

Criterion-II

Teaching – Learning and Evaluation

Criterion II: Teaching – Learning and Evaluation

2.1 Admission Process and Student Profile

2.1.1 How does the institution ensure wide publicity and transparency in the admission process?

The University has well set tested regulation for admission of students for various courses. The admissions of students for different programmes in the university are made as per the procedure detailed below:

- 1) Issue of notification- published in the leading dailies, University website and notice board of the Departments
- 2) Distribution of prospectus and applications (English and Kannada)
- 3) Submission of applications at the departments level
- 4) Preparation of question papers for entrance tests in inter-disciplinary programmes and few programmes with cognate subjects
- 5) Conducting the entrance tests wherever required
- 6) Coding answer scripts of tests
- 7) Valuation of the coded answer scripts of entrance test
- 8) Preparation of consolidated merit list
- 9) Preparation and notification in the university website as well as department notice board , of provisional list of candidates under Scheme-A in accordance with University regulations (I list; wait list)
- 10) Preparation of the selection lists and waiting list of candidates as per the scheme of selection stipulated (Periodically) by the university
- 11) Admission of selected candidates under Scheme-A*
- 12) Notification of provisional list of seats under Scheme-B* and Admission
- 13) Closure of admissions
- 14) Allowing students to choose soft-core and open - elective starting from I semester
- 15) Commencement of Classes.

2.1.2 How are the students selected for admission to the following courses?

- a. General**
- b. Professional**
- c. Vocational**

- 1) Admission procedure is decentralized and the responsibility is given to the respective Departments.
- 2) Each department will have an admission committee consisting of Senior Faculty members in respective departments
- 3) Admissions to all the regular courses of study are made during June-July for UG programmes and July – Aug for PG Programmes every year.
- 4) Admissions to the undergraduate courses are made by the colleges as per on the stipulated regulations.
- 5) Selection of candidates for admission to under graduate courses primarily rests on merit cum reservation. The basis of Pre-university Examination marks for the basis of merit.
- 6) Postgraduate admissions are made on the basis of marks obtained in the degree examinations. However, for admission to relating to non-coagnite subjects and a few programmes with cognate subjects, admissions are made through an Entrance Examination in which the marks obtained in the qualifying examinations and the marks obtained in the Entrance Examination are taken into account for admission.
- 7) The Entrance Examination is based on the degree syllabi.
- 8) Previous years' question papers are made available in the Library Documentation Section for the benefit of students.

* Scheme-A: Regular fees; Scheme-B: Higher fees.

The selection of students is made purely on the basis as merit cum-reservation as per reservation of the Govt. of Karnataka:

- 1) The minimum marks prescribed for applying to these programmes by the University are 50% for general merit and 45% for SC/ST students.
- 2) Students are selected for admission into various PG programmes considering the:
 - i) percentage of marks secured in their degree examination, in case of subjects without entrance test
 - ii) sum of special entrance test marks and the marks secured in their degree examination (50% + 50%) in the case of subjects with entrance test.

2.1.3 What strategies are adopted to create access to

a. Disadvantaged community

- b. Women**
- c. Differently-abled**
- d. Economically weaker sections of the Society**
- e. Athletes and sports persons**

- Reservations to SC/ST, Cat-I, II, IIA, etc. are followed as per the Government of Karnataka norms.
- 1) A few seats are provided to the students with outstanding students performance in Sports, NSS, NCC, and Literary /Cultural activities
- 2) A few seats are also reserved for physically challenged students, children of freedom fighters and Defense personnel, Kannada medium students, wards of the University employees (both teaching and non-teaching), Kashmiri Migrants and North-eastern states. This provision is in-addition to the regular intake.
- 3) Provision has been made for additional 50% seats- of actual intake with higher fees.
- 4) Some programmes provide seats for sponsored candidates and deputed candidates from Government departments
- 5) Two seats in each course are allocated to other university students on merit basis
- 6) Two seats are allocated per programme for foreign nationals.
- 7) Provision one seat per programme is made for destitute children

2.1.4 How many applications were received and how many were granted admission for the following courses?

- | Applications No. | Admitted No. |
|--------------------------|---------------------|
| a. Professional courses | |
| b. General courses | |
| c. Vocational courses | |
| d. Post-graduate courses | |
| e. Undergraduate courses | |
| f. For all courses | |

The following table give the details of the Department wise data regarding applications received and number of students finally admitted to various programmes:

Department	Program	Applications Received	Number of students admitted
Ancient History & Archaeology	M.A	55	34
Anthropology	M.A	40	21

Department	Program	Applications Received	Number of students admitted
Christianity	M.A	28	09
Communication & Journalism	M.A	76	29
Economics	M.A	522	69
English	M.A	120	29
Hindi	M.A	10	14
History	M.A	380	82
Jainology & Prakrit	M.A	15	08
KIKS	M.A	340	67
Linguistics	M.A	24	16
Folklore	M.A	17	16
SIS	M.A	17	11
Political Science	M.A	500	51
Sanskrit	M.A	09	06
Sociology	M.A	200	45
Social Work	M.S W	348	41
Urdu	M.A	13	09
Commerce	M.com	958	69
	MBA	120	18
Education	M Ed	284	51
Law	M.A	68	36
Biotechnology	M Sc	195	32
Biochemistry	M Sc	500	33
Botany	M Sc	170	42
Chemistry	M Sc	65	67
Organic Chemistry	M Sc	88	08
Computer science	M Sc	369	30
Env Science	M Sc	32	16
Earth science	M Sc	88	03
Food Sci & nutrition	M Sc	146	23
Human Development	M Sc	10	05
Geography	M Sc	205	39
Library Science	M Sc	116	34
Mathematics	M Sc	415	51
Physics	M Sc	586	68
Psychology	M Sc	92	34
Sericulture	M Sc	32	07
Statistics	M Sc	70	29
Zoology	M Sc	119	36
Genetics	M Sc	46	14
Microbiology	M Sc	167	29
Co Operation	MA	10	07
Ambedkar Studies	Certificate course	20	02
Women Studies	M.A	20	09
Philosophy	M.A	66	33
SOFL	Certificate course(French)	16	08
	Certificate course (Russia)	10	04
	Certificate course (German)	10	11
History (MES)	M.A	12	08
IDS(MDP)	M.A	25	10
MURP	M.Sc	20	16
Agri Business	M.B.A	25	11
Physical Education	B PEd	45	

2.2 Catering to Diverse Needs

2.2.1 Is there a provision for assessing student's knowledge/needs and skills before the commencement of the teaching programme?

Soon after admission are made each department organizes orientation programmes and counseling to all students parents, they are oriented about the course structure curriculum examination pattern assessment method etc. Teachers also give an overview of opportunities and challenges in the field of study. We also provide a set of biographical details of selected documents that will be of use to students for further studies.

2.2.2 Does the institution provide bridge courses to the educationally-disadvantaged students?

Many departments provide bridge courses and arrange remedial coaching to their students. In addition to it the Directorate of Students Welfare also organizes a series of programmes like Special Coaching, debates, group discussions, proficiency and personality development workshops, not only in the post-graduate campus but also in the constituent and affiliated colleges.

2.2.3 What programmes are offered to the students from the disadvantaged communities?

The following programmes are offered to the students from disadvantaged communities.

- 1) Remedial classes
- 2) Bridge courses
- 3) Coaching for competitive examinations
- 4) Training for skilled development

The special cell of SC/STs is also regularly conducting the remedial coaching and preparation for competitive exams on a time bound basis. Resource persons from various institutions are invited to conduct these programmes.

2.2.4 What specific strategies are adopted for facilitating?

a. Advanced Students?

The faculty members of the University of Mysore adopt the following methods to teach their students

- 1) Regular classroom lectures with all teaching-learning / audio - visual aids along with black board
- 2) Seminars , panel discussions , case studies and role plays
- 3) Field visits
- 4) Regular invited/special lectures by experts of nominated Chairs of the University and other universities/Industries
- 5) Lectures by visiting Professors
- 6) Foundation - day lectures, Jubilee - Celebration Lectures and Endowment Lectures through Special Assistance Programmes etc.
- 7) Tutorials in all departments have been introduced.
- 8) Remedial, bridge course and soft skills training is imparted.

Apart from class room instructions, following activities are also provided to students to facilitate / support their learning :

- i) Laboratory work / practicals
- ii) Field visits
- iii) Group discussions / Seminars
- iv) Assignments based on Lab work/ Fieldwork, etc.
- v) Visit to industries / institutes
- vi) Study tour
- vii) Specimen collection trips
- viii) Power-point presentations and other ICT based programmes
- ix) Promotion of Fine arts

Some of the programmes encourage participatory learning approach. Field-training and hands-on activities, internship programmes are conducted for students -Quiz, debate, seminars, exhibitions, colloquiums etc.

The university has a centralised Library with a collection of 7 Lakh books and nearly 225 Indian, 16 foreign journals. The Library also has all infrastructure facilities including computer Laboratory with internet facility. More than 7000 E-journals are provided through Infonet Consortia also nearly 40,000 E-Books are accessible through this library. The Library is fully automated and has provided remote access facility to all the users.

Use of ICT:

The Faculty members are using ICT in teaching. Computers, LCDs and other electronic gadgets are available in all PG departments. Every department has been provided with computers and internet connectivity. Each faculty member has been provided with a laptop. Online subscription of journals has been made available using INFONET.

The following are the new initiatives undertaken during the last five years:

- 1) Subscription to E-journals
- 2) Creation of a Digital Library
- 3) Use of Multimedia presentations
- 4) EDUSAT
- 5) E-content package development for web casting
- 6) CDROM based training in selected courses
- 7) Internet access
- 8) Video Lectures
- 9) Computer based / web based training components.

b) Slow learners?

The Directorate of Students Welfare also organizes a series of programmes like Remedial Coaching, Special Coaching, debates, group discussions, proficiency and personality development workshops, not only in the post-graduate campus but also in the constituent and affiliated colleges.

The University also has Students Counseling Centre which helps students particularly slow learners to develop their personalities and march towards progress

2.3 Teaching – Learning Process

2.3.1 How does the institution plan and organize the teaching learning evaluation schedule into the total scheme? Does the University have an academic calendar? How is it prepared?

With advent of technology teaching methodology has also appropriately evolved in the teaching –learning process.

The faculty members of the University concentrate on teaching in addition to research and extension services and have evolved the best possible strategies and techniques of teaching to facilitate learning of students. The University prepares an academic calendar for UG and PG programmes separately

The recent academic calendar of the University for PG Programmes is given below:

Revised Academic Calendar for Post-Graduate Degree/Diploma/Certificate Courses (Both Semester/Non-semester) for the year 2011-12 including LLM/BPED Programmes (Excluding LLB/MBA/MCA and M.Sc. 5 years integrated courses).

Sl. No.	Particulars	Dates
01	Re-opening of P.G. Departments in the University/P.G. Departments in the Colleges	18.07.2011
02	Commencement of III Semester Classes	01.08.2011
03	Commencement of I Semester Classes	16.08.2011
04	Closure of P.G. Departments in the University/P.G. Departments in the Colleges.	15.12.2011
05	Commencement of Exam for both I & III Semester	26.12.2011 onwards
06	Mid Term Vacation for I & III Semester students	09.01.2012 to 23.01.2012
07	Commencement of Even Semester Classes	24.01.2012
08	Closure of Even Semesters	23.05.2012
09	Summer Vacation	24.05.2012 to 30.06.2012
10	Commencement of Examination for even semester	01.06.2012 onwards
11	Re-opening of P.G. Departments in the University & P.G. Departments in the Colleges for the academic year 2012-13	01.07.2012

- Note :** 1. If a particular day is a holiday, then the Corresponding event will come into effect on the next working day.
2. Notification regarding Calendar of events relating to the conduct of examination will be issued by the Registrar (Evaluation), from time to time. CBCS is endowed with continuous valuation which comprises of three components C1 (after 8 weeks), C2(after 16 weeks), and C3 (final exam).

2.3.2 What are the courses which predominantly use the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

The Courses that are predominantly continued to use lecture method are:

- 1) Department of Studies in History
- 2) Department of Studies in Political Science
- 3) Department of Studies in Sociology
- 4) Department of Studies in Kannada
- 5) Department of Studies in Philosophy
- 6) Department of Studies in Sanskrit
- 7) Department of Studies in Urdu

Use of ICT:

The Faculty members use ICT in teaching. Computers. LCDs and other electronic gadgets are available in almost all the PG departments. Every department has been provided with computers and internet connectivity. Each faculty member has been provided with a laptop. Online subscription of journals has been made available using INFONET.

Apart from classroom interaction other methods of learning experience initiated during the last five years include:

- 1) Access to E-journals
- 2) Access to E-books
- 3) Creation of a Digital Information Resource Centre
- 4) Use of Multimedia
- 5) EDUSAT
- 6) E-content package development for web casting

- 7) CDROM based training in selected courses
- 8) Remote access to E-resources
- 9) Video Lectures
- 10) Computer based / web based training components.

2.3.3 How is 'learning' made student- centered? Give a list of the participatory learning activities adopted by the institution, which contribute to self-management of knowledge development and skill formation?

The participatory learning activities adopted to make learning student centre are :

- 1) The students are given exposure to training programs through participation in personal growth labs driven primarily through experiential learning, seminars, internship, projects, functional learning, participating in debates, drama, elocution, music, folklore, organizing departmental functions, conference, workshop, students forum national and international cultural activities.
- 2) Introduction of CBCS pattern of learning has provided great flexibility in participatory learning has teaching is made flexible through continuous assessment tutorials, group discussion, participatory seminars etc.
- 3) Students counseling by individual teachers are provided
- 4) Remote access to E-resources – Students can access to 40,000 E-Books and 15,000 E-journals at there door steps
- 5) Strengthening of library resources and services
- 6) Emphasis on team work and group interaction

2.3.4 What are the modern teaching aids used in classroom instruction? What are the other student learning experiences?

Regular classroom lectures with all teaching-learning/audio visual aids along with black board Models, are used in regular classroom lectures.

In addition web-based learning, online lectures, special lectures by senior professors and experts in the field are provided.

Students are also motivated to use these audio visual /multimedia resources during their presentation in classroom seminars etc.

2.3.5 Is there a practice of having tutorial classes for the students? If yes, for what courses?

The New L-T-P Model for Continuous Assessment & Flexible Course Structure Emphasis on Tutorial Classes.

The University wanted to ensure that the process of examining a student should be for his learning capabilities and not for memorizing capabilities and should function more as a feedback provider to the learner to adopt to right path of learning rather than punitively testing at the end of the learning period. Hence, the University has replaced semester-end dominant examination by continuous assessment reducing substantially the weightage given to semester-end examination.

Further, the University wanted to ensure the insertion of Professionalism in every learner, irrespective of the subject he/she has opted for Master's degree. Professionalism results by making the learners practice and experience the subject of study. We realize that the learning is not only to acquire knowledge but also to implement knowledge to make things happen - it is not just picking up how to do but should also learn to do. In other words equal importance is provided in our model for skill augmentation along with acquiring knowledge. To accomplish this, in the teaching – learning method, we have created a blend of teaching, re-inforced learning and practicing what is learnt through Lecture (L), Tutorial (T) and Practical / Practice (P) model.

The academic transaction that takes place for realizing effective teaching – learning is quantified in items of Credits. and the quality of learning is monitored and assessed in a continuous mode which is quantified in terms of grade on a 10 point scale.

One credit quantifies an academic transaction of either one hour of teaching in a lecturer (L) class or 1 tutorial (T) session of atleast 2 hrs or 1 practice /practical (P) session of at least 2 hrs, happening per week over entire semester period of 16 weeks. The combination of these L-T-P components for a course is the credit pattern of the course and the sum of these credits for L-T-P is the credit value of the course. For instance, if a course is of 2:1:1 credit pattern, it implies that this course has lecture classes of 2 hrs/week, tutorial session of 1 session/ week and practical/practice session

of 1 session per week and the total credit earned by a candidate upon successful completion of this course at the end of the semester is 4.

Every session of academic transaction happening per week within the department is expected to compel a learner to invest at least additional 1 to 1 1/2 hours of work per week during that week itself. This signifies that if a student has registered for 20 credits per semester, the academic transaction in the presence of teacher will be up to a maximum of 30 hours, and the learner has to put in at least 30 hours of work per week at his end, which makes learning a continuous process in place of just preparing for the examinations in the so called study holidays.

A copy of the regulation is enclosed which provides all other details pertaining to continuous assessment and L-T-P based credit distribution.

The possibility to distribute the credit differently over L-T-P and to have different courses of different credit values bring in a greater flexibility in deciding the course structure.

2.3.6 Is there a provision for counselors / mentors/ advisors for each class or group of students for academic and personal guidance? If yes, specify.

Yes, Continuous evaluation provides opportunity for counseling students with feed back to enhance their academic performance and behavior.

Each department has identified one teacher as Coordinator Counsellor to hear the problem of individual students and give appropriate guidance and motivate them towards proper learning.

A Senior Faculty has been appointed as Chief Coordinator of CBCS. He provides orientation and guidance to the Coordinators at department levels and also listens to students grievances and provide guidance. He is assisted by an advisory committee consisting of senior teachers.

The Centre for Proficiency and Placement Services also facilitates counseling and academic to students.

The University also has students information and guidance bureau which also facilitates students counseling and guidance

2.3.7 How is the academic process of each student monitored by the faculty?

- 1) Internal assessment by administering tests, both announced and surprise tests, assignments, seminars, field work, presentations, lab work, case analysis etc. spread over the semester.
- 2) Attendance (75% required)
- 3) The Teacher Coordinator/ Counsellor nominated in each department monitors the academic progress of each students in their department
- 4) General counseling is provided on day-to-day basis

2.3.8 Give details of the course by sessions of work assigned and implemented in the tutorial session?

The course work is designed by the respective faculty with information to the chairman. Tutorial session is a part of the regular time-table.

2.3.9 How do the students and faculty keep pace with the recent developments in the subjects?

- 1) Attend seminars, workshops, conferences, Orientation programmes and lectures by experts.
- 2) By reading the newly acquired journals and books by the main library as well as departmental library.
- 3) Use of internet facilitates students and faculty to keep recent development in their subject

2.3.10 Are there departmental libraries for the use of faculty and students? If yes, give details

Yes. Some Department have well equipped Departmental library which caters to specific demands of the students and faculty. However other departments maintain core collection of books for the use of faculty.

All departments have been provided with computer and internet facility to enable faculty and students to access E-resources at their departments. They have also been provided to remote access facility that enables access to E-resources at their door steps.

2.3.11 On an average, how many students and faculty use the library per week?

On an average 6,500 students and 150 teachers visit and make use of library per week. From among them nearly 350 students and research scholars use Digital Information Resource Centre every day and access to E-resources.

2.3.12 What are the initiatives taken to make optimum utilization of INFLIBNET/DELNET facility by the students and faculty?

The INFLIBNET/DELNET facility is made known to all the faculty through circulars and to students with information displayed at appropriate places. Demonstration sessions have been conducted department –wise to enable access in the beginning of the program. The research activities in various departments heavily depend on the usage of this facility.

The students are given exercises in various courses that will require them to refer books and journals through the use of INFLIBNET/DELNET facility

The Table given bellow provides monthly/daily number of users using Digital Information Resources Centre(DIRC) and Carreer Information Resource Centre(CIRC):

DIRC Monthly Use Statistics									
Month	Students		Research Scholar		Faculty and Others		Total		
	No.	%	No.	%	No.	%	No.	No. Per day Users	No. of Working days
Jun-10	1331	78.67	331	19.56	30	1.77	1692	112.8	15
Jul-10	2013	79.1	505	19.84	27	1.06	2545	97.88	26
Aug-10	1340	80.48	290	17.41	35	2.1	1665	64.03	26
Sep-10	1280	79.5	310	19.26	20	1.24	1610	67.08	24
Oct-10	1400	73.88	460	24.28	35	1.84	1895	86.13	22
Nov-10	1600	74.35	510	23.7	42	1.95	2152	89.66	24
Dec-10	1700	79.15	388	18.06	60	2.79	2148	85.92	25
Jan-11	1903	79.69	410	17.17	75	3.14	2388	99.5	24
Feb-11	1650	73.6	512	22.84	80	3.56	2242	101.9	22
Mar-11	4500	83.32	800	14.81	101	1.87	5401	216.04	25
Apr-11	6296	94.06	357	5.33	40	0.59	6693	318.71	21
May-11	8391	94.34	435	4.9	68	0.76	8894	370.58	24
Jun-11	7157	93.93	411	5.39	52	0.68	7620	304.08	25
Jul-11	3823	88.79	447	10.38	36	0.83	4306	187.21	23
Aug-11	7246	89.73	765	9.47	65	0.8	8076	310.61	26
Sep-11	10989	94.59	577	4.96	52	0.45	11618	484.08	24
Oct-11	8206	92.65	608	6.86	43	0.49	8857	421.76	21
Nov-11	10649	92.93	757	6.61	53	0.46	11459	498.21	23
Dec-11	7885	89.4	867	9.8	69	0.8	8841	353.64	25
Total	89359		9740		983		100102		

CIRC Use Statistics

2011 Month	No. of Students	%age	No. of Researchers	%age	No. of Faculty	%age	Total Users
November	2389	76.8	483	15.7	231	7.5	3120
December	3621	85.6	426	10.0	185	4.4	4232

Circulation activity mainly takes care of the home lending of books, membership enrollment, lectures on library orientation and tour of the university library to new students, research scholars and faculty. This is a regular feature of the library. This section is also extending Inter Library Loan facility to its users. Special book collection on Mahatma Gandhiji, Dr. Ambedkar, Human rights, Women studies, Autobiographies, Biographical collection, Maps and Charts, latest General Knowledge Books for KAS and IAS competitive examinations, Art and Architecture and Paintings have been kept separately in this section. Totally, 4,677 and 8840 books have been procured under 9th and 10th Plan UGC grants respectively. Theses and Dissertations housed in the library are made available to the Vidyanidhi Project for digitization of the theses and for the creation of a web for accessing bibliographical databases.

The average number of books issued/ returned per day is 102. The average number of references per month is about 36,000. The average number of users per month is about 25,000. The average number of logins into e-sources per month is 37.50 hours. The number of services delivered per capita per month is 10.

2.3.13 How does the library collect books and journals for all departments?

The library purchases books based on the recommendations of the Chairman and the Departmental Council in line with the budget allotted. Acquisition is an important Section where the process of procurement is handled. Over the years Acquisition Section is operating with various professional activities like placing, procurement order and Acquisition of books to cope up with the increased financial budgets and user demands. The department of brought to the notice as soon as the books are acquired against their recommendation. Students' recommendations are also considered and books recommended by students are procured after obtaining consent from the Chairperson of respective departments.

2.3.14 How does the library manage to cater to the needs of teachers and students with access to books and journals and timings?

The library has developed a comprehensive collection of documents useful for the faculty, research Scholars and students of the University. Apart from conventional book resources, the library collection includes journals, reference books, special collections, reports, standards, theses and dissertations, patents, manuscripts, maps and atlases, microforms, audio-video cassettes and CD-ROMs. The collection grew rapidly due to the financial assistance from the UGC and books received on gratis from leading national and international educational institutions, R&D organizations and also from donors. The library houses many special collections and rare books of research value. The University of Mysore has given top priority for the overall development of its library, both in terms of vast collection as well as the services, for traditional learning as well as Information Technology.

Presently, the library has a total collection of more than 7,00,000 books apart from a good number of books in its branch libraries, in constituent colleges, PG Centers and PG Departments. It currently subscribes to more than 225 Indian Journals, 16 foreign journals, 24 popular magazines and 20 newspapers. It has around 15,000 reports and Govt. publications, 20000 Theses and Dissertations, 150,000 bound volumes of journals, 350 microforms; 40 audio cassettes, 38 video cassettes, and more than 50 CD-ROMs and 50 multi media CDs on various aspects including National Geographic and Britannica Encyclopedia.

The library has developed a separate technology - wing comprising Multimedia unit including Internet - Browsing Division. It also has the Fax and photocopying service facilities. The library is also under the INFLIBNET programme of the UGC. The library has established a Local Area Network within the building, and has started converting its retrospective bibliographical data into digital form by using KOHA library software package. Online Public Access Catalogue (OPAC) facility has been introduced.

The University Library is a service-oriented centre catering to the academic and research requirements of the user community. It consists of 15 sections viz. Acquisition section, Technical processing section, Circulation section, Documentation and

Reference section, Periodical section, Kannada section, Active stack area, Controlled stack area (from 1 to 4 stacks), Text book loan section and Internet and CD-Rom division. DIRC and CIRC sections have been added recently.

The library is rendering both traditional and Information Technology related services from 8 am to 8 pm in three shifts. Library circulation has been automated.

Books Added to Mysore University Library from 2005-2011

Sl. No.	Period	Books	Expenditure
1	2005-2006	1324	11,38,067=00
2	2006-2007	1234	9,70,447=00
3	2007-2008	1004	9,18,684=00
4	2008-2009	2418	27,29,489=00
5	2009-2010	1512	12,83,207=00
6	2010-2011	4996	65,30,063=00
TOTAL			1,35,69,957=00

NOTE: Grants utilized under the head –

1. UGC 11th Plan grant
2. GRA grant
3. SC/ST Books grant
4. Special grants (SAP/PSFS/MBHM)

Utilization of UGC Plan Grants for Acquisition of Books

Sl. No.	Grants Allocated During	Amount utilized
1	UGC 9 th Plan	Rs.24,90,000=00
2	UGC 10 th Plan	Rs.26,41,166=00
3	UGC 11 th Plan (upto 2010-11)	Rs.65,30,063=00

Periodicals Subscribed

Sl. No.	Indian Periodicals	No. of Titles
1.	Periodicals subscribed	240
2.	Periodicals on gratis	62
3.	Magazines and Newspapers	49
Total		351

2.4 Teacher Quality

2.4.1 What is the faculty strength of the University? How many positions are filled against the sanctioned strength? How many of them are from outside the State?

Faculty strength of the University : 437 sanctioned posts

Positions Filled Against the Sanctioned Strength : 335 permanent and 167 Guest faculty

2.4.2 How are the members of the faculty selected? Does the University have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how does the University cope with the requirements?

The University follows the recruitment procedures specified by the UGC. In order to ensure quality, vacancies are advertised in leading National dailies and AIU Newsletter. The candidates are short-listed. Prospective candidates are required to explain one or two research proposals in their application form in order to substantiate their claim to be a member of the faculty of the University. The Board of Appointment constituted as per the provision in the Karnataka State University Act 2000 and also the recent UGC guidelines conducts interviews and recommends for appointment of teachers of the Universities and constituent colleges. The Karnataka State University's Act 2000 has made the following criteria for appointment of teachers in Universities:

- 1) There shall be a Board of Appointment for selecting persons for appointment as Professors, Librarian, Readers and Lecturers in the University.
- 2) Every such Board shall consist of
 - A. (a) For selections to the posts of Professors, Readers and to the post of Librarians -
 - (i) The Vice-Chancellor, Ex-officio Chairman
 - (ii) The Chairman of the Department
 - (iii) Four experts nominated by the Chancellor, in consultation with the State Government two of whom should be from a panel furnished by the University Grants Commission and the others from amongst persons serving in any University established by law in India or any other institution recognized by the State Government.

- (iv) Faculty members are qualified and competent to teach the courses. Quite often experts are drawn from other institutes/departments to teach special courses.
- (b) For selections to the posts of Lecturers-
 - (i) The Vice-Chancellor, Ex-officio Chairman.
 - (ii) Two experts nominated by the Chancellor in consultation with the State Government.
 - (iii) Chairman of the Departmental council
 - (iv) One professor from any other University in the State nominated by the Chancellor in consultation with the State Government
 - (v) The Registrar shall act as the Secretary of the Board of Appointment.
- 1) Every post of Professor, Librarian, Reader or Lecturer to be filled by selection shall be duly and widely advertised together with the minimum and other qualifications, if any, required, the emoluments and the number of posts to be filled, and reasonable time shall be allowed within which the applicants may apply.
- 2) The Board shall interview, adjudicate the merit of each candidate in accordance with the qualifications advertised and prepare a list of persons selected, arranged in the order of merit. It shall forward the list to the Syndicate who shall make appointments in accordance with the same.
- 3) While preparing the list, the Board shall follow the orders issued by the State Government from time to time in the matter of reservation of posts for the Scheduled Castes, the Scheduled Tribes and other backward classes of citizens.
- 4) Notwithstanding anything in previous sub-section, preference shall be given to persons belonging to the Scheduled Castes and the Scheduled Tribes in any selection if in the opinion of the Board such persons possess the minimum qualification prescribed and are suitable.
- 5) Notwithstanding anything contained in the preceding sub-sections, the Syndicate shall be competent to invite, on the recommendation of the Vice-Chancellor, a person of high academic distinction and professional attainments to accept the post of Visiting Professor in the University on such terms and conditions as may be mutually agreed upon.

2.4.3 Does the University appoint substitutes/additional faculty to teach existing and new programmes? How many such appointments were made during the last year?

The University has the required number of qualified and competent teachers to handle all the courses for all the Departments.

However, guest (temporary) faculties are appointed on hourly basis as per UGC regulations to take up additional teaching load.

The number of such guest faculty appointed during last year is

2.4.4 What is the student teacher ratio?

The student teacher ratio varies from program to programme. The average student-teacher ratio of the university is 9:1.

2.4.5 What percentage of the teachers have Ph.D. as the highest qualification?

91%

2.4.6 What percentage of the teachers have M. Phil as the highest qualification?

2.8 %

2.4.7 What percentage of the teachers have completed UGC, NET and SLET exams?

Nearly 35 %

(Note: Sum of the teachers who have passed UGC-NET/ SLET also have possessed Ph.D in their respective subjects)

Sl.No.	Post-graduate? under graduate	Total number of Guest Faculty	Male	Female	Ph.D	NET	SLET	Total Number of Invited faculty
1	All PGs including Mandya, Hassan and Chamarajanagar	167	90	77	38	42	03	36
2	Constituent Colleges(UG)	192	104	88	28	28	02	-
Total		359	194	165	66	70	05	36

2.4.8 What efforts are made by the management to promote teacher development? (eg: research grants, study leave, deputation to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)

- 1) Research grants: The University provides Seed grants upto Rs.1,00,000/- each to the younger faculty. Senior Faculty raises their own research funds from funding agencies.
- 2) The University offers sabbatical leave of one academic year to the faculty at the PG level to undertake research. At the end of the leave they have to submit a report of the same.
- 3) Study leave: The University grants study leave for those who do not have Ph.D. degrees. In addition, the senior Faculty are granted sabbatical.
- 4) Deputation to national/ international conference/ seminars: The University provides 50% travel grant to the Faculty to attend international meetings abroad.
- 5) In-service training: Faculty Improvement Programmes are offered to SC/ST teachers.
- 6) Holdings of national/ international conferences: The University provides seed money of Rs. 5-10 thousands for organizing National Seminars and Rs. 50,000 for International conferences.
- 7) The incentive scheme has been introduced to promote research and publication activities among faculty members. This scheme involves special recognition with an award of Rs.50,000/- for Science Faculty and Rs.25,000/- for Social Science and Humanity Faculty who publish articles and journals with highest impact.

2.4.9 What are the teaching innovations made during the last five years? How are innovations rewarded?

Teachers prepare lecture materials incorporating the use of audio-visual methods. Many such lecture outlines are also given to the students as reading materials. OHPs and LCDs are being increasingly used in all the courses for teaching and student seminars.

2.4.10 Does the institution have representation of women among the staff? If yes, what percentage?

130 out of 335 teaching faculty are women amounting to 38.8%.

2.4.11 List the faculty who have been recognized for excellence in teaching during the last five years?

Senior faculties have been recognized at the National and International levels based on their expertise.

The following members have got special honors:

- 1) Prof Mewa Singh, F.N.A., F.A.Sc, F.N.A.Sc
- 2) Prof. K.S. Rangappa, F.R.S.C (London).
- 3) Prof Yathirajan, F.R.S.C (London).
- 4) Prof K Byrappa, FWAC(USA),
- 5) Prof Niranjana, FNAAS., C.V.Raman Award
- 6) Prof Prakash, FNAAS.,
- 7) Prof. Bharathi P Salimat, Kalpana Chawala Award
- 8) Dr.Asna Urooji, Kalpana Chawala Award
- 9) Dr.Shubha Gopal, Best Research Publication from VGST
- 10) Dr. H.S Aparna, Best Research Publication from VGST

2.4.12 List the faculty who have undergone staff development programmes during the last five years (refresher courses, orientation programmes and staff training conducted by the university and other institutions)

The following are the details of participation by the faculty:(updated taking five years total)

- a) Refresher Courses and Orientation Programmes = 142
- b) Faculty Improvement Programme (only faculty belonging to SC/ST are given the FIP fellowships from the amelioration funds) = 16

In addition to these, training programmes are conducted by the university for teaching and research. About 20 % of the faculties have participated in the staff development programmes of other institutions in Karnataka and the neighboring states.

2.4.13 What percentage of the faculty served as resource persons in Workshops/ Seminars/ Conferences during the last five years? (average)

Above 67%

2.4.14 What percentage of teaching staff participated in Workshops/ Seminars/ Conferences and presented papers during the last five years? (average)

90%

2.4.15 Has the faculty been introduced and trained in the use of

- a. Computers : Yes
- b. Internet : Yes
- c. Information Technology : Yes
- d. Audio Visual Aids : Yes
- e. Computer Aided Packages: Yes

2.4.16 Does the university have an Academic Staff College? If yes, give the details of programmes it offers.

The University of Mysore has UGC Academic Staff College established in 1987. The Academic Staff College is well equipped and has provided orientation and refresher courses to large number of teacher coming from different parts of the country. It also has organized many workshop/orientation programmes for principles and colleges, Heads of departments, Officers and non-teaching staff of University further it has provided training industrial entrepreneur and officer and different agencies on their request. During 1999 UGC has adjudged this Academic Staff College has the second best in the country. The details of courses organized by the Academic Staff College recently are here under:

Orientation and Refresher Courses

Information Regarding Orientation Programmes from 2005-2006 to 2010-2011

Year	No. of the Programmes Conducted (Year-wise)	Number of Participants				
		Male	Female	Local	Out Station	Total
2005-2006	3	70	31	44	57	101
2006-2007	3	81	25	22	84	106
2007-2008	4	91	39	57	73	130
2008-2009	5	112	62	33	141	174
2009-2010	5	94	63	29	128	157
2010-2011	5	116	89	20	185	205

Number of Reading Materials provided: 33 + 3 CDs

Refresher Courses:

Refresher Courses organized from 01.06.2006 to 30.11.2011

Information Regarding Refresher Courses from 2005-2006 to 2010-2011

Year	No. of Programmes Conducted (Year-wise)	Total Number of Participants				
		Male	Female	Local	Out Station	Total
2005-2006	14	241	143	99	285	384
2006-2007	10	198	109	60	247	307
2007-2008	08	188	62	33	217	250
2008-2009	10	241	72	43	270	313
2009-2010	09	208	73	64	217	281
2010-2011	05	91	68	50	109	159

Number of Reading Materials Provided: 82 + 7 CDS

Other Programmes :

- a) The Academic Staff College regularly organizes innovative and need - based programmes for academic administrators. Some of them are sponsored by the UGC and others by the University of Mysore.

Number of Workshops/Seminars etc., organized for Principals/Deans/ Chairpersons from 01.06.2006 to 30.11.2011. Some of the programmes organized by the academic Staff college between 2006-2011 are detailed below

Sl. No.	Title of the Programme	Date/Duration of the Programme
1.	A two-day workshop for Drawing and Disbursing Officers (Heads of the Departments, Directors of Institutions/Centers of University of Mysore) Sponsored by the University of Mysore.	17.08.2006 To 18.08.2006
2.	A Three-Day Workshop for Academic Administrators of various universities sponsored by the university Grants Commission.	06/12/2006 TO 08/12/2006
3.	A self Financing 6 – days Workshop on “ Developing E-Learning Resources” 23 participants attended this Workshop.	18/12/2006 To 23/12/2006
4.	Organised “ Regional UGC-Academic Staff College Directors Meet”	24.01.2007
5.	Two Days Orientation Programme was organized for High School Teachers, sponsored by committee for Development of Science in Schools participants has attended this programme.	20.07.2007 To 21.07.2007
6.	One day Seminar on “The Relevance of Teachers Training in Higher Education” was organized on the occasion of Teachers Day Celebration 61 Participants had attended this Seminar	05/09/2007

Sl. No.	Title of the Programme	Date/Duration of the Programme
7.	One day orientation Programme was organized for High School Teachers, sponsored by Committee for Development of Science in Schools on 22 Participants had attended this programme.	03/03/2008
8	A one-day workshop on “Psycho-Dynamics of Physical Education and Sports” was organized on in association with the Department of Physical Education and the post Graduate sports Council, University of Mysore. Mysore 90 Participants including Physical Education Directors, Lecturers, Coaches attended this Workshop.	24/07/2008
9	A Two-Day National Conference on “Behavior Modification Skills for Teachers of Higher Education” in Commemoration of 20 years of establishment of academic Staff college was organized 120 teachers from other states also attended this conference.	08/08/2008 To 09/08/2008
10	A one-day Seminar on “Role and Responsibilities of Teachers in Higher Education” was organized on the occasion of Teachers’ Day Celebration 34 teachers attended this Seminar.	05/09/2008
11	A Five-day Workshop for Administrators Cadre (DR/AR) of the University of Mysore, Mysore was organized 18 administrators attended this workshop.	06/01/2009 To 10/01/2009
12	A Five day Workshop for office Superintendents of the University of Mysore, Mysore was organized from 44 Office Superintendents attended this workshop	20/01/2009 To 24/01/2009 03/02/2009 To 07/02/2009
13	A One-day Workshop on “Review of Karnataka State Universities Act – 2000”, was organized 100 teachers attended this workshop.	29/01/2009
14	A six-day Training Programme on “Research Methodology” for Research Scholars of the University of Mysore, was organized 24 research scholars of the sciences attended this training programme.	16/02/2009 To 21/02/2009
15	A five-day workshop (two batches) for Senior Assistants of University of Mysore was organized 34 Senior Assistants attended this workshop	19/05/2009 To 23/05/2009 26/05/2009 To 30/05/2009
16	A One-day Awareness Programme on H1BN1 (Swine Flu) in Association with Department of Studies in Zoology for Teachers, Research Scholars and 432 Participants attended this programme.	24/08/2009
17	A two day Workshop for college Principals on “Academic Leadership Development” was organized 29 Principals	29/08/2009 To 30/08/2009
18	A one-day Awareness Programme on H1N1 (Swine Flu) in association with Department of Studies in Zoology for Administrative Staff of University of Mysore was organized 549 Administrative staff attended this programme.	31/08/2009
19	A Two-day Workshop for Librarians in association with Department of Studies in Library and Information Science on “ Bulding Digital Libraries in Colleges” was organized 39 Librarians attended this workshop	10/09/2009 To 11/09/2009
20	A one-day Awareness Programme on H1B1 (Swine Flu) in association with Department of Studies in Zoology for students and Teachers of Maharaja Yuvaraja and University Evening College was organized 359 students and Teachers attended this programme	12/11/2009

Sl. No.	Title of the Programme	Date/Duration of the Programme
21	A one-day Seminar "6 th Pay Commission and Choice Based Credit System" was organized 65 Teachers attended this seminar.	09/02/2010
22	A Three days Workshop for High School Science Teachers in association with Committee for the Development of Science in Schools was organized 70 participants attended this Programme	24/07/2010 To 25/07/2010
23	A Two Days Trainers of Trainers Programme on Growth Monitoring for Child Development Officer. Assistant Child Development officers and Care Takers, in association with Department of Women and Child Development was organized 50 Participants attended this programme.	24/09/2010 To 25/09/2010
24	A Three days "Chili-Pili" Trainers of Trainers Programme for Child Development officer, Assistant Child Development officers and Care Takers in Association with Department of Women and Child Development was organized on 53 participants attended this programme.	04/10/2010 To 06/10/2010
25	A Two days Workshop on "Web 2.0 and Quality in Library Services" for Librarians and Library Science Teachers was Organized 32 participants attended this workshop	12/01/2011 To 13/01/2011

Other Programmes Organized:

- 1) A Three days Workshop for High School Science Teachers in association with Committee for the Development of Science in Schools was organized from 24-07-2010 to 25-07-2010. 70 participants attended this Programme.
- 2) A Two days Trainers of Trainers Programme on Growth Monitoring for Child Development Officer, Assistant Child Development officers and Care Takers, in association with Department of Women and Child Development was organized from 24&25 September, 2010. 50 participants attended this programme.
- 3) A Three days "Chili-Pili" Trainers of Trainers Programme for Child Development Officer, Assistant Child Development officers and Care Takers in Association with Department of Women and Child Development was organized on 4-6 October, 2010. 53 participants attended this programme.
 - a) A Two days Workshop on "Web 2.0 and Quality in Library Services" for Librarians and Library Science Teachers was Organized on 12-13, January 2011. 32 participants attended this workshop.
 - b) The Academic Staff College also organizes Orientation Programmes for the non-teaching staff of the University of Mysore, sponsored by the University of Mysore. Programmes are also offered to the non-teaching staff from the Private Colleges affiliated to the University of Mysore, under the self-financing scheme.
 - c) Reading Materials:

So far our college has distributed 179 Reading Materials to the teacher participants of both Orientation Programmes and Refresher courses. In addition, the reading material has also been distributed in the form of CDs since January 2005 numbering about 10.

Teaching Methodology Adopted by ASC:

- 1) Lecture Method
- 2) Using White Board and Marker Pens
- 3) Use of Overhead Projectors, Slide Projector
- 4) Use of TV and VCR for Microteaching
- 5) Use of Audio-Visual Equipments like Tape Recorder, Microphone, Speaker
- 6) Use of Multimedia Projectors
- 7) Use of Micro-Teaching Technology

One day field trips / tours are also arranged for the participants of various RCs to Industries and historical places according to the RC's requirements.

- 8) Group discussions, Case study problem solving approaches.

2.5 Evaluation Process and Reforms

2.5.1 Does the university evaluate teachers on teaching and research performance? How does the evaluation help in the improvement of Teaching and Research?

Yes, Evaluation of teachers performance is done annually by IQAC in 2 ways

- (i) Evaluation of Teachers by the Students.

Evaluation is done once in a year by IQAC through a questionnaire specially designed for the purpose.

Feedback from students for improving the quality of Teaching

The data obtained on evaluation of Faculty members by the students is subjected to analysis through an external agency and the feedback obtained from the students is communicated to the faculty. The ratings made by the students about their teachers are used for indicating the corrective measures to be carried out by the respective faculty. A team of IQAC members headed by the Registrar visits the department and discusses the improvement related issues with the faculty.

Self-appraisal of Faculty Members :

All the Faculty members are required to submit Self-appraisal report every year in the prescribed format prepared by IQAC.

Review of Faculty Self-Appraisal final Report :

The IQAC has evolved a standard method of evaluating the teaching, research and administrative activities of the faculty. The information furnished by the faculty member will be got analysed through an external agency by the IQAC. After obtaining the results of the data analysis the IQAC submits score sheet of each faculty member to an external Academic and Administrative Audit Committee (AAAC).

Academic and Administrative Audit of the Department:

The external Academic and Administrative Audit Committee formulated by the University evaluates both the academic and administrative aspects of all the Departments, Centers and Institutions and suggests remedial measures to improve the system of higher education based on the inputs given by the departments. The Committee consists of several renowned academicians and educational administrators drawn from outside the university. The Committee suggests remedial measures for improvement to boost the work culture of the Departments and there by improve the quality of higher education.

2.5.2 Has the institution introduced evaluation of the teachers by the students? If yes, how is the feedback analyzed and implemented for the improvement of Teaching and Learning?

Evaluation of Teachers by the Students.

is done once in a year by IQAC through a questionnaire specially designed for the purpose.

Feedback from students for improving the quality of Teaching

The data obtained on evaluation of Faculty members by the students is subjected to analysis through an external agency and the feedback obtained from the students is

communicated to the faculty. The ratings made by the students about their teachers are used for indicating the corrective measures to be carried out by the respective faculty. A team of IQAC members headed by the Registrar visits the department and discusses the improvement related issues with the faculty.

2.5.3 Does the institution promote self-appraisal of teachers? If yes, how often?

Yes, all the Faculty members are required to submit Self-appraisal report every year in the prescribed format prepared by IQAC.

The IQAC has evolved a standard method of evaluating the teaching, research and administrative activities of the faculty. The information furnished by the faculty member will be got analysed through an external agency by the IQAC. After obtaining the results of the data analysis the IQAC submits score sheet of each faculty member to an external Academic and Administrative Audit Committee (AAAC).

2.5.4 Is the appraisal by the teachers reviewed by the head of the institution and used to improve the quality of teaching?

Yes, the self appraisal furnished by the teacher is reviewed. However, the review is got done through the external Academic and Administrative Audit Committee formulated by the University. The Committee consists of several renowned academicians and educational administrators drawn from outside the university. The committee evaluates both academic and administrative performance of the teachers and suggests remedial measures to improve the teaching research and other activities. Wherever necessary the university organizes special workshops, counseling of teachers, to improve the quality of teaching of the teachers on recommendation of AAAC.

2.5.5 Does the institution have an academic audit of the department? If yes, illustrate.

Yes. The external Academic and Administrative Audit Committee formulated by the University evaluates both the academic and administrative aspects of all the Departments, Centers and Institutions and suggests remedial measures to improve the system of higher education based on the inputs given by the departments. The Committee consists of several renowned academicians and educational administrators

drawn from outside the university. This kind of total and voluntary external audit of the University is the first of its kind in India and the second in Asia. The Committee suggests remedial measures for improvement to boost the work culture of the Departments and there by improve the quality of higher education

2.5.6 Based on the recommendations of academic audit what specific measures have been taken by the institution to improve the teaching, learning and evaluation?

The Academic Administrative and Audit Committee (AAAC) report is given to all the faculty and wherever there are deficiencies, corrective measures are suggested by a committee. The measures suggested by the committee are implemented by the university so as to overcome the limitation and improve the quality of education.

2.5.8 How does the institution monitor the performance of the students? (Annual/ Semester exam, Trimester Exam, Midterm Exam, Continuous assessment, Final exam, etc.)

Continuous Assessment, Earning of Credits and Award of Grades

The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows:

- 1) Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a semester is divided into 3 discrete components identified as C1, C2, and C3.
- 2) The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.
- 3) The first component (C1), of assessment is for 25 marks. This will be based on test, assignment, seminar. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. Beyond 8th week, making changes in C1 is not permitted.
- 4) The second component (C2), of assessment is for 25 marks. This will be based on test, assignment, seminar. The continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining units in the course will be completed.
- 5) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) will be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in

advance. The evaluated courses/assignments during component I (C1) and component II (C2) of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concern teacher for this purpose.

- 6) During the 18th -20th week of the semester, a semester-end examination of 2 hours duration shall be conducted for each course. This forms the third/final component of assessment (C3) and the maximum marks for the final component will be 50.

Setting questions papers and evaluation of answer scripts.

- I. Questions papers in three sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the chairman of BoE shall get the questions papers set by external examiners.
- II. The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.
- III. (i) There shall be single valuation for all theory papers by external examiners.

(ii) The examination for Practical work/ Field work/Project work will be conducted jointly by internal and external examiners. However the BoE on its discretion can also permit two internal examiners from the University.

(iii) If a course is fully of (L=0):T(P=0) type, then the examination for C₃ Component will be as decided by the BoS concerned.
- IV. Challenge valuation

A student who desires to apply for challenge valuation shall obtain a Xerox copy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for C₃ component.

The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded in the challenge valuation shall be the final.

- 7) In case of a course with only practical component a practical examination will be conducted with both internal and external examiners. A candidate will be assessed on the basis of a) knowledge of relevant processes b) Skills and operations involved c) Results / products including calculation and reporting. If external examiner does not turn up then both the examiners will be internal examiners. The duration for semester-end practical examination shall be decided by the departmental council.
- 8) If **X** is the marks scored by the candidate out of 50 in C_3 in theory examination, if **Y** is the marks scored by the candidate out of 50 in C_3 in Practical examination, and if **Z** is the marks scored by the candidate out of 50 in C_3 for a course of (L=0):T:(P=0) type that is entirely tutorial based course, then the final marks **M** in C_3 is decided as per the following table.

L.T.P distribution	Find mark M in C_3
L:T:P	$\frac{[(L+T)*X]+[(T+P)*Y]}{L+2T+P}$
L:(T=0):P	$\frac{(L*X)+(P*Y)}{L+P}$
L:T:(P=0)	X
L:(T=0):(P=0)	X
(L=0):T :P	Y
(L=0): (T=0):P	Y
(L=0): T:(P=0)	Z

9) The details of continuous assessment are summarized in the following Table.

Component	Syllabus in a course	Weightage	Period of Continuous assessment
C_1	First 50% (2 units of total units)	25%	First half of the semester. To be consolidated by 8 th week
C_2	Remaining 50% (Remaining units of the course)	25%	Second half of the semester. To be consolidated by 16 th week
C_3	Semester-end examination (All units of the course)	50%	To be completed during 18 th -20 th Week.
Final grades to be announced latest by 24th week			

- 10) A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50).
- 11) **Finally, awarding the grades should be completed latest by the 24th week of the semester.**

12) **Minor/Major Project Evaluation**

Right from the initial stages of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation are as follows.

Component – I(C₁): Periodic Progress and Progress Reports (25%)

Component – II(C₂): Results of Work and Draft Report (25%)

Component– III(C₃): Final Viva-voce and evaluation (50%). The report evaluation is for 30% and the Viva-voce examination is for 20%

- 13) In case a candidate secures less than 30% in C₁ and C₂ put together in a course, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C₃ in that course.

In case a candidate's class attendance in a course is less than 75% or as stipulated by the University, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C₃ in that course.

Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of C₃, and subsequently a notification pertaining to the above will be brought out by the Chairman of the Department before the commencement of C₃ examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

- 14) In case a candidate secures less than 30% in C₃, he/she may choose DROP/MAKE-UP option.

In case a candidate secures more than or equal to 30% in C₃, but his/her grade (G) = 4, as per section 6.9 below, then he/she may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G=4 shall not be availed for a maximum of 8 credits for the entire programme of Master's Degree of two years.

In case a candidate secures more than 30 % in C_3 but $G=4$, then he/she may choose DROP/MAKE-UP option.

The candidate has to exercise his/her option immediately within 10 days from the date of notification of results. A MAKE-UP examination will be conducted within 25 days from the date of notification of results. If the candidate still remains unsuccessful after MAKE-UP examination he/she is said to have DROPPED that course.

- 15) A candidate has to re-register for the DROPPED course when the course is offered again by the department if it is a hard-core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core / elective course. A candidate who is said to have DROPPED project work has to re-register for the same subsequently within the stipulated period. **The details of any dropped course will not appear in the grade card.**
- 16) The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.
- 17) Upon successful completion of Bachelors Honors / Masters degree a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).
- 18) The grade and the grade point earned by the candidate in the subject will be as given below.

P	G	GP = V x G
90-100	10	V X 10
80-89	9	V X 9
70-79	8	V X 8
60-69	7	V X 7
50-59	6	V X 6
40-49	5	V X 5
30-39	4	V X 4
0->30	0	V X 0

Here, P is the percentage of marks ($P=[(C_1+C_2)+M]$) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

- 19) A candidate can withdraw any course within in ten days from the date of notification of final results. Whenever a candidate withdraws a paper, he/she has to register for the same course in case it is hard core course, the same course or an alternate course if it is soft core/open elective.

A DROPPED course is automatically considered as a course withdrawn.

- 20) Overall cumulative grade point average (CGPA) of a candidate after successful completion the required number of credits (76) is given by

$$\text{CGPA} = \text{GP} / \text{Total number of credits}$$

2.5.9 Are the evaluation methods communicated to the students at the beginning of the year? If yes, how?

Yes. Students are provided with guide book consisting of regulations relating to CBCS. They are also given orientation in respective departments by concerned teachers. Further, these departments has a teacher co-ordinator who constantly monitors and counsels the students with regard to CBCS pattern of learning and evaluation.

2.5.10 What is the method of evaluation followed? (Central, Door, Double evaluation, etc.,)

The CBCS has three components viz., C1, C2 and C3. C1 and C2 components consisting of 50% of evaluation is carried out by the course teacher as a continuous assessment. C3 is a final examination consisting of 50 marks and involves single valuation by an external examiner.

2.5.11 What is the mechanism for Redressal of grievances regarding evaluation?

One teacher in each department is identifies as coordinator for CBCS program. He is supposed to attend to all types of grievances of students and suggests means of circumventing the grievances within the ambit of university rules. There is also an advisory committee consisting of senior faculty members who give advice to both coordinators and students as well.

2.5.12 When are the examination results declared? Give the time frame

Details regarding the number of days taken for announcing the Undergraduate examination results for the last six years

Examination	Last Examination Date	Date of Announcement of Result	No. of days taken for announcement of results
April / May 2006	07-06-2006	15-06-2006	8 days
Oct / Nov 2006	18-12-2006	08-01-2007	20 days
April / May 2007	18-06-2007	08-07-2007	20 days
Oct / Nov 2007	02-01-2008	16-01-2008	14 days

Examination	Last Examination Date	Date of Announcement of Result	No. of days taken for announcement of results
April / May 2008	24-07-2008	31-07-2008	7 days
Oct / Nov 2008	30-01-2009	14-02-2009	15 days
April / May 2009	07-07-2009	31-07-2009	24 days
Oct / Nov 2009	04-01-2010	26-03-2010	79 days
April / May 2010	23-07-2010	05-08-2010	13 days
Oct / Nov 2010	03-02-2011	18-02-2011	15 days
April / May 2011	22-06-2011	18-07-2011	26 days

2.5.13 Does the institution communicate to the parents regarding the evaluation outcome?

The results all courses are hosted on the university web site. The parents do contact the concerned department chairpersons/teachers to know the status of their wards.

2.5.14 How long has the current system of evaluation been in practice?

The current system of evaluation is in practice since two years.

2.5.15 Has the institution developed any evaluation reforms?

Yes. The University wanted to ensure that the process of examining a student should be for his learning capabilities and not for memorizing capabilities and should function more as a feed back provider to the learner to adopt to right path of learning rather than punitively testing at the end of the learning period. Hence, the University has replaced semester-end dominant examination by continuous assessment reducing substantially the weight- age given to semester-end examination by introducing CBCS pattern of programs.

2.5.16 What are the reforms made with reference to evaluation? (Double evaluation, Open book examination, Question Bank, Moderation, Internal assessment)

The CBCS has three components viz., C1, C2 and C3. C1 and C2 components consisting of 50% of evaluation is carried out by the course teacher as a continuous assessment. The continuous assessment consists of test papers, seminars, field work, project work and such other academic activities as conceived by the respective Board of Studies of the departments. C3 is a final examination consisting of 50 marks and involves single valuation by an external examiner.

2.5.17 Is evaluation procedures transparent, If yes, how? Illustrate the different stages of evaluation till the declaration of results?

Yes. The test papers being part of the continuous assessment are returned to the concerned students after the evaluation by the respective teachers. The student has a provision to represent to the coordinator, CBCS, department chairperson and also to the advisory committee of CBCS if the candidate has any grievance. There is a provision for seeing, re-totaling, re-valuation and challenge valuation. Further, the students can obtain photocopy of the answer scripts of the final examination (C3-component).

2.5.18 Does the University have continuous assessment, If yes, please specify the weightage?

Yes. The CBCS has three components viz., C1, C2 and C3. C1 and C2 components consisting of 50% of evaluation is carried out by the course teacher as a continuous assessment. C3 is a final examination consisting of 50 marks and involves single valuation by an external examiner.

2.5.19 What is the scheme/ system of examination in practice for the affiliated institutions?

In both PG departments of the University and the affiliated colleges, CBCS pattern is uniformly introduced for all courses at PG level. Hence the common system of evaluation and assessment of components C1,C2 and C3 is adopted both at university and affiliated colleges level.

2.5.20 Give details of the number of question papers set, examinations conducted per year.

Three sets of question papers are being set separately for each course from different examiners and are scrutinized by the respective Board of Examiner (BOE), appointed by the university on the recommendation of the Board of Appointment of Examiners (BOAE). One set out of the three will be selected at random for printing. On an average, 5000 question papers are being printed per year.

Printing work is entrusted to a Security Press. Once the question papers are delivered to the examination centres, the Chief Superintendent will deposit them in the nearest Treasury / Sub-Treasury in the case of outside colleges / centres, where as for Mysore City Centres, it will be delivered on daily basis by the staff of the examination branch.

The candidates answer scripts are collected back soon after the examination is over from all the centers and central evaluation is arranged at the Pariksha Bhavan, Crawford Hall, University of Mysore, Mysore.

2.5.21 Mention the number of malpractice cases reported and how they are dealt with.

All the cases alleged to have committed malpractice, detected either at the colleges during the examination or at the central valuation centre during the valuation are referred to the (Malpractice Lapses Evaluation Committee (MPLEC) for thorough enquiry. MPLEC comprising of one Syndicate member and three other members including one lady member is reconstituted once in two years.

The recommendation of the MPLEC are placed before the Syndicate for approval. Cases of impersonation will be punished severely.

Number of cases of malpractices during the year 2006-2011 is as follows:

Sl No.	Year	No. of cases
1	2006	218
2	2007	260
3	2008	245
4	2009	328
5	2010	251
6	2011	332

2.5.22 Does the university provide the photocopy of answer scripts to students? If yes, give details of the practice.

Yes. The photocopies of the answer scripts are given to students on demand.

Year	Month of Exam	Number of photocopies (UG/PG)
2006	May/June	56
2006	Nov	71
2007	May/June	44
2007	Nov	65
2008	May/June	92
2008	Nov	55
2009	May/June	22
2009	Nov	81
2010	May/June	47
2010	Nov	72
2011	May/June	90

2.5.23 Give details regarding the computerization of the examination system?

The University has computerized the processing of Results for all the Courses from the year 2002. Now the entire activities relating to the computerization of Results are being out-sourced for two years on an experimental basis since April / May 2010 examinations with an intention to prevent Malpractices by adopting the following Modules:

- 1) Image Technology based module for processing of examination results where in Bar coded answer books are used to facilitate easy tracking of answer books and capturing of valuation marks at the Central Valuation Centre
- 2) Online capture of Admission data, Online printing of Admission Tickets, Online Examination fee entry , Online entry of Internal Assessment Marks and subsidiary subjects' valuation Marks, Online entry of Absentees
- 3) Online capture of valuation marks at the central valuation to facilitate speedy announcement of results, to minimize mistakes and to avoid modification of marks at a later stage

2.6 Best Practice in Teaching- Learning and Evaluation

2.6.1 What innovations/best practices are followed by the college with regards to teaching, learning and evaluation? With reference to admission process, student profile/catering to diverse needs/ teaching-learning process /teacher quality/ evaluation process and reforms or any other quality initiatives.

The University is achieving its goals and objectives through well chalked out academic calendar. The academic calendar is ready before the commencement of the academic session. The new syllabus approved by the academic bodies, change of textbooks in languages, new pattern if any in the question papers are also made known well before the session starts. The Academic Council's decisions are implemented on time. All administrative orders in terms of fee fixation, examination timetable, release of advances to carry out research and purchase of equipment and lab materials are done on time.

As per the recommendations of the NAAC, the IQAC has been constituted in the University and is functioning since 2002. The IQAC has adopted modified mechanism by designing a pro-forma for Self-Appraisal by Teachers in the PG

departments, student's assessment of teachers and departmental profile to elicit information and also build up the data bank. The data so gathered by the IQAC have been made available in the University WEB site to ensure transparency.

The assessment of the academic programs by students to elicit views on the Departments and the courses was done through a well-structured questionnaire. Besides this, the students were also asked to express their comments freely. To ensure confidentiality the students were asked not to disclose their identity and also to eliminate any bias the analysis of the assessment of teachers was entrusted to an outside agency.

The Administrative wing of the university and its related sections were also subjected to this scrutiny as the total quality is based on the entire system. This elaborate exercise was done by the IQAC by guiding the departments and also the officers of the University by holding meetings and visits. The results of this exercise was made available to the Academic and Administrative Audit Committee.

The University is continuously monitoring the academic programs through the Statutory Bodies like BOS, Faculty, Academic Council and the Syndicate. The annual report to assess the yearly achievements is prepared and the same is placed before the Syndicate and the Academic Council for discussion. Thereafter the report is sent to the Government to be placed before the State Legislature. The annual report also includes the functioning and achievements of the various wings of the administration of the University.

Admission Process:

The admission details are published every year in the leading Dailies. The steps involved in the admission process are:

- 1) Issue of notification
- 2) Distribution of prospectus and applications (2 formats)
- 3) Preparation of question papers for entrance tests in interdisciplinary courses
- 4) Collection of applications
- 5) Conducting the entrance tests wherever required
- 6) Valuation of the entrance test papers- coded scripts
- 7) Preparation of the selection lists as per the scheme of selection

- 8) Preparation of list of candidates coming under “over and above” quota (NCC, NSS, etc.).
- 9) Provision of seats under partially self-financing scheme
- 10) Allowing students to choose their branch of study
- 11) Closure of admissions.

Introduction of CBCS system for all PG courses in the University of Mysore

Choice - Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP)

Preamble:

During the previous assessment period by NAAC, the University had demonstrated its inclination to move forward towards CBCS – CAGP, since by then the CBCS – CAGP was in practice in the Department of Studies in Computer Science for M.Tech and M.S/M.Sc. programmes and the University decided to gather some momentum and experience through this experimental launching. Many compulsions, like the University’s own commitment to remain abreast with the best practices to create a learner-centric ambience, the suggestion by the previous accreditation Committee of NAAC, the desire to remain commensurate with the expectation of the status of Institution of Excellence, conferred by the Government of India, the readiness to step into model University tag expected to be granted by Government of Karnataka and the University’s preparedness to substantiate its claim for University Potential for Excellence (which is recently awarded to the University) have availed the incorporation of CBCS – CAGP for all Master Degree Programmes in the University with effect from the academic year 2010-11.

The New L-T-P Model for Continuous Assessment & Flexible Course Structure:

The University wanted to ensure that the process of examining a student should be for his learning capabilities and not for memorizing capabilities and should function more as a feed back provider to the learner to adopt to right path of learning rather than punitively testing at the end of the learning period. Hence, the University has replaced semester-end dominant examination by continuous assessment reducing substantially the weight- age given to semester-end examination.

Further, the University wanted to ensure an Professionalism in every learner, irrespective of the subject he/she has opted for Master's degree. Professionalism results by making the learners practice and experience the subject of study. We realize that the learning is not only to acquire knowledge but also to implement knowledge to make things happen - it is not just picking up how to do but should also learn to do. In other words equal importance is provided in our model for skill augmentation along with acquiring knowledge. To accomplish this, in the teaching – learning method, we have created a blend of teaching, re-inforced learning and practicing what is learnt through Lecture (L), Tutorial (T) and Practical / Practice (P) model.

The academic transaction that takes place for realizing effective teaching – learning is quantified in items of Credits. and the quality of learning is monitored and assessed in a continuous mode which is quantified in terms of grade on a 10 point scale.

One credit quantifies an academic transaction of either one hour of teaching in a lecturer (L) class or 1 tutorial (T) session of at least 2 hrs or 1 practice /practical (P) session of at least 2 hrs, happening per week over entire semester period of 16 weeks. The combination of these L-T-P components for a course is the credit pattern of the course and the sum of these credits for L-T-P is the credit value of the course. For instance, if a course is of 2:1:1 credit pattern, it implies that this course has lecture classes of 2 hrs/week, tutorial session of 1 session/ week and practical/practice session of 1 session per week and the total credit earned by a candidate upon successful completion of this course at the end of the semester is 4.

Every session of academic transaction happening per week within the department is expected to compel a learner to invest at least additional 1 to 1 1/2 hours of work per week during that week itself. This signifies that if a student has registered for 20 credits per semester, the academic transaction in the presence of teacher will be up to a maximum of 30 hours, and the learner has to put in at least 30 hours of work per week at his end, which makes learning a continuous process in place of just preparing for the examinations in the so called study holidays.

A copy of the regulation is enclosed which provides all other details pertaining to continuous assessment and L-T-P based credit distribution.

The possibility to distribute the credit differently over L-T-P and to have different courses of different credit values bring in a greater flexibility in deciding the course structure.

Hard Core, Soft Core, Open Elective and Choice Based Learning:

Hard Core courses are the compulsory courses that a student has to learn. A learner has the choice to choose soft core courses from a pool of courses. Open Electives are those courses which a learner can pick up from any other department. Some more details are available in the regulation enclosed herewith.

If a candidate can not complete a course successfully during a semester he/she is not said to have failed in that course but it is treated as that the candidate has dropped that particular course.

If a student decides to leave at the end of second semester of 2 year Master's programme he/she is entitled to get a Honor's degree.

A student can opt for a Flexible pace of learning over double duration period.

Different possible choices available are included in the regulation, a copy of which is enclosed herewith.

CBCS Cell and Governance

A Separate Cell to implement, monitor, Counsel and to bring out amendments in CBCS-CAGP is constituted by the University. Prof. P.Nagabhushan provides the lead to this cell as Chief Nodal Officer, A software team is also being founded to devise E-Governance package for the successful operation and implementation of the CBCS-CAGP.

Envisaged Plans:

A total automation for Governance expected to be in place on the implementation front. On the academic front it is envisaged to create a more continuous learning environment and to reduce further the weightage for the semester- end examination. It is also envisaged to incorporate normalized- relative grading pattern as practiced at international level.

**REGULATIONS FOR CHOICE - BASED CREDIT SYSTEM (CBCS) AND
CONTINUOUS ASSESSMENT GRADING PATTERN (CAGP) FOR POST-
GRADUATE DEGREE PROGRAMMES 2010**

Preamble

The University Grants Commission (UGC) has stressed on speedy and substantive academic and administrative reforms in higher education for promotion of quality and excellence. The Action Plan proposed by UGC outlines the need to consider and adopt Semester System, Choice Based Credit System (CBCS), and Flexibility in Curriculum Development and Examination Reforms in terms of adopting Continuous Evaluation Pattern by reducing the weightage on the semester-end examination so that students enjoy a de-stressed learning environment. Further, UGC expects that institutions of higher learning draw a roadmap in time bound manner to accomplish the above.

The University of Mysore inspired by its recognition as an Institution of Excellence by the Government of India (2008) and identified by Government of Karnataka to be developed as innovative university (2009), the university plans to bring about radical changes in the curriculum, teaching and evaluation. The vision of the university is to groom the finest breed of citizens equipped with knowledge and talent to serve the society. The university aspires to march forward to achieve benchmarking of our academic practices against world class standards.

Post -Graduate CBCS and CAGP Regulations – 2010

1. Title and Commencement

These Regulations shall be called the University of Mysore regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Post-Graduate Degree Programs. These Regulations shall come into force from the academic year 2010- 2011.

2. Programs offered

- (1) **M.A.:** Ancient History & Archaeology, Anthropology, Christianity, Communication & Journalism, Cooperative Management, Economics, English, Folklore, Hindi, History, Jainology & Prakrit, Kannada, Linguistics, Middle Eastern Studies, Philosophy, Political Science, Sanskrit, Sociology, South Indian Studies, Urdu,

Women's Studies, M.Dance, Comparative Literature and Translation, Development Studies, Public Administration.

- (2) **M.Sc.:** Anthropology, Applied Geology, Biochemistry, Bioscience, Bio-technology, Botany, Chemistry, Environmental Science, Food Science & Nutrition, Geography, Geology, Human Development, Mathematics, Microbiology, Physics, Psychology, Sericulture and Seri Biotechnology, Statistics, Zoology, Polymer Science, Sugar Technology, Geographical Information System (GIS), Earth Science & Resource Management, Genetics, Electronic Media, Organic Chemistry, Criminology and Forensic Science.
- (3) L.L.M., M. Com., M.Ed., M.L.I.Sc. (Master of Library & Information Science), M. Music, M.S.W., M.U.R.P.(M.Tech. in Urban and Regional Planning), **M.F.A.M.** (Master of Financial Analysis and Management), M.B.I.Tech. (Master of Business Information Technology), M.Tech.: Information Systems and Management.
- (4) M.P.Ed.

Definitions

Course Every course offered will have three components associated with the teaching-learning process of the course, namely

- (i) Lecture – L (ii) Tutorial- T (iii) Practicals - P, where

L stands for Lecture session. **T** stands for Tutorial session consisting participatory discussion / self study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

P stands for Practice session and it consists of Hands on experience / Laboratory Experiments / Field Studies / Case studies that equip students to acquire the much required skill component.

In terms of credits, every one hour session of L amounts to 1 credit per semester and a minimum of two hour session of T or P amounts to 1 credit per semester, over a period of one semester of 16 weeks for teaching-learning process. The total duration of a semester is 20 weeks inclusive of semester-end examination.

A course shall have either or all the three components. That means a course may have only lecture component, or only practical component or combination of any two or all the three components.

The total credit earned by a student at the end of the semester upon successfully completing the course is $L + T + P$. The credit pattern of the course is indicated as L : T : P.

If a course is of 4 credits then the different credit distribution patterns in L : T : P format could be

4 : 0 : 0, 1 : 2 : 1, 1 : 1 : 2, 1 : 0 : 3, 1 : 3 : 0,
2 : 1 : 1, 2 : 2 : 0, 2 : 0 : 2, 3 : 1 : 0, 3 : 0 : 1,
0 : 2 : 2, 0 : 4 : 0, 0 : 0 : 4, 0 : 1 : 3, 0 : 3 : 1

The concerned BoS will choose the convenient credit pattern for every course based on the requirement. However, generally, a course shall be of 3 or 4 credits.

Different courses of study are labeled and defined as follows:

Core Course

A course which should compulsorily be studied by a candidate as a core-requirement is termed as a Core course.

A Core course may be a **Soft Core** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main discipline / subject of study or from a sister/related discipline / subject which supports the main discipline / subject. In contrast to the phrase Soft Core, a compulsory core course is called a **Hard Core Course**.

Elective Course

Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some

other discipline / subject/domain or nurtures the candidate's proficiency/ skill is called an Elective Course. Elective courses may be offered by the main discipline / subject of study or by sister / related discipline / subject of study. A Soft Core course may also be considered as an elective.

An elective course chosen generally from an unrelated discipline / subject, with an intention to seek exposure is called an **open elective**.

An elective course designed to acquire a special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher is called a **Self Study Elective**.

A core course offered in a discipline / subject may be treated as an elective by other discipline / subject and vice versa.

Project work/Dissertation work is a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A project work up to 4 credits is called Minor Project work. A project work of 6 to 8 credits is called Major Project Work. Dissertation work can be of 10-12 credits. A Project/Dissertation work may be a hard core or a soft core as decided by the BoS concerned.

Eligibility for admission.

Candidates possessing a degree of University of Mysore, or of any other University, equivalent thereto and complying with the eligibility criteria shown in Annexure – I, are eligible for admission to Post-graduate degree programs mentioned in regulation No.1 above.

Scheme of Instructions

- 1) A Masters Degree program is of 4 semesters-two years duration. A candidate can avail a maximum of 8 semesters – 4 years (in one stretch) to complete Masters degree (including blank semesters, if any). Whenever a candidate opts for blank semesters, he /she have to study the prevailing courses offered by the department when he / she continues his / her studies.

- 2) A candidate has to earn a minimum of 76 credits, for successful completion of a Master's degree with a distribution of credits for different courses as given in the following table.

Course Type	Credits
Hard Core	A minimum of 42, but not exceeding 52
Soft Core	A minimum of 16
Open Elective	A minimum of 08

- 3) Every course including project work, practical work, field work, seminar, self study elective should be entitled as hard core or soft core or open elective by the BoS concerned
- 4) A candidate can enroll for a maximum of 24 credits per semester.
- 5) Only such candidates who register for a minimum of 18 credits per semester and complete successfully 76 credits in 4 successive semesters shall be considered for declaration of ranks, medals and are eligible to apply for student fellowship, scholarship, free ships and hostel facilities.
- 6) In excess to the minimum of 76 credits for masters degree in the concerned discipline / subject of study, a candidate can opt to complete a minimum of 18 extra credits to acquire add on proficiency diploma in that particular discipline / subject along with the masters' degree. In such of the cases wherein, a candidate opts to earn at least 4 extra credits in different discipline / subjects in addition to a minimum of 76 credits at masters level as said above then an add on proficiency certification will be issued to the candidate by listing the courses studied and grades earned.
- 7) A candidate admitted to Masters program can exercise an option to exit with Bachelor Honors degree / PG diploma after earning 40 credits successfully.

Continuous Assessment, Earning of Credits and Award of Grades

The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows:

Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a semester is divided into 3 discrete components identified as C1, C2, and C3.

The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.

The first component (C1), of assessment is for 25 marks. This will be based on test, assignment, seminar. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. Beyond 8th week, making changes in C1 is not permitted.

The second component (C2), of assessment is for 25 marks. This will be based on test, assignment, seminar. The continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining units in the course will be completed.

The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) will be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C1) and component II (C2) of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concern teacher for this purpose.

During the 18th -20th week of the semester, a semester-end examination of 2 hours duration shall be conducted for each course. This forms the third/final component of assessment (C3) and the maximum marks for the final component will be 50.

Setting questions papers and evaluation of answer scripts.

Questions papers in three sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the chairman of BoE shall get the questions papers set by external examiners.

The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.

- (i) There shall be single valuation for all theory papers by external examiners.

(ii) The examination for Practical work/ Field work/Project work be conducted jointly by internal and external examiners. However the BoE on its discretion can also permit two internal examiners from the University.

(iii) If a course is fully of (L=0):T(P=0) type, then the examination for C3 Component will be as decided by the BoS concerned.

Challenge valuation

A student who desires to apply for challenge valuation shall obtain a Xerox copy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for C3 component.

The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded in the challenge valuation shall be the final.

In case of a course with only practical component a practical examination will be conducted with both internal and external examiners. A candidate will be assessed on the basis of a) knowledge of relevant processes b) Skills and operations involved c) Results / products including calculation and reporting. If external examiner does not turn up then both the examiners will be internal examiners. The duration for semester-end practical examination shall be decided by the departmental council.

If X is the marks scored by the candidate out of 50 in C3 in theory examination, if Y is the marks scored by the candidate out of 50 in C3 in Practical examination, and if Z is the marks scored by the candidate out of 50 in C3 for a course of (L=0):T:(P=0)type that is entirely tutorial based course, then the final marks M in C3 is decided as per the following table.

L.T.P distribution	Find mark M in C ₃
L:T:P	$[(L+T)*X]+[(T+P)*Y]$ L+2T+P
L:(T=0):P	$(L*X)+(P*Y)$ L+P
L:T:(P=0)	X
L:(T=0):(P=0)	X
(L=0):T :P	Y
(L=0): (T=0):P	Y
(L=0): T:(P=0)	Z

The details of continuous assessment are summarized in the following Table.

Component	Syllabus in a course	Weightage	Period of Continuous assessment
C ₁	First 50% (2 units of total units)	25%	First half of the semester. To be consolidated by 8 th week
C ₂	Remaining 50% (Remaining units of the course)	25%	Second half of the semester. To be consolidated by 16 th week
C ₃	Semester-end examination (All units of the course)	50%	To be completed during 18 th -20 th Week.
Final grades to be announced latest by 24th week			

A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50).

Finally, awarding the grades should be completed latest by the 24th week of the semester.

Minor/ Major Project Evaluation

Right from the initial stages of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars

in addition to the regular discussion with the guide. Components of evaluation are as follows.

Component – I (C₁): Periodic Progress and Progress Reports (25%)

Component – II (C₂): Results of Work and Draft Report (25%)

Component–III (C₃): Final Viva-voce and evaluation (50%). The report evaluation is for 30% and the Viva-voce examination is or 20%

In case a candidate secures less than 30% in C₁ and C₂ put together in a course, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C₃ in that course.

In case a candidate's class attendance in a course is less than 75% or as stipulated by the University, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C₃ in that course.

Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of C₃, and subsequently a notification pertaining to the above will be brought out by the Chairman of the Department before the commencement of C₃ examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

In case a candidate secures less than 30% in C₃, he/she may choose DROP/MAKE-UP option.

In case a candidate secures more than or equal to 30% in C₃, but his/her grade (G) = 4, as per section 6.9 below, then he/she may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G=4 shall not be availed for a maximum of 8 credits for the entire programme of Master's Degree of two years.

In case a candidate secures more than 30 % in C₃ but G=4, then he/she may choose DROP/MAKE-UP option.

The candidate has to exercise his/her option immediately within 10 days from the date of notification of results. A MAKE-UP examination will be conducted within 25 days

from the date of notification of results. If the candidate still remains unsuccessful after MAKE-UP examination he/she is said to have DROPPED that course.

A candidate has to re-register for the DROPPED course when the course is offered again by the department if it is a hard-core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core / elective course. A candidate who is said to have DROPPED project work has to re-register for the same subsequently within the stipulated period. The details of any dropped course will not appear in the grade card.

The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.

Upon successful completion of Bachelors Honors / Masters degree a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).

The grade and the grade point earned by the candidate in the subject will be as given below.

P	G	GP = V x G
90-100	10	V X 10
80-89	9	V X 9
70-79	8	V X 8
60-69	7	V X 7
50-59	6	V X 6
40-49	5	V X 5
30-39	4	V X 4
0->30	0	V X 0

Here, P is the percentage of marks ($P = [(C1+C2)+M]$) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

A candidate can withdraw any course within in ten days from the date of notification of final results. Whenever a candidate withdraws a paper, he/she has to register for the same course in case it is hard core course, the same course or an alternate course if it is soft core/open elective.

A DROPPED course is automatically considered as a course withdrawn.

Overall cumulative grade point average (CGPA) of a candidate after successful completion the required number of credits (76) is given by

$$\text{CGPA} = \text{GP} / \text{Total number of credits}$$

Classification of results

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	FGP	
	Numerical Index	Qualitative Index
$4 \leq \text{CGPA} < 5$	5	SECOND CLASS
$5 \leq \text{CGPA} < 6$	6	
$6 \leq \text{CGPA} < 7$	7	FIRST CLASS
$7 \leq \text{CGPA} < 8$	8	
$8 \leq \text{CGPA} < 9$	9	DISTINCTION
$9 \leq \text{CGPA} \leq 10$	10	

Overall percentage = $10 * \text{CGPA}$ or is said to be 50% in case $\text{CGPA} < 5$

Medium of Instruction

The medium of instruction shall be English. However, a candidate will be permitted to write the examinations either in English or in Kannada. This rule is not applicable to languages.

Provision for appeal

If a candidate is not satisfied with the evaluation of C1 and C2 components, he/ she can approach the grievance cell with the written submission together with all facts, the assignments, test papers etc, which were evaluated. He/she can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary/ corrective action on an evaluator if he/she is found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows.

- 1) The Registrar (Evaluation) ex-officio Chairman / Convener
- 2) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the department/discipline and/or from the sister departments/sister disciplines.
- 3) One senior faculty members / subject experts drawn from outside the University department.

For Re-accreditation:

- 1. What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon?**

Observation made by the committee:

The committee observed that the sanctioned teaching posts have not been filled.

The University after obtaining approval from the government has filled up the vacant positions during 2007. However, the University of Mysore being one of the oldest, many senior faculty members do retire every year and hence there are few vacancies. Action is being taken to fill up these vacant positions also. Meanwhile, guest faculty have been appointed in subjects wherein there is more workload.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching- Learning and Evaluation?

Learning Experience

The introduction of CBCS pattern of education has made impact on teaching and learning experience. CBCS pattern of education allows the students the freedom to opt for more soft core and electives in different departments and disciplines. Consequently, the students not only experience the new curriculum but also new approaches. This has resulted in enhancing the learning experience of the students with different faculty members in different environment. Conversely teachers will also have new experience of teaching the students coming from different departments and faculty. Thus, the students with a new approach towards learning are building up multi faceted personality which is one of the important criteria in the corporate world for the campus selection.

Besides, the CBCS pattern of education has indirectly forced the teachers to use ICT-enabled technologies to interact with a “new class of students”. The teachers have also become proactive in disseminating the knowledge through discussion and deliberation. Apart from classroom instruction, the other avenues of learning provided for the students are:

- 1) Laboratory work
- 2) Field visits
- 3) Group discussions/seminars
- 4) Assignments based on lab work and field work
- 5) Visit to industries
- 6) Study tours
- 7) Specimen collection trips
- 8) Establishment of the Academic Societies in the respective disciplines to provide platform to the students to interact with the experts

Electronic Technologies

The faculty members have started using the latest teaching aids and computers equipped with multimedia. The conventional audio visual aids are available in all the PG departments. The Library provides remote access to nearly 15 thousand on line

journals and 40,000 e-books. In addition the library has procured large number of reference works and textbook databases from Wiley International, Taylor and Francis, Springer, Elsevier to mention a few. These resources may be not only accessed from any corner of the globe but they may be downloaded by the faculty and the students. It has also developed two important portals viz., career information portal and electronic information portal which may be accessed remotely by teachers, students and scholars. Thus these resources provide wealth of information to the doorstep of all teaching and learning community. To make optimum use of these resources researchers, scholars and students are given subject wise series of orientation with demonstration and practical experience. The library also established digital information resource centre in all the campus of the University resulting greater shift in the usage of electronic resources by teaching and learning community.

The Directorate of Students Welfare organises series of programmes like debate, group discussions and personality development workshops for students. The special cell for SC/STs is regularly conducting the remedial coaching programmes on a time bound basis. The faculty members in the departments also carry out academic counseling on a voluntary basis.

To inculcate variety of skills and to develop proficiency and personality, the University has established Centre for Proficiency and Placement Services. This centre organizes different training programmes to inculcate among students language proficiency, analytical, computer, and communication skills amongst many. The centre also collaborated with specialized training institutes, who provide training to students on the campus. This helps the candidates to apply for jobs and face interviews in any competitive environment in the corporate world. Besides this will also help the students to build up the confidence for entrepreneurship.

Teacher Quality

The UGC-Academic Staff College of the University adjudged as one of the best and known for its discipline, quality, monitoring, selection of the resource persons, etc., is imparting continuous training programmes on communication skills, thinking skills, temper, leadership, administrative skills, educational management, student guidance and counseling and career planning be a good and effective teacher, besides latest development in their subject areas.

Innovations in Teaching and Research

The recent innovations are the introduction of semester system at UG level and CBCS at PG levels, ICT based courses and the revision of the syllabi. The new Ph.D. regulations include students provisional registration for one year prior to actual registration, course work, pre-registration colloquium presentation before the Doctoral Committee, pre-thesis submission colloquium and a minimum of two papers to be published by the candidate in peer reviewed journals before thesis submission.

Evaluation

The introduction of CBCS at post graduate level has brought greater shift in the examination system, while component A and B are continuous assessment assessed by the teachers who taught the course, remaining 50 % weight being written examination, these answer scripts are evaluated by external examiners. There is a provision for challenge valuation. A student can also request a photocopy of his/her answer scripts. The results of all the examinations are announced in a time bound framework and most of the PG results are announced on the same day of the submission of the marks list. The Examination Section has acquired the software for tabulation of results. All answer scripts are coded before valuation. Any malpractice noticed in the examination is dealt by the Malpractice and Lapses Enquiry Committee (MLEC) constituted by the University. There is a redressal system practiced by the University. In all the PG and UG courses, there is an internal assessment component of 20 percent.

Introduction of CBCS system in all the PG centers of the University with a regulation which is widely accepted by not only our university but also in other universities with in the state and outside the state. The regulations formed in our university have formed a model for others. This has come in for discussions in several forums and newspapers.