is provided during the construction itself so that students with physical disabilities can also move with less risk/effort.

##### (3) Wheel -chair Facility :

The college provide facility to use wheel chair on ramps and the width of the ramps are sufficient to pass through without difficulty.

##### (4) Medical Centre & Physiotherapy Facility :

The college has a Medical & Physiotherapy unit as a part of its sister institution in the campus which extends services of doctors for any emergency.

##### (5) Special Toilets for Disabled :

Some of the toilets in the college are built with the provision for use of the disabled studets.

##### (6) Access to Main Road :

The main gate and the entrance to the corridor allow disabled people to move on wheelchair.

##### (7) Reservation in Library :

Some seats are reserved in the library for physically challenged students.

#### 4.1.5 Details on the residential facility and various provisions available within them:

##### (1) Hostel facility :

The institution has one boys hostel and two girls hostels. The following are details of the hostel facilities provided :

| S. No. | Facility | Description |
|--------|----------|-------------|
|--------|----------|-------------|

|    |                         |   |
|----|-------------------------|---|
| 01 | Boys Hostel Capacity    | 125   |
| 02 | Boys Hostel Occupancy   | 80  |
| 03 | Rooms in Boys Hostel    | 30 Furnished rooms                                  |
| 04 | Recreational Facilities | TV, Gym, common Reading Room                        |
| 05 | Ladies Hostel Capacity  | 80  |
| 06 | Ladies Hostel Occupancy | 65  |
| 07 | Rooms in Ladies Hostel  | 30 Furnished rooms                                  |
| 08 | Recreational Facilities | TV, Common Reading Room, News papers & Magazines    |
| 09 | Conveyance facility     | College Buses - 02                                  |
| 10 | Safety & Security       | Watch & ward for 24 hours                           |
| 11 | Visitors lounge         | As waiting room for parents and relatives.          |
| 12 | Drinking water          | Water filter and cooler are provided in each hostel |
| 13 | Electrical Generator    | Automatic generators are provided in all hostels    |
| 14 | Medical Facility        | On call service of doctors                          |

## (2) Residential Facility :

The college provides bachelor accommodation for young faculty and a Quarters for the Principal.

### 4.1.6 The provisions available to students and staff in terms of health care on the campus and off the campus :

The following provisions made available to students and staff in terms of health care on the campus and off the campus :

- Srinivas Urban Health Centre with 10 beds located in the Campus.
- Availability of Medical Officers.
- Free Medical Check-up for Faculty & Students.
- Srinivas Arogya Card coverage for all Faculty & Students.
- Free Dental check-up Facility by Srinivas Dental College & Clinic.
- Free Physiotherapy facility for all in campus.
- Ambulance facility on call.
- A sick room is available with first aid necessities in the medical center.
- Medical Insurance facility in Srinivas Multi-specialty Hospital.

### 4.1.7 Details of the Common Facilities available on the campus :

| S. No, | UNIT                            | Details                               |
|--------|---------------------------------|---------------------------------------|
| 1      | IQAC                            | Shared facility with Research Cell    |
| 2      | Grievance Redressal unit        | Separate room is provided             |
| 3      | Women's Cell                    | Shared facility with Faculty Chambers |
| 4      | Counselling and Career Guidance | Shared facility with Faculty Chambers |
| 5      | Placement Unit                  | Independent placement cell            |

|    |                          |   |
|----|--------------------------|---|
| 6  | Health Centre            | Separate facility with Senior Medical Superintendent                  |
| 7  | Canteen                  | Available inside the campus   |
| 8  | Recreational spaces      | Sports room with indoor games and Yoga centre, & TV                   |
| 9  | Safe Drinking Water      | Water cooler available in all floors provides filtered drinking water |
| 10 | Seminar Hall             | Seminar hall, one conference hall and one Board Room is available     |
| 11 | Auditorium               | Auditorium is available   |
| 12 | Parking Area             | Available   |
| 13 | Conference/Meeting Room  | Two conference rooms are Available                                    |
| 14 | Shop & Xerox Facility    | Available inside the Campus   |
| 15 | ATM Facility             | Available inside the Campus   |
| 16 | College Bus Facility     | Two college buses are available                                       |
| 17 | Suggestion/Grievance Box | Placed in main locations  |
| 18 | Swimming pool            | Available within 1 KM   |
| 19 | Gymnasium                | Common facility for the group of colleges                             |

#### 4.1.8 Summary :

1. The institution has adequate facilities for teaching- learning.
2. The institution provides necessary facilities for laboratories.
3. The institution has adequate facilities for general computer education of students.
4. Infrastructural facilities are augmented from time to time.
5. Infrastructure facilities are being utilized optimally.
6. Health services for students, teaching and non-teaching are provided by the institution.
7. The institution facilitates active academic participation of physically disabled students by providing the necessary facilities.

#### 4.2 Library as a Learning Resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes.

##### 4.2.1 The composition of such a committee & its significant initiatives to render the library, student/user friendly :

There is a library committee comprising Librarian, Assistant Librarian and representatives of faculty and students from the three departments. Student representatives change every year. Faculty members in the committee is nominated by head of the institute.

| S.No | Category of the Member |
|------|------------------------|
| 1    | Librarian              |
| 2    | Asst. Librarian        |
| 3    | Faculty of MBA         |
| 4    | Faculty of MCA         |
| 5    | Faculty of MSW         |
| 6    | Faculty of BCA         |

|   |  |
|---|--|
| 7 | Faculty of BBM                                     |
| 8 | Student member of MBA, MCA, MSW, BCA, BBM & B.Com. |

**Significant Initiatives implemented by the Library Committee:**

1. Increasing number of books borrowed through Book bank facility.
2. Extending library hours during examination season.
3. Arranging at least two book exhibition.
4. Library slot in the time table.
5. Comfortable seating arrangements for readers
6. Sofa chairs for faculty members
7. Online purchase of some books based on urgency.

**4.2.2 Details of the following:**

**(a) Total area of the library (in Sq. Mts.) :**

| S.No. | Library                  | Area (Sq.Mts) |
|-------|--------------------------|---------------|
| 1     | Management Library       | 215 Sq. M.    |
| 2     | Computer Science Library | 215 Sq. M.    |
| 3     | Social Work Library      | 100 Sq. M.    |

**(b) Total seating capacity:**

| S.No. | Library                  | Seating Capacity |
|-------|--------------------------|------------------|
| 1     | Management Library       | 60               |
| 2     | Computer Science Library | 60               |
| 3     | Social Work Library      | 30               |

**(c) Working hours (on working days, on holidays, before examination days, during examination days, during vacation) :**

| S.No. | Library                  | Working Hours during working days | Working Hours during holidays |
|-------|--------------------------|-----------------------------------|-------------------------------|
| 1     | Management Library       | 8.00 AM to 8.00 PM                | 10.00 AM to 5.00 PM           |
| 2     | Computer Science Library | 8.00 AM to 6.00 PM                | 10.00 AM to 5.00 PM           |
| 3     | Social Work Library      | 8.00 AM to 6.00 PM                | 10.00 AM to 5.00 PM           |

**(d) Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

- All books are grouped and arranged subject wise and kept in separate racks.
- Journals and magazines are displayed prominently on display rack .
- The new arrivals are displayed in prominent place.
- Chairs and reading tables are neatly arranged to facilitate the library users.
- The function of the library is completely computerized and the librarian/Assistant is provided with computer & bar code scanner.
- All the libraries have separate reference section for use of bound volumes of journals, project reports and limited edition books.

- Rare books are preserved in xerox copies.
- The library has separate computer section where students and faculty can access e-resources.
- Books are displayed in glass cupboards.
- The library also maintains Study materials of all the subjects prepared according to the syllabus, Study materials of reputed business schools, CD & DVD's of video lectures, Industry documentaries,
- The library also has a reprographic facility.

#### 4.2.3 Ensure of library purchase and use of current titles, print and e-journals and other reading materials :

The library is updated constantly with respect to the titles and editions of books, journals and other reading materials. Every year library budget is prepared and submitted to the management for approval.

Newly arrived catalogues of all subjects are circulated among the faculty for their recommendation. Based on their recommendation a comprehensive list of books is prepared. Quotation for selected books is taken from the suppliers. After getting the quotations a comparative statement is prepared. On the basis of comparative statement and quotation, the Principal gives approval for purchase of books. After getting approval, library places the order to the selected supplier. For urgent procurement a quick method of online purchase through Flipkart is also available.

Table showing Books and Periodicals available in Library with investment on Library Resources

| Library Holdings      | Year 1 - 2010           |             | Year 2 - 2011                         |            | Year 3 - 2012                         |             | Year 4- 2013                          |             |
|-----------------------|-------------------------|-------------|---------------------------------------|------------|---------------------------------------|-------------|---------------------------------------|-------------|
|                       | Number                  | Total Cost  | Number                                | Total Cost | Number                                | Total Cost  | Number                                | Total Cost  |
| Text Books            | 15750                   | 44,71,675/- | 16667                                 | 4728379/-  | 17428                                 | 50,24,975/- | 17939                                 | 52,03,653/- |
| Reference Books       | 2553                    | 8,73,599/-  | 2691                                  | 9,22,824/- | 2792                                  | 9,69,614/-  | 2895                                  | 10,17,539/- |
| Journals/ Periodicals | 86                      | 1,46,801/-  | 85                                    | 98,363/-   | 78                                    | 1,00,176/-  | 48                                    | 61,005/-    |
| E-Resources           | -                       | -           | EBSCO,IGATE,BOOK BOON etc.            | 3,75,000/- | DELNET, EBSCO,IGATE,BOOK BOON etc.    | 4,44,000/-  | DELNET, EBSCO,IGATE,BOOK BOON etc.    | 439000/-    |
| Any Others            | Membership of Mangalore | 10,000      | Institutional Membership of Mangalore | 10,000     | Institutional Membership of Mangalore | 10,000      | Institutional Membership of Mangalore | 10,000      |

|  |                               |  |                       |  |                       |  |                       |  |
|--|-------------------------------|--|-----------------------|--|-----------------------|--|-----------------------|--|
|  | Univer<br>sity<br>Librar<br>y |  | University<br>Library |  | University<br>Library |  | University<br>Library |  |
|--|-------------------------------|--|-----------------------|--|-----------------------|--|-----------------------|--|

#### 4.2.4 Details on the ICT and other tools deployed to provide maximum access to the library collection :

##### (1) OPAC :

Online Public Access Catalogue arrangement is considerably more user friendly than a card catalogue since it provides a variety of help to the users and can guide the users in a step by step manner to look for the required information. The college has developed its own OPAC in its effort of computerization by developing indigenous software.

##### (2) Electronic Resource Management package for e-journals :

The students and faculty can access EBSCO and JGATE online databases at digital library. The institution has subscription for ICFAI online journals and magazines from 2005 which are accessible through digital lab and from respective faculty rooms.

##### (3) Federated searching tools to search articles in multiple databases :

Federated Searching Tools to search articles in multiple Databases is also available Delnet facility.

##### (4) Library Website :

Library Website is integrated with college website and the following facilities are available :

- List of text books available subject wise.
- List of Journals & Databases available & accessible from the library
- List of Study materials available in the library
- Old question papers of University exams which are downloadable from the website directly.
- List of all project reports available in the library
- Library rules & regulations and working hours.

##### (5) In-house/remote access to e-publications :

Remote access to e-publication through Delnet facility is available

##### (6) Library automation

The library facility is completely computerized by indigenously developed Library Management software. The circulation process, verification and other related processes are completely software enabled. The bar coding is used in the library.

- Total number of computers for public access : 10
- Total numbers of Photocopiers for public access : 01
- Internet band width/ speed : 10 MBPS Fibre optic Dedicated 1:1 leased line connection, available for 24x7 on campus.
- Institutional Repository : Available in the form of accumulated research project reports.
- Content management system for e-learning : Available
- Participation in Resource sharing networks/consortia (like Delnet) : Available

#### 4.2.5 Details on the Library items:

- Average number of walk-ins : 275 - 300
- Average number of books issued/returned : 200 - 250
- Ratio of library books to students enrolled : 1 : 18
- Average number of books added during last three years : 750

5. Average number of login to opac (OPAC) : 150
6. Average number of login to e-resources : 75
7. Average number of e-resources downloaded/printed : 75
8. Number of information literacy trainings organized : 06
9. Details of “weeding out” of books and other materials : 5
10. Average number of book exhibitions conducted in an year : 02

#### 4.2.6 Details of the specialized services provided by the library

The following specialized services are provided by the library :

1. Reference books
2. Reprography
3. ILL (Inter Library Loan Service)
4. Information deployment and notification (Information Deployment and Notification)
5. Downloaded Articles
6. Printing of Articles
7. Reading list/ Bibliography compilation
8. In-house/remote access to e-resources
9. User Orientation and awareness
10. Assistance in searching Databases
11. INFLIBNET/IUC facilities

#### Any additional Services :

1. Book bank Facility for borrowing books from other libraries
2. IIM Ahmedabad Study Materials for student reference
3. Study Materials developed by the college for Issuing
4. NPTEL Video Lecture CD's
5. Digital Library in the form of CD's
6. list of website address for books available online
7. Old Question Paper of University examinations
8. New book arrival on display
9. Project reports of earlier years.
10. News paper clippings display and employment information/services.

#### 4.2.7 The support provided by the Library staff to the students and teachers of the college :

Users are extended help by the library staff in searching the books. The books are issued to faculty and students for a duration of fifteen days and can be renewed twice (if there is no demand for the book from other users) thereafter. All the books have an accession code and also a smart tag (bar code enabled). The circulation process is completely computerized. The users obtain library card and they have to provide the card during issue of the books. The computer generates a report of books due from the users for return. This is used to alert the users.

The faculty can avail 7 books and the students can avail 3 books at a time. Students and faculty can avail back volume of journals. The same regulations are applicable for issue of CD-

ROMs from the library. Reference books and student project reports are restricted to be used in the library and they cannot be taken out for any purpose.

In the digital library, students can access internet for browsing. They can also access online database like EBSCO, JGATE, DELNET and also ICFAI online journal.

The library staff help the faculty and the students to locate the appropriate reference books and reading material based on the requirement. On the orientation day of the fresh batch of students, the library staff meets the students and explain the use of library facilities.

#### 4.2.9 Library feedback from its users :

The library get feedback from its users through a structured feedback form. The information obtained will be discussed by the library committee and the feedback will be submitted to the Principal to recommend necessary action in the areas of deficiency. Based on the instructions given by the principal, the librarian prepare plans to improve the services. The strategies are implemented in the best interest of the students and faculty members. Library Feedback form is kept in library. Filled forms are deposited in the drop box.

#### 4.2.10 Summary :

1. The library has adequate physical facilities such as reading room, reprography, internet.
2. Number of book titles per student (in the central library) is greater than 8.
3. The library is stocked with adequate number of journals (national + international) and other library resources (i.e. CDs/ cassettes, etc.).
4. Library resources are augmented every year with newer editions and titles.
5. The library are effective and user-friendly.
6. The Library Advisory Committee is responsible for the effective functioning of the library.
7. The library collects feedback from users and incorporates the suggestions for its enhanced functioning.
8. The library is computerized and networked with other libraries.

### 4.3 IT Infrastructure

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

#### 4.3.1. Details on the computing facility available at the institution :

Table : Details of Computer systems with configuration and Number

| Sl.No. | System Configuration  | Available Number  |
|--------|---|-------------------|
| 1      | Processor- AMD Phenom 9650 Quad Core<br>HDD – 500 GB, Mother Board – Giga byte, Ram – 2 GB              | 01 (Proxy Server) |
| 2      | AMD Athlon X3 2GHz Processor, Motherboard – Digilite<br>76-MLK, 160 GB Hard disk, DLA 76 2GB DDR 3 Ram, | 50                |
| 3      | Amd Athlon, X2 245 Processor 500 GB Hard Disk   | 30 Nos.           |

|   |  |             |
|---|--|-------------|
|   | M4A7BLT-MLE Asus Motherboard , 2GB DDR 3 Ram   |             |
| 4 | Amd Athlon X2260, MSI NF725GN, DDR 3 Ram 2 GB  | 20          |
| 5 | Amd Athlon 64x2 Dual Core 4000 Processor, 500 GB Hard Disk, NF725 GTM – P31 MSI Mother Board, 2 GB DDR Ram   | 15          |
| 6 | Amd Athlon X2 Processor Bio Star AMD Motherboard, 500 GB Hard Disk, 2GB DDR 3 Ram,   | 30          |
| 7 | Cabinet Mercury Xpress Crest Black/Red, Ram DDR 3 4GB, 1333 Transcend, Intel DH 61 Mother Board, 500 GB Western Digital Hard Disk, Core i5 Sandy Bridge 2310 | 02 (Server) |

Table : Details of software available

| Sl.No. | System Software/Application Software | Available License    |
|--------|--------------------------------------|----------------------|
| 1.     | Windows XP with service pack 3       | (40 machines)        |
| 2.     | Open Suse Linux/Fedora/Mint          | Open Source/Freeware |
| 3.     | Open Office                          | Open Source/Freeware |
| 4.     | My SQL                               | Open Source/Freeware |
| 5.     | Tally                                | Open Source/Freeware |
| 6.     | Freedos O.S.                         | Open Source/Freeware |
| 7.     | TC, C++, Java                        | Open Source/Freeware |
| 8.     | Gimp                                 | Open Source/Freeware |
| 9.     | gparted                              | Open Source/Freeware |
| 10.    | Filezilla                            | Open Source/Freeware |
| 11.    | K3b                                  | Open Source/Freeware |
| 12.    | Inkscape                             | Open Source/Freeware |
| 13.    | Pidgin                               | Open Source/Freeware |
| 14.    | Synaptic                             | Open Source/Freeware |
| 15.    | Netbeans                             | Open Source/Freeware |
| 16.    | Picasa                               | Open Source/Freeware |
| 17.    | Gthumb                               | Open Source/Freeware |
| 18.    | Gedit                                | Open Source/Freeware |
| 19.    | Bluefish                             | Open Source/Freeware |
| 20.    | Openssh-Server                       | Open Source/Freeware |
| 21.    | Terminator                           | Open Source/Freeware |
| 22.    | Dosbox                               | Open Source/Freeware |
| 23.    | Putty                                | Open Source/Freeware |
| 24.    | Freemind                             | Open Source/Freeware |
| 25.    | Apache2                              | Open Source/Freeware |
| 26.    | G++                                  | Open Source/Freeware |
| 27.    | Gfth                                 | Open Source/Freeware |
| 28.    | Software-Centre                      | Open Source/Freeware |

|     |      |                      |
|-----|------|----------------------|
| 29. | Perl | Open Source/Freeware |
|-----|------|----------------------|

#### 4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus :

##### Students:

- Three computer labs with total of 200 systems are available in the college
- All the systems are connected with internet facility

##### Faculty:

- Each faculty is provided a laptop or desktop with internet facility.
- Wi-Fi facility is available in the campus for the benefit of staff and students.

The college has leased line through optical fibre connection with 10 MBPS speed and 1:1 connectivity.

#### 4.3.3 The institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities :

As per the AICTE norms the institute continuously add IT infrastructure and also upgrades the existing facilities as per the requirements of the day. The institute has an objective to be forerunner in identifying the ICT innovations and adopt them in its service. For instance,

- (1) Our college is the first educational institution to install Wireless Internet Facility (Wi-Fi) in the year 2002.
- (2) Srinivas Institute of Management Studies started to use LCD projectors in the classrooms for teaching from the year 2001.
- (3) The college provides most of important information to its students through its website like : Old question papers, Rules and regulations of the course, Study materials, Teaching Plan, Placement and Higher education opportunities.
- (4) Using ICT, the college send SMS on attendance, marks in internal exams and results of final semester end exams to the parents of the students.

#### 4.3.4 Details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution :

Table : Institutional Budget

| Sl.No | Year | Computer and Accessories  | Annual Budget | Actual Expenditure |
|-------|------|---|---------------|--------------------|
| 1     | 2013 | Computer purchased – 30 Nos.<br>Amd Athlon X2 Processor Bio Star AMD<br>Motherboard, 500 GB Hard Disk, 2GB<br>DDR 3 Ram(Invoice No.<br>ORC/MLR/VAT/1012/2013-14 | 3,00,000      | 3,03,914.00        |

|   |      |   |          |                     |
|---|------|---|----------|---------------------|
| 2 | 2012 | <u>In the year 2012</u><br>Computers (Some parts) purchased - 20Nos.<br>Amd Athlon X2260, MSI NF725GN Motherboard, DDR -2 GB Ram, 500 GB Hard Disk<br>(Invoice No. 12510 dt: 12.03.2012                     | 1,50,000 | 1,53,000.00         |
|   |      | Computers Purchased - 50 Nos.<br>AMD Athlon X3 2GHz Processor, Motherboard - Digilite 76-MLK, 160 GB Hard disk, DLA 76 2GB DDR 3 Ram,<br>Invoice No:<br>ORC/MLR/VAT/1125/2012-13 dated : 30.07.2012         | 8,00,000 | 8,14,958.00         |
|   |      | Computers parts Purchased (Sogo)<br>Invoice No: Mlr/1213/03022 dated 23.08.2012   | 50,000   | 42,000.00           |
|   |      | <b>Total</b>  |          | <b>10,09,958.00</b> |
| 3 | 2011 | <u>In the year 2011</u><br>Motherboard Purchased - 15 Nos.<br>(MSI NF725GTM-P31)<br>Invoice No: 366 dated 13.04.2011  | 50,000   | 31,500.00           |
|   |      | 1 GB DDR 2 Purchased - 05 Nos.<br>Invoice No. 505 dated 18.04.2011  | 5,000    | 4150.00             |
|   |      | <b>Total</b>  |          | <b>35650.00</b>     |
| 4 | 2010 | <u>In the Year 2010:</u><br>Amd Athlon, X2 245 Processor 500 GB Hard Disk M4A7BLT-MLE Asus Motherboard , 2GB DDR 3 Ram<br>Computers Purchased - 30 Nos.<br>Invoice No. RPIL/BL/10-11/00470 dated 18.10.2010 | 5,00,000 | <b>5,03,685.00</b>  |

#### 4.3.5 The institutional strategy to facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students :

All class rooms are equipped with an LCD projector with a screen. Audio-visual facility is provided in every class room. There are provisions for usage of computer systems in the class rooms with CD ROM and pen drive usage facility. The faculty can prepare power point presentations, video cases and other resources using computers & internet. Faculty can show real time information in the class room with the help of Wi-Fi internet facility.

Access to EBSCO, Delnet and J-gate online databases are available for faculty and

students, through which journal papers can be accessed and also case studies can be downloaded and shared among the community.

(1) The college gives special training periodically to the students to use Internet effectively. This include how to download online textbooks, case studies, Video lectures from sites like Book boon, NPTEL, edX etc.

(2) FDP are conducted on topics like "How to use Internet Resources to improve Effective Teaching".

(3) Training is provided for non-teaching office staff on use of Open Source Application Software.

(4) The computer science faculties of the college have developed Automatic SMS sending software to communicate with the parents.

(5) The Students under the guidance of Computer science faculty designed and developed both Library Management and Office Management Software indigenously to the college and is being used in the college.

#### 4.3.6 The learning activities and technologies deployed by the institution :

The teachers liberally take help of the ICT resources to enrich their prescribed curriculum with the help of internet. Faculty members are provided with desktop or laptop with internet facility for preparation of teaching/learning materials in their respective departments. The class rooms are equipped with LCD, audio and video facilities which make the class room delivery more effective. Faculty members are engaging sessions at digital library and computer labs to provide practical exposure to the students. Students are also encouraged to take up small research work; case study analysis with the help of IT enabled resources. The college seminar hall and conference hall are available for all student value added programmes such as guest lectures, workshop and training. Internet facility, digital library and library are maintained to facilitate students and faculty members to utilize the learning resources appropriately.

Following are the few examples for the activities and supporting infrastructure facilities which made the teaching-learning process student centred :

| Teaching-Learning Method/Activity | Description   | Role of Faculty                           |
|-----------------------------------|---|---|
| Computer assisted Learning        | Communication and English Lab – Self Learning   | Faculty will play the role of Facilitator |
| Writing & presenting              | Student collects the required information from internet sources to write paper on selected topics for presenting seminars.<br><b>Source</b> can be Digital Library                      | Faculty will play the role of Guide       |
| Projects                          | Student identify the area of interest and collects the required data through field study or secondary sources and prepares the project reports.<br><b>Source</b> can be Digital Library | Faculty will play the role of Guide       |
| Student presentations             | Students prepare for the presentations  | Faculty will play the role of             |

|  |   |   |
|--|---|---|
| and Role play                              | and select their own style and uses their creativity for presentation.<br><b>Support system:</b> ICT enabled class rooms and Computer Labs  | observer cum facilitator and give inputs and feedback |
| Management of Activities                   | Students participate and join the teams for the management of the event, based on their interest and skill set.<br><b>Support:</b> Committees formed at the institute, Technical Infrastructure | Faculty will play the role of Facilitator and Trainer |
| Choice of specialization                   | Students select any of the specializations prescribed in their course.<br>Institute has faculty in all specializations  | Faculty will play the role of Advisor                 |
| Choice of topics for dissertation/projects | Students are encouraged to choose their interest are a for project.   | Faculty will play the role of guide.                  |

#### 4.3.7 Institutional ability of the use of National Knowledge Network connectivity directly or through the affiliating university :

**1. NPTEL :** The National Programme on Technology Enhanced Learning (NPTEL), a project funded by the Ministry of Human Resource Development (MHRD) was first conceived in 1999 to pave the way for introducing multimedia and web technology to enhance learning of basic science and engineering concepts. Presently there are about 150 video/web based courses available of 30 - 40 hours duration in Computer Science, Management, Social science and engineering. Students are encouraged to take these courses by providing downloaded courses in our college library. Presently the college has about 50 such courses in the library in video, audio and text format.

**2. DELNET :** DELNET was started at the India International Centre Library in January 1988 and was registered as a society in 1992. It was initially supported by the National Information System for Science and Technology (NISSAT), Department of Scientific and Industrial Research, Government of India. DELNET has been established with the prime objective of promoting resource sharing among the libraries through the development of a network of libraries. It aims to collect, store, and disseminate information besides offering computerized services to users, to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible. It provides, Journals, E-books, articles from magazines and online journals. Presently it has collection of 30,00,000 e-books, e-journals and e-documents.

**3. edX :** EdX, the open online learning platform co-founded by Harvard and MIT. EdX offers free interactive online classes and MOOCs from the world's best universities designed specifically for interactive study via the web. Online courses from MITx, HarvardX, BerkeleyX, UTx and many other universities. Topics include biology, business, chemistry, computer science, economics, finance, electronics, engineering, food and nutrition, history, humanities, law, literature, math, medicine, music, philosophy, physics, science, statistics and more. EdX is a non-profit online initiative created by founding partners Harvard and MIT. From Science to Art

to Technology, edX offers simply the best classes from the best professors and universities. More than 150 courses are presently available.

**4. Mangalore University Library :** The college is a paid member of Mangalore university Library for sharing/utilizing their resources for research by faculty & students. Institutional membership covers 5 cards to avail the following facilities.

1. Bibliographical information from all the available bibliographical databases in the library.
2. Access to 9,500 + Journals content pages from JCCC database.
3. Access to 8,500 + Full text of peer reviewed journals available under UGC Infonet and 26,000 + full text journals from J-gate databases.
4. Interlibrary Loan requests of any possible documents.
5. Request for reprints.
6. The Xeroxing facility.
7. Internet facility in Cyberlab of the library.
8. Translation service.
9. All the library facilities are available even on Second Saturday and Sundays in general shift.

#### 4.3.8 Summary :

1. The institution frequently upgrades its IT facility and has latest computing facilities – hardware and software.
2. The faculties are provided with the requisite facilities for preparation of computer aided teaching learning material.
3. The institution is connected with the National Knowledge Network and other such facilities.
4. Budget provision is made for purchase, upgrading and maintenance of computers.

#### 4.4 Maintenance of Campus Facilities

The institution has sufficient resources allocated for regular upkeep of the infrastructure. There are effective mechanisms for the upkeep of the infrastructure facilities and promote the optimum use of the same.

##### 4.4.1 Optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities :

The institution has made adequate arrangements for the maintenance and upkeep of the college infrastructure. The management ensures that enough funds are allocated and then utilized properly for the maintenance of campus facilities.

Maintenance Expenditure for last four years :

| S. No. | Particulars             | 2009-10   | 2010-11   | 2011-12   | 2012-13   |
|--------|-------------------------|-----------|-----------|-----------|-----------|
| 1      | Electricity             | 3,70,000  | 4,20,000  | 5,31,410  | 6,45,166  |
| 2      | Water                   | 22,155    | 31,460    | 3,75,000  | 1,25,000  |
| 3      | Security                | 3,00,000  | 3,60,000  | 3,60,000  | 3,60,000  |
| 4      | Repairs and Maintenance | 18,25,595 | 22,17,295 | 21,80,487 | 32,70,702 |
| 5      | Garden                  | 57,000    | 65,000    | 70,000    | 80,000    |

|   |   |          |          |          |          |
|---|---|----------|----------|----------|----------|
| 6 | AMC<br>(Lift, AC, Projector,<br>EPABX, Water<br>Purifier) | 26,700   | 34,795   | 37,306   | 66,993   |
| 7 | Office Maintenance  | 1,68,000 | 2,04,000 | 2,16,000 | 2,40,000 |

Details of the development work done for the past four years –

- Additional office room was bifurcated and staff rooms were created.
- Examination control room was provided with cupboard for storage of necessary documents.
- Office was renovated and new sitting facility and working tables were provided.
- Placement cell was created with placement staff room, Interaction Rooms and waiting lounge.
- Additional classrooms were added by renovating the existing big rooms in the fourth floor with audio and LCD facility.
- Board room was renovated with attractive furniture and false sealing.
- A gallery hall was created with 140 seating capacity in the fourth floor. This hall is fully equipped with modern facilities like cushion seats, AC, audio, video and LCD facility.
- Additional racks were provided for Library.
- Digital Library was created along with the libraries.
- New individual lockers were provided to all the students of MBA department.
- ATM Banking facility is created.
- Canteen is renovated and expanded.
- CCD Camera were fixed in all classrooms and corridors for monitoring the discipline.
- Two college buses were purchased.

#### 4.4.2 Institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college :

The Principal and internal committee prioritize the activities, estimate the cost and submit it to the management of the institution. The management approves and allocates the funds. An effective monitoring system through various committees ensures the optimal utilization of budget allocated.

We have a centralized maintenance department for the entire campus with full time salaried employees. The following mechanisms are followed for maintenance and upkeep of the infrastructure-

- A maintenance engineer is handling the maintenance and engineering department in the college.
- Four male and Five Female members are employed for upkeep of cleanliness in the campus.
- One person is employed as scavenger for daily cleaning of rest rooms.
- One person is employed for maintenance of garden.
- AMC's have been given for periodical maintenance of lift, AC's, EPABX systems and for generators.

- Contractor is taking care of any repair and maintenance of electrical work as and when required.
- For any repair and maintenance of civil work, the contractor referred by Trust is engaged.
- For daily water necessity we receive water from MWSSB and it is stored in underground sump and then pumped up to overhead tanks.
- Water purifier is installed in the college to provide safe drinking water to the students and Staff.
- We have backup generator of 150 KV in case of disturbance in regular power supply from MESCOM.
- GARDEN – A gardener has been employed to take care of work related to gardening.
- Pots with different variety of plants have been maintained in the entire college building.

#### **4.4.3 The major steps taken for location, upkeep and maintenance of sensitive equipment :**

- The college has clear-cut specified places for sensitive equipments like electricity generators and batteries. They are under the supervision of the designated employees. The institution has AMC with companies/agencies for the regular and routine check up and upkeep of the electrical equipments.
- Utmost care is taken to store the water and its constant supply. Water purifiers are installed in suitable locations and students and staff is provided with purified water only. The college Maintenance Department takes care of regular cleaning and maintenance of constant water supply.

#### **4.4.4 Other relevant information regarding Infrastructure and Learning Resources which the college would like to include :**

1. Campus cleaning : An automated cleaning machine is introduced to reduce human struggle.
2. Toilet maintenance Model : Chart based maintenance system is adopted.
3. Attractive Informative boards with motivational messages are fixed in Corridors, Computer Centre, and Auditorium.
4. Study materials are designed, developed, printed and distributed by the College.

#### **4.4.5 Summary :**

1. The institution has a budget for maintenance of the facilities available on the campus – physical facilities and academic support facilities.
2. There are established procedures and systems for maintaining and utilizing physical and academic support facilities – library, sports complexes, computer, classrooms etc.
3. The funds allocated for maintenance of infrastructure are utilized in total for the planned activities.

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## CHAPTER 5

### STUDENT SUPPORT AND PROGRESSION

#### 5.1 Student Mentoring and Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place.

#### 5.1.1 Institutions strategy to publish its updated prospectus/handbook annually :

The institution publishes a variety of prospectus in various forms. This include the following :

##### (1) Printed Prospectus of Group of Colleges :

The college has a Prospectus which contains information of all the courses available in the college along with information on other U.G. and P.G. courses and programs available in the sister Institutions in the Group. The following table contains detailed information about various courses available in the college :

| S. No. | Details on Information   | Commitment & Accountability  |
|--------|--|--|
| 1      | About institution & Group in terms of Vision, Mission and Objectives | Institution maintains transparency in admission, quality teaching, growth opportunity and learning atmosphere.   |
| 2      | Courses offered  | Courses offered ensure the taste and talent of the students, adhering to the allotted strength, permitted specialization within the approved syllabus.   |
| 3      | Eligibility Criteria   | Ensure that the restrictions and relaxations are followed.   |
| 4      | Admission Procedure  | Open to wide range of aspirants from any religious, cultural, linguistic and ethnic groups based on a free competition of first come first served.   |
| 5      | Curriculum Content   | Appropriately qualified and experienced teaching faculty handle classes on subjects included in the curriculum.  |
| 6      | Qualifying Examination   | For all courses offered by the college, in each semester three internal examinations are conducted and internal marks are worked out based on their performance in these exams which is added to the University exam performances. |
| 7      | Accreditation & Grading  | Compliance to University regulations to maintain consistent University affiliation and struggle for high academic achievement.   |
| 8      | Employment Prospects   | Ensuring the preparedness of the students for employability.   |
| 9      | Opportunities  | Variety of services are offered to the students like, placement, skill development, further studies, career planning & training.   |
| 10     | Special features   | Special features include a verity of certificate   |

|  |  |   |
|--|--|---|
|  |  | programs parallel to the course curriculum, infrastructure facilities, value added programs, promotion of extra-curricular activities, exposure to industry, social service programs, guest lectures, seminars, workshops and symposiums. |
|--|--|---|

### (2) Hand Bills for Individual Courses :

The college prepares and distributes handbills free of cost for disseminating information to potential students and parents. The following table contains details in the handbills on various courses available in the college :

| S. No. | Details on Information  | Commitment & Accountability  |
|--------|---|--|
| 1      | Institutional address and the course  | Ensures genuineness & authenticity   |
| 2      | Season of admission   | Provides backup information on beginning and cut-off dates of admission  |
| 3      | Brand slogan - 'Creating Innovators'  | Institutional devotion to materialize the slogan by converting raw students in to talented innovators.               |
| 4      | Hallmarking of the Course using the symbol ++                                   | Value addition beyond imparting bare essentials required for the completion of the course.                           |
| 5      | Information on certificate programs   | Planned curriculum, hours of instruction, qualifying exam and award of certificate at the end of the program.        |
| 6      | Unique features of the institution  | The institution strives to maintain efficiency in the support services offered to the students who join the courses. |
| 7      | Institutions and courses available in the sister institutions in Srinivas group | The information is provided to the aspiring students to re-define their goal and plan for higher studies.            |

### (3) College Calendar for P.G. Courses & U.G. Courses separately :

The institution publishes and distributes college calendar to all students annually. It contains a variety of information as discussed below :

| S. No. | Details on Information  | Commitment & Accountability                                    |
|--------|---|--|
| 1      | About the ownership and the management  | Maintain transparency  |
| 2      | History of the college with the vision, mission and objectives  | Express institutional commitment                               |
| 3      | Ideology of the college   | Conducive to student development                               |
| 4      | Details of subjects to be taught in individual courses.   | Build familiarity  |
| 5      | Regulations governing the program such as eligibility, attendance, duration, hours of instruction, scheme of examination, requirement for pass. | Convey proper information to the students about their courses. |
| 6      | Rules & regulations about the college   | Ensure discipline.   |

|    |                                       |   |
|----|---------------------------------------|---|
| 7  | List of faculty names department wise | Create good relations                       |
| 8  | Academic planner                      | Scheduling of activities and examinations   |
| 9  | Record of absence                     | Reduce absenteeism                          |
| 10 | Certification programs                | Skill development to promote employability. |

#### (4) Hand book on individual Course :

The college has a best practice of providing comprehensive information on each of the courses through a hand book. The handbook has special features as shown bellow :

| S. No. | Details on Information           | Commitment & Accountability                      |
|--------|----------------------------------|--|
| 1      | Introduction                     | Develop interest in the reader                   |
| 2      | Why MBA/MCA/MSW                  | Justify the relevance of undertaking the course. |
| 3      | Subjects of Study                | To develop preparedness to receive the course.   |
| 4      | Pedagogy                         | To know teaching styles                          |
| 5      | Project Work                     | Study practical problems                         |
| 6      | Personality & Skill Developments | Overall development                              |
| 7      | Examinations                     | Ensure success                                   |
| 8      | Job Opportunities                | Choose according to availability and interest    |
| 9      | Career Advancement               | Set goals in life                                |
| 10     | Life Long Learning               | Develop sustained interest.                      |

#### (5) College website :

The college publishes detailed information about each and every aspects of the college through its website updated regularly. The details of major information provided in the college website is given below :

| S. No. | Details on Information                          | Commitment & Accountability                       |
|--------|---|---|
| 1      | About Srinivas Group & Foundation               | Efforts to promote higher education in all fields |
| 2      | Home page of SIMS                               | Specific details regarding the college            |
| 3      | Why we are Different                            | The value added services in the college           |
| 4      | About the College                               | General information                               |
| 5      | Principal's Message                             | Inspiration and leadership                        |
| 6      | Accreditation                                   | University recognition for the course             |
| 7      | Faculty - core and visiting, non-teaching staff | Knowing the service providers                     |
| 8      | Courses Offered                                 | General information about all courses             |
| 9      | Teaching Plan & Study Materials                 | Systematic teaching                               |
| 10     | Admissions & Fees                               | Affordability & eligibility                       |
| 11     | Infrastructure                                  | Ensure interest                                   |
| 12     | Unique Features & Mile Stones                   | Specialties and achievements of the institution   |
| 13     | Facilities                                      | Comforts and amenities                            |

|    |  |  |
|----|--|--|
| 14 | Activities   | Student development programmes                           |
| 15 | Students Page - Details, Group Photo, Attendance, Result | Student centric & satisfaction                           |
| 16 | Alumni   | Achievements of earlier students                         |
| 17 | Placement & Training                                     | Help in seeking employment                               |
| 18 | Jobs & Higher Education                                  | Plan further studies                                     |
| 19 | Consultancy  | Collaboration with other institutions                    |
| 20 | Research   | Faculty orientation                                      |
| 21 | Publications   | Faculty competency                                       |
| 22 | Library  | Basic requirement for studies                            |
| 23 | E-Magazine   | Advanced reading & reference                             |
| 24 | Faculty/Management Development Programs                  | Continuous up gradation of faculty                       |
| 25 | Notice Board   | Communication of all events                              |
| 26 | Downloads  | Other relevant detailed information                      |
| 27 | Contact Us   | Help desk for enquiry                                    |
| 28 | NAAC Self Appraisal Report                               | Self study of the institution                            |
| 29 | Conference & Workshops                                   | Ongoing programmes                                       |
| 30 | Programs & Events  | Extra-curricular activities                              |
| 31 | AICTE Mandatory Disclosure                               | Complacence to norms and standards                       |
| 32 | Student Guidance cell                                    | Career prospects   |
| 33 | Grievance redressal cell                                 | Problem solving mechanism                                |
| 34 | Student welfare activities                               | Focus on well being of students                          |
| 35 | Anti-Ragging Squad - AICTE                               | Fulfilling mandatory requirements                        |
| 36 | Collaborations   | Linkages with other institutes with foreign universities |

The institute has a prospectus which is updated annually and is provided to the applicants. The institute over the years has always been pro-active and has achieved its objectives stated in the brochure. The institute keeps a track record of all the curricular and co-curricular activities conducted for the students through-out the year. To enhance the image of the institution and for the development of the students new programs are initiated and the brochure is updated accordingly. Through this, we are able to comprehend that the management is committed and the stakeholders are benefited.

### 5.1.2 Financial Support Provided to the students :

The financial aid is disbursed to SC/ ST and the students OBC category. The institution maintains a disbursed register which includes the particulars of the students, cheque number, Total amount, and date of payment, student signature and the photograph of each student.

**Type: SC/ST :**

| YEAR    | Total number of students during the academic year | No. of Students    | Total Amount Sanctioned. |
|---------|---|--------------------|--------------------------|
| 2009-10 | 14  | MBA - 1<br>MSW - 3 | 1,91,540.00              |

|         |    |                     |             |
|---------|----|---------------------|-------------|
| 2010-11 | 13 | MBA - 5<br>MSW - 8  | 3,83,827.00 |
| 2011-12 | 14 | MBA - 4<br>MSW - 10 | 4,99,400.00 |
| 2012-13 | 26 | MBA - 2<br>MSW - 24 | 5,63,220.00 |

**Type: OBC and other groups :**

| YEAR    | Total number of students during the academic year | No. of Students                              | Total Amount Sanctioned. |
|---------|---|--|--------------------------|
| 2009-10 | 42  | MBA - 3<br>MSW - 37<br>MCA - 2               | 91,920.00                |
| 2010-11 | 13  | MBA - 2<br>MSW - 10<br>MCA - 01              | 35,806.00                |
| 2011-12 | 19  | MBA - 01<br>MSW - 15<br>MCA - 02<br>BBM - 01 | 74,359 .00               |
| 2012-13 | 32  | MBA - 09<br>MSW - 20<br>BCA - 03             | 1,22,461.00              |

**5.1.3 Percentage of students receive financial assistance from state government, central government and other national agencies :**

| TYPE    | YEAR    | No. of Students                  | Total number of students during the academic year | Total percentage of students to receive financial assistance |
|---------|---------|----------------------------------|---|--|
| SC / ST | 2009-10 | MBA - 01<br>MSW - 13             | 14  | 100 %  |
|         | 2010-11 | MBA - 05<br>MSW - 08             | 13  | 100 %  |
|         | 2011-12 | MBA - 04<br>MSW - 10             | 14  | 100 %  |
|         | 2012-13 | MBA - 02<br>MSW - 24             | 26  | 100 %  |
| OBC     | 2009-10 | MBA - 03<br>MSW - 37<br>MCA - 02 | 42  | 100 %  |
|         | 2010-11 | MBA - 02<br>MSW - 10<br>MCA - 01 | 13  | 100 %  |

|  |         |  |    |        |
|--|---------|--|----|--------|
|  | 2011-12 | MBA - 01<br>MSW - 15<br>MCA - 02<br>BBM - 01 | 19 | 89%    |
|  | 2012-13 | MBA - 09<br>MSW - 20<br>BCA - 03             | 32 | 87.5 % |

#### 5.1.4 Details on the specific support services/facilities available for Students :

##### (a) Students from SC/ST, OBC and economically weaker sections

The Institute extends total co-operation and support to the students belongs to SC/ST category. They are made aware of the different types of schemes that are available to students from the Social Welfare Department & Government (State as well Central Government).

OBC students are also eligible for some provisions (scholarships) from the Mangalore University and as well as the Government. The information about the same is made aware to the students & also special care is taken that it reaches to the students.

Students from economically weaker sections will get following support services :

- (1) The institution permit flexible timeframe to remit the college fee by assessing the need and genuineness on a case to case basis which will support the economically weaker students to stick to their studies without drop-out.
- (2) The college has MOU with several national banks to provide educational loan to its students so that they get education loan to continue in the course without drop-out.
- (3) Many students from economically weaker sections fail to adjust to the new situation around them when they come to the city and start living here. The college extends counseling facility and provides hostel facility especially for such students. Transportation is provided in such cases by the college through a fleet of Buses.
- (4) The College has an innovative program of 'EARN WHILE LEARN'. Students are encouraged to take-up part time jobs which are available plenty in the city, which would make them self-dependent and encourages the continuation of studies.
- (5) The job fairs conducted in the college are excellent motivators for junior students to stick on to their studies.
- (6) Many students especially in the undergraduate program, hail from peripheral areas commuting in local trains because they cannot afford to stay in the city. Keeping this in view, the college offers such flexible timings to accommodate such requirement.
- (7) The timings of the college also supports some minority community such as Muslims to attend their prayer on Fridays without the fear of loosing classes, or eventually becoming drop-outs.

##### (b) Students with physical disabilities

The students with Physical disabilities are provided with special support in terms of infrastructure & examination aid. Examination aid to such students is provided from the University & Institute.

- (1) Two seats in each of the courses is reserved for orthopaedically challenged students. If there is no eligible applicant during a particular year, it is merged into the general quota.
- (2) There is ramp provision for upstairs in addition to lift facility.

- (3) Provision for additional time in writing the internal exams and University Exams  
(4) The lift facility of the college also helps the students in such situations of temporary disablement to attend the classes without losing attendance, thereby avoiding drop-outs.

**(c) Overseas students**

Overseas students such as those from Nepal, Africa etc.. who are enrolled for different P.G. level courses in the College are offered the following support services :

- Assistance in processing visa & travel documents
- Enabling to obtain scholarship from the Government of native country.
- Clearance from the University in eligibility for admission.
- Accommodation
- Matters related to stay of foreign citizens
- Need based language improvement services
- Ensuring the completion of the course on time and appearing the examinations and departure to the native country with satisfaction.

**(d) Students to participate in various competitions/National and International**

The college encourages its students to participate in various competitions conducted by the College at National level and by other colleges. For this the following supports are extended :

- (1) Registration Fee for attending seminars and conferences are met by the college.
- (2) Faculty take time and care to train and prepare the students for presentations/ competitions.
- (3) The college also provides its transport service free of cost for students participate in programs conducted by the institutions with in limited distance.
- (4) The emerging winners are honoured in formal functions such as College day celebrations.
- (5) The College conducts National level Management fest - MAGMA 2000 series for Management Students, ESPERENZA 2000 series for Computer Science Students, MANTHANA 2000 series for Social Work students apart from many other programs.
- (6) The College also conducts National Conference MANEGMA 2000 series all P.G. Students in which students participate both in organizing and presenting papers.

**(e) Medical assistance to students: health centre, health insurance etc.**

The college has a health centre with qualified doctor and a Physiotherapy clinic which provides free of cost service to the students who have emergency medical problems so that they could regularly attend regular classes without taking time at home for treatment.

All students and faculty are covered by the health insurance scheme of Srinivas Hospital on a reasonable premium.

Medical assistance is also provided in Hostels on emergency basis by calling the doctors / ambulance.

**(f) Organizing coaching classes for competitive exams**

- (1) In order to prepare students to qualify in C-MAT exam which has been made compulsory for admission to selected AICTE approved post graduate courses, the college has started a vigorous training program on C-MAT for all the three years of bachelor Degree students. The college has appointed a separate faculty for imparting such education and training.
- (2) The College has also initiated offering such program to aspiring students from other colleges to attend the C-MAT training program.

(3) The college is an approved centre for the internationally recognized examination for admission to foreign Universities, namely TOFEL since 05 years. Every year hundreds of students from different parts of the State take the test here.

(4) The is a recognized centre for K-MAT, an entrance test for admission to Post Graduate Courses in Management/computer science all over Karnataka. K-MAT training is also offered to interested students who register with the college.

(5) The College is a recognized exam centre for online and off-line examinations conducted by State Bank of India and associated banks, KPSC, etc.

(6) The college periodically conducts Orientation/Guest lectures for motivating students to take-up a career in Civil Services both State and Centre.

(7) The Faculty members are encouraged to take NET/SLET exams to upgrade their competence.

(8) The library procures books for preparation to competitive exams such as those mentioned above apart from the regular purchase of subject related books.

**(g) Skill development (spoken English, computer literacy, etc.,)**

The college has appointed a qualified English Language trainer whose services are available to the students of all courses. Specified hours are provided in the Time table to train students in English Language. In addition, the Placement officer offers English Language comprehension training to P.G. Students of all courses.

The college procures laptop computers to all the post-graduate students in management and computer science. In the bachelor course of computer science the curriculum demands computer proficiency and students are trained in different languages. In the bachelor course of business management, as per the curriculum, the students will undergo training in computer usage in business applications. In Post graduation courses namely MBA and MCA computer skills are built into the curriculum. In MSW course, even though the curriculum does not demand computer skills, students are encouraged to take up basic skills in computer and utilize it in their project work.

The courses offered by the institute are by itself sufficiently takes care of career training, community orientation, life skills, good citizenship and personality development of the students.

- The BCA and MCA courses equip the students with essential skills to fit into a career in computer science and information technology. This course also trains them to work in teams for success.
- The MSW course offered in the institution is community centered. It orients the students for better community service, good citizenship and civic responsibility.
- The BBM and MBA courses develop their personality and leadership quality. This will also improve their communication skills, decision making capacities and sense of mutual help.

**(h) Support for “slow learners”**

(1) There are students from different cross sections and a mix from all parts of India. They have various educational backgrounds; hence some students would face difficulty in coping with some new subjects. Such students would be given additional Tutorial sessions to help them to cope with Academic Curriculum.

(2) The students having doubts related to any particular subject can meet the concerned faculty member and seek necessary guidance to understand and to learn concepts.

(3) Added to this the institute has a mentorship programme where in 10 students are allotted to a mentor. The students who have problems related to their academic and personal matters can discuss with their mentor. The mentor takes initiative and ensures that the problems relating to the student are addressed at the earliest and promote his or her self confidence.

(4) The affiliated University accommodates failed students to continue their studies without interruption through carryover facility, so that they may reappear in-between and complete the course.

(5) The institute has adopted a best practice 'SAVE A YEAR' in which students with attendance shortage of less than 75% which is mandatory on the part of the University, to attend additional classes exclusively for them by paying nominal extra fee. This will save one year of the students and promote to completion of the course. Otherwise, such students are automatically become dropouts in the middle of the course.

(6) The College has incorporated periodic communication to the parents regarding attendance of their wards through a best practice of online SMS service. This helps the parents to monitor the regularity and punctuality of the students thereby contributing to completion of the course without drop-out.

(7) Some students drop-out because of the complexity of the course. Faculty takes care to simplify the course content subject wise and topic wise, in their pedagogy to reduce such problem.

(8) Simplified study materials prepared systematically are offered to the students at the beginning of the semester to help them feel easy.

**(i) Exposures of students to other institution of higher learning/ corporate/business house etc.**

(1) Students of all courses of the college are essentially provided industrial exposure at appropriate time as per their course structure.

(2) Students specializing in HRD are placed for regular field work in industries for which they are assessed for considerable amount of Marks.

(3) Study Tours are conducted to take students to distant locations to provide industrial exposure.

(4) Block placement in industries is also part of some courses.

(5) The college arranges periodic visit to institutions of higher learning / business houses in UK, Singapore, Malaysia etc.

(6) The students are provided with ample opportunities to gain exposure in various Corporate and Business houses.

(7) The college also plan to take its business management students for exposure visit to IIM, Kozhikode etc.

**(j) Publication of student magazines**

The students are given ample opportunities to contribute in the News Letters and e-journals published by the institute. The students are encouraged to present papers in the National and International Conferences organized by the Institute and other institutions.

- The group of colleges under A. Shama Rao foundation brings out the annual magazine called "Sri Swara" for all the colleges which includes literary contributions such as poems, stories, articles etc. from students as well as staff.

- The college also brings out its own e-magazine “DISHA“ which includes literary contribution from the students & Faculty.
- The MBA students depending on their specialization forums – HR forum, Marketing forum and Finance forum bring out newsletters. The entire work in such newsletter including publication is done by the students.
- Annually the MSW students conduct “MANTHANA” a seminar of social work attended by students of social work from other colleges also and bring out their creative abilities preparing catalogues and wall magazines for display.
- Similarly the MBA students conduct annual events "MAGMA", “MANEGMA”, "MATRIX", etc. and display their creative talents through collage.
- The BBM and BCA students conduct competitions for poster, wall papers, essay writing etc. in particular.

### 5.1.5 Efforts made by the institution to facilitate entrepreneurial skills, among the students and its impact :

#### (1) Compulsory Paper as part of the University Curriculum :

Post Graduate Courses like MBA has compulsory paper on 'Entrepreneurship and Small Business'. Case studies, guest lectures and Industrial visits are included in the pedagogy to improve entrepreneurial skills.

#### (2) Certificate program :

The offers certificate program in Entrepreneurship development, which is in addition to the regular course of study.

#### (3) Entrepreneurial Development Cell :

The institution has an Entrepreneurial Development Cell which facilitates programmes for the students. The objective of the Cell includes

1. To create awareness among students about various facets of entrepreneurship.
2. Highlighting the merits of pursuing entrepreneurship as a career option.
3. To acquire practical inputs from successful practicing entrepreneurs.
4. To provide insight in the self-employment opportunities.
5. To enable the students of management to be innovative entrepreneurs.

#### (4) Impact of the Efforts :

It is estimated that about 30 % of the graduates have become successful Entrepreneurs and started their own small business independently or in Teams. Only few examples are listed in following Table.

#### 1. MBA :

| S.L. no | Name              | Course, Year & Specialization | Nature of business         | Place & website  |
|---------|-------------------|-------------------------------|----------------------------|--|
| 1       | Nilesh Barariya   | 2003-2005 Marketing           | Diamond merchants Thailand | Niki tastar company Ltd.<br>nileshb001@indiatimes.com Bangkok Thailand       |
| 2       | Dr. Sudindra Bhat | 2001-2003 Finance             | Consultant                 | Kalcy Group of companies Bangalore   |
| 3       | Leo William Zalki | 2005-07 Production            | Director Carbon foot print | mars vapours<br><a href="http://www.marsvapours.com">www.marsvapours.com</a> |

|    |                          |                        |  |  |
|----|--------------------------|------------------------|--|--|
|    |                          | and systems            | Mangalore  |  |
| 4  | Ajeeth Kumar             | 2005-07<br>Finance     | CEO Carbon foot print  | mars vapours<br><a href="http://www.marsvapours.com">www.marsvapours.com</a> |
| 5  | Dhaval Vachhani          | 2009-<br>2011Marketing | Business Promotion<br>services<br>Gujarat                        | India Rootways<br><a href="http://www.rootways.in">www.rootways.in</a>       |
| 6  | Fairooz                  | 2010-<br>2011Marketing | Pharmacy Kerala  | Fairooz<br><a href="mailto:Mubarak@yahoo.com">Mubarak@yahoo.com</a>          |
| 7  | Mohammed<br>Mudhasir D F | 2011-<br>2013Marketing | New Look<br>Immitation jewellery<br>Bendoor well<br>Mangalore    | New look regal arch<br>Mangalore 2   |
| 8  | Mohameed Farooq          | 2009-2011<br>Marketing | Air conditioning<br>Business Alahabeeb<br>UAE                    | <a href="http://www.alhabeebuae.com">www.alhabeebuae.com</a>                 |
| 9  | Abdul Salam              | 2005-07<br>Finance     | President Foradian<br>company ERP<br>solution provider<br>Kerala | <a href="http://foradian.com">foradian.com</a>                               |
| 10 | Venkatesh s shet         | 2005-<br>2007Finance   | Jewellery business<br>Mangalore                                  | <a href="mailto:Venki.shet@gmail.com">Venki.shet@gmail.com</a>               |

**2. MCA :**

| Sl.No. | Name                 | Year      | Email ID                 | Company  |
|--------|----------------------|-----------|--------------------------|--|
| 1      | Suhas Holla          | 2006-2009 | Suhas448@gmail.com       | Software Developer at<br>Langoor Digital Pvt. Ltd.,<br>Bangalore |
| 2      | Shiva Chandra M<br>S | 2009-2012 | Shiva2788@gmail.com      | Web developer at<br>Freelancer                                   |
| 3.     | Rajesh K             | 2011-2014 | Raj.in.miracle@gmail.com | Consultancy  |

**3. MSW :**

| Sl. No. | Name               | Specialization | Year      | Designation & Organisation                               | Email Id            |
|---------|--------------------|----------------|-----------|--|---------------------|
| 1       | Madhav<br>Misra    | HR             | 2003-2005 | Managing Trustee,<br>Kirana Kendra<br>Vidyalaya, Shimoga | madhav@gmail.com    |
| 2       | Pradeep<br>Kanvady | HR             | 2007-09   | KIRDS, President   | kpradeep5@yahoo.com |
| 3       | Affan              | HR             | 2005-2007 | Exporting Business                                       | affank@yahoo.com    |

|    |                 |                       |           |                    |                    |
|----|-----------------|-----------------------|-----------|--------------------|--------------------|
| 4  | Anil B          | Medical & Psychiatry  | 2005-07   | Exporting Business | anilb2@gmail.com   |
| 5. | Shwetha S Patil | Community Development | 2009-2011 | President, NGO     | shwethap@gmail.com |

**4. BCA :**

| Sr. No | Name                    | Year/Course    | Company                         | Designation       | Email I D  |
|--------|-------------------------|----------------|---------------------------------|-------------------|--|
| 1      | Shanavaz Sheik          | 2008-2011- BCA | Global Technologies             | Managing Partner  | <a href="mailto:shanawazs500@gmail.com">shanawazs500@gmail.com</a>     |
| 2      | Mahesh Shetty           | 2008-2011-BCA  | Global Technologies             | Managing Partner  | <a href="mailto:mahishettymahi@gmail.com">mahishettymahi@gmail.com</a> |
| 3      | Ajey Krishna            | 2008-2011 -BCA | Global Technologies             | Managing Partner  | <a href="mailto:Ajay007@gmail.com">Ajay007@gmail.com</a>               |
| 4      | Mohammad Sadakath Anjum | 2006-2009-BCA  | Hindustan Granites and ceramics | Managing Director | <a href="mailto:sadakathanjum@gmail.com">sadakathanjum@gmail.com</a>   |
| 5      | Nishar Mohammed         | 2006-2009-BCA  | Aanchal Designs                 | Managing Director | nishar.mhd@gmail.com   |
| 6      | Ajith Aithal            | 2006-2009-BCA  | Aithal Quick Solutions          | Managing Director | aithalquick @gmail.com solutions                                       |

**5. BBM :**

| SI No. | Name           | Batch     | Company name                                | Website/Email  |
|--------|----------------|-----------|---|--|
|        | Amar Prasad    | 2006-2009 | Shasthrys Mangalore - Construction Business | amar_2494@yahoo.co.in  |
| 1      | Partha Sarathy | 2007-2010 | CEO - Vikas College                         | <a href="http://www.vikascollege.com">www.vikascollege.com</a> |
| 2      | Ashik Amin     | 2010-2013 | Partner - Sowkar Textiles                   | <a href="http://www.sowkar.com">www.sowkar.com</a>             |
| 3      | Ashiq. N. A    | 2010-2013 | Projex Construction Crew                    | <a href="mailto:projexkskd@gmail.com">projexkskd@gmail.com</a> |

**5.1.6 Policies and strategies of the institution to promote participation of students in extracurricular and co- curricular activities :**

The college has a well defined policy for promoting participation of students in extra-curricular and co-curricular activities.

**(1) Provision of Facility :**

- The group has a sports ground of required specification where all sports activities could be conducted at a time.

- The college has indoor games facility and it is being utilized by the students appropriately.
- A full time qualified physical director takes care of the extra-curricular activity of the students.
- Inter collegiate competitions are also initiated with team spirit and enthusiasm.
- The college auditorium is extensively utilized for cultural activities of the students.
- The gallery hall/Seminar hall is used for group discussions, presentations, games, debates and forum activities.

**(2) Rewards :**

- The college celebrates its Common Sports day for all the students of the group of colleges. Prizes and the citations enhances competitive and sportsmen spirit.
- The college encourages formation and maintenance of Cricket team, Volleyball team and Football team.
- Plenty of events conducted round the year to giving emphasis to cultural activities. Such for instances are Fresher's day, traditional day, cultural day, annual day, Onam day, Independence day, Farewell day etc.
- The college supports bearing the expenses for travel and boarding for students participating in competitions conducted in other colleges.
- The activities such as debates, discussions, presentations etc. are promoted through rewarding the best performers to be acknowledged by publication in newsletter, in-house magazine, E-journal, and participation in intercollegiate competition.

**(3) Capacity Building :**

- The college utilizes the services of a full time qualified physical director whose time is exclusively devoted to building the athletic capacities of the students.
- Every year student as well as faculty cultural co-ordinators are designated in each course to promote and organize cultural activities in the college
- Student forums are formed regularly every year and competitive activities are facilitated by the teaching faculty.

**5.1.7 Support and guidance provided to the students in preparing for the competitive exams :**

The college offers the following support and guidance to its students appearing for the competitive exams.

Supports like contact details of resource persons and institutes who offer such training programmes, is provided by the college to the students who are appearing for such examinations. The college has a collection of books which are meant for students who are interested in appearing for competitive exams.

(1) In order to prepare students to qualify in C-MAT exam which has been made compulsory for admission to selected AICTE approved post graduate courses, the college has started a vigorous training program on C-MAT for all the three years of bachelor Degree students. The college has appointed a separate faculty for imparting such education and training.

(2) The College has also initiated offering such program to aspiring students from other colleges to attend the C-MAT training program.

(3) The college is an approved centre for the internationally recognized examination for admission to foreign Universities, namely TOEFL since 05 years. Every year hundreds of students from different parts of the State take the test here.

(4) The is a recognized centre for K-MAT, an entrance test for admission to Post Graduate Courses in Management/computer science all over Karnataka. K-MAT training is also offered to interested students who register with the college.

(5) The College is a recognized exam centre for online and off-line examinations conducted by State Bank of India and associated banks, KPSC, etc.

(6) The college periodically conducts Orientation/Guest lectures for motivating students to take-up a career in Civil Services both State and Centre.

(7) The Faculty members are encouraged to take NET/SLET exams to upgrade their competence.

(8) The library procures books for preparation to competitive exams such as those mentioned above apart from the regular purchase of subject related books.

| S. No. | Name of Exam                                      | Year | No. of Candidates appeared  |
|--------|---|------|---|
| 1      | C-MAT   | 2011 | --  |
|        |   | 2012 | --  |
|        |   | 2013 | 1700  |
| 2      | K-MAT   | 2011 | 657   |
|        |   | 2012 | 580   |
|        |   | 2013 | --  |
| 3      | TOEFL   | 2011 | 511   |
|        |   | 2012 | 700   |
|        |   | 2013 | 1144  |
| 4      | S-LET   | 2011 | -   |
|        |   | 2012 | -   |
|        |   | 2013 | 1025  |
| 5      | NET   | 2011 | -   |
|        |   | 2012 | -   |
|        |   | 2013 | 1040  |
| 6      | Banking Service Exam (CAIIB & JAIIB Examinations) | 2011 | Approximately 600 candidates each for 2 examinations conducted in a year during June & December |
|        |   | 2012 | Approximately 600 candidates each for 2 examinations conducted in a year during June & December |
|        |   | 2013 | Approximately 600 candidates each for 2 examinations conducted in a year during June & December |
| 7      | KAS Exam  | 2012 | 1,246 divided into two sessions   |

### 5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

#### Counseling for mentoring :

The institute has a mentoring programme which looks after the counseling of students in the areas related to academic, personal care. Students are free to meet their respective mentor/counsellor to discuss the problems.

**Counseling for Self Development:**

Counseling of students on self development is conducted by counselors in the areas of Study Techniques, stress related to study, Emotional disturbances and Relationship Management. Examination fear, time management, self management, goal setting etc are some of the areas handled by him. These areas generally come under academic and personal areas.

**Counseling for Psycho-social Problems :**

Many students have troubles in their families. This causes to distract their attention in studies and become poor performers. Financial difficulties cause students to drop out from the course. Such issues are addresses through counselling conducted by senior teachers.

**5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).**

The institution has an independent placement cell to help students to identify job opportunity and to prepare themselves to secure placement.

**Services offered by the Placement cell :**

1. Focus on career guidance
2. Disseminate information to students regularly on job opportunities through all means of publicity such as notice board, Library folder, Website information, and classroom interaction
2. Developing preparedness in the students for projecting their capabilities and skills in the Curriculum Vitae, appearing in interviews and ensure good performance
3. Provide training and development of employability skills of the students
4. Maintain rapport with the industry employers so as to encourage on-campus and off-campus interviews
5. Equip the students for jobs as per the prevailing requirements of the industry
6. Utilize services of the alumni in placement
7. To organize industrial visits to promote interest in Industrial jobs

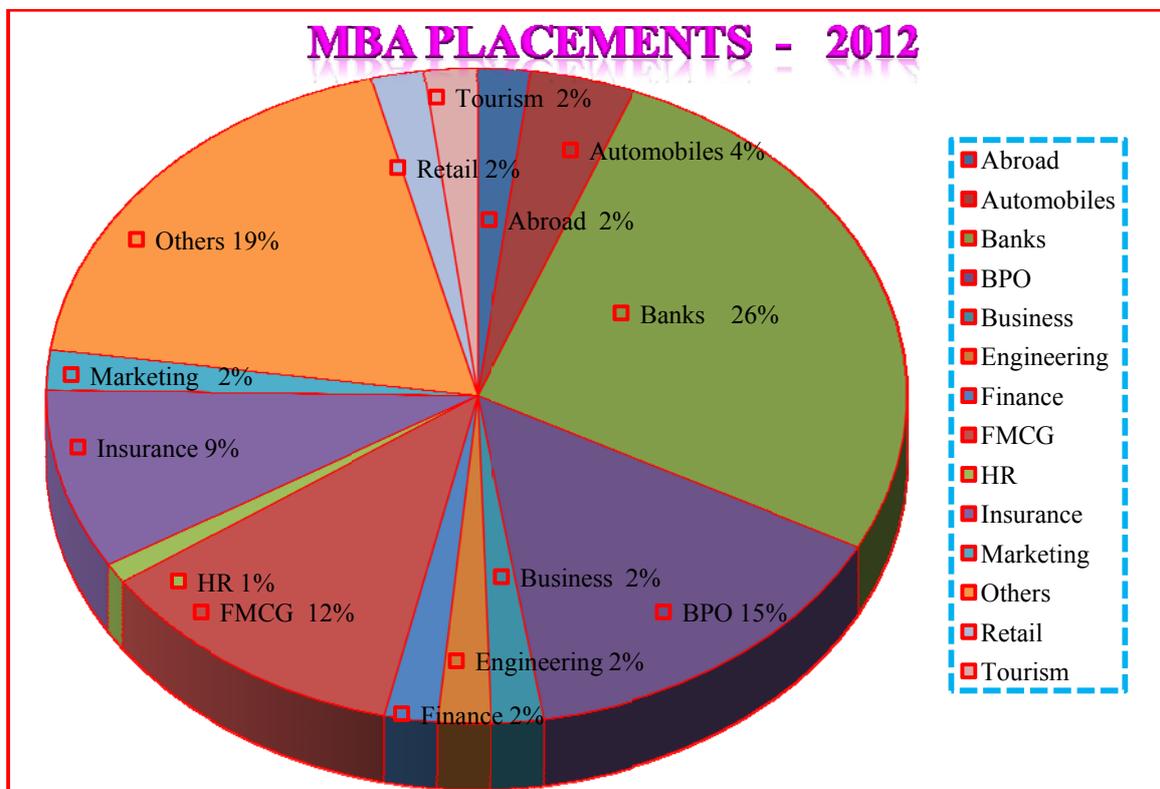
The following Table is the list of employers along with number of students placed through on-campus and off-campus interviews for all the courses :

| Sl. No. | Course | Year | Employer   | Total no. of Students selected / short listed on campus/off campus |
|---------|--------|------|--|--|
| 1       | MBA    | 2013 | Bajaj Finserve, Getit Yellow Pages, Voice of Kerala, KSBS consulting, Kalcy Impex Ltd., Nandi Toyota, Way-2-Wealth Securities, Metlife, Jaro Education, Nokia Reliance Communication, Kaytee Switch-gear Pvt. Ltd., Infosys, TATA AIG, Toyota Techno Park Talent Corner, IDBI Insurance, Eureka Forbes, HDFC Bank, Way 2 Wealth, Huges-India, Employ Me, Consultancy India | 85   |

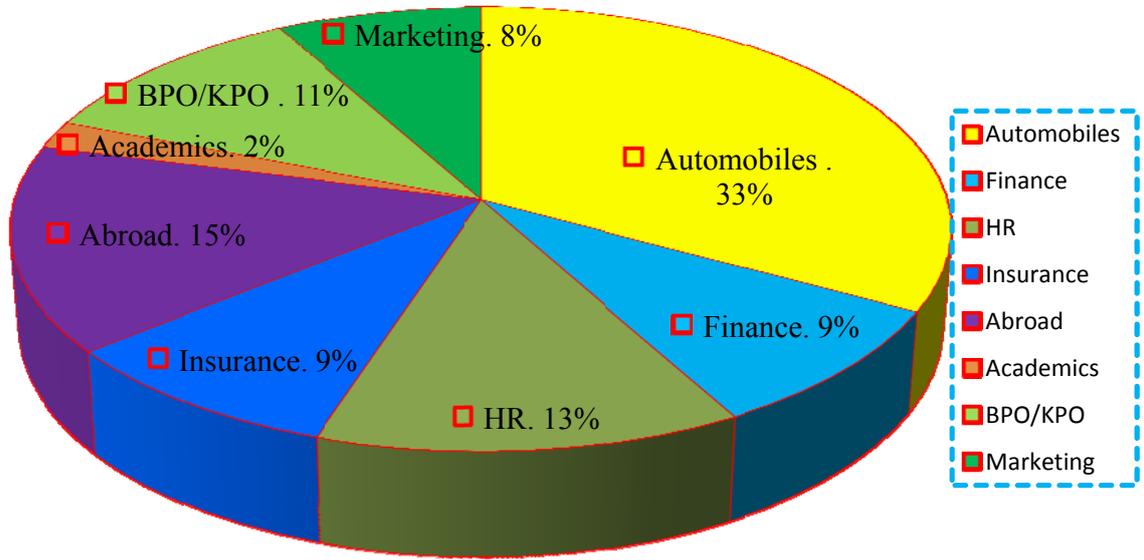
|   |     |      |  |    |
|---|-----|------|--|----|
|   |     |      | Bulls, Metlife Insurance, PSI, IBM HDFC, Standard UB Group, VRL Logistics, Leela Palace, Sri Krishna Dairy Ltd., Bajaj Allianz Deutsch Bank, Birla Insurance India Infoline Securities Ltd., Shahi Exports, HCL, Air Tel, ACC Cement, Cipla, Asian Paints, Reliance Insurance, NJ Investments, The Hindu, Mahindra Finance, MRF Tyres, Manipal Health systems Pvt. Ltd., FICMax, New York life Insurance, Accenture, Capital First, MTS, 3M, DHL, Zovi, Foodigo, Fedex, Snapdeal, Bosch, Bajaj Finance, JP Morgan, Northern Trust, Ernst & Young, Achal Industries, Aptech, BASF (India), Campco Ltd., Canara Bank, Corporation Bank, Electron Engg. Co., Goodwill Fabrications Ltd., Hangyo Foods, HMT, ICICI Bank, ICICI Prudential, IOC, J& K Bank, Keltron, Kerala State Handloom Corporation, Konkan Speciality Products, Kopran Pharmaceuticals, KIOCL, Fedex  |    |
| 2 | MBA | 2012 | Axis Bank, Coca Cola, Dhanalaxmi Bank, HDFC Bank, Future Group, ICICI Bank, Bajaj Allianz Life Insurance Corporation, Bharth Auto Cars, Nandi Toyota, Symphonic Marine Engg Pvt. Ltd., Winman Software, Bharti Retail, Eureka Forbes, Vigilant Service Solutions, IFB, Mysore, Sundaran Motors, Arvind Motors, Aryan Group, Future Group, Big Bazaar, India Mart, Oracle, Suzlon, UAE Exchange, ING Vaishya Life Ins., Axis Bank, Harsha, Karnataka Bank, Primacy Industries, HDFC Ergo General Insurance, Pizza Hut, Dominos Pizza, Decathlon Sports, Getit Yellow Pages, Cap Gemini, Mahindra Navistar, MK Global Financial Services, Birla Sunlife Insurance, Joy Alukkas, IDBI Federal, 1 <sup>st</sup> Source Solutions Ltd, People Gamut, Spectrum Industries, Yes Bank, TVS, Manipal Group, Lamina Suspension, Mangnum Intergrafiks, Malayala Manorama, Mangalore Stock Exchange, Maruti Udyog, MCF, Mcdowell & Co., MRPL, Murudeshwar Ceramics, National Wood Products, NMPT, SAIL, SBI Mutual Funds, Sunrise Industries, Union Bank of India, Unopack Industries, Western Salt Refine Industries, Wintech Computer Education, Berger Paints | 93 |
| 3 | MCA | 2013 | SIMS, Meredian College, Bhavanendra College, Karkala; Govindadasa College, Surathkal; Vijaya College, Mulky; Prubea Technologies, UST Global, SAP, VMA Technologies, A1 Logics   | 50 |
| 4 | MCA | 2012 | Winman Software Pvt. Ltd., Code Craft Technologies, Robosoft, RTO, Nuware Technologies, Davlin Software  | 8  |

|    |     |      |  |    |
|----|-----|------|--|----|
| 5  | MSW | 2013 | Prajna Counselling, Amrita Medical College, Save the Children (NGO), Velored (NGO), Apollo Hospitals, MRPL, Fernandes Group, Employ Me Consultancy, Off Campus Solutions | 32 |
| 6  | MSW | 2012 | Raymonds, Celebration Apparels, Maria Sadanam (NGO), Maya Foundation, Indiana Hospitals, JBF Petrochemicals, Delphic Job Consultancy, Alchemist India, Career Builder    | 40 |
| 7  | BCA | 2013 | WIPRO, Tech Mahindra, IGate, Anchal Designs, SAWACO Energy Utilities, Hindustan Granites and Ceramics  | 25 |
| 8  | BCA | 2012 | WIPRO, IBM, Mind Tree, Cognizant Tech. Solutions, Langoor Digital, Global Tech.  | 20 |
| 9  | BBM | 2013 | Bharathi Axa Life, Crisil, Coastal Digest, Malabar Gold, Mahindra Finance Ltd., Bajaj Finserv, TCS, Cap Gemini, ICICI Bank, Amway, LIC                                   | 63 |
| 10 | BBM | 2012 | HDFC Bank, First American India Pvt. Ltd., Laari Exchange Abu Dhabi, Vodafone, Mafoi Randstad, Eureka Forbes, Modi Care  | 57 |

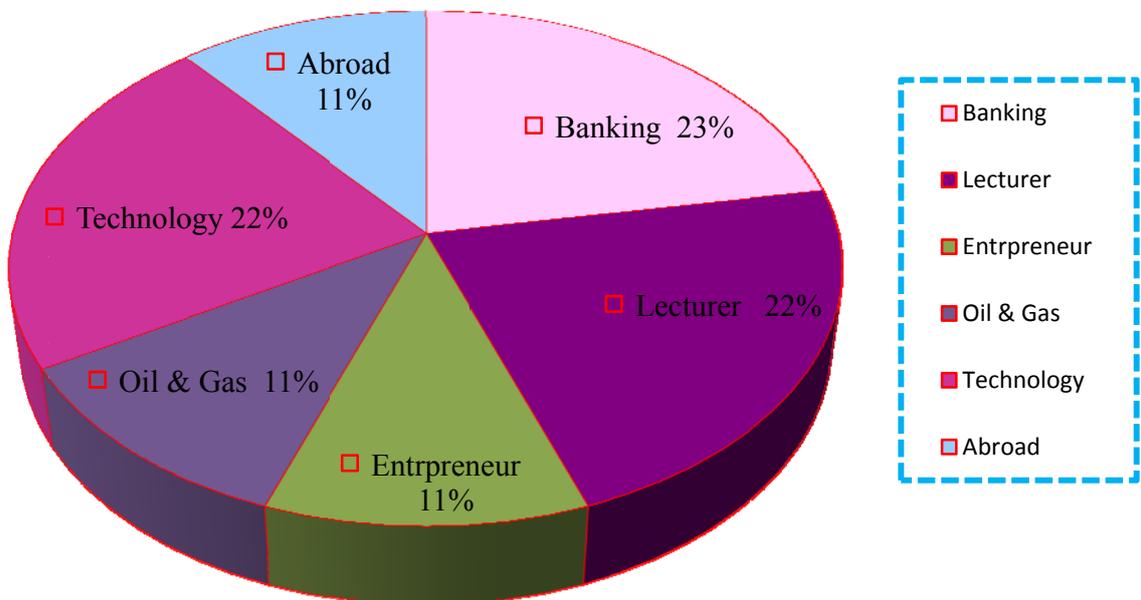
**Pi Chart showing the Area of Placement :**

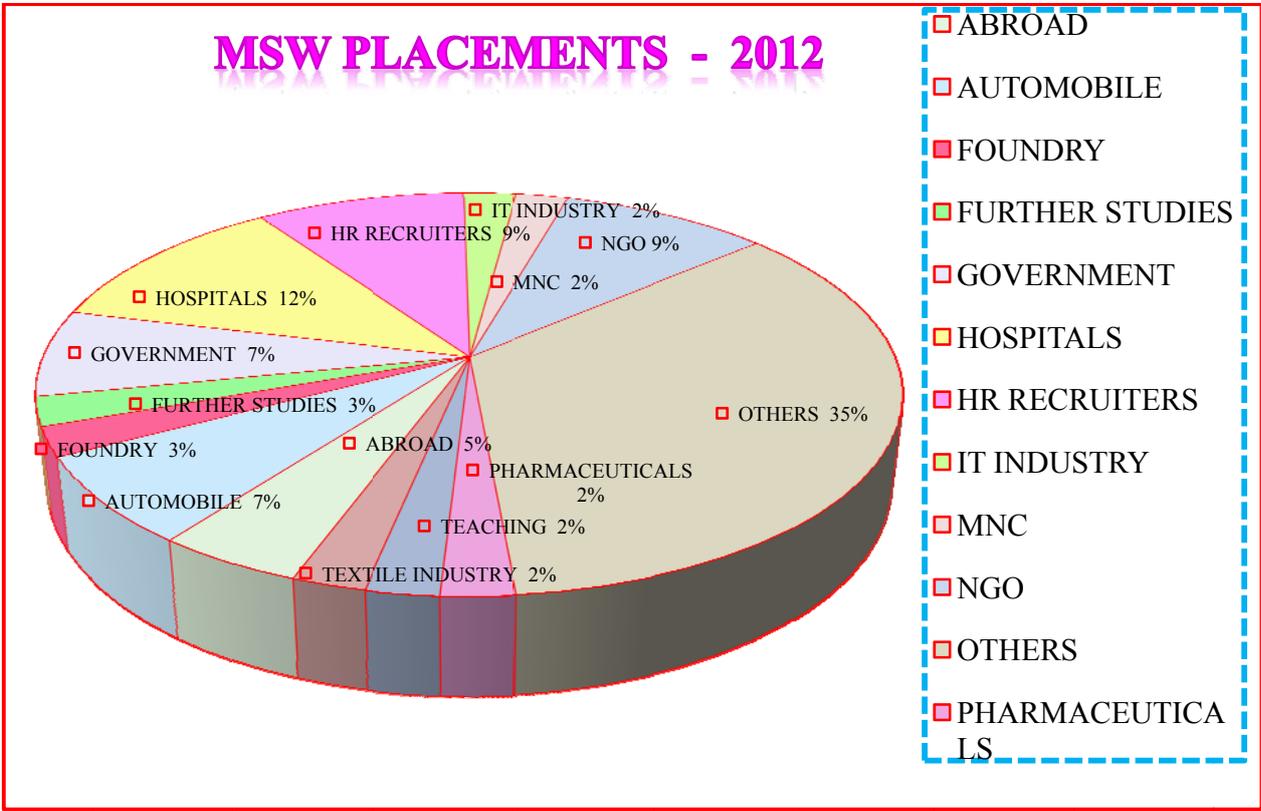
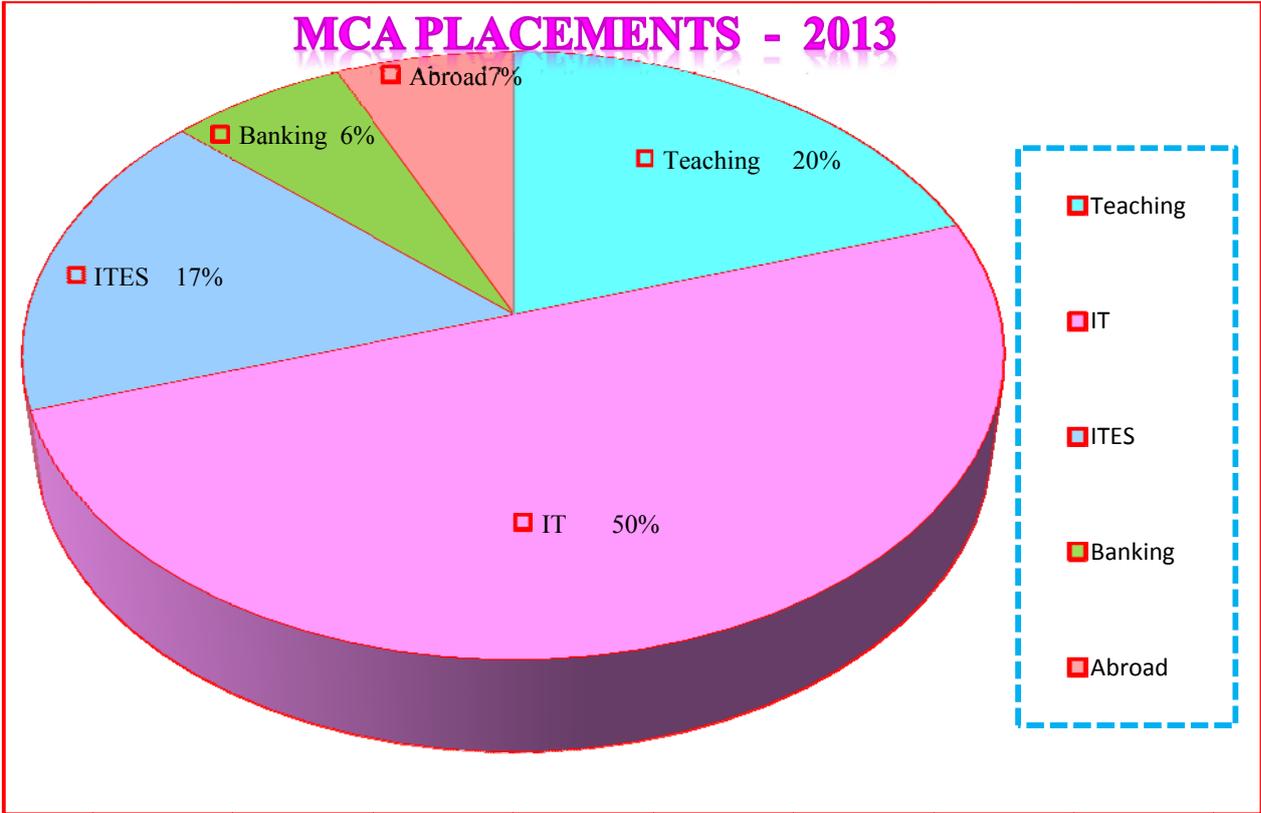


### MBA PLACEMENTS - 2013

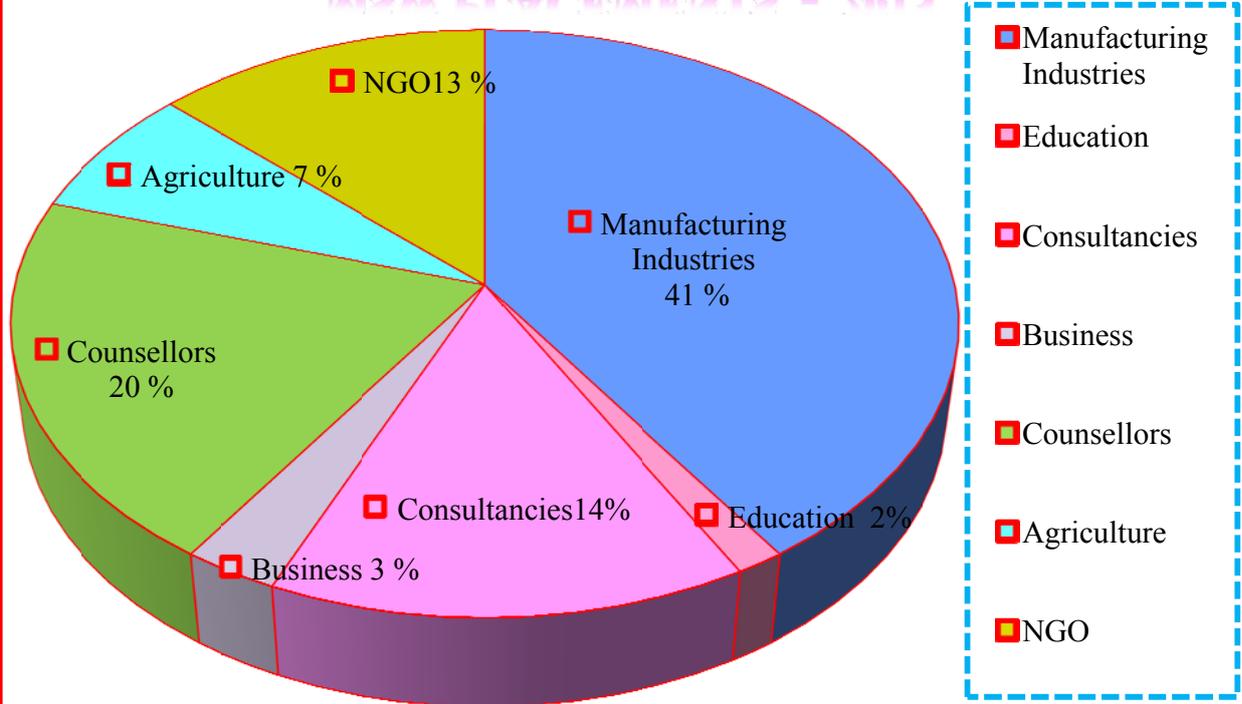


### MCA PLACEMENTS - 2012

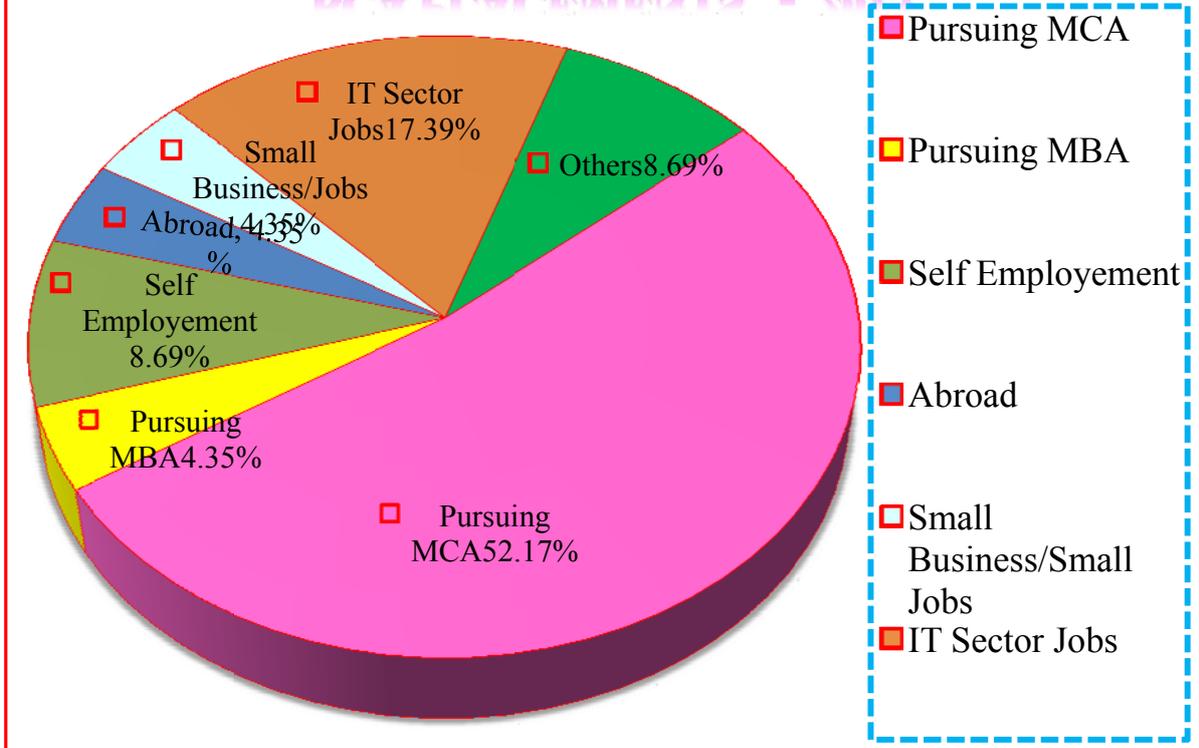




### MSW PLACEMENTS - 2013



### BCA PLACEMENTS - 2013



**Industrial Visits**

- ◆ Industrial Visits are very important for every Management student as it provides clear picture of the industry and vital information about the organization for their career growth.
- ◆ Students are taken for such industrial visits in which they get the exposure to interact with the management personnel and staff.

The list of Industrial visits organized for MBA by the placement cell is given below :

**Industrial visits of MBA 2012---2013 :**

| SI No | Industries visited   | Date                                    |
|-------|--|---|
| 1     | DKMUL  | 6/09/2012<br>7/09/2012                  |
| 2     | Achal Cashews  | 30/10/2012<br>31/10/2012                |
| 3     | Big Bags international   | 19/10/2012                              |
| 4     | Lamina suspensions and Primacy   | 15/12/2012                              |
| 5     | Singapore Malaysia International visit   | 30 June 2012-7 Aug 2012                 |
| 6     | Blue waters  | 18/01/2013<br>22/01/2013<br>24 -01-2013 |
| 7     | Soya Ruchi   | 22/01/2013<br>24 -01-2013               |
| 8     | Mysore, Madikere, Bangalore<br>Tata Estates, Universal transformers,<br>Infyosis | 30/05/2013---<br>03/05/2013             |
| 9     | Ace Foods (P) LTD  | 20/06 /2013                             |
| 10    | Shakthi Enterprises  | 20/06/2013                              |

**Industrial visits of MBA 2011-2012**

| SI | Industry  | Date                    |
|----|---|-------------------------|
| 1  | Ace Foods (P) Ltd,                                      | 23/09/2011              |
| 2  | Premier Aluminium Co                                    | 23/09/2011              |
| 3  | Grimsby Institute of Further and Higher Education, U.K. | 13 June2011-19June 2011 |
| 4  | Infosys   | 27/08/ 2011             |
| 5  | Yenepoya hospital                                       | 11/11/2011              |
| 6  | Suzlon  | 9/04/2012<br>10/04/2012 |

**Industrial visits of MBA 2010-2011**

| SI.No. | Industry visited | Date       |
|--------|------------------|------------|
| 1      | Rudset ujire     | 23/10/2010 |

|    |                            |                              |
|----|----------------------------|------------------------------|
| 2  | Grimsby international trip | 12/07/2010----<br>18/07/2010 |
| 3  | DKMUL                      | 4/9/2010                     |
| 4  | Campco Ltd                 | 4/09/2010                    |
| 5  | NMPT                       | 4/09/2010                    |
| 6  | Suzlon                     | 29/10/2010                   |
| 7  | Manipal Press              | 30/10/2010                   |
| 8  | Hotel Manjarun             | 30/10/2010                   |
| 9  | NMPT                       | 3/11/2010                    |
| 10 | Bajpe Airport              | 18/03/2011                   |
| 11 | DKMUL                      | 21/04/2011<br>23/04/2011     |

#### Industrial Visits of MBA 2009-2010

| Sl.No. | Industry                   | Date                     |
|--------|----------------------------|--------------------------|
| 1      | Bajpe Airport              | 17/04/2009               |
| 2      | KIOCL                      | 25/04/2009               |
| 3      | BASF                       | 25/04/2009               |
| 4      | Grimsby INTERNATIONAL trip | 7 July --14 Jul 2009     |
| 5      | Suzlon                     | 25/09/2009               |
| 6      | Bajpe airport              | 23/03/2010               |
| 7      | Ginger Hotel               | 26/03/2010               |
| 8      | Wenlock                    | 5/04/2010                |
| 9      | BASF                       | 27/04/2010               |
| 10     | Suzlon                     | 28/04/2010<br>30/04/2010 |
| 11     | Udupi Power Corporation    | 29/04/2010               |
| 12     | KIOCL                      | 29/04/2010               |

#### Guest lectures and Workshops for MBA for last 04 Years :

##### MBA Guest Lectures: 2012 –2013

| SL | Guest lecture                            | Date       | Topic                            |
|----|--|------------|----------------------------------|
| 1  | Mr Devi Prasad Shetty Metlife Insurance  | 08/08/2012 | Career in the field of Insurance |
| 2  | Mr Mahesh Chandra Nayak – SDM College    | 13.08.2012 | Finance in today's day           |
| 3  | Mrs Pushpa G Rao. Gen Refrigerator Udupi | 23/08/2012 | Women entrepreneurship           |

|    |  |            |  |
|----|--|------------|--|
| 4  | Mr Sainath Hegde TCS Consultancy           | 24/08/2012 | Investment Banking   |
| 5  | Mr Prathap Das, Manjunath – Proquest       | 07/09/2012 | Building brand Personality                                 |
| 6  | Mr Vishwas R.J. Big F.M                    | 13/09/2012 | Careers in Radio.  |
| 7  | Dr. Prasad NITK Shri Ramachandra Mission   | 14/09/2012 | Meditation   |
| 8  | Mrs. Saritha Karanth                       | 06/11/2012 | India's exposure to MBA.                                   |
| 9  | CA Y Ganesh                                | 27/11/2012 | Central excise and cenvat                                  |
| 10 | Mr Ajith Kumar<br>CEO Mars Vapours         | 28/11/2012 | Carbon credits   |
| 11 | Dr Aswani Kumar<br>HOD Mukka ,Management   | 29/11/2012 | Changing business environment and the role of MBA students |
| 12 | Mr M R Vasudev Ex Airport director         | 18/12/2012 | Experiences as Mangalore airport director                  |
| 13 | Mr Kalbhavi Prakash Rao                    | 2/1/2013   | Making Mangalore cleaner                                   |
| 14 | Dr Sudendra Bhat                           | 3/1/2013   | Business opportunities in India                            |
| 15 | Mr Kumble Narashima Prabhu                 | 4/1/2013   | Event management   |
| 16 | Mr Arun                                    | 9/1/2013   | ERP and SAP  |
| 17 | Prof T Manjunath<br>Bapuji Institute       | 21/01/2013 | Financial Markets  |
| 18 | Mr Nayak                                   | 22/01/2013 | life skills  |
| 19 | Mr Sumanth Shetty<br>Mkg executive The Taj | 8/03/2013  | recent trends in Marketing                                 |
| 20 | Mr Vijay Wadha<br>Corporation Bank         | 13/03/2013 | India in the Global Scenario                               |
| 21 | Dr Anjali Ganesh<br>Prof St Joseph college | 13/03/2013 | culture of Brazil  |
| 22 | Mrs Saritha Karanth                        | 14/03/2013 | the Australian culture                                     |
| 23 | Dr John Heaps and Shaurn Hanna of Grimsby  | 21/03/2013 | Productivity council                                       |
| 24 | Mr Vasudev Admin Director SGC              | 7/05/2013  | disaster management  |
| 25 | Mrs Chandralekha                           | 14/05/2013 | Patent and IP laws in India                                |

#### Guest Lectures 2011--2012

| Sl.No. | Name of the Guest and Designation | Date                        | Topic                            |
|--------|-----------------------------------|-----------------------------|----------------------------------|
| 1.     | Prof Anil Kumar, Principal, VIHS  | 14 <sup>th</sup> March 2012 | Culture and international issues |
| 2.     | Dr. Kori Raj and Andrew Mckony,   | 18 <sup>th</sup> February   | Productivity and innovation      |

|     |  |                                    |   |
|-----|--|------------------------------------|---|
|     | Grimsby Institute of Further and higher education, UK                        | 2012                               |   |
| 3.  | Mr. S.S. Nayak, C.A<br>Mangalore   | 25 <sup>th</sup> February<br>2012  | Government incentives to entrepreneurs      |
| 4.  | Mr. Baliga   | 9 <sup>th</sup> March<br>2012      | Transactional Analysis                      |
| 5.  | Dr.Prakash, Principal,<br>Sheshadripuram College, Bangalore                  | 2 <sup>nd</sup> March<br>2012      | Effective project reports                   |
| 6.  | Mr. V. Narayana,<br>Management consultant                                    | 2 <sup>nd</sup> August<br>2011     | Creativity by innovation in marketing       |
| 7.  | Mr. Rajkiran,  | 3 <sup>rd</sup> August<br>2011     | Introduction to derivatives                 |
| 8.  | Mr. Adoor Krishna Rao,<br>Management Consultant                              | 19 <sup>th</sup> August<br>2011    | Certifies financial planners                |
| 9.  | Mr. Shobith, Entrepreneur  | 23 <sup>rd</sup> August<br>2011    | Communication English                       |
| 10. | Prof John Heaps,<br>Grimsby Institute of Further and higher education        | 27 <sup>th</sup> July<br>2011      | Productivity and innovation                 |
| 11. | Prof. Minoos Titino, Management consultant,<br>Mumbai                        | 20 <sup>th</sup> September<br>2011 | Effective communication skills              |
| 12. | Ms. Nina John, Corporate consultant, Chennai                                 | 19 <sup>th</sup> October<br>2011   | Campus to corporate                         |
| 13. | Swami Nirbhayannanda Saraswati,<br>President, Ramakrishna Vivekananda Ashram | 10 <sup>th</sup> December<br>2011  | Motivating young minds                      |
| 14. | Sri. C.A. Y. Ganesh, Udupi   | 15 <sup>th</sup> December<br>2011  | Central Exercise, CENVAT, Central Sales Tax |

#### MBA Guest Lectures 2010---2011

| Sl.No. | Name of the Guest and Designation  | Date                             | Topic                      |
|--------|--|----------------------------------|----------------------------|
| 1.     | Mr. Ananthkrishnan, Ex Chairman, Karnataka Bank,<br>Mr. G.G. Mohandas Prabhu, Vice president, Kanara Chamber of Commerce and industry,<br>Sri. C.A.A.Raghavendra Rao, President, A. Shama Rao Foundation | 3 <sup>rd</sup> March 2011       | Panel discussion on budget |
| 2      | Dr. Hemanth Kumar Aiyer, Scientist, Laird Technologies Corporate Research Labs, Bangalore  | 28 <sup>th</sup> January<br>2011 | Innovation                 |
| 3      | Dr. Sudhindra Bhat, Director, Adharsha Institute, Bangalore  | 4 <sup>th</sup> November<br>2010 | Motivation                 |
| 4      | Mr. M.R.Vasudeva, Airport Director,  | 19 <sup>th</sup> November        | Airport                    |

|    |   |                                 |   |
|----|---|---------------------------------|---|
|    | Bajpe Airport, Mangalore  | 2010                            | Administration and Management                     |
| 5  | Mr. S. Ramachandra Kamath, SAIL (Rourkela and Viazag plant)                         | 2 <sup>nd</sup> November 2010   | Overview of Material Management                   |
| 6  | Dr. Govind Bhat, D.G.M, Corporation Bank  | 17 <sup>th</sup> September 2010 | MBA- The road ahead, challenges and opportunities |
| 7  | Prof. Prasad Krishna, NITK, Surathkal   | 18 <sup>th</sup> September 2010 | Meditation for mind regulation                    |
| 8  | Mr. Mohan Kamath. Entrepreneur and Management Consultant, Dubai                     | 4 <sup>th</sup> September 2010  | Money   |
| 9  | Mr. Abdul Salam, Mr. Unnikrishnan and Mr. Praveen Prabhu, Foradian Technologies Ltd | 3 <sup>rd</sup> September 2010  | Challenges faced by the start-up's                |
| 10 | Mr. Ganesh Shenoy, Magnum Intergrafiks  | 3 <sup>rd</sup> September 2010  | Media Planning                                    |
| 11 | Mr. B. R. Prasad, Anand Rathi-financial consultant,                                 | 28 <sup>th</sup> August 2010    | Investment planning                               |
| 12 | Mrs. Laveena D'Mello  | 27 <sup>th</sup> August 2010    | Basics of Counselling                             |
| 13 | Mr. Krishna Bhat, Gyp Gyp Gee, Mangalore  | 26 <sup>th</sup> April 2010     | Entrepreneurship Development                      |
| 14 | Ms. Merlyn Martiz, Director, Deeds Mangalore  | 30 <sup>th</sup> March 2010     | Women Empowerment                                 |
| 15 | Sri. C.A. Y. Ganesh, Udupi  | 17 <sup>th</sup> April 2010     | Central Exercise, CENVAT, Central Sales Tax       |
| 16 | Dr. Sandeep Sancheti, Director, NITK, Surathkal                                     | 24 <sup>th</sup> March 2010     | Managing innovations                              |
| 17 | Mrs. Manjiri Bhargava and Mrs. Geetha Shetty,                                       | 23 <sup>rd</sup> March 2010     | Demonstrated Tupperware products                  |
| 18 | Mrs. Hemalatha R. Mal   | 8 <sup>th</sup> March 2010      | Role of women in present times                    |
| 19 | Mr. Gerald Colaco   | 3 <sup>rd</sup> March 2010      | Personal Financial Investments                    |

#### MBA Guest lecture 2009—2010

| Sl.No. | Name of the Guest and Designation             | Date        | Topic   |
|--------|---|-------------|---|
| 1      | Mr. Julian D Cunha<br>Ogilvy and Mather       | 30 Jan 2009 | Careers in Advertisement and mkt                      |
| 2      | Mr. GR Venkatesh<br>GM The Hindu              | 4 Feb 2009  | Career opportunities in media for management students |
| 3      | Dr. Veena Vasvani<br>Yenpoya Medical colleges | 20 Feb 2009 | Women empowerment                                     |

|    |  |              |   |
|----|--|--------------|---|
| 4  | Prof Narayan<br>Principal ICFAI                    | 24 Feb2009   | Recession and HRM                               |
| 5  | Mr. P Ravindra Nayak Chairman<br>Hanuman Transport | 27 Feb2009   | Experiences as an<br>entrepreneur               |
| 6  | Ms. Pavana Johnson and Johnson                     | 6 April 2009 | Experiences at Johnson and<br>Johnson           |
| 7  | Mr. Ravi Sec KSED                                  | 20 April2009 | Challenges in higher<br>Education               |
| 8  | Mr. Anil Karanjit Pvt Ltm                          | 8 Sep 2009   | EQUITOS --- a soft ware<br>relating to business |
| 9  | Mrs Savitha Shenoy ING Vysa                        | 19 Nov 2009  | Goal setting                                    |
| 10 | Mr. Mahesh   | 4 Feb 2010   | Opportunities in Banking<br>and Public sector   |

### Guest lectures and Workshops for MCA for last 04 Years :

#### Guest Lectures

| Sl. No | Date        | Resource person         | Organization   | Topic                                       |
|--------|-------------|-------------------------|--|---|
| 1      | 07/09/ 2009 | Mr. Girish Aithal       | Infosys, Mangalore   | Trends in IT industry                       |
| 2      | 05 /10/2009 | Mr. R K Sushan          | Diya systems, Mangalore  | Opportunities in BPO sector                 |
| 3      | 21/ 10/2009 | Mr. Shailesh Kamath     | Glow-Touch Technologies, Mangalore   | Career development                          |
| 4      | 11/ 01/2010 | Dr. Manjaiah D.H        | Professor, Dept of Comp Sc., Mangalore University                                | Internet Technology and security            |
| 5      | 20/02/2010  | Dr. Srinivas Mayya      | Principal, Srinivas Institute of Technology                                      | All Projects /Investments Are Successful?   |
| 6      | 22/02/2010  | Dr. R.J.D'souza         | Professor, Department of Mathematics and Computational Sciences, NITK, Surathkal | Knowledge Management                        |
| 7      | 23/02/2010  | Prof. Shiv Kumar        | Professor and Head, Department of Computer Science Engineering, SIT, Mangalore   | Geographical Information System             |
| 8      | 17/ 03/2010 | Dr. Wassim Ahamed       | PA engineering collage Mangalore   | The Changing software Development paradigms |
| 9      | 03/09/2010  | Dr.Niranjan Chiplunkar. | vice principal, NMAMIT, Nitte,   | Recent trends in Computing and              |

|    |            |                           |   |  |
|----|------------|---------------------------|---|--|
|    |            |                           |   | Communication  |
| 10 | 17/09/2010 | Dr. Joseley               | Associate professor,<br>Srinivas College of<br>Physiotherapy                                      | Ergonomics for<br>computer<br>professionals                                |
| 11 | 12/10/2010 | Dr. Girish Aithal         | Group Manager –<br>Education & Research,<br>Bangalore   | Real life<br>Challenges in a<br>typical software<br>Development<br>Project |
| 12 | 27/10/2010 | Mr. Brijesh Krishnan      | Project Manager, Infosys  | Intelligent<br>Information<br>Technology                                   |
| 13 | 23/11/2010 | Dr. Shankar               | Professor, Dept. of<br>MACS, NITK   | Number theory in<br>cryptography   |
| 14 | 16/3/ 2011 | Mr Ananth Prabhu          | Asst Professor, CS Dept<br>Sridevi Institute of<br>Technology                                     | Career guidance  |
| 15 | 06/9/2011  | Mr Sushil Pinto           | Marketing Manager, Goal<br>technologies   | Career guidance  |
| 16 | 14/9/2011. | Mr. Mohandas              | Director of Netravathi<br>Training Institute  | Opportunities in<br>Banking Sector   |
| 17 | 15/10/2011 | Mr. Naveen                | Info Center Technologies  | SAP  |
| 18 | 23/01/2012 | Dr. Vasudev Kamath        | Professor Department of<br>MCA, SIT, Mangalore  | Graph theory and<br>its applications                                       |
| 19 | 20/02/2012 | Mr. Sashidhar Kini        | Professor and Head,<br>Department of MCA,<br>SIT, Mangalore                                       | E-CRM  |
| 20 | 27/03/2012 | Prof. Shiv Kumar          | Professor and Head,<br>Department of Computer<br>Science Engineering, SIT,<br>Mangalore           | Introduction to<br>Data Mining Tools                                       |
| 21 | 23/08/2012 | Dr. B H Sheker            | Associate Professor, Dept<br>of Comp Sc., Mangalore<br>University                                 | Pattern<br>Recognition   |
| 22 | 25/09/2012 | Dr. HL Shashirekha        | Associate Professor, Dept<br>of Comp Sc., Mangalore<br>University                                 | Text mining  |
| 23 | 16/10/2012 | Prof. Manjunath<br>Kotari | Asst. Professor,<br>Dept. of Computer<br>Science and Eng.<br>NMAMIT Engineering<br>College, Nitte | STORAGE AREA<br>NETWORK  |
| 24 | 10/1/13    | Mr. Sandeep               | Mandmas Company   | Cyber Forensic<br>and Ethical<br>Hacking                                   |
| 25 | 12/4/13    | Prof. Shiva Kumar         | Professor and Head,   | Data Mining- An  |

|    |            |                    |  |  |
|----|------------|--------------------|--|--|
|    |            |                    | Department of Computer Science Engineering, SIT, Mangalore                     | Introduction to WEKA   |
| 26 | 04/03/2014 | Prof. Shiva Kumar  | Professor and Head, Department of Computer Science Engineering, SIT, Mangalore | R- Language  |
| 27 | 05/03/2014 | Mr. Sashidhar Kini | Professor and Head, Department of MCA, SIT, Mangalore                          | E-CRM  |
| 28 | 06/03/2014 | Dr. Jayshree K     | Prinicipal, Srinivas College of Education, Pandeshwar, Mangalore               | Importance of values in corporate sector                     |
| 29 | 07/03/2014 | Dr. Rajshekar      | Prinicipal, Srinivas College of Physiotherapy, Pandeshwar, Mangalore           | Physiotherapy remedies for health issues in IT professionals |

### Workshops MCA

1. Two days technical workshop on PHP and Ajax programming for the MCA students on March 28<sup>th</sup> and 29<sup>th</sup> 2011. Asst. Prof. Roshan Fernandes, NMAMIT, Nitte was the guest speaker
2. Workshop on Importance of Computers in daily life for the School children from 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> standard of Pandeshwara Government Higher Primary School, Pandeshwar, Mangalore, conducted on Saturday Dec 15<sup>th</sup> 2012.

### 5.1.10 Institutional student grievance redressal cell :

List of some the grievances reported and redressed during the last four years.

| Sl. No. | Grievances Reported   | Action taken  |
|---------|---|---|
| 1       | Alteration in train timings for the commuters who attend particularly the undergraduate courses was reported to be reaching late in the class. Request was made to address the issue. | The working hours was changed from 9.00 am to 9.30 am with a relaxation of half an hour for reporting to the college. This was compensated by reducing the lunch break correspondingly. |
| 2       | Students with financial problems were reported their difficulty to pay the on time.   | Such cases were given extended deadline to pay the fee without fine.  |
| 3       | The colour of the blazer supplied by the college along with uniform, was reported to be stereo-type.  | The college has taken immediate decision to provide a change of colour.   |
| 4       | The cooler of drinking water facility was temporarily out of order.   | The maintainace person was called in and defect was rectified.  |
| 5       | Additional parking facility is requested due to enhanced crowd in parking area.   | Additional parking area is provided.  |

### 5.1.11 Institutional provisions for resolving issues pertaining to sexual harassment :

The Cell has been set up in the institution which handles issues related to prevention of sexual harassment of students and employees. It is Neutral body centered on the employees and students of the institute.

The structure of prevention of sexual harassment cell :

| Governing members  | Representative Members   | Meetings conducted                   |
|--------------------|--------------------------|--------------------------------------|
| Principal          | -                        | Once in a year and situational basis |
| Teaching staff     | 2 Representative Members |                                      |
| Non teaching staff | 1 Representative Members |                                      |
| Group D category   | 1 Representative Members |                                      |

No cases have been reported so far in the institution related to sexual harassment.

The college has given high priority for the safety and security of women students. Any incident of harassment to be reported directly or indirectly through the women's counseling centre is to be referred to the committee for remedial action.

The composition of the sexual harassment committee is shown below :

#### Sexual Harassment Committee for Women students

| Sl. No. | Name of Course and Batch | No. of Women Students | No. of Representatives | Names of Students                       |
|---------|--------------------------|-----------------------|------------------------|---|
| 1       | MBA I Year               | 2                     | 2                      | Disha Bolar, Chaitra M.                 |
| 2       | MBA II Year              | 2                     | 2                      | Sushmitha & Rachitha                    |
| 3       | MSW I Year               | 2                     | 2                      | Sowjanya N.S. & Lolitha Miranda         |
| 4       | MSW II Year              | 2                     | 2                      | Hemalatha, Lekha                        |
| 5       | MCA I Year               | 2                     | 2                      | Poornima Gokhale, Nikitha Kumari        |
| 6       | MCA II Year              | 2                     | 2                      | Nimitha, Navya Prabhu                   |
| 7       | MCA III Year             | 2                     | 2                      | Dhanalaxmi, Dayana Monterio             |
| 8       | BBM I Year               | 2                     | 2                      | Fathima Jumana Haseen<br>Saranya Thomas |
| 9       | BBM II Year              | 2                     | 2                      | Roshna George, Nishmitha D.K.           |
| 10      | BBM III Year             | 2                     | 2                      | Drishya & Swathi Balan                  |
| 11      | BCA I Year               | 1                     | 1                      | Shwetha T.                              |
| 12      | BCA II Year              | 1                     | 1                      | Sahitya                                 |
| 13      | BCA III Year             | 1                     | 1                      | Madhushree                              |

The committee reports to the Principal of the institute directly.

### 5.1.12 Structure & functions of anti-ragging committee :

Yes. Ragging is strictly banned in the institute. If anybody found indulged in such kind of activities, strict action will be taken irrespective of the extent. In order to prevent such kind of activity in campus, an anti-ragging committee has been formed.

The structure of Anti – ragging committee is as follows:

|                                      |           |  |
|--------------------------------------|-----------|--|
| Head of the Anti- ragging Committee. | Principal |  |
|--------------------------------------|-----------|--|

|  |    |   |
|--|----|---|
| Number of students volunteers  | 12 | Meetings conducted<br>Twice in a year and on<br>situational basis |
| Parents  | 06 |   |
| Teaching staff   | 06 |   |
| Non teaching staff   | 03 |   |
| Representatives from civil and police<br>administration local media, non-<br>government organization involved in<br>youth activities | 06 |   |

Incidents related to anti ragging are not reported so far at our institute as students are monitored throughout the college campus, corridors, classrooms, etc by the faculty members, head of the institute through surveillance cameras.

### 5.1.13 Various welfare schemes available to students by the institution :

- ◆ Medical OPD with first aid facility
- ◆ Yoga and Meditation classes for stress free learning
- ◆ Hostel facility
- ◆ Canteen facility
- ◆ Safe drinking water
- ◆ Clean Toilets
- ◆ Rest Room for Girls
- ◆ Tea Vending Facility
- ◆ ATM Facility inside the campus
- ◆ Transport facility
- ◆ Vehicle parking
- ◆ Photo Copying Facility
- ◆ Lockers facility in the class
- ◆ Internet
- ◆ Individual copies of Business newspaper distribution
- ◆ Uniform & Blazer
- ◆ Power Generator for uninterrupted supply.

### 5.1.14 Activities and major contributions of registered Alumni Association :

The institute has Alumni Association and registration is being done. The programmes are conducted in the name of "MILANA". Presently the meeting of the alumni association is held in once in a year. However, as per rules of the registration, periodic meetings of the executive council is conducted. A data bank of all the outgoing students of the college is added to the alumni association. This is intended to strengthen the alumni association.

The Alumni participate in the College Programmes such as:

1. To participate in Management Fest as Guest of honour
2. Guest Lectures
3. As jury in Student competitions
4. National & International Conferences
5. To address students for experience sharing

#### 1. List of Office Bearers :

President: Mrs. Sonia Ajay  
 Vice President: Mr. Ravinarayana K S  
 Secretary: Mr. Pradeep M D  
 Members:

1. Vidyadhari Shetty
2. Harshith Ail
3. Krishna Prasad
4. Leo Victor Zalki
5. Janet Jyothi D'Souza

## 2. List of the activities during last two years :

- **Alumni Meet:** Alumni Association of the Institute has been organizing alumni meets every year in the month of February coinciding with the Graduation Day of Srinivas Group of Colleges. Alumni meet was organized on 16<sup>th</sup> February 2014 this year.
- **Placement Assistance:** The Alumni Association through the network of alumni working in different parts of the world in different capacities assists the students of the Institution in getting placed after their graduation.

## 3. List of Top ten Alumni :

### Top ten alumni of MBA :

| S. no. | Name                  | Specialization & Year                  | Designation & Company   | Email id   |
|--------|-----------------------|--|---|--|
| 1      | Sandeep V Rao         | 1999-2000<br>Marketing specialisation  | Product Manager<br>Chellarams PLC<br>Nigeria  | bksandeepvrao@yahoo.co.in  |
| 2      | Riyaz Ahammed rehaman | 2006- 2008<br>Finance                  | Finance manager<br>Fidelity investments   | <a href="mailto:riyazar@hotmail.com">riyazar@hotmail.com</a>             |
| 3      | Sonia Noronha         | 2004 2006<br>Human resource management | Head of Department, BCom,<br>SIMS Managalore  | www.srinivasgroup.com  |
| 4      | R Srijith             | 2006-<br>2008Marketing                 | Assistant Manager<br>Ginger roots Corporation   | Srijith.r@gingerhotels.com   |
| 5      | Afsal Katoor          | 2005-07<br>Marketing                   | Key Account Executive<br>International brands<br>Sultanate of OMAN  | info@enhanceoman.com   |
| 6      | Joel Wesley rajiva    | 2003-2005<br>Production and system     | Deployment Executive<br>Dalvin Software   | <a href="mailto:Joel-rajiva@gmail.com">Joel-rajiva@gmail.com</a>         |
| 7      | Zahid Imroze          | 2004-2006<br>Production and system     | Assitant manger<br>The leela palace<br>Bngalore   | <a href="mailto:image-image@yahoo.co.in">image-image@yahoo.co.in</a>     |
| 8      | Prathitha Jain        | 2006-2008<br>Finance                   | Greater London, United Kingdom - Senior Associate<br>Lead - Global Immigrations at Infosys Technologies Ltd | <a href="mailto:Prathithaa-jain@gmail.com">Prathithaa-jain@gmail.com</a> |

|    |                     |                        |                                    |  |
|----|---------------------|------------------------|------------------------------------|--|
| 9  | Rohan Shetty        | 2009-2011<br>finance   | Fund analyst<br>Northern trust     | <a href="mailto:Rohanshetty123@gmail.com">Rohanshetty123@gmail.com</a> |
| 10 | Noufal Abdul Rahman | 2011-2013<br>Marketing | Vok communication LLC<br>Dubai UAE | <a href="http://www.radiovok.com">www.radiovok.com</a>                 |

**Top ten alumni of MCA :**

| Sl.No. | Name            | Year      | Specialization   | Email ID                   | Work Place   |
|--------|-----------------|-----------|------------------|----------------------------|--|
| 1.     | Girish Kunder   | 2006-2009 | Computer Science | girishk@rediffmail.com     | Lecturer at Srinivas Institute of Technology, Valachil         |
| 2.     | Nithin Adiga    | 2006-2009 | Computer Science | Nadiga001@yahoo.co.in      | Cernar Technologies, Bangalore                                 |
| 3.     | Ravi Hebbar     | 2006-2009 | Computer Science | Ravi2k09@gmail.com         | Cernar Technologies, Bangalore                                 |
| 4.     | Dina Mani       | 2006-2009 | Computer Science | dmani@gmail.com            | Ericson Technologies, Bangalore                                |
| 5.     | Sharath Bhat    | 2006-2009 | Computer Science | itsbhat@gmail.com          | Cernar Technologies, Bangalore                                 |
| 6.     | Bhargavi P S    | 2007-2010 | Computer Science | psbhargavi@yahoo.com       |  |
| 7.     | Yashaswini Bhat | 2008-2011 | Computer Science | Yashaswini1904@yahoo.co.in | Dalvin Software, Mangalore                                     |
| 8.     | Vineek K        | 2009-2012 | Computer Science | Vineeth20@gmail.com        | Lecturer at Srinivas Institute of Management Studies, Valachil |
| 9.     | Ashwini Karkera | 2010-2013 | Computer Science | Ashwinikarkera89@yahoo.com | PREUBA Technologies,   |
| 10     | Sharath Nair    | 2010-2013 | Computer Science | snair@gmail.com            | PREUBA Technologies  |

**Top ten alumni of MSW :**

| S.No | Name                      | Specialization       | Year      | Designation & Company  | Contact No/Email Id  |
|------|---------------------------|----------------------|-----------|--|--|
| 1.   | Stanly John               | Medical & Psychiatry | 2004-2006 | Community Welfare Officer, Perth, Western Australia            | +61 421963156<br>stanlysamjohn@yahoo.com                                     |
| 2.   | Ashok T R                 | HR                   | 2003-2005 | Manager HR- IR, Toyota Tsusho India Pvt. Ltd. Bangalore        | 9845303804<br><a href="mailto:ashupatils@gmail.com">ashupatils@gmail.com</a> |
| 3    | Sebin Jose                | Medical & Psychiatry | 2002-2004 | Social worker(children with Autism) Chicago,USA                | +1-931-628-1765<br>sebinj@gmail.com  |
| 4    | Appanagouda Basavanagouda | HR                   | 2005-2007 | Coordinator, IWMP-Koppal (dist) Yalaburga(tq) Bevoor (village) | appu.gouda9@gmail.com  |

|    |                     |                        |           |   |  |
|----|---------------------|------------------------|-----------|---|--|
| 5  | Chaitanya Deshpande | HR                     | 2003-2005 | Asst Manager – HR, Toyota Tsusho Bangalore.                                   | deshpande.aviator@gmail.com  |
| 6  | Saji Kurian         | Medical & Psychiatry   | 2007-2009 | HR Supervisor, Fucom LLC, Duabi, UAE  | sajikurian07@gmail.com   |
| 7  | Dhanaraj P G        | HR                     | 2007-2009 | HR & Admin, Vasundara Manufacturing Systems Pvt. Ltd., Bangalore              | +91-80-28390644,<br>28395728<br><a href="mailto:dhanupg@vmsindia.co.in">dhanupg@vmsindia.co.in</a> |
| 8  | Alisha Dias         | Medical & Psychiatry   | 2010-2012 | Ast. Prof Dept of Social Work, Don Bosco College- Goa                         | alishadias@yahoo.com   |
| 9  | Rony Jacob Sam      | Medical & Psychiatry   | 2009-2011 | Community Care Worker, Australia  | ronsjacobsam@gmail.com   |
| 10 | Prasad Babaji       | HR                     | 2008-2010 | H.R Manager, Amruta Info Technology, ITES/BPO, Bangalore                      | 9886192924<br><a href="mailto:prasad_dvg@yahoo.com">prasad_dvg@yahoo.com</a>                       |
| 11 | Nayaz Baksh         | HR                     | 2002-04   | Asst Manager - HR Taghleef Industries SAOC, Oman                              | +968 92367401<br>Nayaz.Baksh@ti-films.com  |
| 12 | Panduranga          | HR                     | 2010-2012 | HR Executive, Prerana Motors Pvt Ltd at Mysore                                | pandu.hr88@gmail.com   |
| 13 | Revanasiddappa S    | HR                     | 2004-2006 | Assistant Manager-HR Renaissance Construction Technologies (I) Ltd, Bangalore | 9972111679<br>7760965413<br><a href="mailto:revana.hrm@gmail.com">revana.hrm@gmail.com</a>         |
| 14 | Praveen G K         | HR                     | 2007-2009 | HR- Executive, Chaque Jour HR services, Bangalore                             | <a href="mailto:praveengk@gmail.com">praveengk@gmail.com</a>                                       |
| 15 | Pradeep Gorpade     | HR                     | 2005-2007 | HR Manager, Marriott International, Bangalore                                 | pradeepg31@gmail.com   |
| 16 | Ajin Mary           | Medical and Psychiatry | 2005-2007 | Student Counsellor-MES Indian School, Doha, Qatar                             | ajinm@gmail.com  |
| 17 | Vijay D             | HR                     | 2007-2009 | HR executive, Medreich Ltd., Bangalore  | vijayd@yahoo.com   |
| 18 | Justin P Chandy     | Medical and Psychiatry | 2003-2005 | Social Worker, Mental Health Care Centre, U.K.                                | justinp2@gmail.com   |
| 19 | Chippy Sebastian    | Medical and Psychiatry | 2011-2013 | Counsellor – Chaithanya Mental Health Care Centre, Pune                       | <a href="mailto:chippy1@gmail.com">chippy1@gmail.com</a>   |
| 20 | Haripriya           | Medical and            | 2011-2013 | PRO – Amrutha Institute of Medical  | priya@yahoo.com  |

|  |            |  |                                |  |
|--|------------|--|--------------------------------|--|
|  | Psychiatry |  | Sciences & Research,<br>Cochin |  |
|--|------------|--|--------------------------------|--|

**Top ten alumni of BCA :**

| Sr. No | Name              | Year/Course                                    | Company                                       | Designation                    | E-mail Id  |
|--------|-------------------|--|---|--------------------------------|--|
| 1      | Jayanth Govind    | 2001-2006<br>(M.Sc-<br>Information<br>Science) | Cal Info system                               | Senior<br>Software<br>Engineer | eg.jayanth@gmail.com   |
| 2      | Karthik Bhaskara  | 2001-2006<br>(M.Sc-<br>Information<br>Science) | Mind Tree                                     | Test<br>Specialist             | karthikbiyer@gmail.com   |
| 3      | Deepti Srivastava | 2001-2006<br>(M.Sc-<br>Information<br>Science) | IBM   | Team<br>Manager                | masoomdeepti@rediffmail.com  |
| 4      | Mohul Gosh        | 2001-2006<br>(M.Sc-<br>Information<br>Science) | Own Business of<br>Travel Agency at<br>Noida  | Proprietor                     | Mohul_ghosh@yahoo.com  |
| 5      | Ashok Pai B       | 2001-2006<br>(M.Sc-<br>Information<br>Science) | Glow Touch<br>Technologies                    | Software<br>Developer          | <a href="mailto:ashokpai.b@gmail.com">ashokpai.b@gmail.com</a>   |
| 6      | Hari Kishan       | 2001-2006<br>(M.Sc-<br>Information<br>Science) | Cognizant                                     | Team<br>Manager                | <a href="mailto:communikishanv@gmail.com">communikishanv@gmail.com</a>   |
| 7      | Krishna Prasad K  | 2001-2006<br>(M.Sc-<br>Information<br>Science) | Srinivas Institute<br>of Mangement<br>Studies | Asst.<br>Professor             | karanikrishna@gmail.com  |
| 8      | Lohit Thimmaiah   | 2001-2004-<br>BCA                              | Own Business at<br>Madikari                   | Proprietor                     | <a href="mailto:ktlohith@gmail.com">ktlohith@gmail.com</a>   |
| 9      | Suhas Holla       | 2003-2006-<br>BCA                              | Langoor Digitae<br>Pvt. Ltd                   | Software<br>Developer          | <a href="mailto:Sahas448@gmail.com">Sahas448@gmail.com</a><br><a href="mailto:Sahas-holla@yahoo.com">Sahas-holla@yahoo.com</a> |
| 10     | Shanavaz Sheik    | 2008-2011-<br>BCA                              | Global<br>Technologies                        | Managing<br>Partner            | <a href="mailto:shanawazs500@gmail.com">shanawazs500@gmail.com</a>   |
| 11     | Mahesh Shetty     | 2008-2011-<br>BCA                              | Global<br>Technologies                        | Managing<br>Partner            | <a href="mailto:mahishettymah@gmail.com">mahishettymah@gmail.com</a>   |
| 12     | Ajey Krishna      | 2008-2011                                      | Global  | Managing                       | <a href="mailto:Ajay007@gmail.com">Ajay007@gmail.com</a>   |

|    |                         |               |                                      |                      |  |
|----|-------------------------|---------------|--------------------------------------|----------------------|--|
|    |                         | -BCA          | Technologies                         | Partner              | <a href="#">om</a>   |
| 13 | Sharath Kumar AS        | BCA           | Oracle India Pvt. Ltd                | Test Assistant       | <a href="mailto:adoorsharath@gmail.com">adoorsharath@gmail.com</a>   |
| 14 | Haseena Palki           | 2009-2012-BCA | Wipro technologies                   | Test Engineer        |  |
| 15 | Mohammed Ejaz           | 2004-2007-BCA | SAWACO Energy Utility (Saudi Arabia) | Senior Sales Officer |  |
| 16 | Mohammad Sadakath Anjum | 2006-2009-BCA | Hindustan Granites and ceramics      | Managing Director    | <a href="mailto:sadakathanjum@gmail.com">sadakathanjum@gmail.com</a> |
| 17 | Nishar Mohammed         | 2006-2009-BCA | Aanchal Designs                      | Managing Director    | nishar.mhd@gmail.com   |
| 18 | Ajith Aithal            | 2006-2009-BCA | Aithal Quick Solutions               | Managing Director    | aithalquick@gmail.com<br>solutions                                   |

#### Top ten alumni of BBM :

| SI No. | Name                 | Batch     | Current Status  |
|--------|----------------------|-----------|---|
| 1      | Vishwas              | 2006-2009 | Employee of HDFC  |
| 2      | Amar Prasad          | 2006-2009 | Shastrys Mangalore -Partner                                     |
| 3      | Partha Sarathy       | 2007-2010 | CEO - Vikas College   |
| 4      | Anoop Narayanan      | 2007-2010 | National bank of Rasal Khaima (RAK Bank) - Relationship Officer |
| 5      | Abhishek Kunhikannan | 2007-2010 | Alman Suri Specialised Engineering - HR Executive               |
| 6      | Tawheed              | 2008-2011 | NTT data global delivery services limited - ERM Team executive  |
| 7      | Shifali              | 2009-2012 | Pursuing M.B.A at NITTE   |
| 8      | Harshith Ail         | 2009-2012 | Pursuing M.B.A at NITTE   |
| 9      | Satvik Jain          | 2009-2012 | Pursuing LLB at SDM law college                                 |
| 10     | Anand                | 2010-2013 | Pursuing M.B.A at R.V.College                                   |

#### 4. Contribution of Alumni to the growth and development of the institution :

Alumni of the institute contribute materially as well as otherwise in the growth and development of the institution. Materially they donate personal collection of books to the library, offers scholarship to weak and needy students in the name of their parents etc.

They influence the admission and placement of prospective students and graduates respectively. Some of the alumni makes themselves available for experience sharing and guest lecturers to the students.

#### Summary :

1. Adequate student welfare measures (scholarships, freeships, insurance, etc.) are provided by

the institution.

2. Personal enhancement and development schemes – coaching classes for competitive examinations, career counseling, soft skill development, etc. are available to the students.
3. Information about the institution is publicly accessible.
4. Student participation in co-curricular and extra-curricular activities is encouraged.
5. The institution has a placement cell which helps to identify job opportunities and develop entrepreneurship skills.
6. On-campus interviews are an essential mechanism to ensure student placement.
7. The Alumni Association contributes significantly to the development plans of the institution.
8. The institution has a mechanism for timely redressal of student grievances.
9. The institution has an anti-ragging committee which monitors student interactions effectively.
10. Specific student support is provided for SC, ST, OBC, PWD and economically weaker sections of society.
11. The institution has a mechanism for prevention of sexual (gender) harassment.

## 5.2 Student Progression

The Institutions 'concern for students' progression to higher studies and/or to employment is dealt with under this Key Aspect. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment

### 5.2.1 Students progression to higher education or employment :

#### MBA Programme

| Sl. No | Student Progression      | Year 2010 | Year 2012 | Year 2013 | Year 2014 |
|--------|--------------------------|-----------|-----------|-----------|-----------|
| 1      | P.G. to Higher Education | 10%       | 7%        | 10%       | 10%       |
| 2      | P.G. to Employment       | 90%       | 93%       | 85%       | 89%       |

#### MSW Programme

| Sl. No | Student Progression       | Year 2010 | Year 2011 | Year 2012 | Year 2013 |
|--------|---------------------------|-----------|-----------|-----------|-----------|
| 1      | U. G. to Higher Education | 03%       | 06%       | 02%       | 01%       |
| 2      | U. G. to Employment       | 97%       | 94%       | 98%       | 99%       |

#### MCA Programme

| Sl. No. | Student Progression      | Year 2010 | Year 2011 | Year 2012 | Year 2013 |
|---------|--------------------------|-----------|-----------|-----------|-----------|
| 1       | P.G. to Higher Education | 0%        | 6.06%     | 7.7%      | 0%        |
| 2       | P.G. to Employment       | 100%      | 93.9%     | 92.3%     | 100%      |

**BCA Programme**

| Sl. No | Student Progression       | Year 2010 | Year 2011 | Year 2012 | Year 2013 |
|--------|---------------------------|-----------|-----------|-----------|-----------|
| 1      | U. G. to Higher Education | 25%       | 30%       | 20%       | 40%       |
| 2      | U. G. to Employment       | 75%       | 70%       | 80%       | 60%       |

**BBM Programme**

| Sl. No | Student Progression       | Year 2010 | Year 2011 | Year 2012 | Year 2013 |
|--------|---------------------------|-----------|-----------|-----------|-----------|
| 1      | U. G. to Higher Education | 30%       | 30%       | 40%       | 40%       |
| 2      | U. G. to Employment       | 65%       | 73%       | 70%       | 88%       |

**5.2.2 Details of the programme wise pass percentage and completion rate :**

| Course | Year    | College Pass Percentage | University Average % |
|--------|---------|-------------------------|----------------------|
| MBA    | 2012-13 | 100%                    | 95                   |
|        | 2011-12 | 99%                     | 95                   |
|        | 2010-11 | 100%                    | 95                   |
|        | 2009-10 | 99%                     | 95                   |
| MCA    | 2012-13 | 100%                    | 97                   |
|        | 2011-12 | 100%                    | 97                   |
|        | 2010-11 | 100%                    | 94                   |
|        | 2009-10 | 100%                    | 95                   |
| MSW    | 2012-13 | 100%                    | 90                   |
|        | 2011-12 | 95.5%                   | 92                   |
|        | 2010-11 | 96.0%                   | 89                   |
|        | 2009-10 | 100%                    | 95                   |
| BCA    | 2012-13 | 100%                    | 98                   |
|        | 2011-12 | 100%                    | 98                   |
|        | 2010-11 | 100%                    | 96                   |
|        | 2009-10 | 100%                    | 98                   |
| BBM    | 2012-13 | 67.70%                  | 60                   |
|        | 2011-12 | 61.88%                  | 59                   |
|        | 2010-11 | 67.0%                   | 63                   |
|        | 2009-10 | 60.9%                   | 60                   |

The above results are considered as better than any of the other colleges of affiliating University within the city.

**5.2.3 Institutional responsibility towards student progression to higher level of education and/or towards employment :****(a) Higher Level of Education :**

All Post graduate programs offered by the institution are job oriented. Therefore, the percentage of students seeking higher education are comparatively lesser than in the undergraduate programs offered by the college. However, the following measures are taken to promote student progression to higher level of education.

**(1) Providing information about higher education opportunity :**

(a) College website has a separate page on Higher education Opportunities, which carry information on fellowship, scholarship and admissions of National and International Universities. This page is periodically updated to latest information.

(b) The College library maintains separate notice board displaying Higher Education opportunities for both U.G. students and P.G. Students.

(c) Guest lectures on Higher education Opportunity and Career Prospects are arranged periodically.

**(2) Motivating students for higher education :**

Flexi boards are displayed in different parts of the college carrying pictures of top scorers in University exams during previous years from the college, This apart, pictures of foreign visits to various Universities by our students is also displayed. Very often entrance examinations like, TOEFL, C-MAT, K-MAT etc. are conducted in the college. All these will serve as motivators.

**(3) Exposure :**

The college library maintains a collection of books to prepare for entrance exam to various courses. The college website include the prospects of different post graduate programs conducted by the college aimed at promoting the pursuit for higher education by the under graduate students. The long time goal of the institution is to achieve at least 50% of its undergraduate students and 20 % of its Post graduate students to pursue higher level of education.

**(4) Concessional fee for higher education :**

The institute admits its own UG students to P. G. Programs on concessional fee to promote their progression to higher level of education.

**(5) Support for Finance :**

The institute has tie-up with many nationalized banks for providing educational loan at low interest which will also help the aspiring students to continue their studies.

**(6) Direct admission to Foreign Universities :**

The college has a sister institution named Srinivas Global Education & Research, which assist the students interested in joining Foreign Universities for Higher education.

**(b) Towards Employment :**

**(1) Organizational employment :**

- **Training & Placement Cell :** This supports to identify, build, and place the students for jobs in their interested areas.
- **Campus Recruitment :** Company executives visit the campus and interview job seekers to consider them for employment.
- **Job Fair :** Annually Mega job fairs are arranged in the institute in which at least 50 organizations are represented to short list the aspirants based on merit and interest.
- **Internship Programs :** During internship program of post graduate programs, many organizations prefer to identify suitable candidates among the students for employment.
- **Field work :** Based on dedication and hard work, many students find their way to organizations where they conduct field work.
- **Job Oriented Nature of the Course :** All courses offered by the college are job oriented.

The following table illustrates the possible job opportunities for the various courses offered by the College :

| S. No. | Name of Course | Potential Job openings  | Level of the position |
|--------|----------------|---|-----------------------|
| 1      | MBA            | Senior Manager  | Upper Middle          |
|        |                | Operations Manager<br>Marketing Manager                         | Middle                |
| 2      | MCA            | Software Developers<br>Software Trainer                         | Upper Middle          |
|        |                | Data Security officer   | Middle                |
| 3      | MSW            | Welfare Officer<br>Project Co-ordinator<br>Program Officer      | Upper Middle          |
|        |                | Community Organizer<br>Medical Social worker<br>H.R. Executive  | Middle                |
| 4      | BBM            | Area Manager<br>Team Leader                                     | Middle                |
|        |                | Marketing Executives<br>Sales Supervisor                        | Lower Middle          |
| 5      | BCA            | Programmer<br>Database Administrator                            | Middle                |
|        |                | Computer Operator<br>Maintenance Technicians<br>Lab Instructors | Lower Middle          |
| 6      | B.Com          | Accountant<br>Office Superintendent                             | Middle                |
|        |                | Commercial Assistant<br>Booking clerk                           | Lower Middle          |

## (2) Self-Employment :

- **EDP** : The EDP Cell in the college promotes self employment initiatives among students through its various programs.
- **Skill Building** : The college has taken up responsibility for skill building under National Skill certification and Monitory Reward scheme under the Govt. of India. This will offer skills training in Multiple trades and industries depending on students interest in Services, Engineering, manufacturing sectors.
- **Certificate Programs** : The entire range of certificate programs offered by the college gives emphasis and provides avenues for self employment.

## 5.2.4 Details of special support provided to students who are at risk of failure and drop out :

The following are the special efforts taken by the college to support students who are at risk of failure, drop out and increase its pass percentage:

- (1) The institution permit flexible timeframe to remit the college fee by assessing the need and genuineness on a case to case basis which will support the economically weaker students to stick to their studies without drop-out.
- (2) The college has MOU with several national banks to provide educational loan to its students so that they get education loan to continue in the course without drop-out.
- (3) Many students fail to adjust to the new situation around them when they come to the city and start living here. The college extends counseling facility, provides hostel facility, transportation facility to minimize drop-outs..
- (4) The affiliating University accommodates failed students to continue their studies with out interruption through carryover facility, so that they may reappear in-between and complete the course without drop out.
- (5) The institute has adopted a best practice 'SAVE A YEAR' in which students with attendance shortage of less than 75% which is mandatory on the part of the University, to attend additional classes exclusively for them by paying nominal extra fee. This will save one year of the students and promote to completion of the course. Otherwise, such students are automatically become dropouts in the middle of the course.
- (6) The college has a medical centre with qualified doctor and a Physiotherapy clinic which provides free of cost service to the students who have emergency medical problems so that they could regularly attend regular classes without taking time at home for treatment.
- (7) The lift facility of the college also helps the students in such situations of temporary disablement to attend the classes without losing attendance, thereby avoiding drop-outs.
- (8) The has incorporated periodic communication to the parents regarding attendance of their wards through a best practice of online SMS service. This helps the parents to monitor the regularity and punctuality of the students thereby contributing to completion of the course without drop-out.
- (9) The College has an innovative program of 'EARN WHILE LEARN'. Students are encouraged to take-up part time jobs which are available plenty in the city, which would make them self-dependent and encourages the continuation of studies.
- (10) The job fairs conducted in the college are excellent motivators for junior students to stick on to their studies without drop out.
- (11) Some students drop-out because of the complexity of the course. Faculty takes care to simplify the course content subject wise and topic wise, in their pedagogy to reduce such problem.
- (12) Simplified study materials prepared systematically are offered to the students at the beginning of the semester to help them feel easy.
- (13) Many students especially in the undergraduate program, hail from peripheral areas commuting in local trains. Keeping this in view, the college offers such timings to accommodate such requirement to avoid drop out.
- (14) The timings of the college also supports some minority community such as Muslims to attend their prayer on Fridays without the fear of losing classes, or eventually becoming drop-outs.
- (15) Faculty act as mentor to encourage students to perform well to avoid academic failure and hence drop out.

### 5.2.5 Summary :

1. The progression of students in various programmes of the institution is regularly monitored.

2. The institution makes special efforts to reduce its dropout rate and increase its pass percentage.

3. The institution has a successful track record of students appearing and qualifying in competitive examinations.

### 5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value-based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

#### 5.3.1 List of sports, games, cultural and other extracurricular activities available to students :

Student participation & List of the activities under sports, games, cultural and other extracurricular activities available to the students :

#### Student participation : MBA

| SI No. | Event   | No. of students | Calendar |              |                |              |
|--------|---|-----------------|----------|--------------|----------------|--------------|
|        |   |                 | 2010     | 2011         | 2012           | 2013         |
| 1      | Debate competition held in SDM college, Mangalore conducted by Central Vigilance Commission, New Delhi and MRPL, Mangalore. | 5               | --       | --           | October 2012   | --           |
| 2      | National level management fest MAHAYANA held by Srinivas School of Business Management, Mukka.                              | 20              | --       | --           | October 2012   | October 2013 |
| 3      | National level management fest SHRIYANS held by Srinivas Institute Of Technology, Mangalore                                 | 20              | --       | October 2011 | October 2012   | October 2013 |
| 4      | "RENDITION" National Level Paper presentation held in St. Joseph's college of Management, Mangalore.                        | 10              | --       | --           | September 2012 | October 2013 |
| 5      | National level management fest ECHELON held by Sridevi Institute of   | 20              | --       | --           | April 2012     | April 2013   |

|    |  |    |                |                |               |               |
|----|--|----|----------------|----------------|---------------|---------------|
|    | Business Management,<br>Mangalore  |    |                |                |               |               |
| 6  | National level management fest CROSSROADS held by MBA Department of Mangalore" University, Konaje                                      | 40 | March 2010     | March 2011     | March 2012    | March 2013    |
| 7  | "Kurukshehtra", a National level PG Fest held at Manipal Institute of Management, Manipal  | 40 | March 2010     | March 2011     | March 2012    | March 2013    |
| 8  | "ZENITH", a National level PG Fest held at Mangalore University College, Mangalore.  | 20 | --             | --             | February 2012 | February 2013 |
| 9  | National level Paper Presentation held at Roshni Nilaya College, Mangalore   | 05 | --             | --             | --            | April 2013    |
| 10 | National level Paper Presentation held by Srinivas Institute Of Technology, Valachil   | 10 | --             | --             | April 2012    | April 2013    |
| 11 | SIMS CUP held by Srinivas Institute of Management Studies, Pandeshwar  | 50 | --             | April 2011     | April 2012    | April 2013    |
| 12 | Paper Presentation in "Manegma", a National level Paper Presentation Fest held by Srinivas Institute of Management Studies, Pandeshwar | 04 | --             | --             | --            | April 2013    |
| 13 | State level paper presentation competition by St. Joseph's College of Engineering.   | 05 | September 2010 | September 2011 | --            | --            |
| 14 | elocation contest organised by the Dakshina Kannada Anti corruption forum and Corporation Bank in SDM college of Business Management.  | 04 | --             | November 2011  | --            | --            |
| 15 | NITK MBA fest  | 20 | --             | November 2011  | November 2012 | --            |
| 16 | MSNM Besant Institute of P.G. Studies "Green   | 07 | November       | November 2011  | --            | --            |

|    |  |    |            |            |            |            |
|----|--|----|------------|------------|------------|------------|
|    | Adventure”   |    | 2010       |            |            |            |
| 17 | Shreshta- An intercollegiate national level fest in SDM college, Mangalore.  | 30 | --         | March 2011 | March 2012 | March 2013 |
| 18 | The marketing event in Sambram - An inter-collegiate national level fest held at Sri Devi Institute of Management Studies. | 10 | --         | March 2011 | --         | --         |
| 19 | Inspirations held at Malik Dinar Institute of Management Studies.  | 22 | March 2010 | March 2011 | --         | --         |

### MSW Student participation

| SI No. | Event   | No. of students participated | Calendar             |      |      |      |
|--------|---|------------------------------|----------------------|------|------|------|
|        |   |                              | 2010                 | 2011 | 2012 | 2013 |
| 1.     | “Vanamahotsava” programme at NMPT area, Panamboor, Mangalore  | 55                           | 11-08-10             | --   | --   | --   |
| 2.     | “Independence day” celebration with less privileged children at SC/ST Ashram School   | 115                          | 15-08-10             | --   | --   | --   |
| 3.     | “TB and HIV Awareness programme” at District TB Hospital, Moodushedde, Mangalore  | 55                           | 07-10-10             | --   | --   | --   |
| 4.     | “Jatha on Constitutional awareness” from Jyothi circle to Town hall   | 40                           | 26-10-10             | --   | --   | --   |
| 5.     | “Children’s Day” celebration with less privileged children at SC/ST Ashram School   | 40                           | 13-11-10             | --   | --   | --   |
| 6.     | Street play on “Education awareness” at 20 locations in Mangalore- Vamanjoor, Addoor, Kaikamba, Kuppe Padavu, Bajal, Nanthoor, Munnoor, Derlakatte, | 30                           | 24-02-10 to 26-02-10 | --   | --   | --   |

|     |   |    |    |   |    |    |
|-----|---|----|----|---|----|----|
|     | Konaje, Katekar, Talapady and Ullal   |    |    |   |    |    |
| 7.  | Organized Community “Health awareness programme” in the villages surrounding Mukka and organized a Medical camp at Srinivas Medical College Super Specialty hospital.   | 20 | -- | 02-04-11 to 09-04-11                          | -- | -- |
| 8.  | “Independence day celebration” with less privileged children at SC/ST Ashram School, Padua, Kadri, Mangalore.   | 30 | -- | 15-08-11                                      | -- | -- |
| 9.  | “Community Outreach programme” and Awareness generation programme (6 Days) was organized at Surathkal, Kulur, Haleyangadi, Mulki, Chelar, Sasihithlu, Hejamady, Kinnigoli and Katipalla community and introduced the facilities on Health insurance and Health card | 55 | -- | 25-07-11 to 27-07-11 and 01-08-11 to 03-08-11 | -- | -- |
| 10. | Organized “Health camp” for SC/ST Ashram school, Padua, Kadri, Mangalore.   | 20 | -- | 24-08-11                                      | -- | -- |
| 11. | Organized Vanamahotsava programme by MSW department with NSS unit of SIMS, Valachil Campus.   | 55 | -- | 29-08-11                                      | -- | -- |
| 12. | “Community Health Awareness Campaign” was conducted by MSW students and Health insurance was provided to the families. Karnad, Mulki  | 55 | -- | 06-09-11                                      | -- | -- |
| 13. | “Blood donation” by students for emergency patients   | 20 | -- | September 2011                                | -- | -- |
| 14. | Organized “Children’s Day Celebration” at Ishwara-nanda Mahila Sevashrama,  | 20 | -- | 14-11-11                                      | -- | -- |

|     | Kankanady, Mangalore  |     |    |               |          |    |
|-----|---|-----|----|---------------|----------|----|
| 15. | "Health Camp" organized by MSW students and in collaboration with Srinivas Hospital Mukka at Government Hr. Primary School, Padubidri.            | 55  | -- | 20-11-11      | --       | -- |
| 16. | "Health Camp" organized by Srinivas Hospital Mukka at Mulki Sundararama Shetty Memorial Hall, Mulki.  | 60  | -- | 03-12-11      | --       | -- |
| 17. | Provided old Kannada magazines to under trail prisoners of District Jail, Dakshina Kannada for fruitfully utilize their leisure time in the jail. | 20  | -- | December 2011 | --       | -- |
| 18. | Organized "Republic day programme" by MSW Students with less privileged children, at Model residential School for SC/ST Madya, Surathkal.         | 115 | -- | --            | 26-01-12 | -- |
| 19. | Organized "Health Check-up Camp" for Model residential School for SC/ST Madya, Surathkal at Srinivas Hospital Mukka.                              | 40  | -- | --            | 01-02-12 | -- |
| 20. | Organized "Health Check-up Camp" for less privileged children of SC/ST Ashram school, Padua, Kadri, Mangalore at Srinivas Hospital Mukka.         | 40  | -- | --            | 02-02-12 | -- |
| 21. | Organized "Children's Right Awareness Programme" at Navachethana English Medium School, Neerumarga.   | 115 | -- | --            | 24-02-12 | -- |
| 22. | Organized "Free Medical Health Check-up Camp" at Govt. Hr. Pry. School, Montepadav.   | 50  | -- | --            | 18-03-12 | -- |
| 23. | Organized "Free Medical   | 63  | -- | --            | 12-04-12 | -- |

|     |  |    |    |    |                             |          |
|-----|--|----|----|----|-----------------------------|----------|
|     | Health Check-up camp” at Grama Panchayat, Padupanamboor,   |    |    |    |                             |          |
| 24. | Organized “Free Medical Health camp” at Navodaya yuvaka Mandal Auditorium, Ganeshpur, Kaikamba,  | 35 | -- | -- | 29-04-12                    | --       |
| 25. | “Medical camp” for the children of Model residential School for SC/ST Madya, Surathkal   | 40 | -- | -- | 06-06-12<br>and<br>09-06-12 | --       |
| 26. | Talk on “Malaria Awareness” by District Malaria Officer, Mangalore. Followed by field visit and awareness creation at Surathkal to Mulki area. | 20 | -- | -- | 10/08/12                    | --       |
| 27. | Organized “One day street play training” for selected MSW Students at SIMS auditorium. The training was parted by Mr. Jagan Pawar.             | 50 | -- | -- | 25/09/12                    | --       |
| 28. | “Street play Inaugural programme” was organized at Mulki Karnad.   | 20 | -- | -- | 10/10/12                    | --       |
| 29. | Street play “Sanjeevini 2012” on Health Awareness was conducted at twelve places like Mulki  | 30 | -- | -- | 10/10/12<br>To<br>12/10/12  | --       |
| 30. | “World Mental Health day Celebration” was conducted in Srinivas Hospital   | 30 | -- | -- | 31/10/12                    | --       |
| 31. | Organized “Free Medical Health camp” at Madya padav, Central Model Residential School, Madya   | 55 | -- | -- | 18/11/12                    | --       |
| 32. | “Medical Camp” at Permude  | 34 | -- | -- | --                          | 24/02/13 |
| 33. | Blood grouping and Health awareness programme, at Kudupu   | 60 | -- | -- | --                          | 27/02/13 |
| 34. | “Medical Camp” at Srinivas Hospital for  | 31 | -- | -- | --                          | 01/03/13 |

|     |  |                                     |    |    |    |          |
|-----|--|-------------------------------------|----|----|----|----------|
|     | children from Madya.   |                                     |    |    |    |          |
| 35. | “Women’s Day celebration” - Women and Mental Health at NITK Primary School Surathkal   | 50                                  | -- | -- | -- | 08/03/13 |
| 36. | “Picnic for inmates of Prashanthi Nilaya, to Mulki retreat centre, Thannirbavi and Bikarnakatte.   | 15                                  | -- | -- | -- | 10/03/13 |
| 37. | Picnic for inmates of Prashanthi Nilaya to Mulki retreat centre, Thannirbavi and Bikarnakatte.   | 20                                  | -- | -- | -- | 17/03/13 |
| 38. | “Medical Camp” at Ekkaru Community organized by MSW students, Srinivas Hospital.   | 18                                  | -- | -- | -- | 14/04/13 |
| 39. | “Medical Camp” at Sooranje Community organized by MSW students, Srinivas Hospital with the collaboration of Sooranje Grama Panchayath                    | 54                                  | -- | -- | -- | 19/05/13 |
| 40. | “Shramadhan at Bolar”: MSW students have organized Shramadhan programme at Babbarya Temple, Bolar.   | 40                                  | -- | -- | -- | 12/04/13 |
| 41. | “World Health day Celebration Programme” was organized in the auditorium of SIMS.  | 125<br>Students<br>participa<br>ted | -- | -- | -- | 18/04/13 |
| 42. | Vivekodya Programme at SIMS organized on account of 150 <sup>th</sup> Birth centenary of Swami Vivekanada and inauguration of the study centre at SIMS.. | 115                                 | -- | -- |    | 18/04/13 |
| 43. | Independence day   | 80                                  | -- | -- | -- | 15/08/13 |

|     |  |     |    |    |    |          |
|-----|--|-----|----|----|----|----------|
|     | celebration  |     |    |    |    |          |
| 44. | Participation in Marathon for Youth –Run for India:, on account of Swami Vivekananda 150 jubilee year.   | 85  | -- | -- | -- | 06/09/13 |
| 45. | MSW students organized Awareness programme for SHG's on “ The role of Women in Developing SHG's” at Bitti Padav, Neerumarga                      | 30  | -- | -- | -- | 20/09/13 |
| 46. | Awareness Programme on right to information act, 2005 for I & II MSW students at Srinivas Institute of Management Studies, Pandeshwar, Mangalore | 140 | -- | -- | -- | 26/09/13 |
| 47. | Blood grouping camp for children from Government School, Neerukere.  | 29  | -- | -- | -- | 30/12/13 |
| 48. | General check-up for school children of Anjuman School, Mukka.   | 15  | -  | -  | -  | 23/01/14 |
| 49. | General check-up for school children of Anjuman School, Mukka  | 15  | -  | -  | -  | 24/01/14 |
| 50. | Organized Malaria Awareness camp at Government Hr. Pry. School, Pandeshwar   | 80  | -  | -  | -  | 22/02/14 |
| 51. | Organized Medical camp at Hosabettu  | 64  | -  | -  | -  | 23/02/14 |

### MCA Student Participation

| Sl. No. | Event   | No. of Students | Calendar |            |            |            |
|---------|---|-----------------|----------|------------|------------|------------|
|         |   |                 | 2010     | 2011       | 2012       | 2013       |
| 1       | Semaphore, IT Fest held in Nitte                          | 10              | Yes      | 14.3.2011  | 17.03.2012 | -          |
| 2       | Epitome – IT Fest held at St. Aloysius College, Mangalore | 10              | 17.03.10 | 12.03.2011 | 20.03.2012 |            |
| 3       | Medha – IT Fest held                                      | 10              | --       | --         | 03.03.2012 | 07.03.2013 |

|   |   |    |   |   |   |            |
|---|---|----|---|---|---|------------|
|   | in Sridevi College                            |    |   |   |   |            |
| 4 | Techno Melange – IT fest held in MIT, Manipal | 10 | - | - | - | 12/09/2013 |

**B.C.A. Student Participation**

| S. No. | Event                            | No. of Students | Calendar |      |      |      |
|--------|----------------------------------|-----------------|----------|------|------|------|
|        |                                  |                 | 2010     | 2011 | 2012 | 2013 |
| 1      | Quiz-University level            | 4               | Yes      | Yes  | Yes  | Yes  |
| 2      | Quiz-2- University level         | 2               | No       | Yes  | Yes  | Yes  |
| 3      | Coding- University level         | 2               | Yes      | Yes  | Yes  | Yes  |
| 4      | Coding-2- University level       | 2               | Yes      | Yes  | Yes  | Yes  |
| 5      | Web Design- University level     | 1               | Yes      | Yes  | Yes  | Yes  |
| 6      | Science- University level Model  | 2               | No       | No   | Yes  | Yes  |
| 7      | Model, Colague University level  | 2               | No       | No   | Yes  | Yes  |
| 8      | Modern Science- University level | 1               | No       | No   | Yes  | Yes  |
| 9      | Treasure Hunt- University level  | 2               | No       | No   | Yes  | Yes  |
| 10     | IT Manager- University level     | 1               | Yes      | No   | Yes  | Yes  |
| 11     | Western Singing                  | 4               | No       | No   | Yes  | Yes  |
| 12     | Folk Orchestra                   | 1               | No       | No   | Yes  | Yes  |
| 13     | Debate (English Kannada)         | 2               | Yes      | Yes  | Yes  | Yes  |
| 14     | Solo Singing                     | 5               | Yes      | Yes  | Yes  | Yes  |
| 15     | Kannada Kirthana                 | 2               | Yes      | Yes  | Yes  | Yes  |
| 16     | Bharathnatyam                    | 2               | No       | Yes  | Yes  | Yes  |
| 17     | Group Dance                      | 1               | Yes      | Yes  | Yes  | Yes  |
| 19     | Group Song                       | 1               | Yes      | Yes  | Yes  | Yes  |
| 20     | Variety Show                     | 2               | No       | No   | Yes  | Yes  |

**B.B.M. Student Participation**

| S. No. | Event   | No. of Students | Calendar                |      |      |      |
|--------|---|-----------------|-------------------------|------|------|------|
|        |   |                 | 2010                    | 2011 | 2012 | 2013 |
| 1      | Prajna Fest – University level Inter-Collegiate Fest at Poornaprajna College, Udupi | 10              | 29.01.2010 & 30.01.2010 | --   | --   | --   |
| 2      | Magma – National Level Inter-Collegiate fest of SIMS                                | 15              | 09.10.2010              | --   | --   | --   |

|    |  |    |    |                                |                                |            |
|----|--|----|----|--------------------------------|--------------------------------|------------|
| 3  | Xtravaganza – State Level Culural Fest at Sri Bhuvanendra College, Karkala                       | 20 | -- | 12.03.2011                     | --                             | --         |
| 4  | Spinout – National Level Inter-collegiate Management Fest organized at St. Aloysius College      | 08 | -- | 02.02.2011<br>03.02.2011       | --                             | --         |
| 5  | Independence Cup – District Level Football match   | 16 | -- | 18.08.2011<br>to<br>25.08.2011 | --                             | --         |
| 6  | Flames – National Level Inter-collegiate Management Fest Organised at P.A. College, Konaje       | 9  | -- | --                             | 03.03.2012                     | --         |
| 7  | Esperanza - National Level Inter-collegiate IT Fest at SIMS                                      | 8  | -- | --                             | 06.08.2012                     | --         |
| 8  | Genesis - National Level Inter-collegiate Management Fest Organised at S.D.M. College, Mangalore | 9  | -- | --                             | 23.08.2012                     | --         |
| 9  | Independence Cup – District Level Football match   | 16 | -- | --                             | 18.08.2012<br>To<br>25.08.2012 | --         |
| 10 | All India Essay Writing Competition  | 3  | -- | --                             | --                             | --         |
| 11 | Smart Chef – Cooking without fire competition organized by SCHM                                  | 2  | -- | --                             | 21.12.2012                     | --         |
| 12 | Saga 2012 – Salad Making Competition organized by VIHS   | 02 | -- | --                             | 05.09.2012                     | --         |
| 13 | Edify – National Level Inter-collegiate management fest at M.S.M. Besant College                 | 07 | -- | --                             | --                             | 03.03.2013 |
| 14 | Spin out – National Level Inter-collegiate Management Fest organized by St.                      | 08 | -- | --                             | --                             | 01.02.2013 |

|    |  |    |    |    |    |                                |
|----|--|----|----|----|----|--------------------------------|
|    | Aloysius College,<br>Mangalore.  |    |    |    |    |                                |
| 15 | Prjana Fest University<br>level Inter-collegiate<br>fest organized at<br>Poornaprajna College              | 20 | -- | -- | -- | 19.01.2013                     |
| 16 | Canfest 2013 –<br>National level Inter-<br>collegiate<br>Management fest<br>organized by Canara<br>College | 08 | -- | -- | -- | 15.01.2013<br>16.01.2013       |
| 17 | Independence Cup –<br>District level Football<br>match   | 16 | -- | -- | -- | 18.08.2013<br>To<br>25.08.2013 |
| 18 | Genesis – National<br>Level Inter-collegiate<br>Management Fest at<br>S.D.M. College                       | 09 | -- | -- | -- | 28.08.2013                     |

### B.Com. Student Participation

| S.<br>No. | Event   | No. of<br>Students | Calendar |      |      |            |
|-----------|---|--------------------|----------|------|------|------------|
|           |   |                    | 2010     | 2011 | 2012 | 2013       |
| 1         | 17 <sup>th</sup> Independence day<br>Football cup           | 1                  | --       | --   | --   | 01.08.2013 |
| 2         | 25 <sup>th</sup> Cultural Fest –<br>“SPARKS” National level | 16                 | --       | --   | --   | 2013-14    |
| 3         | Genesis – National Level<br>Fest                            | 10                 | --       | --   | --   | 06.08.2014 |
| 4         | Esperanza – National<br>Level fest                          | 10                 | --       | --   | --   | 2013-14    |

List of the activities under sports, games, cultural and other extracurricular activities available to the students :

#### 1. Sports :

##### MBA Programme

| S.No. | Item                        | Participation         | Date       |
|-------|-----------------------------|-----------------------|------------|
| 1     | SIMS Cup Cricket tournament | 16 teams Participated | 14/11/2010 |
| 2     | Shotput                     | 2 <sup>ND</sup> PLACE | 3/2/2011   |
| 3     | 400 mts                     | 2 <sup>st</sup> Place | 3/2/2011   |
| 4     | 100 mtrs                    | 3 <sup>RD</sup> Place | 3/2/2011   |
| 5     | Long Jump {w}               | 2 <sup>ND</sup> Place | 3/2/2011   |
| 6     | Discuss                     | 1 <sup>st</sup> Place | 3/2/2011   |
| 7     | Shotput                     | 3 <sup>rd</sup> Place | 4/2/2012   |
| 8     | 1500 mtrs Race              | 1 <sup>st</sup> Place | 4/2/2012   |
| 9     | 3000 mtrs                   | 1 <sup>st</sup> Place | 4/2/2012   |

|    |  |                       |            |
|----|--|-----------------------|------------|
| 10 | Long Jump {w}                              | 2 <sup>ND</sup> Place | 4/2/2012   |
| 11 | 400 mtrs {w}                               | 1 <sup>st</sup> Place | 4/2/2012   |
| 12 | Sims cup Cricket and throw ball tournament | (12 teams)            | 17/03/2012 |
| 13 | Shotput                                    | 3 <sup>rd</sup> Place | 2/2/2013   |
| 14 | 1500 mtrs Race                             | 1 <sup>st</sup> Place | 2/2/2013   |
| 15 | 3000 mtrs                                  | 1 <sup>st</sup> Place | 2/2/2013   |
| 16 | Long Jump {w}                              | 2 <sup>nd</sup> Place | 2/2/2013   |
| 17 | 400 mtrs {w}                               | 1 <sup>st</sup> Place | 2/2/2013   |
| 18 | SIMS Cup Cricket tournament                | 10 teams Participated | 27/04/2013 |

**MSW Programme**

| S.No. | Item            | Participation                           | Date                           |
|-------|-----------------|---|--------------------------------|
| 1     | Race (100 mtr.) | 2 <sup>nd</sup> & 3 <sup>rd</sup> Place | 1 <sup>st</sup> February, 2014 |
| 2     | Race (200 mtr.) | 1 <sup>st</sup> & 3 <sup>rd</sup> Place | 1 <sup>st</sup> February, 2014 |
| 3     | Race (800 mtr.) | 2 <sup>nd</sup> Place                   | 1 <sup>st</sup> February, 2014 |
| 4     | Relay           | 1 <sup>st</sup> & 2 <sup>nd</sup> Place | 1 <sup>st</sup> February, 2014 |
| 5     | High Jump       | 1 <sup>st</sup> & 2 <sup>nd</sup> Place | 1 <sup>st</sup> February, 2014 |
| 6     | Long Jump       | 2 <sup>nd</sup> Place                   | 1 <sup>st</sup> February, 2014 |
| 7     | Shot put        | 2 <sup>nd</sup> & 3 <sup>rd</sup> Place | 1 <sup>st</sup> February, 2014 |
| 8     | Discuss throw   | 2 <sup>nd</sup> & 3 <sup>rd</sup> Place | 1 <sup>st</sup> February, 2014 |
| 9     | Kabaddi         | 2 <sup>nd</sup> Place                   | 1 <sup>st</sup> February, 2014 |

**MCA Programme**

| S.No. | Item          | Participation | Date |
|-------|---------------|---------------|------|
| 1     | Discuss throw | Participated  | ” ”  |
| 2     | Race (3000 m) | Participated  | ” ”  |
| 3     | Long jump     | Participated  | ” ”  |
| 4     | Carom         | Participated  | ” ”  |

**BCA Programme**

| S.No. | Item          | Participation | Date       |
|-------|---------------|---------------|------------|
| 1     | Race (100 m)  | Participated  | 01/02/2014 |
| 2     | Shot put      | I & II Prize  | ” ”        |
| 3     | Discuss throw | I & II Prize  | ” ”        |
| 4     | Race (3000 m) | Participated  | ” ”        |
| 5     | Long jump     | Participated  | ” ”        |
| 6     | High jump     | Participated  | ” ”        |

**BBM Programme**

| S.No. | Item                | Participation | Date       |
|-------|---------------------|---------------|------------|
| 1     | Race (100 m, 400 m) | Participated  | 01/02/2014 |
| 2     | Shot put            | Participated  | ” ”        |

|   |                       |              |     |
|---|-----------------------|--------------|-----|
| 3 | Race (3000 m, 1500 m) | Participated | ” ” |
| 4 | Long jump             | Participated | ” ” |
| 5 | High jump             | Participated | ” ” |

**2. Games :****MBA Programme**

| S.No. | Item                                       | Participation         | Calendar   |
|-------|--|-----------------------|------------|
| 1     | SIMS Cup Cricket tournament                | 16 teams Participated | 14/11/2010 |
| 2     | Shotput                                    | 2 <sup>ND</sup> PLACE | 3/2/2011   |
| 3     | 400 mtrs                                   | 2 <sup>st</sup> Place | 3/2/2011   |
| 4     | 100 mtrs                                   | 3 <sup>RD</sup> Place | 3/2/2011   |
| 5     | Long Jump {w}                              | 2 <sup>ND</sup> Place | 3/2/2011   |
| 6     | Discuss                                    | 1 <sup>st</sup> Place | 3/2/2011   |
| 7     | Shotput                                    | 3 <sup>rd</sup> Place | 4/2/2012   |
| 8     | 1500 mtrs Race                             | 1 <sup>st</sup> Place | 4/2/2012   |
| 9     | 3000 mtrs                                  | 1 <sup>st</sup> Place | 4/2/2012   |
| 10    | Long Jump {w}                              | 2 <sup>ND</sup> Place | 4/2/2012   |
| 11    | 400 mtrs {w}                               | 1 <sup>st</sup> Place | 4/2/2012   |
| 12    | Sims cup Cricket and throw ball tournament | (12 teams)            | 17/03/2012 |
| 13    | Shotput                                    | 3 <sup>rd</sup> Place | 2/2/2013   |
| 14    | 1500 mtrs Race                             | 1 <sup>st</sup> Place | 2/2/2013   |
| 15    | 3000 mtrs                                  | 1 <sup>st</sup> Place | 2/2/2013   |
| 16    | Long Jump {w}                              | 2 <sup>nd</sup> Place | 2/2/2013   |
| 17    | 400 mtrs {w}                               | 1 <sup>st</sup> Place | 2/2/2013   |
| 18    | SIMS Cup Cricket tournament                | 10 teams Participated | 27/04/2013 |

**MSW Programme**

| S.No. | Item            | Participation                           | Calendar                       |
|-------|-----------------|---|--------------------------------|
| 1     | Race (100 mtr.) | 2 <sup>nd</sup> & 3 <sup>rd</sup> Place | 2 <sup>nd</sup> February, 2014 |
| 2     | Race (200 mtr.) | 1 <sup>st</sup> & 3 <sup>rd</sup> Place | 2 <sup>nd</sup> February, 2014 |
| 3     | Race (800 mtr.) | 2 <sup>nd</sup> Place                   | 2 <sup>nd</sup> February, 2014 |
| 4     | Relay           | 1 <sup>st</sup> & 2 <sup>nd</sup> Place | 2 <sup>nd</sup> February, 2014 |
| 5     | High Jump       | 1 <sup>st</sup> & 2 <sup>nd</sup> Place | 2 <sup>nd</sup> February, 2014 |
| 6     | Long Jump       | 2 <sup>nd</sup> Place                   | 2 <sup>nd</sup> February, 2014 |
| 7     | Shot put        | 2 <sup>nd</sup> & 3 <sup>rd</sup> Place | 2 <sup>nd</sup> February, 2014 |
| 8     | Discuss throw   | 2 <sup>nd</sup> & 3 <sup>rd</sup> Place | 2 <sup>nd</sup> February, 2014 |
| 9     | Kabaddi         | 2 <sup>nd</sup> Place                   | 2 <sup>nd</sup> February, 2014 |

**MCA Programme**

| S.No. | Item          | Participation | Calendar |
|-------|---------------|---------------|----------|
| 1     | Discuss throw | Participated  | ” ”      |
| 2     | Race (3000 m) | Participated  | ” ”      |
| 3     | Long jump     | Participated  | ” ”      |

|   |       |              |   |   |
|---|-------|--------------|---|---|
| 4 | Carom | Participated | ” | ” |
|---|-------|--------------|---|---|

**BCA Programme**

| S.No. | Item              | Participation | Calendar        |
|-------|-------------------|---------------|-----------------|
| 1     | Kabaddi (Men)     | III Prize     | 04.02.2014      |
| 2     | Throwball (Women) | II Prize      | 27.01.2014      |
| 3     | Kho-Kho (Women)   | II Prize      | 25.01.2014      |
| 4     | Football (Men)    | Yes           | 20 & 21.01.2014 |
| 5     | Cricket (Men)     | Yes           | 23 & 24.01.2014 |
| 6     | Volley ball (Men) | Yes           | 22.01.2014      |

**BBM Programme**

| S.No. | Item                 | Participation | Calendar   |
|-------|----------------------|---------------|------------|
| 1     | Volley ball          | 9             | 22.01.2014 |
| 2     | Kho – Kho            | 12            | 25.01.2014 |
| 3     | Throw ball           | 12            | 27.01.2014 |
| 4     | Carom                | 4             | 28.01.2014 |
| 5     | College – Throw ball | 7             | 07.02.2014 |

**3. Cultural Activities:****MBA Programme**

| S.No. | Item                        | Participation | Calendar   |
|-------|-----------------------------|---------------|------------|
| 1     | Story writing               | 15            | 2/02/2011  |
| 2     | Painting (pencil& sketch)   | 8             | 2 /02/2011 |
| 3     | Essay writing               | 36            | 4/02/2011  |
| 4     | Poem Writing                | 21            | 4/02/2011  |
| 5     | Dumb charades               | 15            | 7/02/2011  |
| 6     | Elocution                   | 20            | 7/02/2011  |
| 7     | Pick and act                | 9             | 8/02/2011  |
| 8     | Singing (solo ,duet, group) | 14            | 9/02/2011  |
| 9     | Fancy dress                 | 4             | 11/02/2011 |
| 10    | Mime Show                   | 12            | 11/02/2011 |
| 11    | Dancing (solo, duet, group) | 13            | 11/02/2011 |
| 12    | Variety                     | 23            | 11/02/2011 |
| 13    | Mimicry                     | 4             | 11/02/2011 |
| 14    | Movie spoof                 | 14            | 11/02/2011 |
| 15    | Story writing               | 15            | 3/02/2012  |
| 16    | Painting (pencil & sketch)  | 8             | 4/02/2012  |
| 17    | Essay writing               | 49            | 6/02/2012  |
| 18    | Poem Writing                | 21            | 6/02/2012  |
| 19    | Dumb charades               | 24            | 07/02/2012 |
| 20    | Elocution                   | 19            | 07/02/2012 |
| 21    | Pick and act                | 13            | 8/02/2012  |
| 23    | Singing (solo, duet, group) | 15            | 9/02/2012  |

|    |                             |    |             |
|----|-----------------------------|----|-------------|
| 24 | Fancy dress                 | 4  | 10/02/2012  |
| 25 | Mime Show                   | 15 | 10/02/2012  |
| 26 | Dancing (solo, duet, group) | 18 | 10/02/2012  |
| 27 | Variety                     | 28 | 10/02/2012  |
| 28 | Mimicry                     | 3  | 10/02/2012  |
| 29 | Movie spoof                 | 15 | 10/02/2012  |
| 30 | Story writing               | 13 | 17/02/2013  |
| 31 | Painting (pencil & sketch)  | 9  | 18 /02/2013 |
| 32 | Essay writing               | 45 | 19/02/2013  |
| 33 | Poem Writing                | 20 | 21/02/2013  |
| 34 | Dumb charades               | 25 | 22/02/2013  |
| 35 | Elocution                   | 23 | 23/02/2013  |
| 36 | Pick and act                | 8  | 24/02/2013  |
| 37 | Singing (solo, duet, group) | 12 | 25/02/2013  |
| 38 | Fancy dress                 | 5  | 26/02/2013  |
| 39 | Mime Show                   | 12 | 26/02/2013  |
| 40 | Dancing (solo ,duet, group) | 10 | 26/02/2013  |
| 41 | Variety                     | 25 | 26/02/2013  |
| 42 | Mimicry                     | 4  | 26/02/2013  |
| 43 | Movie spoof                 | 10 | 26/02/2013  |

#### MSW Programme

| S.No. | Item   | Participation         | Calendar   |
|-------|--|-----------------------|------------|
| 1     | Skit Competition on the theme “Awareness of Blind Belief” at Birds College Belgaum             | 1 <sup>st</sup> Place | 13.03.2013 |
| 2     | Essay Competition on the theme “Women Empowerment” at MIFT, Attavar, Mangalore                 | 2 <sup>nd</sup> Place | 01.09.2013 |
| 3     | Cookery Competition “SAGA, 2013” at Vijayalakshmi Institute of Hospitality Sciences, Mangalore | 1 <sup>st</sup> Place | 30.08.2013 |
| 4     | Inter Collegiate Competition at KMC organized by Wenlock Hospital on World Mental Health Day   | 1 <sup>st</sup> Place | 10.10.2013 |

#### MCA Programme

| S.No. | Item  | Participation | Calendar   |
|-------|---|---------------|------------|
| 1     | Traditional Day, Singing, Sole and Group Dance, Mime and skit | Participated  | 10/10/2009 |
| 2     | Story writing, Cooking, Painting                              | Participated  | 11/10/2009 |
| 3     | Collage, Flower arrangement                                   | Participated  | 12/10/2009 |
| 4     | Traditional Day, Singing, Sole and Group Dance, Mime and skit | Participated  | 15/10/2010 |
| 5     | Story writing, Cooking, Painting                              | Participated  | 16/10/2010 |
| 6     | Collage, Flower arrangement                                   | Participated  | 17/10/2010 |

|    |   |              |            |
|----|---|--------------|------------|
| 7  | Onam Celebration  | Participated | 12/09/2011 |
| 8  | Traditional Day, Singing, Sole and Group Dance, Mime and skit | Participated | 07/10/2011 |
| 9  | Story writing, Cooking, Painting                              | Participated | 08/10/2011 |
| 10 | Collage, Flower arrangement                                   | Participated | 09/10/2011 |
| 11 | Onam Celebration  | Participated | 14/09/2012 |
| 12 | Traditional Day, Singing, Sole and Group Dance, Mime and skit | Participated | 13/10/2012 |
| 13 | Story writing, Cooking, Painting                              | Participated | 14/10/2012 |
| 14 | Collage, Flower arrangement                                   | Participated | 15/10/2012 |
| 15 | Onam Celebration  | Participated | 11/09/2013 |
| 16 | Traditional Day, Singing, Sole and Group Dance, Mime and skit | Participated | 12/10/2013 |

#### BCA Programme

| S.No. | Item   | Participation | Calendar |
|-------|--|---------------|----------|
| 1     | Essay(All Languages)<br>Mahendi                      | 15<br>12      | 24.01.14 |
| 2     | Story Writing<br>Hair style with make up             | 28<br>15      | 25.01.14 |
| 3     | Photography<br>Quiz                                  | 20<br>20      | 27.01.14 |
| 4     | Drawing using paint in computer<br>Flameless cooking | 65<br>18      | 28.01.14 |
| 5     | Rangoli Competition<br>Pencil Drawing                | 33<br>15      | 29.01.14 |
| 6     | Solo singing<br>Solo Dance<br>Group Dance            | 5<br>6<br>7   | 08.02.14 |
| 7     | Variety Entertainment                                | 4 classes     | 08.12.14 |

#### BBM Programme

| S.No. | Item                      | Participation | Calendar                              |
|-------|---------------------------|---------------|---------------------------------------|
| 1     | Western Singing           | 1             | 4, 5, 6 <sup>th</sup> September, 2013 |
| 2     | Folk Orchestra            | 10            | ” ”                                   |
| 3     | Debate (English, Kannada) | 4             | ” ”                                   |
| 4     | Solo Singing              | 9             | ” ”                                   |
| 5     | Kanaka Kirthana           | 2             | 18 <sup>th</sup> January, 2013        |

#### 4. Other extracurricular activities:

##### BCA Programme

| Sl. No. | Item | Participation     | Calendar       |
|---------|------|-------------------|----------------|
| 1       | Quiz | I Place, II Place | 06, 07-01-2014 |

|   |               |                   |                                       |
|---|---------------|-------------------|---------------------------------------|
| 2 | Quiz-2        | I Place, II Place | 06, 07-01-2014                        |
| 3 | Coding        | Participation     | 25-01-2014, 10-02-2014,<br>11-02-2014 |
| 4 | Coding-2      | Participation     | 25-01-2014, 10-02-2014,<br>11-02-2014 |
| 5 | Web Design    | II Place          | 25-01-2014                            |
| 6 | Science Model | Participation     | 06, 07-01-2014                        |

### 5.3.2 Details of major student achievements in co- curricular, extracurricular and cultural activities at different levels :

Student participation in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years :

| Event     | Participants | 2010   | 2011  | 2012  | 2013                             |
|-----------|--------------|--|---|---|----------------------------------|
| Foot Ball | 16           | -Runners Up in Independence Cup  | Participated in Independence Cup<br><br>One student selected under Mangalore University & participated in South-zone Inter university Football Tournament held at S V University, Tirupathi | Participated in Independence Cup  | Participated in Independence Cup |
| Swimming  | 1            | Mr. Arjun Kumar K Secured 3 <sup>rd</sup> Place in Swimming 50 Mtrs Backstroke organised by Mangalore university | Participated in Mangalore university Intercollegiate Swimming Competition.  | Participated in Mangalore university Intercollegiate Swimming Competition | -                                |

|                      |   |   |   |   |   |
|----------------------|---|---|---|---|---|
| Weight Lifting       | 1 | Participated in Mangalore university Intercollegiate Weight Lifting Competition | - | - | -   |
| Rustling Competition | 1 | -   | - | - | Ms. Prakrithi has participated in Mangalore university Intercollegiate Rustling Competition |

### MBA student participation

| Sl No. | Event   | No. of students | Calender |              |              |              |
|--------|---|-----------------|----------|--------------|--------------|--------------|
|        |   |                 | 2010     | 2011         | 2012         | 2013         |
| 1      | Debate competition held in SDM college, Kodialbail, Mangalore conducted by Central Vigilance Commission, New Delhi and MRPL, Mangalore. | 5               |          |              | October 2012 |              |
| 2      | National level management fest MAHAYANA held by Srinivas School of Business Management, Mukka.  | 20              |          |              | October 2012 | October 2013 |
| 3      | National level management fest SHRIYANS held by Srinivas Institute Of Technology, Valachill, Mangalore                                  | 20              |          | October 2011 | October 2012 | October 2013 |
| 4      | "RENDITION" National  | 10              |          |              | September    | October      |

|    |  |    |                |                |               |               |
|----|--|----|----------------|----------------|---------------|---------------|
|    | Level Paper presentation held in St. Joseph's college of Management, Mangalore   |    |                |                | 2012          | 2013          |
| 5  | National level management fest ECHELON held by Sridevi Institute Of Business Management, Mangalore                                     | 20 |                |                | April 2012    | April 2013    |
| 6  | National level management fest CROSSROADS held by MBA Department of Mangalore" University, Konaje                                      | 40 | March 2010     | March 2011     | March 2012    | March 2013    |
| 7  | "Kurukshethra", a National level PG Fest held at Manipal Institute of Management, Manipal  | 40 | March 2010     | March 2011     | March 2012    | March 2013    |
| 8  | "ZENITH", a National level PG Fest held at Mangalore University College, Mangalore   | 20 |                |                | February 2012 | February 2013 |
| 9  | National level Paper Presentation held at Roshni Nilaya College, Mangalore   | 05 |                |                |               | April 2013    |
| 10 | National level Paper Presentation held by Srinivas Institute Of Technology, Valachil   | 10 |                |                | April 2012    | April 2013    |
| 11 | SIMS CUP held by Srinivas Institute of Management Studies, Pandeshwar  | 50 |                | April 2011     | April 2012    | April 2013    |
| 12 | Paper Presentation in "Manegma", a National level Paper Presentation Fest held by Srinivas Institute of Management Studies, Pandeshwar | 04 |                |                |               | April 2013    |
| 13 | State level paper presentation competition by St. Joseph's College   | 05 | September 2010 | September 2011 |               |               |

|    |   |    |               |               |               |            |
|----|---|----|---------------|---------------|---------------|------------|
|    | of Engineering.   |    |               |               |               |            |
| 14 | Elocution contest organised by the Dakshina Kannada Anti corruption forum and Corporation Bank in SDM college of Business Management. | 04 |               | November 2011 |               |            |
| 15 | NITK MBA fest.  | 20 |               | November 2011 | November 2012 |            |
| 16 | MSNM Besant Institute of P.G. Studies “Green Ad-venture”  | 07 | November 2010 | November 2011 |               |            |
| 17 | Shreshta,- An intercollegiate national level fest in SDM college, Mangalore.  | 30 |               | March 2011    | March 2012    | March 2013 |
| 18 | the marketing event in Sambram - An intercollegiate national level fest held at Sri Devi Institute of Management Studies              | 10 |               | March 2011    |               |            |
| 19 | Inspirations held at Malik Dinar Institute of Management Studies.   | 22 | March 2010    | March 2011    |               |            |

### 5.3.3 College strategy for data collection from stake holders :

| S. No. | Source of feedback   | Type of information                          | Use of data & Feedback (Action)                                |
|--------|--|--|--|
| 1      | Through alumni association, the college collects feedback.   | Matters such as its curriculum and relevance | Efforts to improve curriculum.                                 |
| 2      | Suggestion box is instituted in the college for such feedback.   | Quality of teaching,                         | Feedback to teachers & FDP programs                            |
| 3      | The college also provided a suggestion box facility in its website to collect feedback from the graduates and employers. | Satisfactory service                         | Changes in policy and improvement in administrative decisions. |

|   |                    |                                     |   |
|---|--------------------|-------------------------------------|---|
| 4 | Industry Employers | Weaker areas for strengthening etc. | Additional Certification programs and skill building. |
|---|--------------------|-------------------------------------|---|

### 5.3.4 Institutional strategy to involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material :

| S. No. | Mode of publication     | No. of Publications |      |      |      |
|--------|-------------------------|---------------------|------|------|------|
|        |                         | 2010                | 2011 | 2012 | 2013 |
| 1      | Annual College Magazine | 01                  | 01   | 01   | 01   |
| 2      | Forum News Letters      | 4                   | 4    | 4    | 4    |
| 3      | Exhibitions             | 2                   | 2    | 2    | 2    |
| 4      | Competitions            | 2                   | 2    | 3    | 5    |
| 5      | E-Magazine              | -                   | -    | 02   | 02   |
| 6      | Wall magazine           | 5                   | 5    | 5    | 6    |

### 5.3.5 Details on Student Council, its selection, constitution, activities and funding :

The college has Student Council for all courses.

- Student council members are elected in each course. The council comprises of a president, vice president, secretary and a treasurer.
- The council members are consulted in matters relating to conduct of forum activities, annual programs & seminars and thereby the student participation is ensured.
- Through the student council, the students raise funds, & sponsorship as contributions for conducting following activities :

| S. No | Program       | Particulars   |
|-------|---------------|---|
| 1     | Magma         | Inter College Management Competition                                      |
| 2     | Manegma       | National level Paper presentation   |
| 3     | Matrix        | Student Presentations on International Business Opportunities             |
| 4     | Mega India    | Student Presentations on Indian Business Organizations                    |
| 5     | Explore India | Student exhibition on new Business Opportunities                          |
| 6     | Esperenza     | National IT Fest  |
| 7     | Manthana      | National Symposium of Social work fraternity                              |
| 8     | HR Galaxy     | One day Intercollegiate competition for the P.G. HR students              |
| 9     | Kala Avishkar | Cultural Competition for Pre-University Students                          |
| 10    | Sparsha       | Inter class competition for B.Com   |
| 11    | Prathibha     | Inter class competition for BBM   |
| 12    | Spectrum      | One day exhibition completions for MBA students on latest business issues |

|    |          |                                   |
|----|----------|-----------------------------------|
| 13 | SIMS Cup | Intercollegiate Games competition |
|----|----------|-----------------------------------|

### 5.3.6 Details of various academic and administrative bodies that have student representatives on them :

The following are the various academic and administrative bodies that have student representation

- Library Committee
- Grievance Committee
- Sexual Harassment Committee
- Anti-Ragging Committee
- Academic Evaluation Committee
- Sports Committee
- Student Forums
- Committees related to conduct of Co-curricular Programmes

### 5.3.7 The institutional network and collaborate with the Alumni and former faculty of the Institution :

The College created a group database of its alumni and its former faculty to network and collaborate in the following ways :

1. New Year Greetings.
2. Invitation to College Programs.
3. Invitation to Annual day celebration.
4. Intimation on Alumni day Celebration.
5. Networking through Facebook and LinkedIn.
6. Information dissemination through College website.

### 5.3.8 Summary :

1. The institution has a range of games, extra-curricular activities which contribute to overall development of students.
2. Feedback from students is used for planning and developing support services.
3. Active student participation through Student Councils is encouraged.
4. Students are represented on academic and administrative bodies of the institution.
5. Institution facilitates for students to publish materials like catalogues, wall magazines, institution magazines, etc..
6. Student participation in state, national and international level sports events is encouraged.

\*\*\*\*\*

## CHAPTER 6

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 Institutional Vision and Leadership

Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

**6.1.1 The vision and mission of the Institution and explanation on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc. :**

##### **Drishti - The Vision**

Extension of opportunity to all aspirants for education, and expansion across all realms of knowledge, upholding values of equality and service to mankind.

##### **Chatushpatha - The Mission :**

Our mission is to nurture a new generation of youth through providing quality education and skills matching the requirement of a harmonious, self-reliant and developed society and values inclined to serve with selfless devotion in whatever capacity they assume and wherever they work. This also aims to inculcate values of human dignity and mutual respect, generate the spirit of enquiry, induce healthy competitions, encourage sustainable accomplishments and ensure enriching rewards.

##### **Objectives :**

- To make available world class education with an Indian ethos to the student community
- To create centre of excellence imparting quality education.
- To offer to the society /industry, academically empowered and ready for the job professionals in diverse fields.
- To foster research and disseminate research findings for the all round development of the nation and community at large.
- To contribute to nation building by generating a pool of human resources trained in science, technology, humanities, management, education and research.
- To maintain dynamic equilibrium between the various educational institutions and the economic, socio-cultural and ecological environment.

##### **Distinctive characteristics of Vision and Mission :**

| S. No. | Institutions Distinctive Characteristics | Needs Addressed  |
|--------|--|--|
| 1      | Enhancing educational opportunities      | Creating equality of opportunity to all aspirants to prepare their future through education and to build a generation to serve with selfless devotion in whatever capacity they assume and wherever they work. |
| 2      | Offering diverse courses                 | Education that suits the interest and talent of the  |

|   |  |   |
|---|--|---|
|   |  | students for contributing professionals in all walks of life which will reflect human dignity, mutual respect and induce healthy competition.                               |
| 3 | Maintaining quality                          | To obtaining world class education in an atmosphere of freedom and secularism so that the institution becomes centre of excellence.   |
| 4 | Increasing employability                     | Academically empowered and ready for the job professionals in diverse fields resulting in a self reliance society leading to enriching rewards.                             |
| 5 | Solving community based problems             | To foster spirit of research among the young professionals so as to solve community problems for the all-round development of the nation and community at large.            |
| 6 | Creating pool of human resources             | To maintain productively engaged youth trained in science, technology, humanities and management which will contribute nation building.                                     |
| 7 | Promoting inter institutional collaborations | Obtaining quality education with Indian ethos, contributing dynamic equilibrium between various institutions and expansion across all realms of knowledge.                  |
| 8 | Maintaining harmony with environment         | To encourage sustainable accomplishment for a harmonious self reliance society maintaining dynamic equilibrium between economic, socio-cultural and ecological environment. |

### 6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The role of top management, Principal and Faculty in design and implementation of its quality policy and plans both in Teaching and Services are given in following tables :

#### 1. Quality Teaching :

| S. No. | Level          | Quality Policy                                    | Plan of Implementation   |
|--------|----------------|---|--|
| 1      | Top Management | Maintain high standards in imparting education.   | 1. Setting objectives relevant to policy.<br>2. Hiring quality professional to fill faculty positions.<br>3. Reward competitively.<br>4. Ensure minimum attrition. |
| 2      | Principal      | Motivate and monitor a team of competent faculty. | 1. (a) Setting up rules & regulations of the institution<br>(b) Identifying and hiring<br>(c) Induction  |

|   |         |   |  |
|---|---------|---|--|
|   |         |   | <p>(d) Performance management</p> <p>2. Evolve a salary structure suited to the industry</p> <p>3. (a) Generate higher job satisfaction through incentives.</p> <p>4. (a) Team building,<br/>(b) Faculty Development programs<br/>(c) Participatory Decision making<br/>(d) Transparency in Administration<br/>(e) Collective responsibility</p> |
| 3 | Faculty | Absorb the spirit of institutional values and maintain efficiency | <p>1. Maintain uninterrupted work schedules.</p> <p>2. Impart quality education.</p> <p>3. Try out various techniques in pedagogy.</p> <p>4. Examinations &amp; fair assessment in time</p> <p>5. Maintaining satisfactory student interest.</p>   |

## 2. Quality Services :

| S. No. | Level          | Quality Services  | Plan of Implementation  |
|--------|----------------|---|---|
| 1      | Top Management | Provision of infrastructure and facilities suitable for effective services. | <p>1. Provide appropriate building, equipments, etc.</p> <p>2. To encourage utilization of the facilities to optimum levels.</p> <p>3. Cater to further requirements as per needs.</p>  |
| 2      | Principal      | 1..Ensure availability maintenance of improved infrastructure and services. | <p>1. Prepare inventory of infrastructure requirement.</p> <p>2. Ensure availability of the required resources.</p> <p>3. Utilization of resources optimally.</p> <p>4. Evolve better man management practices.</p> <p>5. Introduce both conventional and innovative tools for operationalizing services.</p> <p>6. Training &amp; Development.</p> |
| 3      | Faculty        | To integrate individual interest and institutional interest in offering     | <p>1. Adherence to regulations and fulfillment of requirement.</p> <p>2. Developing a suitable pedagogy.</p>  |

|  |  |           |   |
|--|--|-----------|---|
|  |  | services. | 3. Utilization of library as a Knowledge resource.<br>4. Self-development through continuing education.<br>5. Provide support services to maintain core services. |
|--|--|-----------|---|

### 6.1.3 Involvement of the leadership in ensuring Various activities :

#### (a) The policy statements and action plans for fulfillment of the stated mission :

The leadership of the institution involves in preparation and implementation of policy statements and action plans for fulfillment of its stated mission.

#### (b) Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan :

| S. No. | Operational Processes             | Action plan   | Institutional strategic plan  |
|--------|-----------------------------------|---|---|
| 1      | Admission                         | Ensuring full admission                                 | Maintaining equality of opportunity through religious and linguistic groups     |
| 2      | Education - teaching & curriculum | Ensuring Quality education                              | Effective teaching-learning processes, adding to innovations and best practices |
| 3      | Placement                         | Ensuring job opportunity for everybody                  | Introducing Skill building and certification programmes                         |
| 4      | Personality Development           | Providing co-curricular and extra-curricular activities | Value addition  |
| 5      | Administration of services        | Effective support services                              | Adoption of time saving and error free newer technology in office automation    |
| 6      | Social responsibility             | Involving students in social activities                 | Operationalization of institutes own service based NGO-SIRRA                    |

#### (c) Interaction with stakeholders :

The institute maintains interaction with all its stakeholders in the following ways :

| S. No. | Stake holders | Ensuring Involvement                 |
|--------|---------------|--------------------------------------|
| 1      | Management    | Continuous feedback and consultation |
| 2      | Parents       | Regular meetings and contact         |
| 3      | Students      | Classes and activities               |
| 4      | Alumni        | Meetings & Suggestions               |
| 5      | University    | Responding to requirement            |
| 6      | Industry      | Placement and projects               |
| 7      | Government    | Compliance to regulations            |
| 8      | Community     | Public relations                     |

**(d) Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders :**

(1) The institutional leadership encourages the faculty through proper support by developing suitable policy to address the need analysis of students such as obtaining admission, attending classes, following curriculum, writing the examination, securing the high marks, preparing for competition, surviving challenges, obtaining placement and prospering in career.

(2) The institutional leadership encourages the faculty through proper support by developing suitable policy to address the problems of the community through undertaking research activities and inputs and come out with solutions which best solve the problems in the areas of commerce, information technology, management and social work.

(3) The institutional leadership encourages the faculty through proper support by developing suitable policy to address the problems of the industry through understanding the emerging requirements in the job market, changes in the curriculum, as well as offering consultancy services.

**(e) Reinforcing the culture of excellence :**

The institutional leadership involves in reinforcing the culture of excellence through creating spiritual forums, literary forums, yoga and mind control programmes, trainings and personality development programmes, academic pursuit through research centers and re-enforcing discipline.

**(f) Champion organizational change :**

The institutional leadership involves in organizational change by incorporating departmentalization, decentralization, knowledge sharing, technology development, infrastructure development, admission process, and academic leadership.

**6.1.4 The procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time :**

The following procedures are adopted to monitor and evaluate policies and plans of the institute:

**(a) Students :**

The policy of the institution is to transform the students into useful, employable and productive citizens through providing quality education and skills. The college offers a variety of courses to suit the need and interest of the students and provide quick employment. In all courses qualified, trained and experienced faculty provide education, conduct examination, evaluate and assess the potential of the students and encourages them for their continued growth. Over and above this, many certification programs are offered to the students to further bridge the gap between curriculum and industry.

**(b) Teaching Faculty :**

The policy of the institution is to identify, attract, motivate and maintain a team of quality professionals who would play a key role in building high caliber students. In order to attain this, the institution ensures that its personnel are appropriately identified, compensated, and retained. The faculty members are oriented with necessary responsibility and accountability to carry out their task successfully. The faculties are also trained to enhance the teaching ability evaluated through appraisal and feedback from the students.

**(c) Non-Teaching Faculty :** The supporting staff of the institution are focused on the strengthening their services and greater satisfaction to the teaching faculty and the students. In order to attain this they are trained in use of computers, effective office management skills, the same will be evaluated through regular interaction with the staff and taking self-appraisal reports and feedback from the Office Manager.

**(d) Organizational :**

The institution for its own is committed to maintain high standards in imparting education contributing to principles of secularism, diversity, inclusion and integration. The institution maintains a rich mix of faculty and students of all religious, linguistic and cultural group. Students of all parts of the country are enrolled and the courses offered provides a wide range of career options. While at the same time teaching and learning form the main thrust of the institution, all round development of the students is given due importance through promoting, co-curricular, extracurricular, social service and research programs.

**6.1.5 Details of the academic leadership provided to the faculty by the top management :**

The academic leadership provided to the faculty by the top management are :

**1. Set standards :**

The faculty are allowed to establish desired levels of knowledge and prepare the students accordingly.

- (a) Teaching : Faculty uses varied and appropriate methods as per the choice of the situation
- (b) Assessment : Faculty conducts periodic assessment through internal examinations, assignments, presentations and seminars.
- (d) Attendance : Faculty maintains the attendance of each students on regular basis and ensure that the students maintains minimum required level of attendance through reducing absence, late comings and drop-outs.
- (e) Inspiring through providing himself as an example : Faculty strives to maintain a high profile so as to become role models for the students.

**2. Measuring performance :**

- (a) Periodic examinations : The performance of the students is evaluated through periodic internal examinations.
- (b) Involving in activities : Students are involved in all activities which promote their growth and development.
- (c) Feedback based improvement : Students are given feedback on their performance and motivated to improve.

**3. Enforcing discipline :**

- (a) Preparing guidelines : The faculty prepare guidelines on the dos and don'ts inside and outside the class rooms following the regulations provided in the college colander.
- (b) Enforcing control : Late coming, disobedience, bad habits etc. are discouraged.
- (c) Monitoring : The faculty actively participate in the disciplinary committee as well as providing counseling services.

**4. Imbibing values :**

The values of the institution as reflected in the vision and mission of the institution are translated into action through imbibing values among the students.

**5. Character formation :**

The faculty works closely with the students to influence their character formation such as gender sensitivity, religious tolerance, linguistic and geographical integration and moral integrity.

## 6. Personality building :

Skill development programmes are offered in addition to regular classes which would build their capacity for communication, language comprehension, self-esteem, emotional intelligence, dignity, and appeal.

### 6.1.6 Strategy of the college to groom leadership at various levels :

The institution grooms leadership at students and Faculty levels as shown in following tables :

#### 1. For Students :

| S. No. | Levels of leadership           | Ways of grooming leadership  |
|--------|--------------------------------|--|
| 1      | Academic leadership            | <ol style="list-style-type: none"> <li>1. Teaching oriented to catering the needs of the high achievers.</li> <li>2. Time bound assignments &amp; Presentations with strict adherence to quality.</li> <li>3. Use of Library &amp; Technology as learning resource.</li> <li>4. Exposure to industry.</li> <li>5. Interaction with experts and visiting faculty.</li> <li>6. Participation &amp; presentation in conference, seminars and workshops.</li> <li>7. Periodic internal assessment and examinations.</li> </ol> |
| 2      | Program organizing leadership  | <ol style="list-style-type: none"> <li>1. Formulating programmes which suit requirements of growth.</li> <li>2. Articulating roles and responsibilities.</li> <li>2. Participatory decision making and</li> <li>3. Involving in implementation.</li> <li>4. Working in teams</li> <li>5. Sharing, collaborating and contributing</li> <li>6. Accepting feedback and improvements.</li> <li>7. Corrective actions &amp; learning.</li> </ol>  |
| 3      | Sports & Games leadership      | <ol style="list-style-type: none"> <li>1. Developing sportsman spirit.</li> <li>2. Encouraging participation.</li> <li>3. Coaching</li> <li>4. Learning to accept failures.</li> <li>5. Reviving ambitions</li> <li>6. Mustering courage.</li> <li>7. Winning for team and establishing fame.</li> </ol>   |
| 4      | Cultural activities leadership | <ol style="list-style-type: none"> <li>1. Identifying talents</li> <li>2. Practicing trails</li> <li>3. Organising events</li> <li>4. Promoting participation</li> <li>5. Extending appreciation</li> <li>6. Rewarding</li> <li>7. Developing quest for perfection.</li> </ol>   |

**2. For Faculty Members :**

| S. No. | Levels of leadership | Ways of grooming leadership  |
|--------|----------------------|--|
| 1      | Career               | 1. Providing adequate opportunity<br>2. Entrusting responsibility<br>3. Creating confidence<br>4. Building skills<br>5. Upgrading knowledge<br>6. Encouraging research activities<br>7. Attaining job satisfaction<br>8. Excelling in career |

The following six values with corresponding practices are embedded in the Institute's culture developing the full potential of its faculty members and students.

- 1. Self Responsibility:** Individual takes responsibility of their job, team, function, Institution, the way they wish it to be.
- 2. Authentic Communication:** Individual communication is open, honest, transparent and vulnerable.
- 3. Trust:** Individuals feel safe enough to try out new behaviors and take risks without fear.
- 4. Personal and group process skills:** Individual and the Institution have established protocols and developed skills which are regularly deployed to resolve interpersonal issues that come across & are resolved quickly and clearly.
- 5. Learning and Growing:** Individuals are encouraged and rewarded to work on the real growth issues necessary for professional and personal development within the framework of the organization. Individuals are ever challenging themselves and supporting each other to develop and grow.
- 6. Caring:** The organizational leadership demonstrate in tangible ways concern for individual employee well being. Employees feel valued and are inspired to put in their best effort.

### 6.1.7 Details of authority and autonomy given to the departments / units of the institution and work towards decentralized governance system :

| S. No. | Department          | Delegating authority and Operational Autonomy   |
|--------|---------------------|---|
| 1      | Business Management | 1. The department has a course co-ordinator who receives instruction from the head of the institution and reports.<br>2. There are separate Course-coordinators for UG and PG programs.<br>3. Faculty has opportunity to choose the subject to be taught in each semester every year<br>4. Faculty in-charge of the subject prepares the teaching plan corresponding to the paper.<br>5. For each specialization, there is a faculty co-ordinator.<br>6. Planning teaching-learning tools such as preparation of Time-table and allocation of papers are done in consultation |

|   |                  |   |
|---|------------------|---|
|   |                  | <p>with individual faculty.</p> <p>7. Teachers are in-charge of forum activities of students.</p> <p>8. Class teachers are designated for all classes.</p> <p>9. There are student co-coordinators for each specialization.</p> <p>10. Preparation of academic calendar based on time frame set by the University for planning and organizing of activities is done by Course co-ordinators.</p> <p>11. Planning industrial visits, forum activities, Guest lectures, and initiation of project proposals are done by course co-ordinators in consultation with specialization co-ordinators.</p> <p>12. Staff meetings are conducted by course co-ordinators regularly.</p> <p>13. Each faculty express his views in staff meetings.</p> <p>14. Forecasting annual events which contribute to student development is done by Head of the institution together with course co-ordinators.</p> <p>15. Matters such as conducting internal exams are decided collectively in staff meetings.</p> <p>16. Faculty makes independent assessment of student performance.</p> <p>17. Student have freedom to give feedback and suggestion on faculty.</p>  |
| 2 | Computer Science | <p>1. The department has a course co-ordinator who receives instruction from the head of the institution and reports.</p> <p>2. There are separate Course-coordinators for UG and PG programs.</p> <p>3. Faculty has opportunity to choose the subject to be taught in each semester every year</p> <p>4. Faculty in-charge of the subject prepares the teaching plan corresponding to the paper.</p> <p>5. For each specialization, there is a faculty co-ordinator.</p> <p>6. Planning teaching-learning tools such as preparation of Time-table and allocation of papers are done in consultation with individual faculty.</p> <p>7. Teachers are in-charge of forum activities of students.</p> <p>8. Class teachers are designated for all classes.</p> <p>9. There are student co-coordinators for each specialization.</p> <p>10. Preparation of academic calendar based on time frame set by the University for planning and organizing of activities is done by Course co-ordinators.</p> <p>11. Planning industrial visits, forum activities, Guest lectures, and initiation of project proposals are done by course co-ordinators in consultation with specialization co-ordinators.</p> |

|   |             |   |
|---|-------------|---|
|   |             | <p>12. Staff meetings are conducted by course co-ordinators regularly.</p> <p>13. Each faculty express his views in staff meetings.</p> <p>14. Forecasting annual events which contribute to student development is done by Head of the institution together with course co-ordinators..</p> <p>15. Matters such as conducting internal exams are decided collectively in staff meetings.</p> <p>16. Faculty makes independent assessment of student performance.</p> <p>17. Student have freedom to give feedback and suggestion on faculty.</p> <p>18. Industrial visits, group projects, consultations with IT &amp; ITES organizations and initiation of project proposals are planned in the faculty meetings.</p>   |
| 3 | Social Work | <p>1. The department has a course co-ordinator who receives instruction from the head of the institution and reports.</p> <p>2. Faculty are involved in choosing the subject to be taught in each semester.</p> <p>3. Faculty in-charge of the subject prepares the teaching plan corresponding to the paper.</p> <p>4. For each specialization, there is a faculty co-ordinator.</p> <p>5. Planning teaching-learning tools such as preparation of Time-table and allocation of papers are done in consultation with individual faculty.</p> <p>6. Teachers are in-charge of forum activities of students.</p> <p>7. Class teachers are designated for all classes.</p> <p>8. There are student co-coordinators for each specialization.</p> <p>9. Preparation of academic calendar based on time frame set by the University for planning and organizing of activities is done by Course co-ordinators.</p> <p>10. Planning industrial visits, forum activities, Guest lectures, and initiation of project proposals are done by course co-ordinators in consultation with specialization co-ordinaors.</p> <p>11. Staff meetings are conducted by course co-ordinator regularly.</p> <p>12. Faculty can express views in staff meetings.</p> <p>13. Decisions are taken together.</p> <p>14. Forecasting annual events which contribute to student development is done by Head of the institution together with course co-ordinator.</p> <p>15. Matters such as conducting internal exams are decided collectively in staff meetings.</p> <p>16. Faculty makes independent assessment of student</p> |

|   |          |   |
|---|----------|---|
|   |          | <p>performance.</p> <p>17. Student have freedom to give feedback and suggestion on faculty.</p> <p>18. Industrial visits, and community based social service activities are planned together with student representatives.</p> <p>19. Outdoor programmes like camps, campaign, and surveys are planned in faculty meetings.</p> <p>20. Students are encouraged to make independent choice of research projects.</p>   |
| 4 | Commerce | <ol style="list-style-type: none"> <li>1. The department has a course co-ordinator who receives instruction from the head of the institution and reports.</li> <li>2. Faculty has opportunity to choose the subject to be taught in each semester every year</li> <li>3. Faculty in-charge of the subject prepares the teaching plan corresponding to the paper.</li> <li>4. Planning teaching-learning tools such as preparation of Time-table and allocation of papers are done in consultation with individual faculty.</li> <li>5. Teachers are in-charge of forum activities of students.</li> <li>6. Class teachers are designated for all classes.</li> <li>7. There are student co-coordinators for each specialization.</li> <li>8. Preparation of academic calendar based on time frame set by the University for planning and organizing of activities is done by Course co-ordinators.</li> <li>9. Planning industrial visits, forum activities, Guest lectures, and initiation of project proposals are done by course co-ordinators in consultation with specialization co-ordinaors.</li> <li>10. Staff meetings are conducted by course co-ordinator regularly.</li> <li>11. Each faculty express his views in staff meetings.</li> <li>12. Forecasting annual events which contribute to student development is done by Head of the institution together with course co-ordinator.</li> <li>13. Matters such as conducting internal exams are decided collectively in staff meetings.</li> <li>14. Faculty makes independent assessment of student performance.</li> <li>15. Student have freedom to give feedback and suggestion on faculty.</li> </ol> |

#### **6.1.8 Details of participative management promoted by the college :**

The institute promotes a culture of participative management by involving the staff and students in various activities. All decisions of the institution are governed by management of facts, information and objectives. Both students and faculties allowed to express themselves of any suggestions to improve the excellence in any aspect of the Institute.

**Strategic Level**

- The principal, course co-ordinators and staff members are involved in defining the policies and procedures, framing guidelines and rules & regulations pertaining to admission, placement, discipline, grievance, counseling, training & development, and library services etc., and effectively implementing the same to ensure smooth and systematic functioning of the institute.
- For the various programs to be conducted by the institute all the staff members will meet, discuss, share their opinion and plan for the event and form various committees involving students and coordinate with others.
- Staff members are also involved in deciding academic activities and examinations to be conducted by the college.

**Functional Level**

- For the various events to be conducted by the department, all the staff members will meet, discuss, share their opinion and plan for the event and form various committees involving students and coordinate with others.
- Teaching Staff of various departments participate in sharing the knowledge by discussing on the latest trends in their respective area of specialization.
- The co-ordinators and the members of different departments meet together and plan the programmes to be conducted.

**Operational level**

- All the staff members are involved in deciding day to day academic activities of the department.
- Students support to maintain the discipline to ensure smooth and systematic functioning of the institute.
- Office staff are involved in executing day to day support services for both students and faculties.

**6.1.9 Summary :**

1. The vision, mission and goals of the institution are in tune with the objectives of higher education.
2. The governance of the institution is reflective of an effective leadership.
3. The institution practices decentralization and participative management.
4. The institution formulates its strategic planning and interacts with stakeholders.
5. The institution monitors and evaluates its policies and plans.
6. The institution grooms leadership at various levels.
7. All decisions of the institution are governed by management of facts, information and objectives.

**6.2 Strategy Development and Deployment**

The leadership provides clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the Institutional provisions.

**6.2.1 Details of Institutions formally stated quality policy :**

The institution has a quality policy. The quality policy is as follows:

“We, at Srinivas Institute of Management Studies, Mangalore, strive to deliver **comprehensive, continually enhanced, global quality professional education** through an established quality management system complimented by the synergistic interaction of the stakeholders concerned.” We strive to communicate this policy to all the persons at all levels, so that this policy becomes working reality within the organization.

- The quality policy is developed by taking into consideration the management policy, student progress, expectations of the society and the welfare of the employees.
- The Quality Policy is communicated to each and every stakeholder through various channels of communication like College Prospectus, College Calander, and Teaching plan booklets. The Quality policy has been displayed on every floor of the Institution to communicate it to all who visit the institute and in the institutional website.
- The Quality Policy is deployed by ensuring quality in all the activities and events conducted in the Institute. Quality is also ensured, maintained and given utmost importance in imparting Management, Computer Science, Social work and Commerce Education.
- The Quality Policy is also maintaining in the functioning of the Library and Information Centre, Computer labs, infrastructure, administration, examination, Student information system and Placements.
- For all the activities that take place in the Institute, review of the progress is done at every stage to ensure the quality policy. On the completion of the activity, all the committee members will review the entire event by taking feedback from the participants, experts and internal staff members. Flaws if any identified, will be rectified for future with modifications and new methods.

### 6.2.2 Details of Institutions perspective plan for development :

Our Perspective Plan is aligned with our vision and mission statement. Srinivas Institute of Management Studies Strategic Plan presents a clear, compelling path to a future of greater institutional distinction. The plan begins with statements of institutional mission, vision, and core values, followed by an articulation of key strategic issues.

#### (1) Perspective for Students :

The various aspects considered perspective for students in the plan are as follows:

- To develop an admission process which would attract the best students in large numbers with a variety of background such as gender, linguistic, religious, cultural, socio-economic and nationality.
- To impart quality education to the students enrolled through effective teaching/training methods suited to the needs of the students and maintain a team of highly motivated and competent teachers.
- To transform the students in to better performers so as to achieve the best out of each student, that will make them quality professionals to handle multi-faceted jobs.

#### (2) Perspective for Faculty :

The various aspects considered perspective for faculty in the plan are as follows:

- To identify and attract talented professionals who would take challenges and provide leadership to equip an emerging generation with clear sense of direction.
- To provide appropriate orientation to the existing and newly absorbed faculty, so as to enable them handle difficult situation in the easiest way and be devoted in the task of imparting education to the students.

- To transform the faculty in to highly productive, efficient and effective in executing the responsibilities of their job with fullest satisfaction to them as well as to the students, parents and stake holders.

### **(3) Perspective of Courses :**

The various aspects considered perspective for courses in the plan are as follows:

- Vertical and horizontal expansion of courses in all realms of knowledge pertaining to the areas of interest of the institution, the students and the community at large.
- To maintain high standards in the subjects offered through various courses, which would be in the best interest of the institution, students and stake holders.
- By way of enriching the courses and adding new and relevant courses, it is expected that more students will be attracted, quality professionals will be created, greater recognition and reputation for the institution is obtained and the community will be satisfied.

### **(4) Perspective for Infrastructure Development :**

The various aspects considered perspective for infrastructure development in the plan are as follows:

- To create better and appropriate infrastructure suited to the anticipated situation, emerging out of the increased intake and expansion of courses.
- To make the best use of the infrastructure created through optimum utilization, continuous maintenance, and sustainable efficiency.
- To accommodate the multiplying needs resulting from expansion, diversification, and anticipated improvements.

### **(5) Perspective for Employers :**

The various aspects considered perspective for infrastructure development in the plan are as follows :

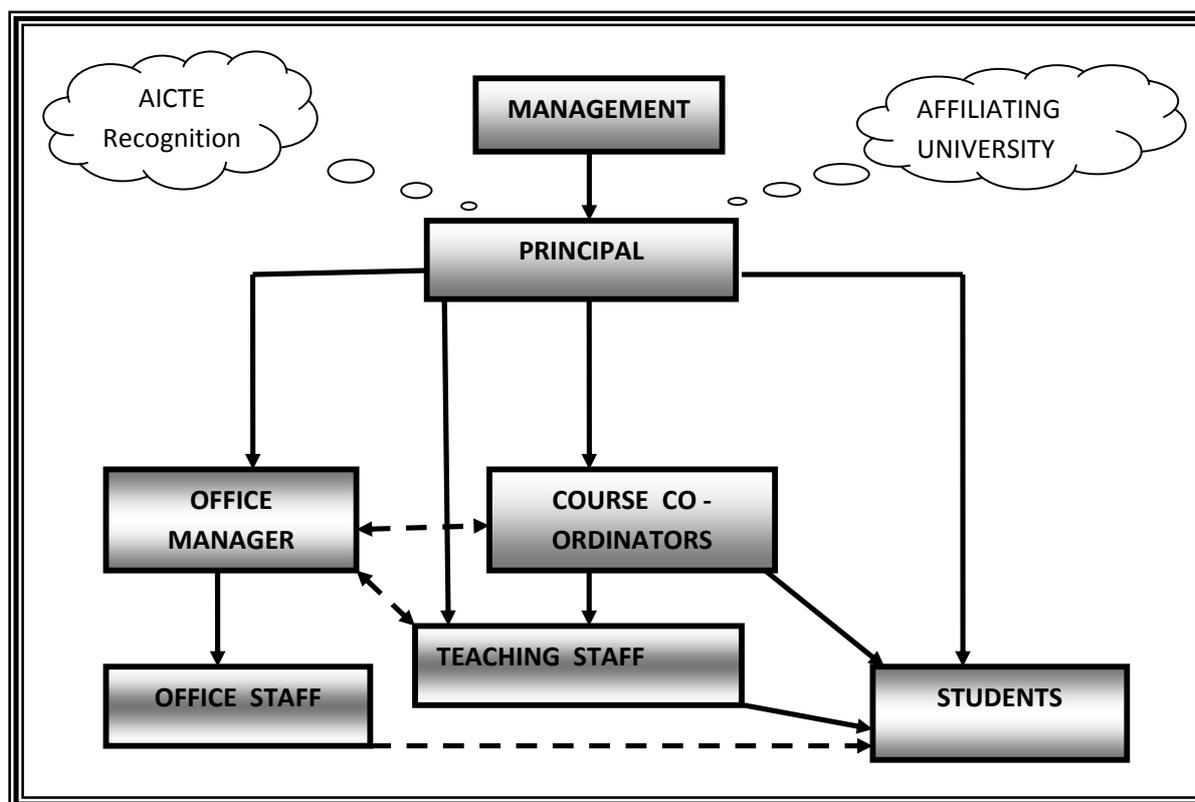
- Creating enhanced opportunity, improving employer interest, catering to the diverse needs of the industry so as to achieve harmony between institution and job market.
- Ensuring a regular supply of talented and trained professionals who would provide leadership and handle challenging assignments emerging out of developing needs and changing technology.
- Collect regular feedback from the employers and utilize to dovetail the curriculum, supplement knowledge gaps through skill building and valuation.

### **6.2.3 The internal organizational structure and decision making processes :**

The Institution has a well-defined de-centralised organisational structure to coordinate the academic and administrative functions.

#### **Organizational Structure Chart :**

The organizational structure consists of statutory bodies like the Governing Council, Academic Advisory body etc. The Principal is the academic head of the Institution. He provides leadership and guidance in planning, organizing and execution of all programmes with the active support and participation of the staff members. He plays a pivotal role in the Governing Council and Academic Advisory Body and all the other statutory and non-statutory committees.



On the basis of the requirements the Principal of the Institution takes the decision in administrative matters in consultation with the Management. The decision will then be communicated at two levels:

1. To the Course co-ordinators of the various departments and through them to the Faculty members of the departments.
2. To the Office Manager through him/her to all the members of non-teaching staff.

In academic matters, the Principal consults the co-ordinators and the Faculty for taking decisions. In matters related to student discipline, the Principal directly intervenes the situations and interact with the students before taking decisions.

#### **6.2.4 Description of the quality improvement strategies of the institution for each of the following**

##### **(a) Teaching & Learning :**

###### **Teaching :**

- The teaching staff will prepare the Session wise teaching plan, Study material, time table and lesson plan before the commencement of the semester to ensure a systematic, effective and efficient teaching mechanism.
- Faculty members maintain a session wise Teachers Dairy which contains the date, period of class taken, topic covered, and the techniques used in the class.
- To enhance the quality of teaching, regular Faculty Training Programmes and Faculty Development Programmes are conducted.

- Faculty members are also encouraged to attend Faculty Development Programmes conducted by other institutions.
- The faculty members are encouraged to organize and take part in such events.

**Learning :**

- The institute organizes Student Development Programmes to equip the students to meet the challenges in their career.
- Value Addition programmes like "Value Added Chapters" in each and every subject of the course, Certificate programmes and Skill Development Programmes are offered to the students to bridge the gap between the university syllabus and industry requirements.
- Regular industrial visits and industry-academia interactions are organised so as to get the practical exposure about the functioning of the organisation.
- Apart from the career building activities the institute also conducts Personality Development Programmes and Soft skill building Programmes in the beginning of every semester to develop their overall personality.

**(b) Research & Development :**

- The faculty members are encouraged to write articles for publication in journals and to present papers in National and International Conferences.
- The institution extends the support required to take up projects in which both faculty and students are involved.
- The institute identified several research centres based on the area of expertise and faculty members are made in-charge for such centres.
- The college conducts national level conferences and workshops every year to encourage faculty members and students to present and publish papers.

**(c) Community Engagement :**

- **SIRRA** : The college has its own NGO called Srinivas Rural Re-construction agency (SIRRA) which is engaged in community programs such Awareness Programmes, Health Camps, Blood donation camp, BPL surveys etc.
- **Forum Activities** : As a part of corporate social responsibility, MBA students are involved in Community Engagement activities through their forums. The activities like old cloth distribution to the poor, Fruits distribution in hospitals and humanitarian relief activities.
- **NSS** : The college has a unit of National service Scheme under the Mangalore University which regularly conducts road cleaning, tree planting etc. in association with the community.
- **Regular field work of MSW** : The MSW Students are placed for the regular field work in NGO's where they associate in the social work activities in the community.
- **Faculty Forum** : The faculty members contribute to express their social commitment by donating low cost and necessary items to Govt. Schools and such other public organizations.
- **Social Service Cell** : MCA students organize computer literacy programs for school children from the neighbouring community.
- **Village Adoption** : The college has adopted Bolar village community and 15 MSW students are placed for regular field work and co-ordination of social work activities.
- **Red Cross Activities** : The college recently started a unit of the Red-Cross and 100 students have become volunteers.

**(d) Human Resource Management :**

A. Good support is extended by the Institution to the faculty members in taking research and consulting activities and presenting the research papers in various National & International Conferences and articles to be published in the journals.

B. Opportunities are provided to coordinate and organize various programmes such as National and International Conferences, Students Conferences, Professional Development Programmes, Seminars, Workshops, etc.

C. Training and development programmes are also organized regularly for the professional development of the faculty and other staff.

D. The college encourages the faculty members to pursue further studies, particularly research leading to Ph.D. so that their quality in teaching and guiding is improved.

**(e) Industry Interaction :**

Industry-academia interaction will be conducted on a regular basis to update the students regarding the latest developments in the corporate enterprises. Students are also taken to the industry to interact with the experts.

- The students of the college are taken for industrial visit regularly.
- Industrial experts are invited for Guest Lectures for the students.
- Research projects are encouraged to be taken in consultation with the managers.
- Industrial Managers become co-guide in research projects.
- Additional industry exposure such as summer placement which provides for student exposure in industry beyond the curriculum during their summer holidays.
- The students are encouraged to present their Industry placement report in class presentations which are judged by the faculty.

**6.2.5 Details of providing adequate information for the top management and the stakeholders, to review the activities of the institution by Head of the institution :**

The Principal of the institution ensures that adequate information is provided to the Board of Management about the progress of the Institute through regular personal meetings. The university examination results will be analyzed and the same will be communicated to the top management. The members of the statutory bodies like Governing Council, Academic Advisory Body and Trustees participate in the review meet where the Principal and Coordinators of the departments present the various activities organised by the Institute.

In case of any events organised by the institute, various committees will be formed and regular review meetings will be held before the event, to get adequate information about the preparation for the same. After hosting the event, a report will be prepared and feedback will be collected from the participants to check and match with the plans made. A copy of the same will be sent to the management for their perusal.

The Principal of the Institution meets students twice a month to interact with them and to get the feedback about academics. Apart from meeting students personally, feedback is also obtained about the teaching process in a prescribed format at the end of each semester and Institutional feedback at the end of the course to know about their overall campus experience.

During the admission process, the committee members interact with parents and provide necessary information about the institute. The performance of the students will be intimated regularly to their parents through Student Information System.

#### **6.2.6 Details of Management encouragement and support to involve the staff in improving the effectiveness and efficiency of the institutional processes :**

The management supports and involves the staff in different events so as to improve the effectiveness and efficiency. Each and every staff in the institution will be responsible to attend to certain duties assigned by the Head of the Institution from time to time. Both Teaching and non-teaching members will be involved in different institutional process like Admissions, Recruitment of the staff, correspondence with University, Representatives in Governing body, organising different events in the institution like Conferences, fests, etc.

The following are resolutions taken by the Management Council in the last year and its status of implementation :

| <b>S. No.</b> | <b>Management Council Resolutions</b>  | <b>Status of Implementation</b>   |
|---------------|--|---|
| 1             | Exploring Tie-Ups with many organizations for quality improvement of staff members.          | Tie-up made with NITK STEP and first faculty development programme is launched.   |
| 2             | To develop the infrastructure by adding Library management Software to libraries             | An indigenously developed library management software is installed.   |
| 3             | Use of Video lectures in Computer Science & Business Management Classes                      | NPTEL & other Open Courseware video lectures are introduced in Computer Science and Business Management classes as supplementary support. |
| 4             | To obtain NAAC Accreditation for the Institute   | Work on NAAC Self Study report has begun.   |
| 5             | To promote research facility for Faculty & Students  | Membership for Mangalore University Library is obtained.  |
| 6             | Value addition programs to be started to supplement knowledge gaps and enhance employability | About 25 Certification programmes have been introduced.   |
| 7             | Stimulating Faculty in Research  | About 25 Research areas identified were established as research centres under supervision of faculty members.                             |
| 8             | Hosting International Conferences in the Institute   | First International conference expected in the month of April 2015 in association with IISRO.   |

The affiliating university has provision for according the status of autonomy to an affiliating institution. NAAC Accreditation is mandatory to obtain autonomy status. The institute is in the process of fulfilling the same.

#### **6.2.7 Institutions strategy to ensure that grievances / complaints are promptly attended to and resolved effectively :**

The Institution aims at maintaining good stakeholder relationship by maintaining an

exclusive Grievances Redressal Cell to develop a responsive and accountable attitude among all the stakeholders.

The mechanism to analyse the grievances are as follows:

- The grievances / complaints can be expressed to the members of the Grievances Redressal Cell as & when they come across such situations, either orally or in writing.
- The members segregate the grievance / complaint received on the basis of the nature of the grievance / complaint.
- The members of the cell formally meets to review all the cases, collect the related information, analyse, receive the opinion from other members and provide positive feedback to the stakeholder. If the feedback is not accepted by the stakeholder the grievance / complaint will be escalated to the Head of the Institute for final decision.
- Each case is documented and a record will be maintained.

No instances of court cases have been filed by and against the institute in this regard.

#### 6.2.8 Institutions mechanism for analyzing student feedback on institutional performance :

Student Satisfaction Survey is an integral input factor for all policies of the institution. The institution has the mechanism for analysing student feedback on institutional performance as shown in following table :

| S. No. | Feedback Mechanism    | Nature of Feedback                | Outcome & Response       |
|--------|-----------------------|-----------------------------------|--------------------------|
| 1      | Student Body          | Service & Utilization of Facility | Improved service         |
| 2      | Suggestion Box        | Complaints                        | Solved                   |
| 3      | Student Feedback Form | Teacher quality                   | Advise for improvement   |
| 4      | College Website       | Suggestions for improvements      | Discussed & Reviewed     |
| 5      | Academic Result       | Teaching Effectiveness            | Establish Accountability |

#### 6.2.9 Summary :

1. Perspective plan document is an important component of the institution's strategy development and deployment process.
2. The institution has a well defined organizational structure with effective processes developed for all its major activities.
3. The institution has an effective feedback system involving all stakeholders.
4. The institution has a well defined Quality Policy and deployed with a systems perspective.
5. The institution has an action plan and schedules for its future development.
6. The institution has an effective Grievance Redressal Cell.
7. Management and monitoring of the affiliated colleges is effectively handled by the institution.
8. Student Satisfaction Survey is an integral input factor for all policies of the institution.

### 6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

### 6.3.1 Details on efforts made by the institution to enhance the professional development of its teaching and non teaching staff :

- (a) The Institution believes in value-based, culture oriented and quality education. Every year the institution organise various programmes such as Conferences, workshops, Faculty Development Programmes, Seminars, etc. in which the faculty are actively involved.
- (b) Encouragement to attend seminars, conferences, workshops, faculty development programmes organised by other institutions.
- (c) Encouragement to take up research projects in various fields of interest.
- (d) Institution encourages the staff to become members of professional bodies and participate in their programs.
- (e) Training programmes are organised for non-teaching staff such as computer proficiency and use of technology in their respective field of work. They are also motivated and encouraged to take up higher education in the field of their interest and required support from the institution is extended for the same.
- (f) The college encourages its faculty to publish at least two research papers every year. The idea and plan for these papers are evolved in programs conducted in the college like Manegma.
- (g) The young faculty members are encouraged to register for M.Phil./Ph.D. with a reasonable time frame. Some of faculty members are already doing Ph.D. under the supervision of the head of the Institute.
- (h) The college improves the competence of the faculty in their own subjects by preparing the study materials on their own. This is used as course material by students in the subjects taught by them.

### 6.3.2 Details of strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform :

In order help the employees perform their roles and responsibilities, the institution adopt the following strategies in training, retraining and motivating for attaining faculty empowerment.

| S. No. | Problem                     | Strategies adopted   | Areas of Training, and Retraining motivation | Resulting empowerment                      |
|--------|-----------------------------|----------------------|--|--|
| 1      | Language & Fluency          | Frequent use         | Communication                                | Improved ability in communication          |
| 2      | Deficiency in comprehension | Increased reading    | Knowledge                                    | Enhanced competence in imparting knowledge |
| 3      | Poor Presentation           | Providing know how   | Skill  | Effective presentation                     |
| 4      | Effective                   | Providing guidelines | Evaluation                                   | Fair assessment                            |

|    |   |                               |                         |  |
|----|---|-------------------------------|-------------------------|--|
|    | Judgment                                    |                               |                         |  |
| 5  | Strained interpersonal relation             | Group activities              | Team work               | Collaboration and synergy  |
| 6  | Lack of sensitivity to student difficulties | Increased interactions        | Counseling              | Better student-teacher relation.                                   |
| 7  | Inadequate use of technology                | Support facility              | Technology adoption     | Use of teaching aids & electronic media for effective teaching     |
| 8  | Negative thinking                           | Re-orientation                | Attitude                | Positive thinker   |
| 9  | Stagnation                                  | Provoking analytical thinking | Advancement of research | More publications & contributions                                  |
| 10 | Challenges in effective teaching            | Competition for excellence    | Teaching Innovation     | Adoption of creative thinking and improvement in teaching methods. |

### 6.3.3 Details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal :

(a) At the end of each semester, a filled-in feedback form will be collected from the students about the faculty engaging the class, which evaluates about teaching methodology, creativity and level of understanding.

(b) The self-appraisal form will be filled in by the staff by providing the details of teaching, results obtained in internal examination and varsity examinations, books and papers published, conferences, seminars, workshops, training programmes, research, consultancy and academic administration carried out during the academic year.

(c) In the appraisal form, the Head of the Institute gives the feedback about the overall performance of the faculty on the basis of the information provided by the staff members in their self-appraisal form and also through regular presentations where the faculty contributes the information and ideas in the improvement.

### 6.3.4 Details of the outcome of the review of the performance appraisal reports by the management and the major decisions taken & its communication to the appropriate stakeholders :

The institution utilizes such evaluations to improve teaching/research capability of the faculty. The information helps the faculty to gain insights for improvement. The following decisions were taken in the light of the review of the performance appraisal report.

- (1) Enhance competency through strengthening knowledge in the subject.
- (2) Introduce variety of teaching methods suited to the requirements of the subject.
- (3) Increase interaction with the students and promote participation in the learning.

- (4) Develop accessibility to the students outside the class.
- (5) Prepare adequately prior to the classes.
- (6) Ensure syllabus completion time.
- (7) Maintain regularity in conducting classes.
- (8) Adopt better presentation skills.
- (9) Time bound publications to be produced.
- (10) Concentrate on research projects
- (11) Present papers in conferences and workshops
- (12) Contribute to the specific events organized by the institution.
- (13) Participate in faculty development programs.
- (14) Write books, monographs etc.
- (15) Review research papers/ books.
- (16) Involve in course material development.
- (17) Plan and schedule classes.
- (18) Learn proper academic record keeping.
- (19) Encourage assignments/tutorials.
- (20) Develop dependability.
- (21) Maintain regularity and punctuality.
- (22) Display sincerity, Integrity, and maturity.
- (23) Develop better evaluation practices.
- (24) Acquire higher qualifications.
- (25) Involve in admission of students.
- (26) Deliver expert lecture at as invited talks.
- (27) Chair technical sessions.
- (28) Win recognition in professional bodies.
- (29) Receive honours in industry/community service.
- (30) Obtain better peer group evaluation.
- (31) Better advisor & communicator to guardians.

This is communicated to the appropriate stake holders in faculty meetings with management. Performance budgeting is incorporated as a core planning activity by the institution for informed decision making.

### 6.3.5 Details on the welfare schemes available for teaching and non teaching staff and its utilization :

The various welfare schemes available for teaching and non-teaching staff and the percentage of staff availed such benefits in the last four years is given in the following table :

| S. No. | Welfare scheme           | Percentage of staff availed the benefit in terms need |
|--------|--------------------------|---|
| 1      | Drinking water           | 100 %   |
| 2      | Rest room                | 100 %   |
| 3      | Canteen                  | 60 %  |
| 4      | First Aid                | 10 %  |
| 5      | Proper workplace seating | 100 %   |
| 6      | Laptops for faculty      | 80 %  |
| 7      | Blazers for faculty      | 100 %   |
| 8      | Health Insurance         | 100 %   |

|     |   |       |
|-----|---|-------|
| 9   | Privileged leave  | 100 % |
| 10  | Vacation for the faculty  | 100 % |
| 11  | Scholarship for the children of staff                             | 100 % |
| 12  | Preference for spouse in employment                               | 100 % |
| 13  | Concessional fee for admission to courses for dependent of staff. | 100 % |
| 14. | Admission to children of staff sister institutions                | 100 % |
| 15  | Concessional medical facility for staff in Srinivas hospital.     | 100 % |
| 16  | Physiotherapy and blood bank services.                            | 100 % |
| 17  | Maternity Leave for women employees                               | 100 % |
| 18  | Subsidized canteen facility for staff member                      | 100 % |
| 19  | Free Uniforms of non-teaching staff                               | 100 % |
| 20  | Car Parking facility  | 100%  |
| 21  | Round the clock security  | 100 % |
| 22  | Bank & Stationary shop inside the premises                        | 60 %  |
| 23  | Free transport in college bus                                     | 30 %  |
| 24  | Lift facility for staff   | 100 % |
| 25  | Free dairy as new year compliment                                 | 100 % |
| 26  | Games facility  | 20 %  |

### 6.3.6 Details on the measures taken by the Institution for attracting and retaining eminent faculty :

- A. Good infrastructural facilities and positive work environment are offered to the faculty members..
- B. Encouragement is given to the faculty members in pursuing research and consultation activities.
- C. Competitive remuneration is offered for all levels of faculty.
- D. Opportunity is provided to participate in programmes organized by the institute.
- E. Training and Faculty development programmes are organized for the professional development of the faculty.
- F. Encouragement in presenting papers in conference, seminars etc. organized by other institutions.
- G. Various welfare facilities mentioned in Question 6.3.5 are provided to the faculty members.
- H. Opportunity to accompany the students in foreign tour free of cost.
- I. Providing autonomy and freedom in work.

### 6.3.7 Summary :

1. The institution takes sustained interest in recruitment and promotion aspects of its employees.
2. The institution adheres to GOI/ State Govt. policies on recruitment (access, equity, gender sensitivity and physically disabled).
3. The institution has an effective welfare mechanism for teaching and non-teaching staff.
4. The institution ensures transparent use of Performance Appraisal Reports.
5. The institution conducts programmes to enhance the competency of its staff.
6. Performance budgeting is a core planning activity used by the institution for informed decision making.

7. Effective welfare mechanisms of the institutions are available to its staff.
8. The institution conducts programme for professional development of its staff.

#### **6.4 Financial Management and Resource Mobilization**

Budgeting and optimum utilization of finance, including mobilization of resources are the issues considered under this key aspect. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

##### **6.4.1 Details on institutional mechanism to monitor effective and efficient use of available financial resources :**

The institution has adequate budgetary provisions for academic and administrative activities. Systematic financial planning process is done at the Institute. The institute estimates its expenditure and prepares budget every year. Annual budget planning is made based on anticipated expenses related to different heads of expenditure such as salary of staff, consumables such as water, electricity, office stationary, purchases on library books/materials/ computer lab equipments/ furniture etc., and maintenance and renovation of buildings. All the expenses are subject to audit and ensures transparency in financial management. At the end of the each financial year a comparative statement of Budgeted amount and actual amount spend is prepared to ensure optimum utilization of the financial resources and maximum investment in all investments is assured.

##### **6.4.2 Institutional mechanisms for internal and external audit :**

Day to day maintenance of accounts is done by the office accountant using office management software. Periodic Internal Audit is conducted by Internal Auditors appointed by the managers. The institutional mechanism for internal audit is:

- ◆ Vouching of receipts
- ◆ Vouching of postings to ledger
- ◆ Vouching of TDS deductions and quarterly filing
- ◆ Vouching of payments made to suppliers based on the quotations, creditors, University, AICTE etc and verifying the fulfillment of statutory obligations (i.e., TDS deduction).
- ◆ Vouching of petty expenses bills
- ◆ Checking of Tally ERP software
- ◆ Scrutiny of scholarship disbursement register
- ◆ Preparation of receipts and payments
- ◆ Submission of Audit report

The institutional mechanism for external audit is:

- ◆ Thorough scrutiny of payments and receipts
- ◆ Verification of head of accounts using office management software
- ◆ Capital expenditure verification with bills, quotations received comparative statements.
- ◆ The finalization of Balance Sheet is done by External Auditors after examination of books of accounts.

The last audit done at the close of the financial year did not point out any audit objections.

### 6.4.3. Details on the efforts made by the institution in securing additional funding and the utilization of the same :

The efforts made by the institution for additional funding in the past few years relates to the following :

1. Expansion such as starting of new courses.
2. Infrastructural improvements such as construction of new canteen, interlocking the open quadrangle and car parking, Bank ATM facility etc.
3. Technology adoption such as installation of Wi-Fi, CCTV, Computer monitors etc.
4. Replacement of water coolers and electrical power generators,
5. Enhancement of transportation facility.

All these requirements have been met by the management and sanctioned money was money utilized appropriately.

The college has an ambitious plan to energize its entire campus with solar power at an estimated cost of Rs. 1.2 crores and looking for mobilization of resources to materialize this.

#### 6.4.4 Summary :

1. The institution has adequate budgetary provisions for academic and administrative activities.
2. Optimal utilization of budget is strictly adhered to by the institution.
3. Monitoring financial management practices through internal audit is evidenced in the institution's financial health.
4. The institution maintains a Reserve and Corpus fund.
5. The institution has conducted internal and external audits are regularly conducted.
6. The institution and leadership takes initiatives for mobilization of resources.

### 6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the higher education institutions, aimed at Continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic auditing. The institution adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.

#### 6.5.1 Internal Quality Assurance Cell (IQAC)

##### (a) Details on the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes :

The Centre for Quality Management is one of the important centres formed for the enhancement of quality education in the college. On July 1, 2012 the centre was renamed as Internal Quality Assurance Cell [IQAC] with the objective to realise the goals of quality enhancement and improve the performance of the institute.

##### Structure of IQAC :

- ◆ Chairperson - Principal
- ◆ Coordinator of all Departments (Faculty of SIMS)
- ◆ Three external members (Architect, Chartered Accountant, Academician)
- ◆ Internal Members (Selected Faculty and Administrative staff of SIMS)

The present IQAC composition is as follows :

Chairperson - Dr. P. S. Aithal

Dr. Suresh Kumar, Coordinator of MSW

Prof. Shailashree, Coordinator of MBA  
 Prof. Jeevan Pinto, Coordinator of MCA  
 Prof. Sridhar Acharya, Coordinator of BCA  
 Prof. Annet Sonia, Coordinator of BBM  
 Prof. Sonia Ajay, Coordinator of B.Com.  
 Mr. Kishore - Architect, - external member  
 CA. Ajith Prasad - Chartered Accountant, - external member  
 Prof. Dr. K.V. M. Varmbally, Academician - external member  
 Internal Members -  
 Mr. Subramanya Kumar - Faculty, SIMS  
 Ms. Reshma - Office Manager of

The institutional policy with regard to quality assurance is reflected in the quality policy of the institute stated as follows :

“We, at Srinivas Institute of Management Studies, Mangalore, strive to deliver **comprehensive, continually enhanced, global quality professional education** through an established quality management system complimented by the synergistic interaction of the stakeholders concerned.” We strive to communicate this policy to all the persons at all levels, so that this policy becomes working reality within the organization.

The quality policy has contributed to institutionalizing the quality assurance processes in the following three areas:

- Academic
- Administrative
- Infrastructural

**(1) Academic –**

The Institute is committed in the provision of quality teaching and learning process. Apart from that, it focuses on Personality Development of students through certificate programmes for skill development, Training programmes, and other co-curricular and extra-curricular activities that expand their horizon of knowledge, development of mind for their overall development. The Institute ensures all the measures in upbringing discipline and good character-building in the students. This also strengthens mental maturity of the students and focus on holistic development.

The following quality assurance processes have been institutionalized.

*(1) Teacher’s Quality* : To enhance the quality of teaching, regular Faculty Development Programmes introduced as a regular features. Collaborative programmes with other institutions (with NITK) are organized to enhance teacher's quality. The faculty members are encouraged to acquire additional qualifications, research degrees and impart certification programmes to foster their skills.

*(2) Delivery of the Curriculum* : In order to ensure effective delivery of the curriculum, the faculty members prepare the work dairy, lesson plan and course material for the subjects thought by them.

*(3) Strengthening of Research Activities* : In order to strengthen research activities, the IQAC has recommended the formation of research centres in priority areas under different faculties. The faculty members are encouraged to write articles for publication in journals and to present papers in National and International Conferences. Some of the programmes have opened up the possibility (MANEGMA - 2014) has opened up the possibility for preparing and publishing

research papers both in conceptual and empirical areas. The scope of the conference Managema, which was earlier confined to management only now been widened to include all disciplines offered by the college.

(4) *Personality Development Programmes* : Student Development Programmes are important to equip the students to meet the challenges in their career. Value Addition programmes like Certificate Courses are offered to the students to bridge the gap between the university syllabus and industry requirements, regular industrial visits and industry-academia interactions are organised so as to get the practical exposure about the functioning of the organisation.

(5) *Orientation Programmes*: Apart from career building, institute conducts programmes to develop right orientation and positive attitude.

(6) *Additional Academic Support in order to ensure Holistic Development*: Teaching management principles through examples from the great epics like Ramayana, Mahabharatha, Bhagavad Gita, Vedas, Upanishads etc., spiritual lectures under Vivekananda study centre and programmes organized during Swami Vivekananda Jayanthi, Sri Ramakrishna Paramahansa Jayanthi, Onum, Independence day, Karnataka Rajyotsava etc.

(7) *Mental Maturity and Skill Development Courses* : Corporate Yoga and mind control progrres are offered to the students to enhance the power of concentration, overcome stress, maintain good physical and mental health and to ensure mental maturity.

(8) *Placement* : The Institute undertake a broad range of vocational education, entrepreneurial training and employability skills to facilitate faster placement and better adjustment in the work situations.

(9) *Preparedness for challenges* : The students are encouraged to define their own training and development needs and based on the needs of students & the corporate, the Institute imparts employability skills. As the business world is filled with challenges and risks, the purpose of education is to prepare the students to face these challenges and take up the risk with courage.

## **(2) Administration –**

The administrative system support the institution in the development and enhancement of the quality education. The different committees set up by the institution always respond to the administrative needs. The Advisory Board and the Governing Council body are set up with the members of Management and academia. The various course co-ordinators facilitate internal administration of their departments and link it with the overall administration of the institute supervised by the head of the institute.

## **(3) Infrastructural :**

The provided infrastructure supports the requirements of the quality policy conducive to the academic and administrative process.

## **(b) Details on number of decisions of the IQAC have been approved by the management / authorities for implementation :**

The Quality manual mentioned above mainly emphasises on the quality system to be followed in the institute. All the IQAC decisions have been approved by the management and were actually implemented.

## **(c) Details on the IQAC external members & significant contribution made by them :**

The Centre for Quality management has external members on its committee. Collective decisions have been taken with regard to all the quality assurance policies of the institute.

**(d) Details on students and alumni contribution for effective functioning of the IQAC :**

The alumni effectively contribute to the enrichment and enhancement of the quality of education by associating and involving in fostering professional, academic and social links with the institution. The alumni as a stakeholder are significant during different stages of Quality decisions. They are instrumental in gaining valuable insights about various industries, employers and society. They assist in identifying the skills required by the students to obtain specific positions in the companies. They regularly provide feedback to the faculty members through which the institution up-dates academic programmes and value added programmes most relevant to the current requirements. With the registration of the alumni association, networking has become more effective and permanent.

The de-centralization of IQAC mechanism through bringing in course co-ordinators as members of IQAC, makes it possible to maintain a face to face direct communication with faculty and staff of the college.

**6.5.2 Details on institutional integrated framework for Quality assurance of the academic and administrative activities & its operationalisation :**

Yes. The institution has an integrated framework for Quality assurance of the academic and administrative activities. The integration of academic and administrative activities can be witnessed at three levels:-

**Strategic Level :** Staff members (both teaching and non-teaching staff) are involved in framing the policies and procedures, guidelines, rules and regulations and effectively implementing the same to ensure smooth and systematic functioning of the institute. Staff members are also involved in framing the procedures for admission of students for the course and examinations [Internal & University] to be conducted by the institute.

**Functional Level:** All the Teaching Staff participate in sharing the knowledge by discussing on the latest trends in their respective area of specialization. The co-ordinators and the members of different departments meet together and plan the programmes to be conducted. Office staff is involved in preparation of annual budget of the institute, taking in to consideration the approved fee structure. They also correspond with the Mangalore University, Department of Higher Education and AICTE regional office to fulfill their requirements for the smooth functioning of the institute's activities.

**Operational level:** All the staff members are involved in implementing the policies, procedures, and framework designed by the top management in order to maintain and achieve the quality standards.

**6.5.3 Details on institutional training to its staff for effective implementation of the Quality assurance procedures and its impact :**

The institution provide training to its staff for effective implementation of the Quality assurance procedures.

- Faculty Development Programmes, Lectures and workshops to give more thrust on pedagogy. As a result the innovations across the field are practiced in the teaching methodology.

- Many industry experts and renowned professors interact with the faculty members. This results in enhancement of the performance.
- Attending outreach programmes by faculty members also enriches them in bench marking services of the institution.
- The administrative staff are service conscious in dealing with student matters.
- The training in office management software has improved the efficiency and time saving.
- The lower staff are maintaining efficiency in the upkeep of the infrastructure.
- The principal of the institute also interacts with faculty members through faculty meetings and shares his ideas and explains how quality initiatives of the institute have to be implemented.

#### 6.5.4 Details on Academic Audit or other external review of the academic provisions and its outcomes used to improve the institutional activities :

The institution undertake Academic Audit regularly. The Management receives the feed-back about each faculty member in the form of self appraisal and appraisal from head of the institution to know their teaching and learning performance. The details of the subjects handled, percentage of pass and students' performance in the tests & examinations, participation in faculty development programme, participation in the external conferences and seminars, Books or papers published and programmes organized in the college.

The observations from the audit are passed on to the head of the institute for institutional improvement. The following are some of the improvements in institutional activities initiated due to the outcomes of academic audit :

| S. No. | Audit outcome   | Improvements in institutional activities  |
|--------|---|---|
| 1      | Need for increase in admission                          | 1. Increased publicity<br>2. website up-dating<br>3. Additional skill development programmes<br>4. Concessional fee for female students |
| 2      | Need of improvements in result in U.G. Programs         | 1. Counseling<br>2. Tutorials<br>3. More assignments<br>4. Close supervision of weak students   |
| 3      | Need of enhancement in faculty performance              | 1. More motivation through faculty meetings<br>2. Organizing more FDP's<br>3. Retaining experienced faculty                             |
| 4      | Need of improvement in research publication             | 1. Providing opportunities<br>2. Identification of research centres<br>3. Organizing workshop on Research methodology and publications  |
| 5      | Need for further strengthening co-curricular activities | 1. Introduction of certificate programmes<br>2. Compulsory projects<br>3. More programs and events.                                     |
| 6      | Need of improving the placement                         | 1. Exclusive placement cell<br>2. More collaborations with industries   |

## 3. Conduct of Job Fests.

Internal quality assurance mechanisms are aligned with the requirements of the AICTE and Mangalore University norms. The institute complies with the university stipulations such as attendance requirement of students, number of working days, number of classes conducted, internal assessment mechanism, etc.

### 6.5.6 Details on institutional mechanisms which are in place to continuously review the teaching learning process :

The institution has structured mechanisms to continuously review the teaching learning process as given below :

| S. No. | Mechanisms                           | Structure, methodologies of operation   | Outcome  |
|--------|--------------------------------------|---|--|
| 1      | Teachers Diary                       | Date wise, time wise, classes according to the time table is recorded in teachers dairy. This gives a clear picture that the classes are conducted systematically                                     | Faculty realize importance of adhering to the schedules. |
| 2      | Attendance Register                  | The number of classes taken versus the number of working days gives a direct measure of teaching input.   | Faculty realize the importance of the classes.           |
| 3      | Student Feedback                     | Appraisal forms are distributed to the students on the last working day of the semester. This is confidently collected and passed on to the head of the institute for review.                         | Faculty identify need for improvement.                   |
| 4      | Performance appraisal                | Performance self appraisal is done by the faculty. Against each of the appraisal items, the head of the institute marks his assessment in the form of grade point.                                    | Faculty identify weakness                                |
| 5      | Result analysis                      | Result analysis is done for finding out the percentage of marks scored by the students in each of the subjects. This together is treated as a measure of the concerned faculties teaching efficiency. | Faculty realize need for improvement.                    |
| 6      | Management meetings with the faculty | Meetings with faculty are conducted by management   | Faculty develops increased accountability.               |

|  |  |   |  |
|--|--|---|--|
|  |  | representatives and head of the institute. Poor performance like low pass percentage and poor marks are sort explanation. |  |
|--|--|---|--|

### 6.5.7 Details on institutional communication to its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders :

The institute organises interactive meetings with all its stakeholders in order to communicate its quality assurance policies, mechanisms and outcomes. The following are the stakeholders of the institute:-

- ◆ **Management** : Management representatives will interact with the faculty through meetings. These meetings are aimed towards reaffirming the quality conducive of the institution and its compliances.
- ◆ **Parents** : Parent-Teacher Meetings are conducted to inform them the initiatives taken by the institution to attain quality resulting in progress of their wards.
- ◆ **Students** : The institute conducts Orientation Programme at the beginning of every semester to make the students understand the quality concerns and to reinforce the culture of excellence in all aspects.
- ◆ **Alumni** : In the meetings with alumni quality mechanisms and their improvements are discussed.
- ◆ **Industry** : Suggestions on revision of curriculum to include newer areas of knowledge and skill development as per industry requirement are incorporated to convince the employers of the commitment of the institution towards quality.
- ◆ **University** : The local inspection committee which comes to inspect the quality standards maintained by the institute are convinced to obtain renewal of affiliation.
- ◆ **Community** : Propaganda materials which are part of admission campaign, information posted in the website, notifications of rank holders and pass percentage in various courses in news papers and social service activities convey the quality policy, mechanisms and outcomes to the community.

### 6.5.8 Summary :

1. Academic audit of departments and its impact is an important quality initiative of the institution.
2. The institution has an effective quality management and enhancement systems.
3. The institution reviews its teaching learning process, structure, methodologies of operations and learning outcomes at periodic intervals.
4. Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes.
5. External members contribute significantly in the functioning of the IQAC.
6. Autonomy to academic departments is encouraged.

## CHAPTER 7

## INNOVATIONS AND BEST PRACTICES

This criterion focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships.

### 7.1 Environment Consciousness

The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling, carbon neutral etc.

#### 7.1.1 Green Audit on Resource Consumption :

The institution conducts periodic green audit of its campus and facilities. Such for example are Audit on electricity consumption, water consumption, paper usage, Plastic waste, Food audit, Vehicle and Green plantation around the campus.

There is an inspection and supervision of the campus and facilities done internally by the head of the institution, maintenance engineer and Gardner on a regular basis to ensure that we remain green campus. The internal audit is conducted every year.

#### (1) Audit on Electricity consumption:

The College building occupies 3 floors from the Second floor. The following are the list of items with the individual power consumption per hour used in the college.

Table 7.1 : Standard power consumption of individual item used in the college per hour

| S. No | Particular                    | Power consumption per hour |
|-------|-------------------------------|----------------------------|
| 1.    | Air Conditioner               | 1.5 KW                     |
| 2.    | Computer                      | 300 W                      |
| 3.    | Network Printer/Xerox Machine | 500 W                      |
| 4.    | Inkjet Printer                | 50 W                       |
| 5.    | Dot Matrix Printer            | 50 W                       |
| 6.    | Tube Light                    | 40 W                       |
| 7.    | Fan                           | 50 W                       |
| 8     | LCD Projectors                | 500 W                      |
| 9     | Water Cooler                  | 200 W                      |
| 10    | Lift                          | 5KW                        |
| 11    | Spot light (CFL)              | 25 W                       |

Assuming that the working hours per day is assumed to be 6 hours. The consumption of power by various items per day is given below :

Table 7.2: Daily power consumption of different rooms in the college

| S. No | Room Particulars | Tube lights | Fans | Computers | Air Condition | LCD Projecto | Printers | Total power /day |
|-------|------------------|-------------|------|-----------|---------------|--------------|----------|------------------|
|-------|------------------|-------------|------|-----------|---------------|--------------|----------|------------------|

|    |                    |    |     |     | s                     | rs |   | in KW |
|----|--------------------|----|-----|-----|-----------------------|----|---|-------|
| 1  | Director's chamber | 2  | 2   | 1   | 1(sparingl<br>y used) | -  | 1 | 5     |
| 2  | Office             | 4  | 4   | 6   |                       |    | 2 | 24    |
| 3  | Staff rooms        | 30 | 40  |     |                       |    |   | 18    |
| 4  | Class rooms (15)   | 75 | 130 |     |                       | 15 |   | 84    |
| 5  | Auditorium         | 24 | 24  |     | 10                    | 1  |   | 69.84 |
| 6  | Library            | 34 | 34  | 4   |                       |    |   | 25.5  |
| 7  | Computer Lab       | 45 | 45  | 210 |                       |    | 5 | 425   |
| 8  | Ladies Room        | 8  | 6   |     |                       |    |   | 3.7   |
| 9  | Staff toilet       | 9  | 3   |     |                       |    |   | 1     |
| 10 | Gents Toilet       | 6  | 2   |     |                       |    |   | 0.5   |

Total daily usage of the power - 656.54 KW or units appr.

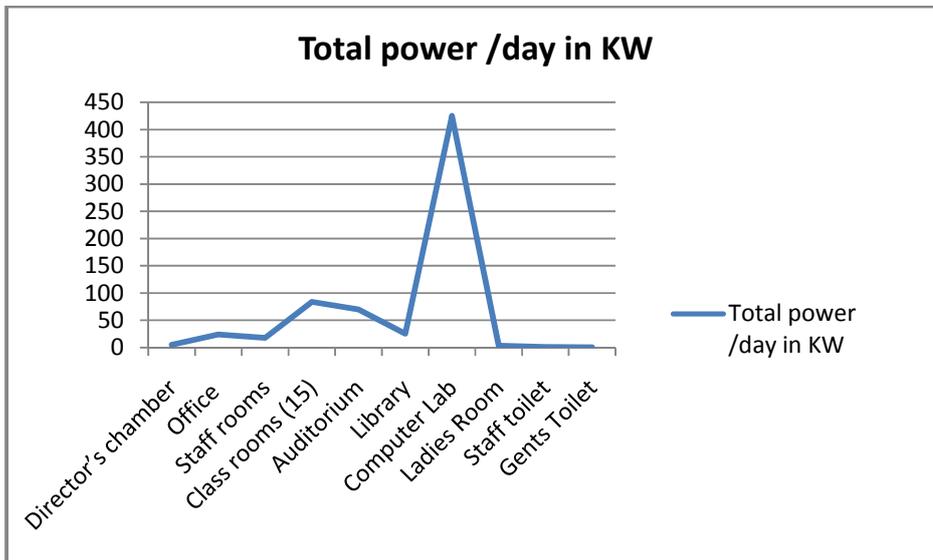


Figure 7.1 : Chart representing the consolidated power consumption per day by different rooms in the college

The consumption of the electricity for the years 2011, 2012 and 2013 are listed below :

Table 7.3 : Power consumption for the three years (unit wise)

| S. No | Year | Total Power Consumption in units | Electricity Charges in Rs. |
|-------|------|----------------------------------|----------------------------|
| 1     | 2011 | 177491                           | 9,40,699                   |
| 2     | 2012 | 187490                           | 10,04,187                  |
| 3     | 2013 | 168550                           | 8,93,314                   |

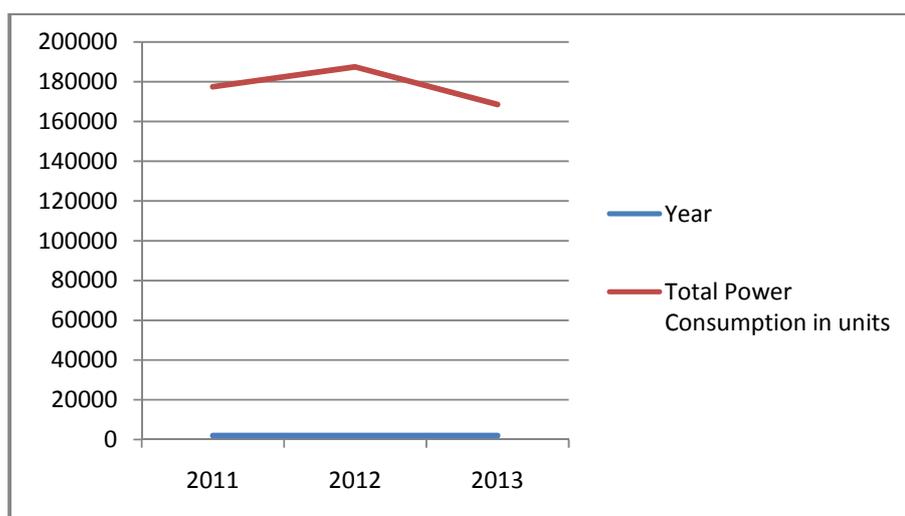


Figure 7.2 : Chart representing power consumption for the three years

It is observed that in the audit for 2011 and 2012, the electricity consumption and cost increased but due to the institutional effort, both consumption and cost could be reduced even though there is an increase in the strength of students. This is because the internal auditing committee had taken a lot of measures in stopping the power wastages observed by

- Constant supervision to switch off lights and fans when not in use.
- Gradual replacement of CRT monitors in the computer lab by LED monitors.
- Window screens which were obstruction to natural light were replaced so that dependents on electrical lighting is reduced.
- Replacement of incandescent bulbs with tube light & CFL lights which consume less energy

The college has a plan to install solar energy project to completely energize the campus.

## (2) Audit on water consumption:

The college depends on the following sources for its water requirement :

- (1) Potable water from the public distribution system maintained by the city corporation which is charged in terms of per liter use of water.
- (2) Any deficiency in case of water shortage is compensated through purchase of drinking water available in tankers which is also charged in terms of per litre use of water.
- (3) The college has a Bore well with a capacity of 5 HP motor which is meant only for Toilets, Cleaning, Gardening etc. This has additional feature of re-chargeability.

The description on consumption of water for last three years 2010-2014 is given below :

Water consumption for the year 2010-11 is 120 lakh of litre cost Rs 1,20,000.

Table 7.4 : Month wise water consumption for the year 2010-11

| S. No | Month | Water consumption per month in litres | Price in Rs. |
|-------|-------|---------------------------------------|--------------|
| 1.    | June  | 12 lakh                               | 12,000       |
| 2.    | July  | 12 lakh                               | 12,000       |

|     |           |         |        |
|-----|-----------|---------|--------|
| 3.  | August    | 12 lakh | 12,000 |
| 4.  | September | 12 lakh | 12,000 |
| 5.  | October   | 8 lakh  | 8,000  |
| 6.  | November  | 8 lakh  | 8,000  |
| 7.  | December  | 12 lakh | 12,000 |
| 8.  | January   | 12 lakh | 12,000 |
| 9.  | February  | 12 lakh | 12,000 |
| 10. | March     | 10 lakh | 10,000 |
| 11. | April     | 5 lakh  | 5,000  |
| 12. | May       | 5 lakh  | 5,000  |

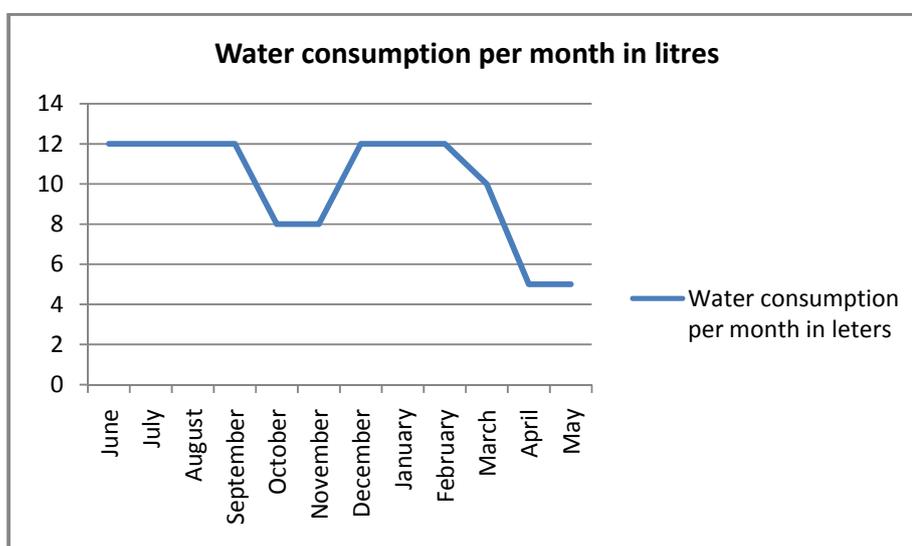


Figure 7.3 : Chart showing the consumption of water during 2010-11

Water consumption for the year 2011-12 is 83 lakh of litre of cost Rs 83,000

Table 7.5 : Month wise water consumption for the year 2011-12

| S. No | Month     | Water consumption per month | Price |
|-------|-----------|-----------------------------|-------|
| 1.    | June      | 8 lakh                      | 8000  |
| 2.    | July      | 8 lakh                      | 8000  |
| 3.    | August    | 8 lakh                      | 8000  |
| 4.    | September | 8 lakh                      | 8000  |
| 5.    | October   | 6 lakh                      | 6000  |
| 6.    | November  | 6 lakh                      | 6000  |
| 7.    | December  | 6.5 lakh                    | 6500  |
| 8.    | January   | 7.5 lakh                    | 7500  |
| 9.    | February  | 7.5 lakh                    | 7500  |
| 10.   | March     | 7.5 lakh                    | 7500  |

|     |       |        |      |
|-----|-------|--------|------|
| 11. | April | 5 lakh | 5000 |
| 12  | May   | 5 lakh | 5000 |

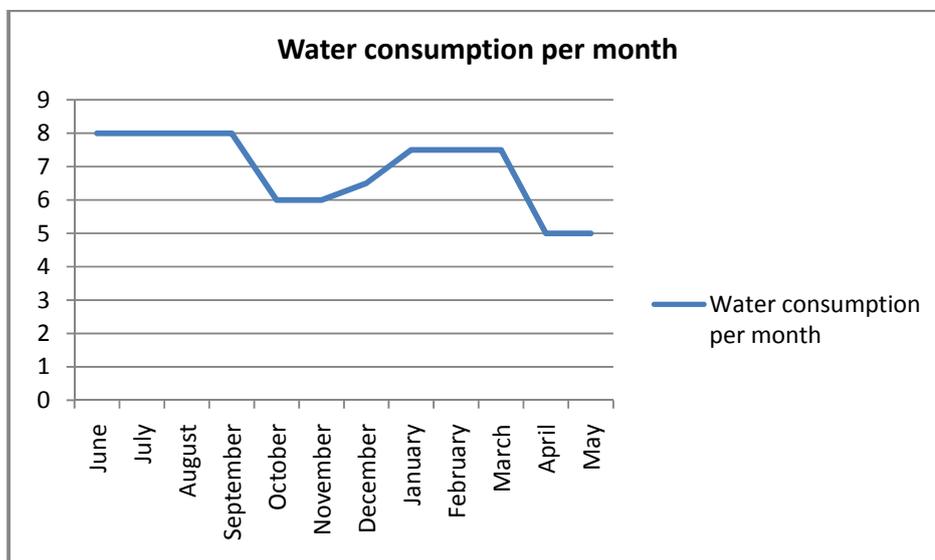


Figure 7.4 : Chart showing month wise water consumption for the academic year 2011-12

Water consumption for the year 2012-13 is 103 lakh litre of cost Rs 1,02,000

Table 7.6 : Month wise water consumption for the year 2012-13

| S.. No | Month     | Water consumption per month | Price |
|--------|-----------|-----------------------------|-------|
| 1.     | June      | 9 lakh                      | 9000  |
| 2.     | July      | 9 lakh                      | 9000  |
| 3.     | August    | 9 lakh                      | 9000  |
| 4.     | September | 9 lakh                      | 9000  |
| 5.     | October   | 7.5 lakh                    | 7500  |
| 6.     | November  | 7 lakh                      | 7000  |
| 7.     | December  | 8 lakh                      | 8000  |
| 8.     | January   | 10 lakh                     | 10000 |
| 9.     | February  | 10 lakh                     | 10000 |
| 10.    | March     | 9 lakh                      | 9000  |
| 11.    | April     | 7.75 lakh                   | 7750  |
| 12     | May       | 6.75 lakh                   | 6750  |

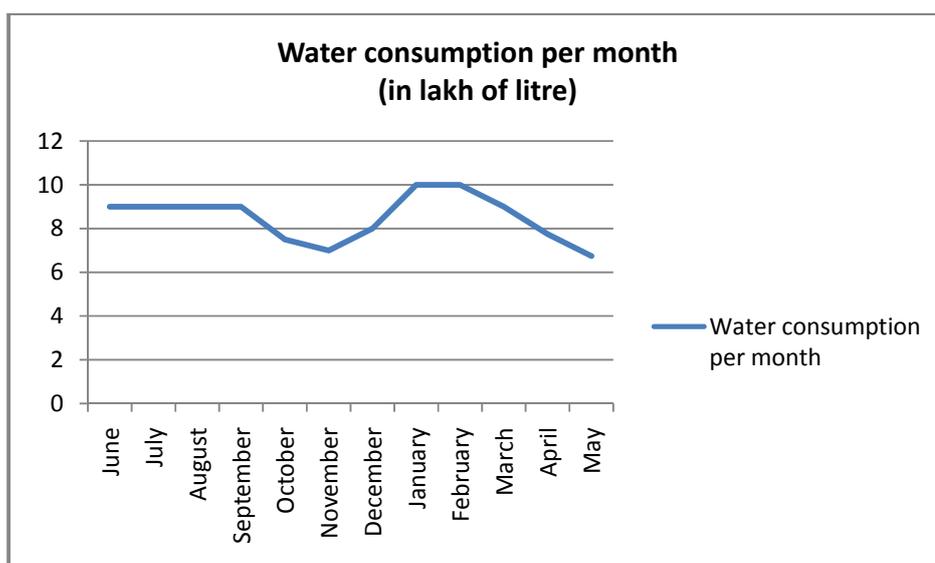


Figure 7.5 : Chart showing water consumption for the year 2012-13

In the college we have two water coolers with purifiers for the students and staff to drink water and we have enough taps in the ladies and gents and staff toilets for the cleaning purposes. Daily consumption is around 35,000 litres of water using corporation and borewell.

### (3) Audit on printing and paper wastage :

Our college has two heavy duty printer cum xerox machine in the office which is outsourced. For every page of print or xerox, the college is paying Rs. 0.35 excluding the paper.

Table 7.7 : Daily usage of the printer

| S. No | Department        | No. of Print out in pages | Cost in Rs |
|-------|-------------------|---------------------------|------------|
| 1.    | Principal Chamber | 50                        | 17.50      |
| 2.    | Office            | 600                       | 210        |
| 3     | MBA               | 100                       | 35         |
| 4     | MCA               | 100                       | 35         |
| 5     | MSW               | 100                       | 35         |
| 6     | BCA               | 100                       | 35         |
| 7     | BBM and B Com     | 100                       | 35         |

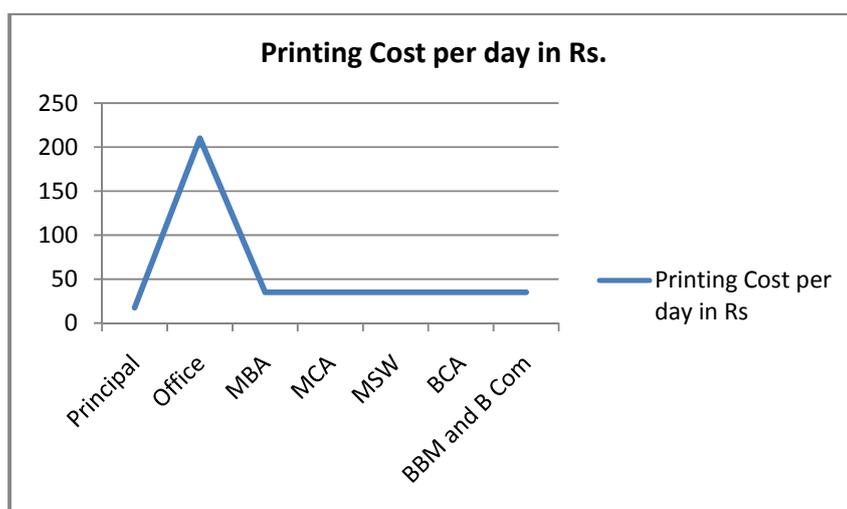


Figure 7.6 : Daily printing rate by various departments.

Daily consumption of paper for the print and photocopy : 1,150 pages.

Paper wastages per day: 20 to 25 pages apprx.

Monthly payment for printing & Xerox : Rs 10, 000.

The dot matrix printer is used in the lab only for the print out of the students.

**(4) Audit on optimum utilization of college elevator/ Lift :**

The lift facility is provided to the staff members and guests visiting the college. The lift is operated by an attender. The lift service is out sourced for AMC. The use of ramp and stair-cases are encouraged to save the electricity.

**(5) Audit on food wastage:**

The college canteen prepares food based on an estimate provided by the college so as to minimize the wastage.

**(6) Audit on vehicle used in the campus:**

The college operates 6 buses to transport students from the hostel and return. Daily the buses take 4 trips from hostel to college and back. Two trips in the forenoon and two trips in the afternoon.

Table 7.8 : Daily expenses of the college buses during 2010-11

| S. No. | Bus Number | Distance travelled per day | Mileage | Daily cost in Rs including diesel and maintenance |
|--------|------------|----------------------------|---------|---|
| 1.     | 11         | 16 Km                      | 5       | 150   |
| 2.     | 12         | 32 km                      | 5       | 300   |
| 3.     | 13         | 24 km                      | 5       | 200   |
| 4.     | 14         | 24 km                      | 5       | 200   |

Daily cost for the college is Rs 850

Table 7.9 : Monthly expenditure for four buses in the academic year 2010-11

| S. No. | Month     | Cost for four buses including maintenance in Rs |
|--------|-----------|---|
| 1.     | June      | 21250   |
| 2.     | July      | 21250   |
| 3.     | August    | 21250   |
| 4.     | September | 21250   |
| 5.     | October   | 15000   |
| 6.     | November  | 5000  |
| 7.     | December  | 20000   |
| 8.     | January   | 21250   |
| 9.     | February  | 21250   |
| 10.    | March     | 21250   |
| 11.    | April     | 5000  |
| 12.    | May       | 2000  |

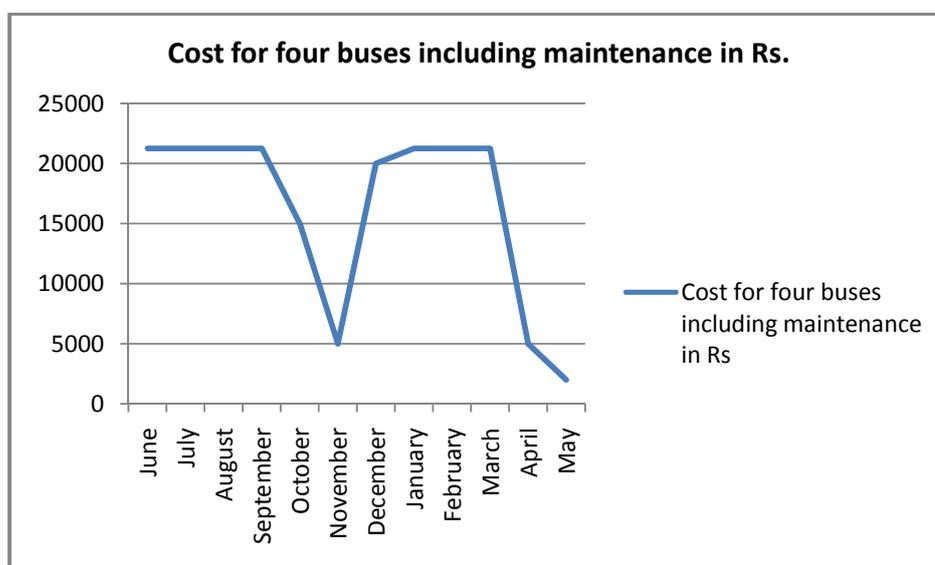


Figure 7.7 : Chart showing expenditure for the four buses in the academic year 2010-11

Table 7.10 : Daily expenses of the college buses during 2011-12

| S. No. | Bus Number | Distance travelled per day | Mileage | Daily cost in Rs including diesel and maintenance |
|--------|------------|----------------------------|---------|---|
| 1.     | 11         | 16 Km                      | 5       | 200   |
| 2.     | 12         | 32 km                      | 5       | 400   |
| 3.     | 13         | 24 km                      | 5       | 300   |
| 4.     | 14         | 24 km                      | 5       | 300   |

Daily cost for the college is Rs 1,200

Table 7.11 : Monthly expenditure for four buses in the academic year 2011-12

| S. No. | Month     | Cost for four buses including maintenance in Rs |
|--------|-----------|---|
| 1.     | June      | 30000   |
| 2.     | July      | 30000   |
| 3.     | August    | 30000   |
| 4.     | September | 30000   |
| 5.     | October   | 22000   |
| 6.     | November  | 8500  |
| 7.     | December  | 22000   |
| 8.     | January   | 30000   |
| 9.     | February  | 30000   |
| 10.    | March     | 22000   |
| 11.    | April     | 8500  |
| 12.    | May       | 3000  |

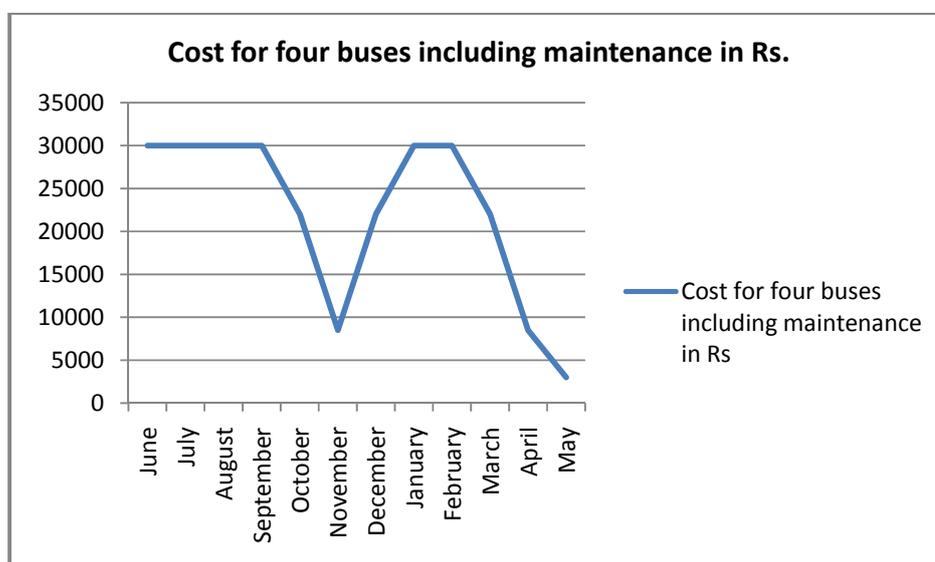


Figure 7.8 : Chart showing expenditure for the four buses in the academic year 2011-12

Table 7.12 : Daily expenses of the college buses

| S. No. | Bus Number | Distance travelled per day | Mileage | Daily cost in Rs including diesel and maintenance |
|--------|------------|----------------------------|---------|---|
| 1.     | 11         | 16 Km                      | 5       | 250   |
| 2.     | 12         | 32 km                      | 5       | 440   |
| 3.     | 13         | 24 km                      | 5       | 340   |
| 4.     | 14         | 24 km                      | 5       | 340   |
| 5.     | 15         | 16 km                      | 5       | 250   |
| 6.     | 16         | 32 km                      | 5       | 440   |

Daily cost for the college is Rs 2060

Table 7.13 : Monthly expenditure for six buses in the academic year 2012-13

| S. No. | Month     | Cost for six buses including maintenance in Rs |
|--------|-----------|--|
| 1.     | June      | 51500  |
| 2.     | July      | 51500  |
| 3.     | August    | 51500  |
| 4.     | September | 51500  |
| 5.     | October   | 39000  |
| 6.     | November  | 12500  |
| 7.     | December  | 39000  |
| 8.     | January   | 51500  |
| 9.     | February  | 51500  |
| 10.    | March     | 39000  |
| 11.    | April     | 12500  |
| 12.    | May       | 5000   |

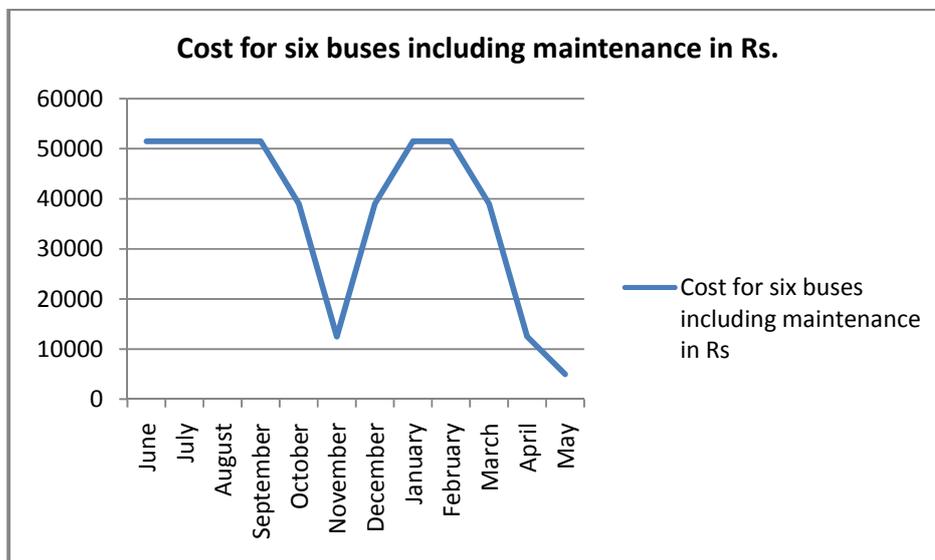


Figure 7.9 : Chart showing expenditure for the six buses in the academic year 2012-13

**Inference:**

- There is a gradual increase in the expense due to increase in fuel price year by year
- The increase is also due to increase in the maintenance work
- The college has a plan to shift its hostels to closer locations to cut down the expenditure on the transport.

**(7) Audit on mobile phones used in the campus:**

The college does not permit the students carry mobile phones inside the college campus. Use of mobile phones are potential health hazard as well as social nuisance in academic environment.

**(8) Audit on fire fighting facility and implementation:**

The college has the fire safety measures installed in each floor with the fire extinguishers for the protection from any fire related problems.

**(9) Audit on plastic wastage in the campus :**

The college does not encourage any plastic carry bags and use only cloth bags for the daily activities. However, while buying computers and electronic goods, the plastic packing materials are sold as junk material. The NSS team of our college conducts programs of cleaning the campus for any plastic wastages.

**(10) Audit on green plantation facility around the campus:**

The surroundings of the college is maintained green with fruit trees and other plants. Potted plants and cultivated plants are also grown in possible places inside the college.

**7.1.2 Details on the initiatives taken by the college to make the campus eco-friendly :**

**1. Energy conservation :**

The college building is constructed esthetically such that natural light and air flow is maximum utilized

**2. Use of renewable energy:**

The implementation of solar energy is under planning stage for all the lights and fans in the college. The estimated cost of this project is over 1.05 crores.

**3. Water harvesting:**

The entire rain water flowing from the roof is harvested through re-charging pit for recycling the bore well facility.

**4. Check Dam construction:**

No applicable

**5. Efforts for carbon neutrality:**

The college contributes very little to the carbon. Traces if any expected to be from the Diesel power Generator and automobiles is neutralized by maintaining trees around.

**6. Plantation :**

7. The surroundings of the college is maintained green with fruit trees and other plants. Potted plants and cultivated plants are also grown in possible places inside the college.

**8. Hazardous waste management :**

Not applicable.

**9. E-waste management :**

Non repairable computers, motherboards, monitors, hard disks and other electronic devices are disposed through selling them to for away vendors.

**10. Electricity saving through LED/LCD monitors .**

The computer lab was having CRT monitors till 2008-09. The new introduction of LCD and LED monitors are attractive in several ways like, less space consumption, more clarity and less power consumption. Based on these factors we have replaced all our old CRT monitors with new LCD monitors. Now recent purchases are having LED monitors which consume less power compared to LCD and CRT monitors.

The institution displays sensitivity to issues like climate change and environmental issues in following ways :

1. Display of Posters & Banners in the College.
2. Display of Banners on Climate change & Clean Environment in College website.
3. Information on Energy Conservation pasted in all classrooms.
4. Energy & Environment activities under Student Forum.
5. Articles on Environment Consciousness posted in college website & e-Magazine :
6. Programs under SIRRA focusing on campaign through street play and folk art.
7. Programs under NSS related to plastic free environment.
8. Decreased use of papers through SMS, and e-mails replacing hprd copy of letters to attain Paper - free Office.
9. The college offers environment related Certificate programs for P.G. Students
10. The college supports LCD technology in teaching to maintain dust free class rooms.
11. The college celebrates World Environmental Day
12. Green Plantation Programs in nearby schools by MSW students
13. The college give emphasis to research on green business through establishment of a Centre on Green Business.
14. The college conducts student competition on environmental issues.

## 7.2 Innovations

The institution is geared to promote an ambience of creativity innovation and improving quality.

### 7.2.1 Details of innovations introduced during the last four years which have created a positive impact on the functioning of the college :

The college has been scaling new heights ever since its inception. The college has introduced several innovations which have helped to create a positive impact on the functioning of the college. Following Innovations have been introduced in the college during last 4 years :

1. **Biometric Attendance for Faculty Members** : The college has introduced biometric attendance for faculty and all staff. This avoids error and malpractice.
2. **Wi-Fi Facility** : The college introduced Wi-Fi facility first time among all other colleges for wireless internet access in the campus at all times.
3. Photos of eminent people with their selected quotations are displayed in all prominent places to inspire students.
4. Apart from information in the college website, Online Components of teaching are included.
5. Links to Online Journals & Free Textbooks are provided in the college website to download according to the requirement.
6. Student Activity Photos are displayed in the College Corridor walls.
7. LCD projectors are fitted in all classrooms for teaching & student presentation.
8. Teachers use amplifiers in large classrooms.

9. All CRT monitors are replaced by 19 “ LCD Monitors for avoiding the hazardous radiation effect.
10. Use of video lectures provided by NPTEL to assist in teaching. The college has received a Certificate of Appreciation for this purpose.
11. Value Added Chapter is included to be taught in each subject for all courses along with prescribed University Syllabus.
12. Dual specialization offered in P.G. management course to promote multiple carrier avenues.
13. CCD Cameras are fixed in each classroom & corridor to monitor the discipline of the institution.
14. The college introduced open book examination in order to improve the reasoning and analytical skills of the students while answering questions and reduce tension and fear of examinations.
15. The college provides book bank facility to its students.
16. The college introduced special counseling services to rid the failed students of back paper syndrome.
17. Enhancing reference opportunities for students and faculty involving in research projects by accessing resource from other sources such as paid Membership to Mangalore University library in addition to college library resources. .
18. Displaying photos of Rank Holders on Corridors
19. Separate departmental Libraries.
20. Locker Facility on rent for PG students for safe keeping of personal belongings..
21. Chapter wise Assignments for internal assessment.
22. Weightage for attendance in Internal assessment to encourage cent percent attendance.
23. Students are allowed access to high speed internet facility in the computer lab during evening time & Sundays.
24. College conducts JOB – FAIR to attract employers to the campus.
25. Many new programs have been started under own NGO called Srinivas Institute of Rural Reconstruction Agency (SIRRA) for social work.
26. Group projects is compulsory for BCA & MCA students in each semester.

27. Short time internship in NGOs is introduced for MBA students.
28. Virtual investment on online share market is practiced in P.G. Management Course as a learning experience in share market dealing.
29. Submission of assignment through E-mail in certain subjects in MBA course.
30. Photographs of Rank Holders & Best Academic achievers are provided in institutions Website.
31. Faculty availability to the students for consultation and tutorials on Saturday afternoon.
32. Regular Faculty Development Programs for capacity building of faculty.
33. Plan of introducing a project on solar based Green Energy Campus.
34. Participating student in Planning & organizing of various programs conducted in the college..
35. SMS information to parents about attendance shortage and Internal Exam Marks.
36. E-Placement Brochure and E- Magazine published in College Website.
37. Laptop computer Charging Facility at every seat in AC Gallery Hall.
38. Closed Circuit TV surveillance in all classrooms during University Exams.
39. Alumni invited as guest for College programs.
40. In the year 2013 onwards, the college started to invite the Alumnai who served as MAGMA co-ordinator 10 years before as a special guest in every subsequent MAGMA program.
41. Students get a unique experience to participate and receive their Graduation scroll in conventional graduation Gown and cap.
42. An extra opportunity to all the students of the college and hostel to interact with foreign professor in computer science.
43. A declaration form is to be submitted by every student who absent for the class stating the attendance position in that subject to alert against repeated absents in undergraduate programs.
44. As an additional alert mechanism, students with attendance shortage are required to produce a declaration signed by parents and the head of the institution before payment of University exam fee.
45. Medical Insurance Facility is provided to all students in Srinivas Hospital.

46. Establishment of Vivekananda Study Circle in the college for conducting personality development programs.
47. As an innovation, the Institution has initiated research centres in chosen areas of Management to promote faculty interest in pursuing research & publications.
48. Computer Literacy classes are conducted by MCA students for poor children of Govt. Schools.
49. Students celebrate Independence day in special schools for physically challenged children.
50. edX global is a consortium of Global Universities of developed countries which provide online courses in advanced technology areas. Students are encouraged to take up such edX global on-line courses as value addition.
51. A collection centre for used cloth is started in the college, which is distributed periodically to needy poor people through local NGO's.
52. EDP Cell – organize workshops and training programmes to develop young entrepreneurs.
53. Blood Donation Camp organized by social service cell (SIRRA).
54. College library conducts Book Exhibition every year.
55. Onam Festival & other traditional day celebration by students are encouraged.
56. College has MOU with Many Nationalized Banks for availing Education Loan so that poor students get education opportunity.
57. Computerization of Library & Office through Software developed by our Students.
58. The institution follows a practice of physical verification classes in progress & document.
59. College website maintains subject wise textbook list so that students can verify availability of a particular book from home or anywhere using internet.
60. Zero-Balance Account : Through collaboration with nationalized banks, the college provides zero balance account for its students for operating ATM.
61. Students can download old Question Papers of University exams from College website.
62. Competitive Exam Books are added in the collection of books with the library.
63. Every day classes begin with Silent Prayer recalling the goal of the student.

64. Executive cushion chairs are provided for students in P.G. Classes
65. Principal visits the classes and meets students frequently and motivates them and collects feedback.
66. Student Exchange Program between institutions in MBA course.

### **7.3 Best Practices**

Practices of the institution leading to improvement and having visible impact on the quality of the institutional provisions are considered in this Key Aspect.

#### **(a) Institutional Best Practices :**

1. Earn while Learn<sup>®</sup> Program : The college encourages and provides opportunity to support themselves taking up part-time jobs so that they become self-dependent.
2. Save a Year<sup>®</sup> Program : This is enable students with marginal attendance shortage to make up their attendance requirement by providing additional classes so as to avoid losing a year.
3. Equal Opportunity in education for everybody irrespective of their caste, religion, nationality, gender and students with poor academic performance. The first come first admission model of the institution supports this best practice.
4. Entry Test & Summarization of the class by two students used as a teaching technique.
5. Comprehensive Performance Management System through faculty self-evaluation & rating by head of the institute.
6. Admission to backward students on subsidized fee lower than University approved fee in selected courses. This helps the students from backward community students to get higher education.
7. The College conducts mentorship program to support students and the faculty acts as mentors. This will help weaker students to perform better academically.
8. Foreign Industry visits and Certification Program opportunity for MBA students. This gives better exposure and confidence to handle situations.
9. Certification Program for enhancing employability skills. The college has introduced a number of certificate programmes which suits the requirement of students in different courses so that they build skills which would enhance their employability.
10. Group/Team Projects for Computer Science Students in every Semester. This will help them to increase their proficiency in developing various application software.

11. Close monitoring of staff for improved efficiency through maintaining work diary. This will help to maintain accountability and efficiency in work.
12. Computerization of college library and student information system using software developed by students. This has helped the college library and the office in best use through indigenously developed technology through student effort.
13. Annual prize for best project of the year from among all projects submitted during the year. This encourages the quality research projects by the students.
14. Subscription of Business News Papers by the college to all business management students and weekly News Analysis in groups.
15. Social work through institutional NGO.
16. Offering Choice Based paper to largest number of students from other colleges
17. The college provides session wise Teaching Plan, College Calendar, and Study Materials prepared according to the syllabus with Chapter end Assignments to all students in all courses.
18. The college distributes Business News Paper – “Economic Times” for each and every student of MBA every day and conduct news Analysis program every week.
19. Along with University Syllabus, the college provides additional Workshops and Skill Development programs in Course & Technology related areas in the Subjects as Value addition.
20. Library facility is kept open till 8.00 pm on working days and during day time on Sundays.
21. A suggestion/Complaint Box is fixed on wall in front of College office to get feedback/suggestions/complaints from the students.
- 22.. Involvement of Faculty members in Admission Process.
23. Graduation Day Celebration with Graduation Dress & Certification for every passed student.
24. The institute conducts three internal exams against university standard practice of two internal exams. One among this is a preparatory exam which covers entire syllabus with a duration similar to the university exam in order to give firsthand experience.
25. Locker facility is provided to Students to make mobile phone free classrooms & Corridor.
26. Ramp & Lift facility are shared with Physically handicapped students.
27. The college has a best practice of providing comprehensive information on each of the courses through a hand book.

**(b) Individual Best Practices :**

**1. Title of the Practice :** Aithal Effective Classroom Teaching Model (Silent prayer, entry test & summarization by the students at the end in each class)

**Abstract:** With 25 years teaching experience this model is developed and proven to be the best practice of teaching. According to this model each class of one hour duration starts with **silent prayer** for one minute to recall the career objective or goal of individual students. Then an **entry test** questions will be displayed on the board containing the questions on the topic discussed in the last class. Then the attendance of students will be taken by calling their names. After calling attendance, students will be randomly picked to answer the entry test questions. After discussing answers of all entry questions, the teaching session will continue as per the topic given in session wise Teaching plan. At the end of each class, the teacher will call 2 to 3 students randomly to **summarize** the class. The summarization opportunity for the students pressurizes the students to focus in the class session by writing down the gist of the session so that all students will concentrate in the topic discussed in the class to maintain their dignity and avoid possible shame during **summarization**.

Dr. P. S. Aithal  
Principal

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**2. Title of the Practice: Contextualization**

**Abstract:** Making Meaning: Connecting topics to Students' Lives – Connect teaching and curriculum to students' experiences and skills. The concept of contextualization involves applying various theories and skills do the everyday context in the student's life. The student is motivated to explore and think of examples where the particular context was involved in their day to day life. They are channelized to go through a process of discovering the latent applications and meaning, this fosters pride and confidence in their abilities as a manager. "Understanding" means connecting new learning to previous knowledge. Assisting students make these connections strengthens newly acquired knowledge and increases student engagement with learning activities.

Prof. Anil Kumar  
Professor

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**3. Title of the Practice: Modified Brainstorming Technique**

**Abstract:** Brain storming is an effective technique for ensuring participation in the learning process. But almost everybody is afraid to use it because of the difficulty in managing complex and diverse ideas which come in the process. Unless careful, either the ideas generated become totally useless because it is not utilized for the required purpose and brain storming becomes just for the sake of it. Yet another danger is that it is counter productive and the teacher get lost what is intended to convey. This could be overcome by the process of linking the ideas with the main theme of the class is summarized in two stages using black board.

Dr. Nagamanickam  
Associate Professor  
MSW Dept.

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**4. Title of the Practice:** Oral story telling (OST)

**Abstract:** We have a profound need to tell and hear stories. It is how we share experience, understand each other, and create community. Every conversation is full of personal anecdote; every effort to explain shared customs and values needs a tale; every bit of wisdom is best expressed by a story. The very way our minds think is the essence of story. So to master powerful and effective communication, to engage people and ensure they remember facts, or to break down barriers of isolation within or between. Storytelling is strongly dependent on the power of personal presence -- of the trance-inducing interaction of live performer with live audience, and the direct transfer of narrative imagery from mind to minds. Whether within a traditional community or a contemporary performance context, storytelling tends to be prized precisely for its immediacy.

Dr. Surekha Shenoy  
Professor  
MBA Dept.

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**5. Title of the Practice:** Milly (Most Important Lesson Learnt Yesterday)

**Abstract:** This practice is being followed to achieve the goal of keeping the students continuously in touch with the subject. This is practiced by way of dedicating first ten minutes of the class to ask the students what they consider as most important learning in the last class. To get best results from this practice, the participating students get marks in their internal assessments. To ensure that there are no doubts in the discussion that is done in the class of the subject, towards the end of the class another 5 minutes is dedicated as question hour from the students to clear their doubts.

Prof. R. K. Acharya  
Professor

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**6. Title of the Practice:** Z to A approach

**Abstract:** Z to A approach is experiential learning. It attempts to explain the application first and then the concept. Students develop interest and create long lasting memory of the concept. Experiential learning is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product. Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary

Prof. Shailashri V T  
Associate Professor

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**7. Title of the Practice:** TBX- (Team building exercises- From competition to collaboration)

**Abstract:** The goals of this way of learning is to build better motivated students, bringing in creativity in class room, better problem solving skills and in turn higher productivity Over the past several decades, management theory has evolved from the promotion of competitive work environments to the development of cooperative ones. As part of this process, students should

put an ever-increasing emphasis on team building. Team building activities, whether they are five-minute games or week-long assignments, teach essential collaborative skills while helping students develop trust in each other and each other's abilities. Students are able to share their outcomes with others -- resulting in pride in their accomplishments and reinforcing that learning is a constructive process rather than merely a process of fact retention.

Prof. Priti Jeevan  
Asst. Professor

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**8. Title of the Practice:** “Exploding the Syllabus & giving one topic as assignment to each of the MBA Student in a Class”

**Abstract :** The Lecturer has to explode the syllabus of the subject which he Teaches, to such an extent that he gets exactly same number of Topics. Each of these topics can be given to each of the students as Assignment; this assignment is supposed to cover all the aspects related to the topic, which becomes a knowledge-bank on that subject. If the subject to be taught is Mathematical, then two/three different problems from different chapters can be taken up from Various books and assigned to one student; and this scheme Continues.

Prof. Ramesh Pai  
Asst. Professor

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**9. Title of the Practice:** Use of online platforms to show the real market scenarios

**Abstract:** The aim of the practice “Use of online platforms to show the real market scenarios” is to make the students aware of the nuances of Stock Market in India and make them invest and or seek careers in investment or financial services firms. The students are offered a certificate programme in general and an elective programme in Security analysis and Portfolio Management during the course of their studentship in MBA programme of the Institution. Through interactive sessions with the online platform with live market on display students are made to lean the trading and investment in stock market by means of virtual trading. This practice requires continuous attention of students and open discussions in the class room. This necessitates the number of students in the class to be limited to 25 to 30 students. It is found that the students after this programme are seeking career with stock brokers and also start investing their savings.

Prof. Subrahmanya Kumar N.  
Asst. Professor

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**10. Title of the Practice:** Corporate Lessons & Concepts (CLC Model)

**Abstract:** This is a method by which the faculty shares certain ways of the corporate. The language used by the corporates, their way of working & jargons used by them. All this is usually shown & explained through a story. Also the students are asked to find out the latest concepts in the industry of their choice & explain the same in the class.

Mr. Amith Menezes  
Senior Lecturer

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**11. Title of the Practice:** Teach the teacher

**Abstract:** Today's students belong to a much smarter genre - technologically and otherwise, it is indeed a challenge for the tutor to keep them engaged and engrossed in the classroom discussions and ensure that there is continued involvement and assimilation of the concepts taught, ideas shared and to create an atmosphere of enquiry, shared learning and skill development. This practice ensures a challenge for the students to teach the teacher the concept better than what the teacher would have taught and to learn in a way it stays in the mind for a lifetime.

Prof. Keerthan Raj  
Asst. Professor

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#### 12. Title of the Practice: Simulation Learning and Role Playing (SLRP)

**Abstract:** Institute noticed few Students had stage fear in initial semesters where they were hesitant to speak in a platform to address the audience gathering without pauses. Institute also noticed some of its students were unable to translate information to ideas and vice-versa during their normal course. Hence , Institute realised if this continues students could not clear their interview rounds and would not be successful to survive in corporate world. Institute understood the need for such teaching practice so that students should also excel in social responsibility projects like NSS , community development etc. Institute felt a role play of a Social Volunteer or a Simulation of society counselling in a classroom will teach students to take up real such project in any villages for betterment of the society.

Mr. Varun Shenoy  
MBA, Training and Placement Officer

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#### 13. Title of the Practice: Learning

**Abstract:** It is essential that teachers have to be effective speakers because their job itself is talking. In order to convey the idea best, it is essential that preparation be done before going to the class. This means that a good grasp of the subject is important. No lecture can be effective without properly organizing the thoughts. An application of mind mapping technique could make the lecture delivery effective, illustrative, elaborative, time bound and interesting. This is done in the following way : the topic of the lecture will form the main theme for the class. Start from the main theme, go forward and branch to a subtopic – discuss, elaborate, give examples, raise questions – and get back to the core theme. Move with it further and next branch to a subtopic. Keep doing the same. Foresee the number of branching based on the number of subtopics and the time limit. Caution not to get lost in any subtopic so that you cannot get back to the main theme. This art of lecturing can be called ‘tree branching technique’ as the main theme and subtopics appear like a tree and its branches on sides.

Dr. Suresh Kumar P.M.  
Prof. Dept of MSW

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#### 14. Title of the practice: "UTHARAM" (Unified Technique for High Achievement Related Action Module)

**Abstract:** The basis of this is small group discussion. It involves a process of catharsis resulting from small group discussion. Different techniques employed are problem clarification,

engagement, mutual encouragement, personal attention, guided thinking, insight stimulation and self realization.

Dr. I. C. Licyamma  
Prof. Dept of MSW

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**15. Title of the Practice :** Summarization and clarification

**Abstract:** Towards the end of each session ask two or three students to summarize the session which was discussed in the class. This will help the students to recollect the points and clarify or supplement once again if they missed any points. This will also make the students more alert and teacher will get the feedback as well. This will also help the teachers to control the disturbing students in the class.

Dr. Jincy Jacob  
Asst. Prof. Dept of MSW

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**16. Title of the Practice:** “Motivating Struggling students Model”

**Abstract :** To motivate the students to identify the cause for the poor performance in the class and to guide them accordingly to overcome their difficulty. Correcting MSW field practicum and giving comment like “GOOD”, use of models/movie/Clipping/Case studies-made the class interesting, Assignment (not to write but to discuss in class), Group discussion and Support them in their crises

Mrs. Laveena D’Mello  
Senior Lecturer, Dept of MSW

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**17. Title of the Practice :** “Consistent Picto Learning

**Abstract:** This is a technique which simplifies the learning through picturization of the concept and everyday glance at the picture which enables the person to imprint the idea into mind. The practice aims to educate the slow learners who cannot remember concepts. Any concept taught in the class is converted into simplified charts or figures without changing the core meaning through group work or by mutual interaction and common understanding of the learners.

Mr. Pradeep M D  
Lecturer, MSW Dept.

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**18. Title of the Practice:** Hands-On Investigation and Analysis

**Abstract:**

- Hands-on investigation and analysis of technical questions by guiding students in active and extended scientific inquiry and discussion.
- Emphasis on the underlying concepts that explain the phenomena
- Emphasis on understanding technical concepts through the use of Simulators.

Prof. Jeevan Pinto  
Associate Professor & Head  
Department Of MCA

**19. Title of the Practice:** Concept to Mind Map

**Abstract:** This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. Mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality and applications of concept in solving real world problems.

Prof. Vaikunth Pai  
Asst. Professor  
Department Of MCA

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**20. Title of the Practice:** *Sync* Model

**Abstract:** This model is an attempt towards making the session more productive. During the normal lecture session, students will be addressed about a new topic or concepts under a given course. But students learning factor is improved a lot, if one makes students learn the concept at the abstract level, before the lecture session. Hence before winding up the session, disclose the topic to be addressed in the next session and ask the students to come with some understanding about the same. This practice will end up with a better understanding of the session by the students and an extended question answer session as well.

Prof. Subrahmanya Bhat  
Asst. Prof., Dept of MCA.

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**21. Title of the Practice :** Placement Training Plan - Group Study for Aptitude Test Preparation

**Abstract:** Main objective is to encourage every group to gain expertise in different types of aptitude question formats and help everyone to pass in all types of competitive examinations and campus interview tests. Involving students in group study encourages individual accountability. It generates new ideas and solutions and encourages healthy competition among different teams. It also helps teachers to concentrate on weak students. Passing in aptitude tests is the first hurdle for every student in campus interviews. Each group can concentrate on specific category of aptitude questions and become experts in that. Solutions to questions should be provided only at the end so that students can compare answers of their group with the correct answers.

Prof. Ramakrishna Rao  
Asst. Prof, Dept of MCA.

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**22. Title of the Practice:** Virtual Reality

**Abstract:** The best practice which is being used by me is called Virtual Reality means viewing an unseen. The major challenge for the teacher who teaches technical paper like Operating system, Microprocessors, TCP/IP programming etc find the subject difficult for teaching because the concepts are purely theory which cannot be visualised. It is very much clear that the level of understanding among the students is more if audio visual aids are used in teaching than traditional classroom based teaching. So in order to improve the level of understanding I am

implementing animated slide based teaching which clearly give the idea about the subjects. I also use student role plays or games to teach the theory behind the subject. In addition to this I am adopting the concepts of study materials and solved question and answer bank for the poor students to refer and study and pass in the examination. I am finding the gradual increase in the result of the students who follow my method of teaching.

Prof. P. Sridhara Acharya  
Assoc. Professor & Head  
Department Of BCA

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**23. Title of the Practice:** Programming Champ

**Abstract :** The aim of the practice is to encourage team building amongst students with more emphasis on effective communication skills in the lab sessions. The students come to know about the various errors that they encounter in programming and the strategies to resolve the errors. The practice is to group the students into a team of five or six members. Make one student the leader of the team. The leader should make sure that he finishes his exercise for the day and then help all his team members to finish the exercise within the stipulated time. This helps the students to work in a team and helps them to improve their communication skills. At the end of the semester, the best team leader is awarded. The best team leader is adjudged depending on the teams overall performance with respect to completion of the task and the way the teams understand the concept.

Mrs. Panchajanyeswari Achar  
Lecturer, BCA Dept.

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**24. Title of the Practice :** Surprise Tests

**Abstract:** Surprise tests are tests typically held for a small duration at the end of a class. These ensure that students do not lag too much behind the subject matter currently covered. The questions should ideally be attemptable by a regular attentive student without further preparation. Surprise tests are tests typically held for a small duration at the end of a class. One can have a time based schedule, wherein the surprise test is conducted on a particular week of a month or it can be curriculum based, wherein a surprise test is conducted on the completion of a unit of the syllabus. One can also reduce the element of surprise by announcing a window of a few days during which a surprise test can be conducted on any day.

Mrs. Lathika. K  
Lecturer, BCA Dept.

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**25. Title of Best Practice: Put your best face forward**

**Abstract :** Its goals were to build affinity with the institution alumni and pride in its community, and to inform the public that prominent local business and civic leaders are our alums. Posters, direct mail, radio spots, and the web are the communication methods. We have to build the brand name of our institution through our great alums. Placement is one of the challenging tasks in any institutions. We can able to increase the student's placements, liking with our great aluminous students.

Mr. Krishna Prasad  
Lecturer, BCA Dept.

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**26. Title of the Practice: Active Learning**

**Abstract:** Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves."

**Active Learning is defined as any strategy "that involves students in doing things and thinking about the things they are doing".**

Mrs. Supriya M.K  
Lecturer, BCA Dept.

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**27. Title of the practice : Open book exams**

**Abstract :** Open book exam are tests typically held for a small duration at the end of the each chapter. These ensure that students do not lag too much behind the subject matter currently covered. The questions should ideally be attempted by a regular attentive student without further preparation.

Mr. Shivakumar R  
Lecturer, BCA Department

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**28. Title: Learning by Daily Revision & Imposition**

**Abstract:** At the beginning of each class students are asked questions about whatever topics were covered in the previous class. The students who are unable to answer the questions are made to stand in their positions. After all the questions are asked, the students who were unable to answer the questions will be still standing. Then the lecturer will proceed with that day's class. After every 10 minutes, the lecturer will ask the questions based on the topics what he covered in those last 10 minutes, to the students who are standing. The students who answer the questions can sit and the others will be still standing. This procedure will keep on continuing till the end of the class. At the end of the class, the students who were unable to answer any of the questions asked in that day's class and who are still standing, will have to write an imposition about the summary of that day's class 10 times and submit before the lecturer takes his next class. The student who fails to submit the imposition will lose his attendance until he shows the imposition.

Mr. Vineeth K  
Lecturer, BCA Dept

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**29. Title of the Practice: Learn and Gain Game Model**

**Abstract:** Teaching UG students is fun but making them understand and remember the concept is a challenge. This is mainly because of the low concentration level and the lack of interest in students. This can be overcome only through proper motivation. This model aims at helping the students to learn and remember the lesson taught on that that day. This model includes rewards and punishment to get active participation from the students.

Prof. Sonia Ajay  
BBM Dept.

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**30. Title of the practice: Exhibit Reality**

**Abstract:** It is a simulation exercise aimed at showing the practicality of the subject learnt, which enables students in understanding the concepts better. Students are divided into groups and are made to exhibit various products or services sold by the corporate giants. They would be going to various corporate locations to learn and collect information. They would be exhibiting the products as well as presenting the unique features of the products and the various company policies on pricing, marketing, financing, etc.

Mrs. Annette Sonia Chetan  
Lecturer, BBM Dept.

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**31. Title of the Practice : Learn a World A Day**

**Objective :** The first of the two best practices identified is LEARN A WORD A DAY. The concept is aimed to enrich the vocabulary of students. Vocabulary is the foundation for the super structure called the fluency in English. One of the bottlenecks coming in the way of the attempt of students freely conversing in English is their lack of confidence. Lack of confidence emanates from the feeling that English is an unmanageable language due to their inability to bring in mind the right word suiting the occasion. Enrichment of vocabulary can be achieved through rigorous reading of news papers, abridged version of fictions and watching English talk shows of any topic. But these measures are easier said than done so long the students have the hiccups in the diction i.e., their inability to arrange words for their talk.

Mr. K.P. Vinayaraj  
Lecturer

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**32. Title of the Practice : Collaborative Learning Model (CLM) & Personal Application Process (PAP)**

**Abstract:** The value in education is measured by student outcomes. The ultimate goal is to set student up for success. Collaborative Learning Model and Personal Application Process are used for the overall development of the students. Collaborative Learning Model helps the students to get better results. Personal Application Process helps the students to apply theoretical knowledge.

Mrs. Ashitha Jane Pinto  
Lecturer, BBM Dept.

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**33. Title of the Practice: Freedom To Fail Vs. The Right To Succeed**

**Abstract:** Present days students are really challenging to the teachers. As a faculty we have to show the path of success. Overnight success may not possible, so by looking at the student strategy we have to apply some best practices for the ultimate success in academy.

Mrs. Pavithra Kumari  
Lecturer, BBM Dept.

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**34. Title of the Practice: Divide and Learn Method**

**Abstract :** Divide the entire concepts into smaller topics. Make them to understand the concepts and simple problems to be worked out on it until students understand the concepts then tough problems to be worked out. Making students to understand practical paper in easier way. Change the mind set of students regarding that the subject is easy.

Ms. Deekshitha  
Lecturer, BBM Dept.

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### 35. Title of the practice- Each one Teach One

**Abstract:** The present trend of students are more techno-based rather study- based. They have an assumption that subjects like Accountancy, Statistics , Mathematics etc are very difficult in understanding... and so they fail in such papers most of the time.. and it is quite true that syllabus itself is very vast and some are vague and in semester type of scheme we don't get sufficient class to finish or discuss more applications of the topic.. and students don't understand if we explain Accounts in Accounts language or Mathematics in Maths Language , because as the subject is dry they get bored and concentration is lost... and therefore the above titled practice is implemented to grab the attention of the students and improve their writing skills and results.

Mr. Suraj. M  
Lecturer, BBM Dept.

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### 36. Title of the Practice: Work with Students

**Abstract :** In the present context most of the DO students are from science back ground and some students are not interested in studies. They come to college just to enjoy their life & they already have assumptions that practical papers like financial management, business statistics & mathematics, Accounts, are difficult. If we teach these practical papers in difficult way students will not understand and will lose interest in the subject. In order to grab the attention of the students this method is implemented. As we know, the destiny of our students is in our hands. It is our responsibility to prepare them for tile competitive world

Akhilesh S Kumar  
Lecturer, BBM Lecturer

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### 37. Title of the Practice: Know the World

**Abstract :** To make the students understand the concepts easily. To improve the LQ level of students. To see to that students will win all the competitive exams and fest when they go for other colleges. Nowadays, the students in this generation are business oriented and they just want to know more about the current scenario happening in the environment along with their academics. So therefore imparting these kind of knowledge to the students with the examples given will make the students to understand the concept easier and gives interest to them to study the theory subjects.

Mrs. Ayshwarya P S P  
Lecturer, BBM Dept.

**38. Title of the Practice:** Selective Quiz Model (SQM)

**Abstract :** Conducting written quiz, relating to current issues relevant to the theoretical concepts discussed in class and awarding prizes to the winner. The Technique involves written classroom quiz for students on topic of current issues relevant to the subject taught

Vimal John K C  
Lecturer, BBM Dept.

**39. Title of the Practice:** Flexibility and Adaptability

**Abstract:** The importance of flexibility and adaptability will be covered as well as the inclusion of “Bag of Tricks” to accomplish the desired end.

Prof. Edwin  
Professor

**40. Title of the Practice:** Counselling and Case study analysis

**Abstract:** Since the program is affiliated to Mangalore University, faculty members are teaching the university prescribed syllabus, each module is taught through at least one appropriate case study. Wherever possible, practical insights are integrated through industry visits, videos, role plays etc. It is believed that the evaluation of the answer papers, instead of mere awarding the marks to the answers, the comments on the writing skills, answers, and ways to improve the answers is giving better insights into the skills of writing, intended focus areas etc. Besides the university based curriculum, soft skill training programs, personality, leadership and communication improvement programs are conducted on a continuous basis. A separate student counseling activity is undertaken and on a weekly basis to monitor the progress of the students on one to one basis.

Dr. Vishnu Prasanna K N  
Professor

### 7.3.1 Elaboration on two best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college :

#### (a) Comprehensive Performance Management System :

1. **Title of the Practice :**  
**Comprehensive Performance Management System through faculty self-evaluation & rating by head of the institute**
2. **Goal**  
In order to maintain the quality of teaching learning process at desired level, it is essential that the performance of the faculty is monitored on a regular basis. Since any assessment to be done alone by a superior has its own drawbacks, it is appropriate that each faculty being assessed should be given an opportunity for self-assessment on the same parameters. Even this is not sufficient because, the recipient or beneficiaries namely students are not getting an opportunity to assess their teachers, With this in view the

college has adopted a comprehensive Performance Management System which gives scope for all the three components to be put together under one evaluation.

### 3. The Context

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

In the context of higher education, the quality of the faculty is a determinant for the effectiveness of teaching - learning, student development and institution building. It is therefore essential that the faculty maintain high quality capable of imparting the best required to the students. These for example, include improving the teaching style, use of varying teaching techniques, and involving students in the learning process. A true evaluation of the faculty helps in improving their capability through knowledge generation, involvement in research and consultancy, personality development and the contribution to the society. All the more, in the present time, it is important that a good teacher admired by the students who receive his services. In the light of this the faculty should strive to continuously improve while performing on the job in areas like research, consultancy, higher studies, technology adoption, and community service. He should foresee the challenges ahead and prepare himself for long term sustainability in the profession.

### 4. The Practice

Our model of faculty performance management is built on a overall grade point of 250 points which is subdivided into six areas of evaluation as shown bellow :

(1) Academic activities : This carries the highest score of 100 points. This include, Course Material Development, Planning & Scheduling classes, academic record keeping, knowledge and command of the subject, assignments and tutorials, administered to the students, presentation and communication skills, better evaluation practices, event management and student development activities, commitment to work ethics, and creativity and innovation in teaching learning process.

(2) Contribution to Institutional Activities : This carries 40 points under various performance criteria such as co-ordination of academic activities, student support systems, institutional support systems, and new initiatives for team involvement.

(3) Research, Publications and Consultancies : This carries a total of 25 grade points which is sub-divided into contributions to research and publications including Guidance to Students Projects, efforts made for obtaining funded projects. participation in sponsored projects, preparations and review of research papers, presentation in conferences and workshop and publications in journals.

(4) Professional activities & Self development Initiatives : This carries a total of 25 points under various performance criteria including initiatives for acquiring higher qualifications, recognition in professional societies, expert lectures delivered, chairing technical sessions, honours received, and such other recognition and achievement.

(5) Participation in student admission : This carries a total of 10 points under various performance criteria like involvement in admission of students, propaganda and publicity for enhancing admission, utilizing opportunity to spread the information of the courses and admissions to the college in various forms and networking through alumni for enhancing admission.

(6) Student assessment : This is a most important part of the assessment since, this has to be done by the students in a spirit of judicious review and confidentiality. The factors considered here are regularity, punctuality, time consciousness, preparation for classes, competency in the subject, syllabus completion in time, presentation skill (voice, clarity & language), methodology adopted in teaching, interaction with the student, and accessibility with the student outside the class.

The portion 1-6 mentioned above are self assessment of the faculty which is matched with the assessment by the head of the institute. This gives an advantage for conveying a feedback on the misgivings in one's own assessment of the self. The part 6 of the assessment is done exclusively by the students and is not affected by self or superior review. In our practice, we found that this rating yields a score of 175 points which is indicative of good performance and leaving evidence to success to suggest that there is scope for further improvement.

#### **5. Evidence of Success**

This system is unique in terms of measuring the performance involving them equally in the process. The result of the assessment is discussed with each faculty independently which gives an opportunity to improve their performance against target and developing insights on their weakness. Based on introducing this system, it is noticed that, the faculty involvement in developing study material, academic record keeping, administering assignments and tutorials, conducting internal examinations, fair assessment of the students, preparation for classes, use of various teaching techniques, knowledge and command of the subject, involving in admission process and maintaining interaction with the students. Faculty members also shown enhanced interest in research & publications. After the introduction of this system, there is an average increase of 20% in the performance of individual faculty annually. The college also conducts Faculty development Programme (FDP) in these areas which serve as benchmarks for enhancing performance.

Ever since this system was introduced, there is evidence of marked improvement in student results, increased admissions, popularity for the institution, improvement in academic activities of the faculty. The overall learning atmosphere of the institution has improved and both students and faculty keep themselves fully busy on academic, co-curricular activities and extra-curricular activities.

#### **6. Problems Encountered and Resources Required**

At the time of introducing this system, the following problems were encountered and necessitated the resources to implement it.

- All faculty were open minded in their assessment of themselves. This created unmatchable inferences between two different faculty and also between self assessment and superior assessment. Faculty development programmes were conducted to orient them in this exercise which could overcome the problem.
- There was apprehension that student assessment may lead to biased inferences. Retaining objectivity and confidentiality could overcome this bias.
- Student assessment data were massive to process. This was overcome through standardization of the score.
- Opportunity has been provided to junior faculty who cannot advance in

professional activity by substituting it with involvement in student admission process.

**(b) Certification Program for enhancing employability skills.**

**1. Title of the Practice**

**Certification Program for enhancing employability skills.**

**2. Goal**

The existing curriculum for all courses suffers limitation particularly in two aspects. One is the knowledge gap which means that the alarming increase in the new knowledge acquisition emerging from multitude of research studies and numerous theoretical writings has not been incorporated in the curriculum from time to time. Small and piece mill measures in the form of syllabus revision often do not suffice. This obviously result in not being able to cope with newer circumstances, work and context. Added to this is the problem of skill deficiency which hinders employability. Keeping this in view, the institute has evolved a number of skill development certificate programs which could be offered simultaneously while doing the course.

**3. The Context**

Feedback from employers and alumni revealed that drastic improvement is required for equipping the students to fit to the present day. As a result of extensive consultation and discussions, it was realized that programs for enhancement of skills may be introduced to be offered to the students to equip them. Since the skill requirements vary across all disciplines of study as well as within each discipline vis a vis the nature of job handled by a specific incumbent. This was a major challenge. Identifying experts both internal and external to offer these programmes was yet another challenge. Since, the major part of the duration of the course is spent on teaching and learning subjects in the curriculum, finding the required time available to introduce this parallel to the regular course of study was yet another challenge. The tight schedule of working hours and course requirements often inhibit the students from committing to anything extra. Keeping in mind these challenges, the institution introduced short duration certification programmes for both undergraduate and post graduate courses which are relevant to the job requirements of the course and related to their interest. These certificate programmes were introduced purely optional and the institute provides pass certificates under its name & seal.

**4. The Practice**

The college has identified a list of about 36 certificate programs for the P.G. Courses and 18 certificate programs for undergraduate programmes. Further this is divided between the different semesters of the course. In every semester, the course co-ordinator will choose the required number of certificate programmes to be offered in that semester. The total duration of each certificate program is 6 - 8 hours extending over 5-7 days. Largely it is offered during the middle of every semester and the working hours are adjusted without affecting the regular courses adversely. In a given semester almost 09 certificate programs will be given in P.G. Courses and 04 programs in undergraduate courses. The range of certificate programmes are grouped under different areas as shown in following table :

| S. No. | Area                                    | Programme   |
|--------|---|---|
| 1      | Technology related                      | Mobile Business,<br>Animation and visual effects<br>Investment banking<br>Cloud computing<br>Android operation system & applications<br>Nanotechnology & Quantum Computing  |
| 2      | Human skills related                    | Human resource development<br>Counselling<br>Human rights<br>NGO management<br>Industrial & labour law<br>Business Communication<br>Spoken English<br>Business correspondence<br>Event management<br>KASH enrichment<br>Corporate Yoga & mind control   |
| 3      | Basic computer knowledge related        | Tally, Excel & Access<br>Spread sheet techniques<br>Hardware and networking<br>E-Business website development<br>Linux and open source software<br>Tally accounting software<br>Oracle certified professional<br>Sun certified Java professional<br>Lindo & Gambit operations research software |
| 4      | Future challenges related               | Blue ocean strategy and green business,<br>Strategic management in IT sector<br>Cyber law & IT security<br>CA-CPT & IPCC  |
| 5      | Business application related            | R-Statistical computing,<br>SPSS /PSP Statistical software<br>Online Investment<br>Quantitative analysis using<br>MATLAB/OCTAVE<br>Retail marketing & Brand management<br>Enterprises Resource Planning<br>Nanotechnology commercialization & business opportunities                            |
| 6      | Entrepreneurship & Own business related | Entrepreneurship Development  |

100 percent attendance is compulsory to appear for the examination and the proficiency is measured before pass result is granted.

Indian higher education suffers from its curriculum addiction and intensive programmes which often takes the students to death without being able to expand. The high profile teaching faculty are not to prepared to offer additional services. The institutions lack flexibility in imparting what is actually required for the students. The students most often are not able to recognize, what would benefit them before they come to experience ground realities. Popularizing institution offered courses has its own limitations of not able to motivate the aspirants.

#### 5. Evidence of Success

In a short period of introducing certificate programme, there is a clear evidence of success measured in terms of number of programmes launched during the semester, number of classes conducted on each program, number of students offering the course, attendance level of the students, proficiency gained, feedback from teachers and overall enthusiasm.

Over a period of time, the institute expect increased competition in its admission to all courses which can be contributed largely due to the value adds of through certificate courses. Time and again these all courses will be reviewed in terms of their content, duration and relevance.

The review result indicates that there is a considerable improvement in the following :

1. Successful performance in present job
2. Ability to use technology in work place
3. Obtaining additional consideration in securing job, promotion etc.
4. Preference in obtaining internship in leading institutions
5. Decreased dependencies on external training agencies
6. Cost saving for the organization in terms of additional expenses for training.
7. Grater job satisfaction and efficiency in work
8. Low level of attrition.
9. Increased instances of own entrepreneurial ventures
10. Better self management

#### 6. Problems Encountered and Resources Required

Since these certificate programs are offered over and above the curriculum, the students have hesitation to come forward and receive it. Therefore, so much of motivation has become necessary. Secondly, many students are not aware of the merits and advantages these programs would offer in terms of securing jobs and ensuring performance. As an institution which has pioneered such innovations, popular acceptance may take time. Many students find that the work load will be too much by volunteering for such courses. Apart from above, indentifying suitable courses which have futuristic demand is also tuff. Sparing the time and additional preparation of the faculty of the college acts as a burden.

The resources required are the following :

1. Manpower - Tapping expertise as well as upgrading the existing faculty for the conduct of the programmes.

2. Cost - The entire certificate programmes are offered free of cost. The institution bears all the expenses.
3. Time - Additional working hours are fitted into the regular schedules through substitution of filling.
4. Infrastructure - The classrooms, library and laboratory are available with the institute.
5. Transcript - The course plan as well as the pass certificate are provided under the seal of the college.

### (c) Title of the Practice : Aithal Effective Classroom Teaching Model

#### I. INTRODUCTION

Teaching is the central activity in education system and Teacher is the critical figure in a student's journey through higher education. A teacher can be admirable in his students community due to his personality, characters, inspiring ability and innovative teaching style. A best teacher inspires the students and support to create new ideas and contributes the develops competencies in his students. Every teacher is boss in his class and has to take over the control of the class while teaching due to his teaching and class controlling style. A teacher can be excellent only if he plans the class properly, delivers the class with confidence by having knowledge, skills and experience in the topic. Moreover, an innovative teacher uses variety of classroom techniques to inspire and attract students to create interest in the subject. Teaching a topic/subject will be meaningful and reaches its objective only if the students understand the concept/technique, able to apply it for practical problems and able to discover new opportunities/ideas. Teaching in higher education institution involves using a variety of methods and tools to ensure that each student is fully engaged in learning. This includes exploring new ideas in teaching, sharpening practices that are effective and broadening the use of technology. Systematic teaching through long time tested model will certainly improve the effectiveness of teaching-learning process in higher education. In this paper, a new long time tested model of teaching is presented. This model confirms the student involvement in the discussion either positive motivation or negative motivation.

#### II. NEW CLASSROOM TEACHING MODEL

Teaching through Entry Test & Summarization is an effective model in Higher Education Training named '*Aithal effective classroom teaching model*' developed by Prof. Aithal combines both positive and negative motivation and integrated into a best practice. According to this model each class of one hour/ one and half hour duration is organized as follows :

- (1) Starts with **silent prayer** for one minute to recall the career objective or goal of individual students.
- (2) After the silent prayer an entry test is conducted. In **entry test**, a set of questions on the topic discussed in the previous class will be displayed on the board.
- (3) In the mean time students will get time to think the right answer, while the attendance is being taken. Students will be randomly picked to answer the entry test questions. The appreciation works as a positive motivation.

(4) The planned topic for the class will be discussed/presented using **suitable teaching method** by choosing appropriate pedagogy, and learning techniques.

(5) After the teaching session, 2 to 3 students randomly picked are asked to **summarize** the class. The summarization opportunity for the students alerts the students throughout the class writing down the gist of the session and concentrate in the topic discussed in the class. The readiness in right answer can avoid possible shame thereby act as a negative motivation during **summarization**. The flow chart diagram of this model is shown in Fig. 7.10.

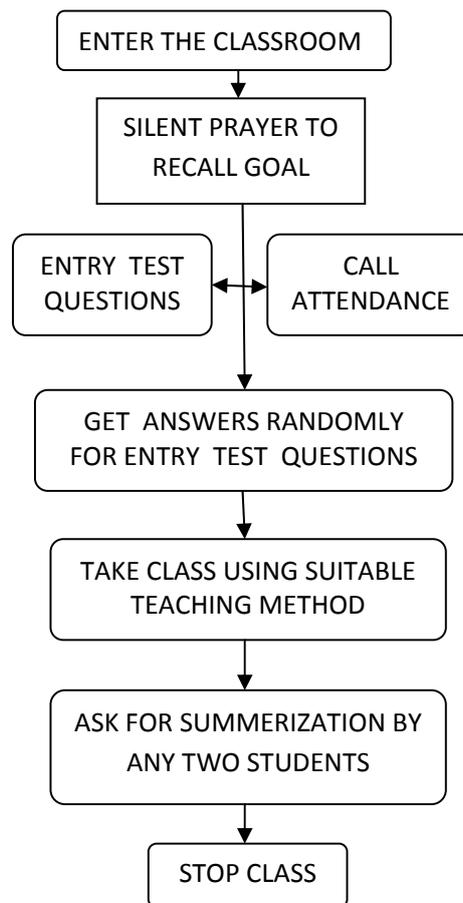


Figure 7.10 : Flow chart diagram of 'Aithal Effective Classroom Teaching Model'.

### III. MERITS OF THE MODEL

An effective classroom teaching model developed by the author consists of the plan of action to handle one hour or one period class in a classroom for a given subject mainly for higher education institution. This model consists of *silent prayer* as the first step to recall the life goal of every student and reminding it in every class so that students will be alert about his responsibility and maintains self control through focused mind towards the discussion topic of the class. Through *entry test* as second step, all students will recall whatever they studies in last class and with both positive and negative motivation, tries to answer the questions and subsequently be

ready for today's class. Parallely, teacher calls attendance by name instead of roll numbers (which is common practice, the students will have proud of attending the class because every student like his name to be called in the class. Moreover, teacher can remember the name of all students easily and hence can avoid proxy attendance in the class. The time lapsed to call attendance is not wasted and all students will be busy in finding/recalling answers to entry test questions displayed on screen/board. All students will busy is finding answers to entry questions because the answer will be asked by any two or three students by picking up them randomly so that all students will be alert in finding answer to the question as third step. Once the suitable answers are obtained by the students, in the fourth step, the teacher will announce the topic of the class as per given in Session-wise teaching plan of the curriculum. Depending on the topic and the subject for discussion the teacher will follow suitable teaching method. All the students will note down main points discussed in the class for summarization purpose. At the end of the session, as fifth step, the teacher will pick any two students randomly to summarize the discussed topic on that class. In higher education classes, since students are matured and competitive, they try to present the summery in an attractive manner effectively to maintain their status in the peer group. This makes them to be focused towards the class by noting down the main points of the discussion. Hence this teaching - learning model is very effective to keep students alert by reminding their goal in life and makes them focused in the class both physically and mentally so that students will completely involve in the class discussions and the purpose of students, teachers and higher education system is achieved.

#### IV. TEACHING METHODS USED IN THE MODEL

Some of the teaching methods used in third stage of the model are mentioned below :

**(a) Concept based learning :**

Concept-based instruction overcomes the fact-based, rote-oriented nature of standardized curriculum. If curriculum is not organized conceptually, by means of knowledge and resources teach how to generate ideas and deep understanding, not test items.

**(b) Project based learning :**

Teaching defined set of methods associated with high-quality PBL. These methods include developing a focused question, using solid, well crafted performance assessments, allowing for multiple solutions, enlisting community resources, and choosing engaging, meaningful themes for projects. PBL offers the best method we have presently for combining inquiry with accountability, and should be part of every teacher's repertoire.

**(c) Distinguish concepts from critical information:** Preparing students for tests is part of the job. But they need information for a more important reason: To innovate, they need to know something. The craft precedes the art. Find the right blend between open-ended inquiry and direct instruction.

**(d) Teaching skills along with knowledge :** Innovation and 21st century skills are closely related. Soft skills such as collaboration or critical thinking, to focus on throughout the year. Incorporate them into lessons. Use detailed rubrics to assess and grade the skills.

**(e) Forming teams, not groups :** Innovation now emerges from teams and networks—and we can teach students to work collectively and become better collective thinkers. Group work is common, but *team* work is rare. Some tips: Use specific methods to form teams; assess

teamwork and work ethic; facilitate high quality interaction through protocols and critique; teach the cycle of revision; and expect students to reflect critically on both ongoing work and final products.

**(f) Use thinking tools.** Hundreds of interesting, thought provoking tools exist for thinking through problems, sharing insights, finding solutions, and encouraging divergent solutions. Use Big Think tools or the Visible Thinking Routines developed at Harvard's Project Zero.

**(g) Use creativity tools :** Industry uses a set of cutting edge tools to stimulate creativity and innovation. As described in books such as Game-storming or Beyond Words, the tools include playful games and visual exercises that can easily be used in the classroom.

**(h) Reward discovery :** Innovation is mightily discouraged by our system of assessment, which rewards the mastery of known information. Step up the reward system by using rubrics with a blank column to acknowledge and reward innovation and creativity.

**(i) Make reflection part of the lesson :** Because of the coverage imperative, the tendency is to move on quickly from the last chapter and begin the next chapter. But reflection is necessary to anchor learning and stimulate deeper thinking and understanding. There is no innovation without rumination.

**(j) Be innovative yourself :** This is the kicker, because innovation requires the willingness to fail, a focus on fuzzy outcomes rather than standardized measures, and the bravery to resist the system's emphasis on strict accountability. But the reward is a kind of liberating creativity that makes teaching exciting and fun, engages students, and—most critical—helps students find the passion and resources necessary to design a better life for themselves and others.

**(k) Generating new Ideas :** In any subject based on concepts and models discussed, generate new idea to overcome drawbacks of the system by discussing possible new ideas related to the problem. Spending 5 to 10 minutes on problem solution or identifying new application through innovative idea generation session.

**(l) Giving Assignment in every class :** Poising challenging assignments to the students and make them to apply their mind and time to find a solution and to collect further information to enhance their knowledge and skills is always expected at higher education teaching system.

**(m) Additional Hot information in every class :** The teacher collects day to day news and upto date information and present it to the students along with announced curriculum of the course. This method updates the students knowledge in a given area irrespective of the quality of University curriculum.

**(n) Blending teaching facilities :** Use of PPT presentation, video clips, Black Board writing as per requirement, giving exercises in the class, discussion with students, Showing at least one video clip per day related to the subject, Teaching according to pre-announced session teaching plan, Involving every student in the class, Teaching through discussion & interaction, Information related to further studies & sources on the topic, Using audio & video business cases & Case lets, Using illustrations, Motivating through inspiring and Challenging, Simulation

exercises, Student Presentation, in-basket exercises etc. makes students to understand the concept.

## V. CONCLUSION

Teaching through Entry Test & Summarization is an effective model named '*Aithal effective classroom teaching model*' in Higher Education Training developed by Prof. Aithal combines both positive and negative motivation and integrated into a best practice. According to this model each class of one hour duration starts with **silent prayer** for one minute to recall the career objective or goal of individual students. As an **entry test** a set of questions on the topic discussed in the previous class will be displayed on the board. In the mean time students will get time to think the right answer, while the attendance is being taken. Students will be randomly picked to answer the entry test questions. The appreciation works as a positive motivation. After the teaching session, 2 to 3 students randomly picked are asked to **summarize** the class. The summarization opportunity for the students alerts the students throughout the class writing down the gist of the session and concentrate in the topic discussed in the class. The readiness in right answer can avoid possible shame thereby act as a negative motivation during **summarization**. This model is found to be very effective based on students satisfaction survey during last 20 years.

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