

b) Criterion - wise Evaluative Report

Criterion - I: Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 State the vision and mission of the Institution

*** Vision**

Excellence in Higher Education, Empowerment through knowledge, Inclusive Growth for Socio-Economic Change and Sustainable Development.

*** Mission**

- To equip and empower students with relevant knowledge, competence and creativity to face global challenges.
- To achieve innovations in teaching-learning, research and extension activities to realize national goals.
- To facilitate optimum use of human and natural resources for sustainable development.
- To promote participation of all the stakeholders in the development of the University and the region.
- To promote and practice inclusive growth.
- To adopt and promote the knowledge output for human development.
- To create awareness on human rights, value system, culture, heritage, scientific temper and environment.

1.1.2 What are the major considerations addressed by the goals and objectives of the institution? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global demands, etc.)

Goals and Objectives of the University and the major considerations addressed there on are as follows:

*** Intellectual**

- By facilitating production of intellectual capital and property in terms of research output, publications, applied research, transfer of knowledge, skills, strategies and technology from laboratory to land in the field of Science, Technology, Social Sciences, Arts, Commerce and Management, Law and Education.
- Through quality higher education to students by offering relevant courses and programmes facilitating the creation of knowledge capital, knowledgeable and skilled human resource to accept the social and scientific challenges and responsibility at regional, national and global level.

- By facilitating creative writing, original books, critical reviews, preservation of manuscripts, recording of cultural heritage, preservation and propagation of culture and heritage.

*** Academic**

- Establishment of 6 Faculties – Arts, Science and Technology, Social Science, Commerce, Law and Education
- Offering of courses (UG, PG, M.Phil. Ph.D., Certificate, Diploma), specialized as well as inter disciplinary, in all the faculties at University main campus, P.G. Centres and at affiliated colleges ensuring their relevance, utility and purpose.

*** Training and Self Development**

- Organisation of orientation/refresher courses, workshops on curriculum development, examination reforms, quality initiatives, and management issues.
- Deputation of teachers, non-teaching staff and students for personality development and capacity building programmes.
- Short term training programmes to non-teaching staff on education administration, Right to Information Act, computerisation, examination methods, affiliation process.
- Orientation courses, workshops to students on HR, computer usage and employability.

*** Access and Equity**

- Provision for reservation to all the disadvantaged groups – SC, ST, OBC, Women, differently abled groups as per Government Order in student enrolment, staff reservation at all levels in University and Colleges.

*** Community and National Development, Environment and Value Orientation**

- Provisions for NSS, Prasaranga, Environmental Studies and Department forums for community development and extension activities.
- NSS & NCC, Red Cross, subject forums at college level.
- Inculcation of the practice of dignity of labour, sustainable development
- Value orientation through NSS, NCC, forums, camps, special lectures, workshops.
- Liaison with NGOs, GOs and SGOs for community and national development projects and programmes.

*** ICT Introduction**

- Provision of computer education, Internet, usage of ICT tools in teaching – learning and evaluation works.
- Provision for ICT related and oriented courses – MCA, M.Sc. (Computer Science, Electronics and Instrumentation Technology) and sensitization and awareness programmes for other disciplines.
- Training in both basics and advanced skills in computer usage and applications.

- Provision for a paper on Computer Application at UG and PG as well as certificate courses.
- Efforts on computerisation of library, examination work and database management.
- ICT enabled Virtual Learning Centre (supported by INFOSYS).
- University Website.
- CD-ROM, INFLIBNET and other ICT facilities in Journals section of Library.
- Computer Labs and Centres. (190 No. of Computers) and provision of computers to all sections of administration and academics (Total 780 Computers).

*** Global Demand**

- Offering globally relevant PG and research courses. E.g. Computer Science, Management, Biotechnology, Microbiology, Electronics, Social Sciences, Women Studies, Social Work, Arts, Geo-Informatics, Mineral Processing, Instrumentation Technology, Material Science, Mineral Processing, Ind-Pharm-Chem., Library and Information Science, Journalism.
- Provision for training and development on practical skills and human resource skills leading to global competencies.

1.1.3 How are the institutional goals translated into the academic programmes, research and extension activities of the institution?

The institutional goals of providing relevant and quality higher education has been transformed into reality by providing UG, PG, research programmes and projects.

- PG courses in 41 subjects.
- Research leading to M.Phil. in 35 subjects.
- Research leading to Ph.D. in 36 subjects.
- Research projects in 21 subjects.
- UG programmes B.Sc. (Geology, Mathematics, Computer Science) and B.P.Ed.
- P.G. Diploma
 - PGDVS (Vachana Sahitya)
 - PGDCA
 - PGDGI
- Of these, following new P.G. courses and Ph.D. programmes P.G. Diploma and Certificate courses and special papers have been introduced during the last 7 years.
 - (1) Material Science.
 - (2) Environmental Science
 - (3) Computer Science

- (4) Journalism and Mass Communication
- (5) P.G. Diploma in Geoinformatics.
- (6) Nanochemistry, Bioinformatics
- Certificate courses: Career Oriented Programmes of UGC at Colleges.
- Extension through structured programmes of NSS, NCC, Prasaranga and students associations of Departments like Social work, Law and Women's studies.

1.1.4 How does the university guide its colleges to develop programmes based on their regional needs? (Not applicable for Unitary Universities)

University guidance to colleges on regional need based programmes – steps are as follows:

- Periodic meetings of Principals to highlight regional need based subjects, through CDC, PMEAB, Examination Wing, Academic Section, Office of NSS, Prasaranga and Subject Departments, training and programmes.
- University level, District level, College level meetings cum workshops for educating educational administrators, principals, teachers and other stake holders.
- University Circulars and Notifications, website, newsletters.
- The BOS of P.G. Departments of Studies help in identifying the thrust areas that are regional based and national based. They also assist in curriculum design and development.
- A one day workshop on Environmental Studies was conducted on 1st February 2008 to provide quality inputs to the college teachers to teach the recently introduced paper in Environmental Studies at the under graduate level.

1.1.5 Specify the steps undertaken by the institution in the curriculum development process. (Need assessment, development of information database from faculty, students, alumni, employees and academic experts, and formalizing the decisions in statutory academic bodies)

- **Curriculum Development (CD):** The University follows 3 step approach.
- * **First Step** – Current status, feedback and review.
 - Existing curriculum of the University. Feedback on its utility, performance and relevance from students, parents, alumni, industries and peers.
 - Existing curriculum of model Central and State Universities.
 - Model National Curriculum developed by UGC and other national bodies.
 - Assessing the regional needs and student skills through planning feed back and demand.
- * **Second Step** – Trend Analysis and Thrust Area identification
 - Consideration of possible projections in the subject areas over next 5 years – Trend analysis.
 - Societal and Industrial projections.
 - Evaluation of availability of experts, expertise, training, tools and techniques.
 - Review on Affordability and Utility as well as Feasibility.

- Involvement of senior, faculty of Universities.
- Involving experts of Central and State Research Organisations, Industrialists and Scientists in CD.
- Workshops on CD involving all the stake holders, especially the industries, academic experts, and students.
- Ensuring relevance and current needs and future projections.
- Draft curriculum regulations preparation by the Faculty and Syllabus by Boards of Studies.
- Draft approval by the University.

* **Third Step** – Approval and implementation.

- Approval of curriculum by BOS and Academic Council and Syndicate.
- Approval by the State Government and the Chancellor.
- Publicity on new CD, through circulars, notifications and awareness creating workshops.
- Implementation from next Academic Year.
- Mid time review – annually at the meetings of BOS
- Total review/revision of Syllabus once in 3 years.

1.1.6 How do the Boards of Studies ensure the currency and relevance of the programme offerings?

* **Currency and relevance of programmes** offered by Boards of Studies is ensured by following steps:

- Experience and opinion of experts from Central and State Research Organisations, Universities, Consultants from Central agencies, Educationists in the field, Industry representatives, feed back analysis help in this direction.
- The B.O.S. and Academic Council – P M E B follow the three steps enlisted under the heading 1.1.5, to ensure relevance and currency.

1.1.7 How employability is ensured through Curriculum design and development?

* **The University is ensuring employability through curriculum design and development in the following way:**

- The curriculum for Science, Commerce, Management and Social Science subjects compulsorily has the theoretical components and its relevant practical component at a ratio of 2:1. The practicals ensure the development of practical skills based on theoretical knowledge. Problem solving exercises, field studies/visits, case studies, surveys, industrial visits – hands on experience, and project works ensure skill development in relevant subject area of study. Thus thrust to skills and knowledge component help in employability. Soft skill development (communication skills, basic computer skills), HR, ensure overall personality development. Exposure of students to career opportunities, entrepreneurship, self help schemes and placement are part of curriculum design and development to ensure employability.

1.1.8 State specifically the curricular design and model adopted by the University in the organization of its curricula.

- * **Organisation of curricula: Curricular design-Model** adopted by University.
- Semester system is being followed for all the UG & PG Studies. Each semester is of 90-110 days of teaching days.

Programmes		Model	Duration (Years)	Semesters
U.G.	B.A., B.Sc., B.Com., B.C.A., B.B.M., B.T.A.	Semester	3 Years	6 Semesters
	B.Ed., B.P.Ed.,	Semester	1 Year	2 Semesters
	B.F.A.	Semester	5 Years	10 Semesters
P.G.	M.A., M.Sc., M.Com., M.B.A., M.S.W., LL.M., M.L.I.Sc., MJMC.	Semester	2 Years	4 Semesters
	M.C.A.	Semester	3 Years	6 Semesters
	M.Ed./M.P.Ed.	Semester	1 Year	2 Semesters
	M.T.A.	Semester	5 Years	10 Semesters
(38 Departments and 41 P.G. Courses at Main Campus and Four P.G.Centers)				
P.G.	Diplomas	Semester	1 Year	2 Semesters
M.Phil.	35 subjects (Full Time/Part Time)	Annual	1 Year/ 2 Years	
Ph.D.	36 subjects (Full Time/Part Time)	Semester	5 - 6 Years	10+2 Semesters

- The curriculum design for each course is regulated as per approved Regulations. Each course will have theory and practicals indicating hours of instructions/learning, hours of examination, system of valuation and declaration of results (Maximum, Minimum and award of classes, conducting of practicals and their examination).
- Continuous internal assessment with a weight-age of 20% of total weight-age
- Compulsory 75% attendance.
- Double evaluation (internal/external) with a scope for challenge valuation, re-totalling, photocopy of answer books.
- Credits have been stipulated for each paper/course.
- There is a proposal to introduce CBCS in the Semester System for all P.G. courses in future.

1.1.9 How are the global trends in higher education reflected in the curriculum?

*** Global Trends in the curriculum**

- New P.G. Courses as per global trends/needs have been started. e.g., M.Sc. Material Science, MJMC, M.A. Women Studies, P.G. Diploma in Geoinformatics, LL.M. Rajadharmma.
- Existing P.G. Courses on Science have been strengthened as per global trends/needs.
 - e.g. P.G. courses in Biotechnology, Microbiology, Computer Science, Computer Applications, Instrumentation, Applied Electronics, Mineral Processing, Applied Geology, Pharmaceutical Chemistry, Industrial Chemistry,
 - M.B.A. and M.Com. Commerce and Business Administration (HRM, Marketing, FM etc.)
 - M.Sc. in basic science subjects (Physics, Chemistry, Mathematics, Botany, Zoology, Statistics) have been updated and made relevant.
 - LL.M. in Law subjects – International Law, Cyber Crime Law, GATT/WTO, IPR, Raja Dharma.
 - P.G. courses in Psychology, Library and Information Science.
 - P.G. courses in Education and Physical Education.
 - M.A. in Social Science subjects have relevant topics suited to global trends (e.g. LPG, GATT, WTO, Env. Human Rights, Internal Security, Leadership, Geriatrics, NGOs, Decentralisation, Population Studies, Gender Studies).
 - M.A. in the Arts subjects have relevant thrust towards communication skills, report writing and skills, computerisation components, translation and so on.
 - All courses ensure both knowledge and skill development.

1.1.10 How does the institution ensure that the curriculum bears some thrust on national development?

*** Curriculum and Thrust on National Development is ensured by the following :**

- Apart from the aspects mentioned at 1.1.9, thrust has also been given to Indian scenario, national expectations, development studies, unity and integrity of nation, value based education and so on.

1.1.11 What is the composition of the Board of Studies? Specify PG and UG representation in the BOS if there is only one BOS for both?

*** Composition of Board of Studies is as follows:**

- The Boards of Studies for every subject or group of subjects have been constituted as per section 33 of Karnataka State Universities Act 2000 and the consequent Statutes. Syndicate of the University constitute the BOS once in 3 years.

- There are separate Boards of Studies for P.G. and U.G. for all the subjects.
- In all there are 38 separate Boards of Studies for P.G. subjects.
- In all there are 36 separate Boards of Studies for U.G. subjects.
- Each P.G. BOS of a subject consists of Chairman of the P.G. Department of Studies, Professors and senior staff members of the Department and 3-4 external expert members (from neighbouring Universities and/or Research organisations)
- The U.G. BOS for a subject consists of Chairman of P.G. Department of Studies as Chairman, selected senior faculty of the Department and one teacher representative of the subject from each district (5)
- Whenever a new subject or multi-inter-discipline subject is introduced, there will be an ad-hoc BOS. It is constituted, with Dean of the faculty as Chairman and selected staff from relevant concerned Departments and other experts from other Institutions, Industry are involved as members.

1.1.12 Does the institution use the UGC/AICTE guidelines for developing or restructuring the curricula?

- * **UGC/AICTE Guidelines** on curriculum restructuring are followed.
- The norms, guidelines, circulars, notifications and model syllabi provided by UGC, AICTE and other central agencies are followed at every stage of the revision of syllabi and restructuring of curriculum.

1.1.13 What percentage of the courses focus on experiential learning including practical and work experience? For overall development of students, what measures have been taken in the Curriculum design?

- * **Focus on experiential learning including practical and work experience.**
- * **Measures for over all development of the students.**
- All the P.G. courses of Science, Commerce, Management, Library Science, Education, Law, Social Work, Psychology, Woman Studies, Journalism have practicals and hands on experience along with theory at a ratio of 1:2
- Selected PG subjects have project work as part of curriculum along with compulsory field visits industrial visits, visits to community NGOs, PRIs, GOs and so on.
- Through project reports, assignments, case studies, survey reports, field trip reports, practical records and experiential learning is ensured.
- Thus, around 60 per cent of courses focus on experiential learning.

- Development of soft skill components–HR, communication skills, interview skills, team work, report writing, problem solving exercises are adopted for over all development of student.
- ICT enabled learning is being practiced by organized special programmes and awareness programmes.

1.1.14 What are the courses aiming to promote value education or social citizenship roles?

*** All the U.G., P.G. Research courses are promoting value education or social citizenship roles directly or indirectly.**

- All U.G. and P.G. courses in Arts, Social Science, Law and Education faculties ensure social citizenship role and value education.
- All the U.G. students of all the faculties are compulsorily taught a paper on **Constitution of India** and a paper on **Environmental Science**.
- Short term programmes, workshops, subject forums, clubs, association, activities of NSS, NCC, other extension development activities also ensure value based education and social citizenship roles.
- At all UG programmes, one paper/component on "Extra curricular activities" has been introduced. This component has a total thrust on social citizenship role.

1.1.15 Is there a provision for computer skills to be incorporated in the curriculum for all students?

*** Computer skills for all students are incorporated in the curriculum.**

- In P.G. courses on all subjects, a component of Computer Applications is introduced.
- In the U.G. curriculum of Science, Commerce and Management, a paper/component on basic computer education/computer skills has been introduced.
- Short term training modules on basic computer education and internet browsing are offered from Computer Centre, MCA Department, Library Centre and Geo-informatics Centre
- ICT enabled learning also helps in this direction.

1.1.16 Are women's issues incorporated in the curriculum? If yes, what are the initiatives taken to introduce woman related courses/topics in the curriculum?

*** Women issues, women related courses/topics are incorporated in the curriculum.**

- An exclusive P.G. Department of Women's Studies has been started recently. It has an equal component of theory and practicals, field visits, working with GOs, NGOs and SGOs related to gender sensitisation, rights, participation, and equity.
- All the UG & PG Studies in Social Science and Arts have the components related to gender studies, gender sensitisation and participation.
- The University has Women's Study Centre/Gender Sensitisation Cell to address the women's issues through workshops, surveys, case studies, special lectures and so on.

1.1.17 What programmes are developed for differently abled students and how the same is implemented?

- There are no specific academic programmes offered in this category.
- However, academic, physical and financial support is extended to these categories of students.
- Civic amenities, transport facilities are extended.

1.1.18 What programmes are developed for distance education?

*** Distance Education programmes are planned.**

- The University established a separate wing entitled Department of Distance Education in 2003-04 to offer UG & PG programmes in the faculties of Arts, Social Sciences, Law and Education. Course materials were prepared.
- Due to a Government policy to avoid duplication with Karnataka State Open University, the said venture was kept in abeyance.
- Again as per the revised policy of Government, the Distance Education wing is being revived. Assent of Chancellor to the relevant statute is awaited to re-establish Distance Education Wing from 2008-09. The University has appointed a senior professor as Director of Distance Education.
- At present, on the University premises itself, there are distance education study centres of IGNOU and KSOU. It is managed and assisted by university staff itself for the benefit of our students.

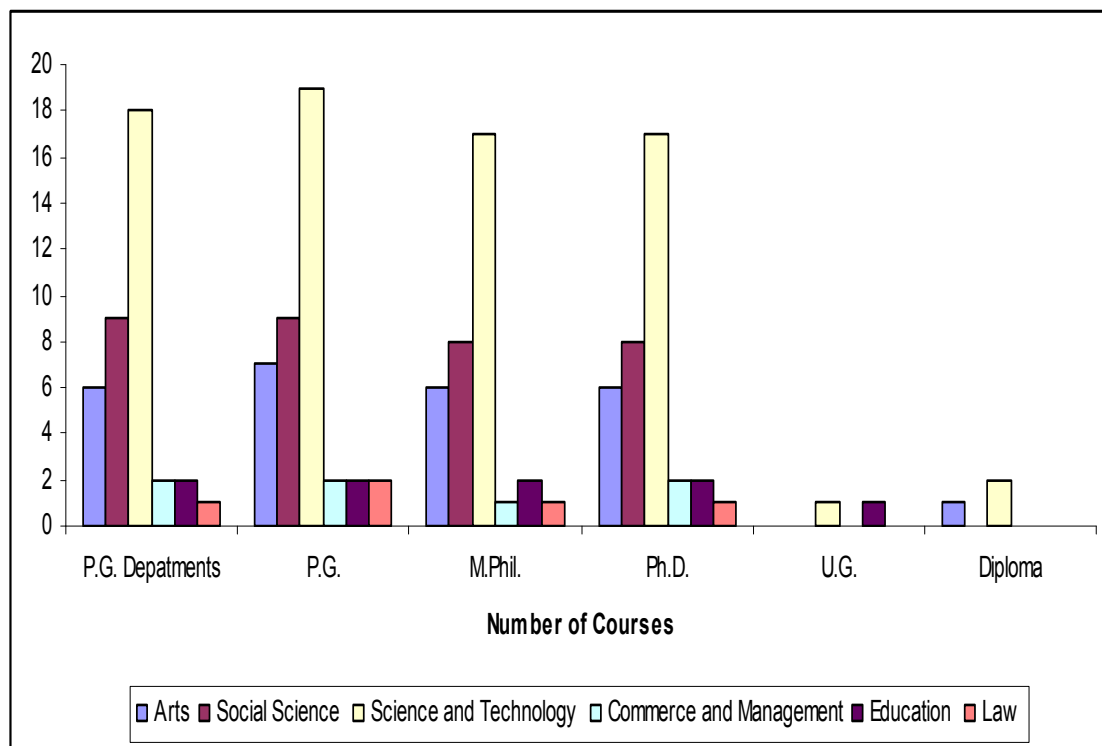
1.2 Academic Flexibility

1.2.1 What is the range of programme options available to learners in terms of Degrees, Certificates and Diplomas? Give the cut off percentage for admission at the entry level.

* Range of programme options at University Departments.

- P.G., M.Phil. and Ph.D. programmes offered at 5 campuses – Main Campus, Gulbarga, PG Centre, Sandur, PG Centre, Bellary, PG Centre, Raichur and PG Centre, Bidar.

Sl. No.	Faculty	P.G. Departments	P.G.	M.Phil.	Ph.D.	U.G.	Diploma
1.	Arts	6	7	6	6		01
2.	Social Science	9	9	8	8		
3.	Science and Technology	18	19	17	17	01	02
4.	Commerce and Management	02	02	01	02		
5.	Education	02	02	02	02	01	
6.	Law	01	02	01	01		
	Total	38	41	35	36	02	03



Highlights :

- 06 faculties – Arts, Social Science, Science and Technology, Commerce, Education and Law.
- 38 P.G. Departments (6+9+18+02+02+01)
- Of the 38 PG Departments, 25 are exclusively on Main Campus, 5 are exclusively at PG Centres (one each at PG Centre, Raichur, Bidar and Bellary and two at PG Centre, Sandur) and 8 Departments function on main as well as PG Centres
- 41 P.G. Programmes (7+9+19+02+02+02)
- 35 M.Phil. Programmes
- 36 Ph.D. Programmes
- 02 UG Programmes (B.Sc. with Geology, Maths, Computer Science, B.P.Ed.)
- 03 P.G. Diplomas (PGDCA, PGDGI, PGDVS)

*** Range of programme options at Research Degree level**

- M.Phil. and Ph.D. programmes are available in 35 and 36 subjects, respectively, out of 38 subjects of the University Departments (Journalism and Mass Communication, MBA and Sugar Technology are not offering M.Phil. at present. It is proposed to offer them based on availability of guides).

*** Range of programme options at UG level**

Two UG courses.

- B.Sc. with Geology, Maths and Computer Science (at PG Centre, Krishnadevaraya Nagar, Sandur)
- B.P.Ed. (at Main Campus)

*** Range of course options – P.G. Diploma level.**

- PGDGI at Main Campus.
- PGD in Vachana Literature at Main Campus.
- PGDCA at PG Centre, Raichur.

Range of Courses and Programme Options**A. At Main Campus of University, Gulbarga.**

- Faculty of Arts – 6 Departments, 7 subjects – M.A. in 7 subjects, M. Phil – Ph.D. in 6 subjects.
 - M.A., M.Phil., Ph.D. in
Kannada, Kannada-Janapada, English, Hindi, Urdu, Marati, Sanskrit

- Faculty of Social Sciences – 9 Departments, 9 subjects. P.G. in 9 subjects, M.Phil-Ph.D. in 8 subjects.
 - M.A., M.Phil., Ph.D. in
Sociology Political Science Economics
History Psychology Women Studies
 - Journalism and Mass Communication – Only PG. Degree.
 - M.S.W., M.Phil. and Ph.D. in Social Work
 - M.L.I.Sc., M.Phil. and Ph.D. in Library and Information Science

- Faculty of Science and Technology – 12 Departments, 13 subjects. P.G. in 13 subjects, M. Phil., Ph.D. in 12 subjects.
 - M.Sc., M.Phil. and Ph.D. in
Applied Electronics, Physics, Mathematics
Statistics Chemistry (5 Spl) Botany
Zoology Microbiology Biochemistry
Biotechnology Materials Science Computer Science
 - MCA Computer Applications

- Faculty of Commerce and Management – 2 Departments, 2 subjects.
 - M.Com., M.Phil., Ph.D. in Commerce
 - M.B.A., Ph.D. in Business Administration

- Faculty of Education – 2 Departments, 2 subjects.
 - M.Ed., M.Phil. and Ph.D. in Education
 - M.P.Ed., M.Phil. and Ph.D. in Physical Education

- Faculty of Law – 1 Department, 2 subjects - P.G. in 2 subjects, M.Phil., Ph.D. in 1 subject.
 - LL.M., M.Phil. and Ph.D. in Law.
 - LL.M. in Bhartiya Nyaya Dharshan and Rajdharm

B. At P.G. Centre, Krishnadevaraya Nagar, Sandur – 5 subjects.

Faculty of Arts –1 Department, 1 subject.

M.A., M.Phil., Ph.D. in Kannada

Faculty of Social Science – 1 Department, 1 subject.

M.S.W., M.Phil., Ph.D. in Social Work.

Faculty of Science – 2 Departments, 2 subjects.

M.Tech., M.Phil., Ph.D. in Mineral Processing.

M.Sc., M.Phil., Ph.D. in Applied Geology.

Faculty of Commerce – 1 Department, 1 subject.

M.Com., M.Phil., Ph.D. in Commerce.

C. At P.G. Centre, Bellary – 3 subjects.

Faculty of Science – 1 Department, 1 subject.
M.Sc., M.Phil. and Ph.D. in Industrial Chemistry.

Faculty of Commerce and Management – 2 Departments, 2 subjects.
M.Com., M.Phil. and Ph.D. in Commerce.
M.B.A. and Ph.D. in Business Management.

D. At P.G. Centre, Raichur – 4 subjects.

Faculty of Arts – 1 Department, 1 subject.
M.A., M.Phil. and Ph.D. in Kannada.

Faculty of Science and Technology – 2 Departments, 2 subjects.
M.Sc., M.Phil. and Ph.D. in Computer Science and
M.Sc., M.Phil. and Ph.D. in Instrumentation Science.

Faculty of Education – 1 Department, 1 subject.
M.Ed., M.Phil., Ph.D. in Education.

E. At P.G. Centre, Bidar – 4 subjects.

Faculty of Arts – 1 Department, 1 subject.
M.A., M.Phil. and Ph.D. in Urdu.

Faculty of Social Science – 2 Departments, 2 subjects.
M.A., M.Phil. and Ph.D. in Political Science.
M.S.W., M.Phil. and Ph.D. in Social Work.

Faculty of Science – 1 Department, 1 subject.
M.Sc. in Sugar Technology.

*** Cut-off percentage as stood in the last admission process was as follows:**

For professional courses like MBA, MCA, MSW, M.Sc., Biotechnology, Microbiology, Computer Science, Materials Science and a majority of the basic subjects was above 75% for GM and above 60% for SC/ST and others.

*** Cut-off percentage (Minimum percentage of eligibility at qualifying examination) for admission to PG, M.Phil. and Ph.D. programmes, based on regulations.**

	a)	P.G.	50% aggregate at UG for GM Students
			45% aggregate at UG for OBCs & SC/ST Students
	b)	M.Phil. and Ph.D.	45%, 40% & 35% for M.A. in Sanskrit, Urdu, Marathi 55% at P.G. level in other subjects for GM, OBCs. 50% at P.G. level for SC, ST, Cat.-I.
	c)	LL.M. course	45% at U.G. for GM & OBCs and 40% for SC/ST.
	d)	M.Ed./M.P.Ed.	55% at U.G. for GM and OBCs and 50% for SC/ST.
	e)	PGDCA	50% at U.G. for GM and OBCs and 45% for SC/ST & Cat-I.

1.2.2 What programmes are offered for employees/professionals in terms of training for career advancement?

* Programmes for Employees and Professionals for Career Advancement

- M.Phil. and Ph.D. for employees under FIP/FDP scheme.
- M.C.A., M.B.A., M.Com., M.Lib.Sc., MJMC., M.Tech., M.S.W., M.Sc. in Science subjects.

1.2.3 Give the inventory of programmes offered by the University for the Colleges to choose from.

* Inventory of programmes offered by University for colleges to choose from are quite vast.

UG Programmes

- B.A. with a combination of three subjects to be chosen from the following subjects:
Kannada, English, Hindi, Marathi, Sanskrit, Urdu, Arabic, Telugu, History, Archaeology, Sociology, Economics, Political Science, Library and Information Science, Psychology, Education, Music, Fine Art, Mathematics, Statistics.
- B.Sc. with a combination of three subjects to be chosen from the following subjects:
Physics, Mathematics, Chemistry, Botany, Zoology, Electronics, Computer Science, Geology, Microbiology, Sericulture, Sugar Technology, Military Science, Biotechnology.
- B.B.M.
- B.Com
- B.C.A.
- B.Sc. (Biotechnology)
- B.F.A.
- B.Ed., B.P.Ed.
- B.T.A.

P.G. Programmes

- M.Sc. in Computer Science, Physics, Biotechnology.
- M.A. in Kannada, History, Economics, Political Science, Social Work.
- M.Com./MBA
- M.F.A.
- M.Ed., M.P.Ed.
- M.T.A.

P.G. Diploma Courses

- PGDCA, PGDBM, PGDCP&SA, PGDCS&M.

Diploma/Certificates

- UGC sponsored Career Oriented Programmes in 15 subjects.

NOTE 1) The U.G. programme – B.A. and B.Sc. offers any two Indian languages and three optional subjects of equal importance to be chosen from a range of subjects.

Examples	Kannada	English		As two Languages
	History	Sociology	Psychology	As three optionals
	Physics	Chemistry	Mathematics	As three optionals
	Chemistry	Botany	Zoology	As three optionals
	Physics	Electronics	Computer Science	As three optionals
	Chemistry	Zoology	Biotechnology	As three optionals
	Geology	Physics	Chemistry	As three optionals

- 2) The colleges have to seek specific affiliation to offer a given degree (UG/PG)/Certificate courses, subject to approval by State Govt.
- 3) B.Com. programme offers any two Indian languages, compulsory / core subject and optional / specialization papers / subjects.

1.2.4 What programmes are available for international students?*** Programmes offered for International Students**

- All P.G., M.Phil., Ph.D. programmes are open to all the students, although no exclusive courses are available for them.

1.2.5 Does the university provide twinning programmes? Give details.*** Twinning programme**

- At present there are no twinning programmes.

1.2.6 Does the institution offer any self-financing programmes in the institution? If yes, list them.*** Self Financing courses:** All PG courses have seats on self financing basis.

- M.P.Ed., B.P.Ed., M.C.A., M.B.A. are offered on self financing basis.
- In the admission to all P.G. courses about $\frac{1}{3}$ – $\frac{1}{4}$ of the seats are offered on higher fee/self financing basis.

1.2.7 What is the procedure adopted to extend additional programmes of studies to affiliated institutions?

*** Procedure to extend additional programme of studies to affiliated Institutions is as follows:**

- University invites applications from eligible institutions to seek affiliation for the introduction of new subjects/courses from next academic year. The application is processed at office, LIC visits the colleges and report of LIC is placed before Academic Council and Syndicate. The proceedings are sent to State Govt. for final clearance. The institutions are informed about the affiliation accordingly before the commencement of next academic year.

1.2.8 Does the institution follow Annual System, Semester System, Trimester System and Choice Based Credit System (CBCS)?

*** System followed**

- Semester system is followed for all UG & PG courses. Credits have been fixed per paper (UG).
- CBCS is being planned to be introduced during XI plan.

1.2.9 Does the institution provide flexibility to pursue the programme with reference to the time frame (flexible time for completion)?

*** Flexible time frame is available**

- UG programme/course of 3 years duration has to be completed within 6 years of admission by a student.
- PG programme/Course of 2 year duration has to be completed before 5 years.
- There is flexible time frame for M.Phil./Ph.D.
- These provisions are inbuilt into the Regulations governing the courses.

1.2.10 Does the institution have any provision for slow and disadvantaged learners? If yes for what courses?

*** Provision for slow and disadvantageous learners.**

- Minimum of 35% - 40% for pass in a given course
- Flexible time frame to complete the course
- Supplementary examinations allowed.
- Scope for improvement of the performance.
- Tutorials, monitoring, remedial coaching, personal care, continuous evaluation, discussion are some of the strategies adopted for slow and disadvantageous students of all courses.

1.2.11 How does the institution identify slow and advanced learners? How are the advanced learners facilitated to meet the challenges?

*** Identification of slow and advanced learners.**

- Based on entry level marks at qualifying examination
- Based on performance in in-house Internal tests, semester end examinations.

*** Facilitation to advanced learners**

- Student Seminars and demonstrations
- Group Seminars and assignment preparation, leadership.
- Case studies and problem solving skills
- Project work and orientation towards research, on thrust areas
- Additional course material provision

*** Facilities to slow learners**

- Tutoring and mentoring sessions/Remedial coaching.
- Question – answer sessions
- Group Seminar/assignment work
- Revision of topics with examples and illustrations.
- Personal counselling through one to one dialogue.

1.2.12 Does the institution provide flexibility to the students to move from one discipline to another? Give details.

*** There is flexibility to students to move from one discipline to other**

- The eligibility criteria fixed for the PG courses is very flexible.

Examples

- Any graduate can pursue M.S.W., M.B.A., M.Lib.Sc., MJMC.
- Any graduate who has studied Maths at +2 level is eligible for M.C.A.
- Any graduate who has studied life science subject is eligible to Microbiology, Biotechnology, Biochemistry, Environmental Science.
- A graduate with 3 optional subjects is eligible for all the P.G. courses of those subjects and also in basic language subject studied.
- A Post Graduate can pursue Ph.D./M.Phil. in his/her subject of study or in cognate/allied inter-disciplinary subjects.

After Admission

- A student admitted to a particular course is permitted to change the subject/course within a stipulated time on payment of fees.

1.2.13 Does the institution provide facilities for credit transfer, if the students migrate from one institution to another institution in or outside the country?

*** Facilities for credit transfer from one institution to another in outside the country.**

- At present there is no such facility.
- However, if a student from other University proposes to move over to Gulbarga University in the middle of a UG course, such a student is allowed, based on the consideration by the Equivalence Committee of University.
- As per the latest suggestion of UGC in 2008, it is proposed to introduce CBCS and credit transfer facility in future.

1.2.14 Does the institution provide (a) Core options (b) Elective options (c) Enrichment courses

*** Provision for (a) Core options (b) Elective options (c) Enrichment courses are available.**

- All the UG & PG courses have core option as well as elective options among the several subjects/papers.
- At UG courses, there is option to choose any two basic languages for study.
- As a means to provide dual degree – diploma/certificate courses, number of Career Oriented Programmes (UGC sponsored) have been offered.
- Certificate programmes (e.g. Computer application) are also offered as enrichment courses.
- Short term workshops and programmes are also conducted to enhance skills and knowledge.

1.2.15 Does the institution provide the flexibility of combining the conventional and distance mode of education for students to make use of the combination of courses they are interested in?

*** Flexibility of combining the conventional and distance mode of education is allowed.**

- There is flexibility. A U.G. student from a distance mode is allowed to pursue conventional PG course and Vice Verse.
- A PG student from distance mode is also eligible for conventional Ph.D./M.Phil. programmes and also for employment on par with conventional degree holder.
- However, the flexibility is not yet available within a course of study at present.

1.3 Feedback on Curriculum

1.3.1 How does the University obtain feedback from students, Alumni, Peers, others.

* Students

Feedback from students is obtained in a prescribed proforma on the curriculum, teaching-learning-evaluation, teachers, facilities, support services and overall learner centric issues. The data is analysed by IQAC and PMEB of the University. The outcome is made available to the authorities, teachers, BOS for perusal and needful action. The BOS, teachers and authorities use the outcome of feedback as a basis for curriculum design and development (introduction of new courses, subjects, papers, specialisation, practicals, methods of TLE and learning activities/support services).

* Alumni

Feedback from alumni have been obtained at Department level. Its analysis have been used in curriculum development and TLE process.

* Academic Peers –

i. AAA Committee

During the last 7 years, two committees (one internal and one external) were constituted to conduct Academic Administrative Audit (AAA). The Committee consisted of prominent educationists and education administrators. The recommendations of AAA committee have been considered for curriculum development and TLE process. The IQAC and PMEB have processed these reports for implementation.

ii. Expert High Power Committee

The University had set up a High Power Committee under the Chairmanship of Dr. Anandkrishnan, consisting of retired Vice-Chancellors and Educational Administrators, to review the progress of the University and suggest the suitable steps for future development. The report and suggestions are taken as benchmarks/goal posts. They are the basis for perspective planning and action plan.

iii. Employers and Industry

The feedback is being obtained from employers and industrial representatives about our students' suitability for job in relation to knowledge, skill component and soft skills. This feedback is also used in curriculum design and development.

iv. Community and Parents

Feedback from community and parents, the reports in newspapers, letters to the editors, letters to the University authorities and feedback from legislative meetings and debates and judicial observations are taken as feedback. The Chairmen of the Departments informally collect the oral feedback from parents and guardians.

1.3.2 How are the feedbacks used for significant changes in the curriculum?

Usage of Feedback

The analysis and outcome of feedback is an useful base and input for the revision of curriculum and ensuring their relevance.

1.3.3 Which courses had major syllabus revision during the last five years? (with change in title and content)

Major syllabus revision of all courses is a regular feature. The University since its inception has practiced the revision of syllabus of all P.G. courses once in 3 years. The syllabus of UG courses are revised once in 3-5 years. The latest revision was done in 2006-07.

1.3.4 By what mechanism, do the institutions affiliated to the University give feedback and interact?

*** Feedback from affiliated institutions and interaction with University is a built in mechanism.**

- Following are the modes of feedback and interaction -

Process of affiliation, visit of LIC, participation and deliberations in statutory bodies (AC, Syndicate, BOS, Faculty etc.), letters from management and principals, grievance redressal mode, workshops/meetings of principals/teachers/management representations of students, annual reports, news items, letters to Editors, review of results, performance.

1.4 Curriculum update

1.4.1 Does the institution refer UGC/National/International models while updating curricula?

Yes. Reference to UGC/National/International curricula is a common practice. The University takes into consideration and refers all the relevant model curricula while drafting its curriculum (design and development).

1.4.2 What are the interdisciplinary courses introduced during the last five years?

*** Interdisciplinary courses introduced during last 7 years are as follows:**

- M.Sc. Material Science M.Phil./Ph.D. in Material Science
- M.A. Women's Studies M.Phil./Ph.D. in Women's Studies
- MJMC.
- M.Sc. Computer Science M.Phil./Ph.D. in Computer Science
- P.G. Diploma in Geoinformatics.

1.4.3 How are the existing courses modified to meet the emerging needs?

*** Existing courses modified to meet emerging needs as under.**

- The existing syllabi and design of courses in all the faculties are revised regularly based on need assessment, feedback, thrust areas, model curriculum of UGC. Thus there is a definite modification in curricular design, syllabi and pedagogy.
- Examples – Constant updating of MCA, MBA, M.Com. M.Sc. in Biotechnology, Microbiology, Biochemistry, Botany and M.A. in Social Science/Arts Subjects.

1.4.4 What value added courses are introduced which would

a) develop skills

b) offer career training

c) promote community orientation?

*** Value added courses to develop skills, career training and community orientation.**

- At UG level in affiliated colleges, UGC sponsored Career Oriented Programmes (Certificate, Diploma and Advance Diploma) as add on courses in all the four faculties are introduced. The BOS of the University provides the syllabus and orientation of these COPs to the college teachers.

1.4.5 Does the institution focus on multi skill development in its programmes? If yes, illustrate.

*** Multi-skill Development in its programmes.**

- In all the Science P.G. Courses, MCA, MBA, M.Com., the emphasis is both on theory, practicals, project works, industrial visits, study tours.
- In PG courses of Social Sciences, the emphasis is on theory, case studies, surveys, project report, community visits work, documentary evidence observations and so on.
- Thus the thrust is on the development of knowledge, practical component, soft and hard skill components (problem solving, leadership, team work, communication skills and so on).

1.4.6 What thrust is given to "Information Communication Technology in the curriculum for equipping the students for global demands?"

*** Thrust given to ICT: For equipping students for global demands.**

- Exclusive courses on ICT namely MCA, M.Sc. (CS), M.Sc. Applied Electronics, M.Sc. IT have updated curriculum (theory and practical skills) to face global competition and challenges.

- In majority of the PG courses of science and a few of social sciences, a paper on computer applications has been introduced, to make students ICT savvy.
- Short term courses/workshops have been conducted/are being arranged to impart basic ICT enabled skills among all the students.

1.4.7 How often is the curriculum pertaining to the affiliated institutions updated and diversified?

*** The UG curriculum pertaining to affiliated institutions are updated regularly once in 3-5 years.**

- From 2006-07, Semester method was introduced at all UG courses.
- Accordingly, curriculum/regulations and syllabi of all the courses/subjects/papers were totally reviewed/revised/updated.
- Continuous Internal Assessment has been (with a component of 20 per cent) incorporated.
- Thrust has been given to current trends, newly emerging areas and interdisciplinary subjects.
- Number of special/elective options at each programme has been ensured.
- Thrust has been also given on extension education.
- Constitution of India, Environmental Science and Basic Computer Application are compulsory in all UG programmes.

1.4.8 What were the initiatives to restructure the UG courses to make them socially relevant and/or job oriented?

*** Initiatives to restructure the UG courses to make them socially relevant and job oriented are as follows:**

- A UG student is made to study at least two languages, of which one in English and other is any Indian language. (Kannada, Marathi, Telugu, Urdu and others).
- A UG student can opt for any three optional subjects among the wide range of subjects and thus he is exposed to 3 relevant subjects
- Basic, applied, professional and vocational subjects. Within each subject, electives are also available to students.
- Job oriented courses like BBM, BCA, B.Sc. Biotechnology, BSW, 5 year integrated Law, 5 year integrated M.T.A., B.Ed., M.Ed., B.P.Ed. are available to students.
- Computer applications paper is compulsory for B.Com. and B.Sc. students.
- UGC sponsored vocational subjects (E.g. Computer Science, Microbiology, Biotechnology, Foreign Trade, Secretarial Practice and so on are made available.
- UGC sponsored Career Oriented Programmes (COP) as job oriented skill based certificate/diploma/advanced diploma courses have been approved for introduction as Dual Degree programme.

- Constitution of India and Environmental Science are compulsory for all UG students.
- Subjects like Women Studies, Panchayatraj Institutions, Human Rights, Social Work, Education have been introduced.
- Semesterisation has helped in introducing more number of papers at UG level.

1.5 Best Practices in Curricular Aspects.

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects with reference to curricular design and development/academic flexibility/feedback from stake holders/curriculum update?

- Equal thrust to Basic, Applied, Professional and Vocational courses based on relevance and global need at UG, PG and Research level.
- Regular updating of curriculum at least once in 3 years, based on need, feedback, model UGC/AICTE/international curricula, industrial needs and student expectations.
- Implementation of semester at both UG and PG level.
- Feedback and its analysis from all stake holders its usage in CDD.
- Thrust to ICT enabled courses, ICT competence, multi-skill development, flexibility to slow learners and challenges to advanced learners.
- Two pre-submission publications made compulsory for Ph.D. students.
- Project work and implant training for students.
- Continuous evaluation of students through internal assessments.
- Introduction of professional courses having interdisciplinary/multidisciplinary approach.
- Curriculum update with emphasis on knowledge, skills, global competencies leading to employability.
- Introduction of self financing courses.
- ISRO sponsored PG Diploma course – PGD in Geoinformatics; introduction of nano technology supported by UGC.
- Involvement of academic experts, experts from industries and central laboratories in CD.
- Workshops on curriculum planning and development for faculty members.
- Thrust has been given to study regional aspects also. At least one chapter / topic of the regional studies has been included in the curriculum of PG courses.

For Re-accreditation:

1. **What were the evaluative observations made under Curricular Aspects in the previous assessment report and how have they been acted upon?**

- **Observation made by the Peer Team:**

The University must come forward with new courses and updated curriculum so as to attract students from other countries in its fold.

Measures undertaken:

a) The University has introduced the following new programmes:

Sl. No.	Name of the course	Name of the subject	Introduced at/on	Year
1.	M.Sc/M.Phil./Ph.D.	Materials Science	Main Campus	2002-03
2.	M.B.A./Ph.D.	Business Administration	Main Campus	2002-03
3.	MJMC	Journalism and Mass Communication	Main Campus	2007-08
4.	LL.M./M.Phil./Ph.D.	Bharatiya Nyaya Darshana and Raja Dharma	Main Campus	2007-08
5.	M.Sc./M.Phil./Ph.D.	Environmental Science	Main Campus	2007-08
6.	ISRO sponsored PG Diploma in Geoinformatics	Department of Environmental Science	Main Campus	2007-08
7.	Short Term Certificate course	Library and Information Science, Environmental Science	Main Campus	2007-08
8.	Introduction of New papers	Nano-chemistry (Dept. of Material Science)	Main Campus	2007-08

b) Existing courses on one campus introduced at other campuses:

1.	M.Com.	Commerce	P.G. Centre, Bellary	2004-05
2.	M.Ed.	Education	P.G. Centre, Raichur	2006-07
3.	M.Sc.	Computer Science	Main Campus	2007-08
4.	M.S.W.	Social Work	P.G. Centre, Bidar	2007-08
5.	M.A.	Political Science	P.G. Centre, Bidar	2007-08
6.	M.Com.	Commerce	P.G. Centre, Sandur	2007-08

c) Introduction of updated curriculum

- Semester system at PG courses has been introduced since 2002-03 and for UG courses since 2006-07.
- Curricula was totally updated and revised.
- New regulation, new syllabi were introduced.
- Continuous Internal Assessment with 20% weightage is ensured.
- The syllabi of Bharatiya Nyaya Dharshan and Raja Dharma of LL.M. course, which is recently introduced, is unique and novel.
- The syllabi of PG Diploma in Geoinformatics has the latest components in the field as it has satellite based study component and ICT enabled practical input.
- A paper on Bioinformatics has been introduced.
- A paper on Biodiversity conservation has been introduced.
- A paper on Biophysics has been introduced.
- One chapter of a paper of a subject at PG studies, has been devoted to "Regional Studies/Local thrust areas"
- Introduction of UGC sponsored innovative paper "Nano Chemistry" (UGC assistance of Rs. 40.00 lakhs) at M.Sc. Materials Science.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Curricular Aspects?**

Measures undertaken:

- a) Introduction of Semester Scheme at both UG and PG courses and CIA.
- b) Curriculum updated and developed based on need, feedback and global - national scenario.
- c) Introduction of new PG courses in subject like – Materials Science, Geoinformatics, Journalism and Mass Communication and Bharatiya Nyaya Dharshana and Raja Dharma.
- d) ICT enabled courses.
- e) Thrust to knowledge, skills, value addition and value based component.
- f) Thrust to the development of existing applied and professional courses (MCA, Computer Science, MBA, Biotechnology, Microbiology, Biochemistry, Electronics, Instrumentation Science, Mineral Processing)
- g) Feed back from all stakeholders and its analysis.
- h) Linkage with ISRO for Geoinformatics course.
- i) Introduction of Nano-Chemistry, sponsored by UGC under innovative programmes scheme.
- j) Every year, during central valuation, the college teachers of concerned subjects will have interactive sessions and meetings with the PG Departments on CD, development and transaction.