



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

A.V. KAMALAMMA COLLEGE FOR WOMEN

P.J. EXTENSION, AKKAMAHADEVI ROAD,

577002

avkwcdvg.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A.V. Kamalamma College for Women was founded in 1967 under the umbrella of B.E.A. It has been catering to the educational needs of women in Davanagere and surrounding rural areas. Our college's vision is to sensitize students to human suffering, and national interests, and create socially responsible citizens. We strive to balance curricular, sports, and extracurricular activities while imparting education at an affordable cost.

Our college is situated on a spacious campus with well-ventilated classrooms, and science, psychology, and computer laboratories. We also have an auditorium with a seating capacity of around 600 students. Our college offers B.A., B.Sc, and B.Com courses enriched by innovative teaching aids. We encourage students to acquire professional and soft skills to enhance their academic training.

Our college has an impressive academic track record with ranks, distinctions, and first classes. The large library building houses nearly 38447 books. Our students have the opportunity to join Rathamma Ladies Hostel, run by Bapuji Educational Association. The annual college magazine stimulates writing talent in our students. Various committees constituted under the guidance of the principal enhance internal quality and academic progress.

Our college strives to translate its vision into reality while welcoming modernity and preserving traditional values. We encourage students from rural areas to keep pace with developments. We are committed to providing quality education and creating socially responsible citizens.

A.V. Kamalamma College for Women has adopted the National Education Policy (NEP) 2020, which aims to transform the Indian education system. Our college is committed to implementing the various provisions of the NEP to provide a holistic and multidisciplinary education to our students.

One of the key aspects of the NEP is the introduction of a flexible and multidisciplinary curriculum that allows students to pursue courses across different disciplines. Our college has already been offering a wide range of courses in Arts, Science, and Commerce. We are now expanding our course offerings to include emerging fields such as Artificial Intelligence, Data Science, and Sustainability Studies.

We are also focusing on promoting critical thinking and creativity among our students by encouraging them to participate in research projects, internships, and other experiential learning opportunities. Our faculty members are being trained to adopt innovative teaching methods that promote active learning and collaboration.

Vision

Empowerment of women through imparting quality education in the areas of Pure Sciences, Applied Sciences, Social Sciences, and Business Studies to women of all sections of society, enabling them to acquire knowledge and skills, develop values and positive attitudes, and making them responsible citizens with self-confidence and economic independence.

Mission

Our mission is to pursue excellence in teaching and learning to empower students in all disciplines. The curricular and extra-curricular activities of the college are structured & renewed to develop skills, self-reliance, industry, community and life orientation, global competence, and character building in students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The students are the backbone of any educational institution as they shape its reputation. Our college takes pride in having a diverse student population hailing from both rural and urban areas. We make conscious efforts to encourage and support rural students and have set up funds such as the 'poor girls fund' and 'women empowerment fund' to provide financial assistance to those in need. These initiatives have made a significant impact on many of our student's lives.

Our college boasts of an impressive infrastructure, including a well-stocked library with over 38,447 books. Our college is located in the heart of the city close to the railway station and KSRTC bus stand. This has been a great benefit to our rural students, making travel to and fro from their hometowns more convenient.

We have a modern auditorium with lift facilities, and our sports department has an indoor games facility and gymnasium. Additionally, our science laboratories are well-equipped to provide practical education to our students. The college canteen serves affordable food and snacks, with hygiene being a top priority and monitored by a dedicated committee.

Our office staff assists students in accessing scholarship benefits, resulting in over 70% of our students being able to avail them. The college's alumni actively coordinate with us, providing valuable suggestions and support. We also maintain links with the industry and community through factory visits, social surveys, and visits to jails and orphanages. The management actively encourages teachers to engage in research activities, with cash prizes being awarded for obtaining Ph.D.s. We are pleased to state that our management is dynamic, supportive, and participative.

Institutional Weakness

At times, we encounter financial constraints due to government policies that restrict the availability of assistance from UGC. This often poses difficulties in organizing academic events such as guest lectures, which require funding. The absence of a research center within the college also compels faculty members to pursue research opportunities outside the campus.

Institutional Opportunity

A V Kamalamma College for Women in Davangere offers several institutional opportunities for students. The college has a well-stocked library with thousands of books, journals, and digital resources. This provides students with access to a vast collection of academic material to enhance their learning experience.

The college also has state-of-the-art science laboratories with the latest equipment and technology. This allows students to gain hands-on experience in various scientific fields, enabling them to develop practical skills that are in demand in today's job market.

In addition, the college offers numerous opportunities for extracurricular activities, such as sports and cultural events. This allows students to engage in various activities outside of academics, promoting their overall growth and development.

The college also has a career guidance cell that provides guidance and support to students in identifying career opportunities and planning their career paths. This helps students to make informed decisions about their future and pursue their goals with confidence.

Overall, A V Kamalamma College for Women in Davangere provides a wide range of institutional opportunities to its students, enabling them to develop both academically and personally.

Institutional Challenge

Like any other educational institution, A V Kamalamma College for Women in Davangere faces its fair share of challenges. One of the major challenges is the lack of adequate funding, which makes it difficult for the college to provide modern infrastructure and facilities for its students.

Another challenge is the shortage of qualified and experienced faculty members in some areas, which can impact the quality of education and learning experience for the students.

The college also faces the challenge of providing equal opportunities to students from different backgrounds and communities. In particular, students from rural areas may face difficulties in adapting to the college's environment and academic standards.

Furthermore, the college may face challenges in keeping up with the rapidly changing technological landscape and ensuring that its curriculum and teaching methods remain relevant and up-to-date.

Lastly, the COVID-19 pandemic has posed unprecedented challenges for the college, with the need to switch to online learning and adapt to new ways of teaching and assessment.

Despite these challenges, A V Kamalamma College for Women in Davangere continues to strive towards providing quality education and opportunities to its students.

It is a challenge to woo away students from influences through modern gadgets and inculcate academic attitudes and orient them towards developing a love for books. It is also challenging to bridge the disparity

between students with underprivileged backgrounds and students with privileged backgrounds.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A.V. Kamalamma College for Women, affiliated with Davanagere University, has a strong track record of providing quality education while upholding both rural ethos and a modern spirit. The majority of faculty members are experienced and hold doctoral degrees, and many serve on the board of studies and board of examination. The college aims to provide an education that blends spiritual and practical needs by leveraging the expertise of its faculty members.

The college regularly encourages its teachers to participate in orientation and refresher courses, as well as seminars, conferences, and workshops, to upgrade their curricular design skills. Feedback from academic peers, students, employees, and other stakeholders is taken into account to update the curriculum, with an emphasis on achieving academic flexibility through an interdisciplinary approach. Students are motivated to take up seminars and project work to enhance their skills.

In addition to achieving academic excellence, students are also encouraged to develop professional and life skills. The college offers computer courses to help students upgrade their soft skills. The college library provides access to a vast array of books, international journals, and e-resources through INFLIBNET, opening up a new window to the world of learning.

To provide sufficient support for the curricular aspects, workshops, seminars, and special lectures are organized by all departments. Self-financed certificate courses on various topics also support the curricular aspects, helping students develop a well-rounded education.

As an institution committed to quality education and the welfare of its students, A.V. Kamalamma College for Women has adopted the NEP (National Education Policy) 2020 in its curriculum design. The college places importance on the holistic development of students and seeks to uphold traditional values while embracing modernity.

To implement the NEP, the college encourages its faculty members to participate in various orientation and refresher courses, TQM, seminars, conferences, and workshops. The curriculum is updated regularly based on feedback from academic peers, students, employees, and other stakeholders. The college also emphasizes interdisciplinary approaches and provides opportunities for students to take part in seminars and project work.

Teaching-learning and Evaluation

At A.V. Kamalamma College for Women, the admission process is carried out fairly and transparently, in accordance with university guidelines. The institution places great emphasis on the teaching-learning and evaluation process, employing an elaborate methodology that allows for interactive learning. From a teacher-

centered, passive approach to a student-centered, activity-based approach, the college has made great strides in supporting its students' learning. Text-oriented dramas are presented annually, and technology is used selectively when necessary. Additionally, final-year students are encouraged to share their knowledge with their junior peers, and remedial classes are held for students who require extra support.

To support the teaching, learning, and evaluation process, various committees are established for different purposes. Students are informed well in advance about academic tests, examinations, and assignments. Separate internal books are maintained to evaluate student performance, and students are given access to valued books to ensure transparency in evaluation. Furthermore, photocopies of valued answer scripts are made available to students when needed to maintain transparency in university examinations.

The college teaching staff is comprised of both young, energetic teachers and experienced teachers, some of whom hold doctoral degrees and are eligible for Ph.D. guidance. To enhance the teaching-learning and evaluation process, teachers update their knowledge by presenting papers at state-level, national-level, and international conferences.

Research, Innovations and Extension

Our institution strives to create a conducive environment to motivate research, consultancy and extension activities. At the time of 2017 NAAC visit we had 06 Ph.D. scholars among permanent staff and 2 Ph.D. Scholars from the Guest faculty. We feel disheartened to place on record that we lost one of our Ph.D. scholars in April 2017 in a major accident. And another Ph.D. Scholar retired in 2019. The college has constituted a research committee which facilitates and monitors research activities. Some of the teachers, like Prof. B.P. Kumar and Prof. Boraiah are guiding Ph.D. students. Apart from individual research programmes some of the departments have involved their students in research and project works. Few faculty members are involved in consultancy services free of cost in their respective areas.

Dr. Anuradha P.M., HOD of English has reviewed 14 books on behalf of Karnataka Sahitya Academy. She received certificate of appreciation from the Academy for her efforts.

Various extension activities in the college are carried out by NSS, NCC and SWO wings. These wings contribute to the societal development through community extension activities like blood donation, Aids awareness programme, social forestry etc. Being a women's college, we also give thrust to organizing programmes which address problems related to women like breast feeding, dowry menace, early marriages and so on. There has been a new ray of hope to our college with government permitting to make appointments in 2021; resulting in the appointment of 23 new teacher in various departments. We feel proud to place it on record that out of 23 teacher 10 have Ph.D degrees.

Infrastructure and Learning Resources

A.V. Kamalamma College, our esteemed institution, is situated in a prime location within the city and spreads across three acres of land, equipped with sufficient infrastructure to cater to administrative and academic programs. The college has spacious and well-furnished classrooms. The old block comprises of 18 classrooms, one room each for NCC and NSS. The new block comprises 11 classrooms, the Principal's office, staff rooms

for science, commerce, and languages, a general staff room for social sciences, administrative offices, and labs for the science and psychology departments. A new annexure was added during the silver jubilee celebration in 1997. The annexure houses a serene and well-ventilated library, which provides bright light and comfortable seating arrangements. The library has a vast collection of 38447 books, magazines, dictionaries, encyclopedias, periodicals, and journals. The library has been digitized for easier borrowing and returning of books. The college has a library advisory committee, which suggests recommendations for the library's improvement. The new annexure also has a canteen, SWO room, IQAC room, sports block with a multi-gymnasium center, and an auditorium. The college firmly believes in the adage "All work and no play make Jack a dull boy," and hence, encourages students to participate in sports activities at both intra and intercollegiate levels. Some of our students have even represented Davanagere University in various sports and games.

Student Support and Progression

A.V. Kamalamma College places emphasis on the holistic development of its students, providing both financial and academic support. Scholarships are made available to students from both government and non-government sources, and remedial programs are offered to students with poor academic performance. The college is ideally situated in the heart of the city, catering to the needs of both rural and urban students in and around Davanagere. The college has a total student strength of 1603, encompassing Arts, Science, and Commerce.

Many students come from rural backgrounds and economically disadvantaged sections. To bring these students into the mainstream, the college provides student support through the Poor Girls Fund and Women Empowerment Fund. Various committees and cells are constituted for student support, actively engaging in personality development. The Psychological Counseling Cell addresses the psychological problems of the students, the Grievance Redressal Cell tries to solve general problems, and the Health Care Center looks after the maintenance of the health and fitness of the students. The Women Empowerment Cell works towards uplifting girls who feel low due to socio-economic and gender problems.

The Literary Club, Science Club, and Commerce Club organize educational and entertaining programs for the students. The college brings out an annual magazine called "Mamata," which provides a platform for students to express their creativity. The concept of a wall magazine has also been introduced, providing an opportunity for students to exhibit their creative writing without waiting for the magazine to be printed. The college has an alumni association, and many illustrious alumni of our institution occupy prominent positions in society, serving as a source of encouragement and inspiration.

The college conducts student union elections every year to inculcate democratic spirit and values in the college. The elected students from the student union assist in organizing co-curricular and extracurricular programs for the college.

Governance, Leadership and Management

Our institution is affiliated with Davanagere University and is committed to providing quality education to its students. The vision and mission statements of the institution guide our actions toward this goal. To prepare our students for global challenges, we have an efficient organizational structure in place. As a grant-in-aid institution, our service conditions are governed by KCSR rules and management conditions.

The Principal is the head of the institution and works with senior faculty members to form various committees for smooth and effective functioning. Faculty recruitment is done in accordance with government norms, and guest lecturers are appointed by the Principal with the help of a committee to manage additional workload. To evaluate the performance of faculty members, we have a two-tiered evaluation system consisting of self-appraisal and appraisal by the Head of the Department, as well as evaluation by the Principal. We also collect feedback from students, peers, and experts to assess the teachers' performance.

Institutional Values and Best Practices

A.V. Kamamma College for Women Davangere is committed to providing quality education to its students and creating a positive impact in society. The institution holds several values and best practices that guide its functioning and contribute to its success.

Institutional values:

1. **Academic Excellence:** The college aims to provide excellent academic programs to its students and facilitate their intellectual development.
2. **Integrity and Ethics:** The institution values honesty, transparency, and ethical conduct in all its activities.
3. **Social Responsibility:** A.V. Kamamma College for Women Davangere believes in contributing to society by encouraging its students to become responsible citizens and to participate in community service.
4. **Inclusivity:** The college is committed to creating an inclusive and welcoming environment for students of all backgrounds, religions, and ethnicities.

Best Practices:

1. **Student Support:** The college offers various support services to students, such as counseling, financial assistance, and remedial programs to help them succeed academically and personally.
2. **Student Engagement:** A.V. Kamamma College for Women Davangere encourages student participation in extracurricular activities, sports, and other events to enhance their overall development.
3. **Faculty Development:** The institution regularly conducts workshops, seminars, and training programs for its faculty members to enhance their teaching skills and stay updated with the latest educational trends.
4. **Technology Integration:** The college incorporates modern technology in its teaching methods and has a digitalized library to make learning more accessible and convenient for its students.
5. **Quality Assurance:** A.V. Kamamma College for Women Davangere has established various committees and processes to ensure the quality of education and services provided to its students.

Overall, A.V. Kamamma College for Women Davangere is committed to providing an enriching educational experience to its students and preparing them for a successful future.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A.V. KAMALAMMA COLLEGE FOR WOMEN
Address	P.J. Extension, Akkamahadevi Road,
City	DAVANAGERE
State	Karnataka
Pin	577002
Website	avkwcdvg.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B.p. Kumar	08192-232331	7899269909	08192-232959	beaavk@gmail.com
IQAC / CIQA coordinator	Shivakumar R.r.	-	9019294706	-	shivakumar6796@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Davangere University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-07-1967	View Document
12B of UGC	01-07-1967	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.J. Extension, Akkamahadevi Road,	Urban	3	3758.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History	36	PUC or Equivalent	English,Kannada	270	141
UG	BA,Economics	36	PUC or Equivalent	English,Kannada	180	71
UG	BA,Political Science	36	PUC or Equivalent	English,Kannada	310	56
UG	BA,Sociology	36	PUC or Equivalent	Kannada	220	25
UG	BA,Psychology	36	PUC or Equivalent	English	90	32
UG	BA,Kannada Optional	36	PUC or Equivalent	Kannada	40	11
UG	BA,English Optional	36	PUC or Equivalent	English	90	32
UG	BSc,Physics	36	PUC or Equivalent	English	120	68
UG	BSc,Chemistry	36	PUC or Equivalent	English	240	136
UG	BSc,Mathematics	36	PUC or Equivalent	English	120	72
UG	BSc,Botany	36	PUC or Equivalent	English	120	68
UG	BSc,Zoology	36	PUC or Equivalent	English	120	90
UG	BCom,Commerce	36	PUC or Equivalent	English	240	180

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				60			
Recruited	0	0	0	0	1	0	0	1	16	10	0	26
Yet to Recruit	0				0				34			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	8	7	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				40
Recruited	6	1	0	7
Yet to Recruit				33
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	11	19	0	30
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	6	3	0	10
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	7	7	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	7	0	14
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	7	0	14
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		8	7	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1564	0	0	0	1564
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	304	279	284	261
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	157	159	204	213
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1026	1047	533	457
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	77	118	764	804
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1564	1603	1785	1735

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution has implemented NEP from 2021-22. Earlier to the implementation the faculty, the management and all other stakeholders deliberated on the NEP vision and modalities at conferences,
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	<p>seminars, and meetings organized in the college. In fact, the vision of the NEP and all the proposed schemes and inclusion of skill components in the curriculum are reflected in all the programmes offered by the college and therefore implementation of NEP has been smooth. The courses offered are multidisciplinary in nature. In the first four semesters students are given the freedom to choose open electives course from the pool of courses. Sports and Games, NSS, & R&R, Periodic community-oriented programmes, integrated internship and projects ensure higher level of preparedness among learners. Yoga & Wellness are included as mandatory courses in the curriculum. Research projects, Dissertations and PhD programmes are aligned in the curriculum.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>This system is launched by the University Grants Commission in the year 2020 in which students will be given multiple entry and exit options. As per the UGC guidelines regarding the ABC, our institution facilitates the multiple entry and exit options to the students. National Academic Depository is a digital platform in which the students can access their page. Academic documents and all academic certificates are uploaded in the digital format. The students are given unique IDs so that they can access their documents digitally for their future academic as well as career pursuits. The institution has created awareness among the students about Unified University and College Management System (UUCMS) application software launched by the Government of Karnataka in the year 2021 in tandem with NEP requirements which supports the idea of ABC. The NEP implemented by the State Government and followed by the college offers credits to the students at the completion of every semester. At the end of the first semester students are awarded a total of 25 credits which are enumerated in the following part. The students earn totally 6 credits through two ability enhancement courses comprising of languages. Out of the 2 languages to be selected, English language is compulsory, while for the other language, the students have the option of choosing from an array of many Indian languages such as Hindi, Kannada, Functional Kannada, Tamil, Telugu, Tamil, Sanskrit and Urdu which are being offered in the college. The next 12 credits are earned through discipline specific core subjects giving a credit of 4</p>

	<p>per subject (totally 12 credits). The skill based skill enhancement course i.e., digital fluency is effectively taught with practical knowledge and it fetches 2 credits to the students. As per NEP 2020, flexibility and autonomy to students is granted, by offering open elective courses. Value based skill enhancement courses such as yoga and wellness have been offered to the students. 3 credits are awarded to students for pursuing open elective courses while 2 credits are awarded to students for undergoing value based skill enhancement courses. Yoga, Wellness and Health are the value based skill enhancement courses offering a credit of 1 each.</p>
<p>3. Skill development:</p>	<p>In tune with the NEP guidelines, capacity building courses like yoga classes and courses like digital fluency, artificial intelligence, cyber crime, fitness and wellness, health and hygiene are introduced. All courses are practical exam oriented one. Students are assessed by the external examiners appointed by the university. Students are more encouraged to participate in the community outreach activities like NSS, NCC and Sports by the institution. In today's competitive world, if the students have to make a career for themselves, they have to become competent and the skill development courses increase their competency levels. Soft skills training ensures personality development of students and the skills such as time management, stress management, leadership skills, etc.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Promotion of Indian knowledge system is ensured with the introduction of pre-reform Indian Economy, introduction of Indian Epics, Gandhian Ideologies and Ambedkar thoughts as part of the Indian National Movement, Constitutional Development are introduced to the student. Online courses are currently not introduced in the institution. India is home to ancient wisdom, creativity and civilization. We are the only continuing culture and civilization in the world over more than past five millennia. Obviously we inherit richest treasure of most refined human expressions, thoughts, ideas, and systems, which have stood the test of time all these years. Over last two centuries our generations have been exposed to Western thoughts, philosophies and concepts. The loss of connectivity with native knowledge has deprived us the privilege to tap the sources in developing solutions to contemporary</p>

	<p>issues. Integrating Indian Knowledge System into the curriculum is need of the hour. Channelizing the academic efforts in that direction will definitely help us to connect our generations of students to the Indian wisdom.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As per NEP guidelines, there will be an internal assessment for 40 marks in which there will be two internal tests for 10 marks each, followed by a classroom seminar for 10 marks and assignment/project work for 10 marks. The students are informed about all these aspects well at the beginning of the academic year, and they are informed about the dates of this one month before the commencement of the same. The teaching faculties use I.C.T. tools along with other teaching methods like group discussion, quizzes, study tours, project works, skill development activities which further strengthen the understanding of the students on a particular topic. The concerned teaching faculties announce the marks of the tests to the students, and the mentors will pay special attention to the slow learners. The slow learners will be asked to attend the remedial classes. The program objective, program outcome and program-specific outcome are very clearly defined for all the courses offered in the college, thus ensuring that the students know what to expect at the end of the course. The institution is affiliated with Kuvempu University; thus the syllabus framed and approved by the University is adopted in total by the institution. Many physical, social and academic activities are pursued in the institution regularly. An interdisciplinary approach in the curriculum is introduced as a part of the National Education Policy. The course contents are effectively communicated to the students. Students are well-informed about the assessment methodology of their course. The student is given information about the assessment criteria and the scores required for passing well and getting good grades.</p>
<p>6. Distance education/online education:</p>	<p>The institution has adequate technical infrastructure like a computer lab, wi-fi and I.C.T. tools, sufficient physical infrastructure and a workforce to launch distance education/online education. The institution, as of now, is not offering any courses to the students on distance or online mode. The COVID-19 pandemic has introduced the masses to online education and various online learning tools which</p>

otherwise would have been limited to an interested few. The students have accepted the shift from traditional to virtual classrooms. The teachers have learnt how to conduct classes efficiently online, thus giving scope for hybrid courses, ensuring maximum attendance. The curriculum of N.E.P. introduces the students to digital fluency in the first semester. Online education benefits teachers because they can use various online resources to teach, making teaching and learning very interesting. They can meet the learning requirements of different types of students. Online education exposes teachers to online teaching resources and encourages teachers to create online content using online tools, thus strengthening the learning management system.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Clubs (ELCs) are usually set up in educational institutions such as schools and colleges to promote electoral literacy among students. The objective of these clubs is to educate students about the electoral process and to encourage them to participate in it. To set up an ELC, interested students or faculty members can approach the college authorities and seek their support. They can also seek guidance from the Election Commission of India, which provides resources and training to set up and run ELCs. Formation of Electoral Literacy Club: Electoral Literacy Club of the college is very important in order to create awareness and encourage the students to participate in the vote in the electoral process. This club has started functioning since the year 2019-20 and it is limited to college level. Mr. Ganeshappa G E worked as co-ordinator of Electoral Literacy Club for the year 2019-20. From past two years Usha M.R. HOD of political Science is working as co-ordinator and Dr. Vishwanth P, Mr. Suresha E, Ms. Nagaveni J G, Mr. Anand G, and Mr. Ganeshappa G E are members of the Electoral Literacy Club. Club also includes few student members of the college. These students actively participate in all programs organized by the co-ordinator of Electoral Literacy Club.</p>
<p>2. Whether students' co-ordinator and co-ordinating</p>	<p>In most cases, the college authorities appoint a</p>

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>faculty member as the coordinator of the ELC. This coordinator is responsible for organizing and overseeing the activities of the club. Additionally, there may also be a student coordinator who assists the faculty coordinator in organizing and coordinating the activities of the club. The functioning of the ELCs may vary depending on the college and the level of engagement of the students and faculty members. However, in general, ELCs are set up to promote electoral literacy among students, and they organize various activities to achieve this objective.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Electoral Literacy Clubs (ELCs) undertake various innovative programmes and initiatives to promote electoral literacy and encourage participation in the electoral process. Some of the examples of such initiatives are: Voter registration drives: ELCs organize voter registration drives in the college campus and the surrounding communities where students come from. They encourage students to register as voters and also educate them about the importance of voting. Voter awareness campaigns: ELCs organize voter awareness campaigns in the college campus and the surrounding areas. They use various methods such as street plays, rallies, and seminars to educate people about the electoral process, voting rights, and responsibilities. Promotion of ethical voting: ELCs promote ethical voting by encouraging students and the community to vote without any influence, coercion, or inducement. They also promote the concept of NOTA (None of the Above) as a means to register a protest against the candidates. Participation in the conduct of polls: ELCs assist district election administration in the conduct of polls by volunteering as poll officers, providing logistical support, and ensuring smooth conduct of polls. Enhancing participation of underprivileged sections: ELCs work towards enhancing the participation of underprivileged sections of society in the electoral process. They organize special voter registration drives for transgender persons, commercial sex workers, disabled persons, senior citizens, and other marginalized communities. Promotion of online voting: ELCs also promote the concept of online voting and educate people about the process and the benefits of voting online. Activities of the club:</p>

A.V.Kamamma College for Women under Electoral Literacy Club, organizes several programs. Every year club conducts competitions like Essay Writing, Poster presentations, Collage making and Quiz for the students. During the period November –January 2020-21, November –January 2021-22 and November –January 2022-23, club has organized competitions like Essay Writing, Poster presentations, Collage making and Quiz for the students. The outstanding students in these competitions were sent to taluk level and district level competitions. Few students have won the prizes and club has felicitated them in the college. Every year, the club also organizes Constitution Day and Voters Day. Through this, Club is creating awareness and encouraging the students to participate in the process of vote casting in the electoral process.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

There are several socially relevant projects and initiatives that colleges can undertake to advance democratic values and promote participation in electoral processes. Some examples of such projects and initiatives are: Research projects: Colleges can undertake research projects to study various aspects of the electoral process, such as voter behavior, voting patterns, and the impact of electoral campaigns. The findings of such research can be used to design better voter awareness campaigns and to promote electoral literacy among students. Surveys: Colleges can conduct surveys to gather information about the voting behavior and preferences of the students and the community. Such surveys can help in understanding the challenges and barriers that prevent people from participating in the electoral process, and in designing strategies to overcome them. Awareness drives: Colleges can organize awareness drives to educate people about the importance of voting and the electoral process. Such awareness drives can include activities such as rallies, seminars, street plays, and voter registration drives. Creating content: Colleges can create content such as posters, pamphlets, and videos to promote electoral literacy and awareness. Such content can be distributed in the college campus and the surrounding communities to reach a wider audience. Publications: Colleges can publish research papers, articles, and other publications highlighting their contribution to advancing democratic values and promoting

	<p>participation in electoral processes. Such publications can be disseminated among the academic community and the general public to create awareness and promote engagement. The ELC of AV Kamalamma College for women has, to a possible extent carried out the activities mentioned above. Especially during election years, the club has tried to create awareness among our students by taking up the activities like poster-making and collage-making.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Electoral Literacy Clubs (ELCs) and colleges can play an important role in institutionalizing mechanisms to register eligible students as voters. Some of the efforts that ELCs and colleges can undertake to register eligible students as voters are: Voter registration drives: ELCs can organize voter registration drives in the college campus and the surrounding areas. They can work in collaboration with the district election administration to set up registration booths and assist students in filling out the registration forms. Voter registration camps: Colleges can organize voter registration camps in the college campus and the surrounding communities. These camps can be set up in collaboration with the district election administration, and they can provide a convenient location for eligible students to register as voters. Awareness campaigns: ELCs and colleges can launch awareness campaigns to educate students about the importance of voting and the process of voter registration. These campaigns can include social media campaigns, posters, pamphlets, and seminars. Voter registration incentives: ELCs and colleges can offer incentives to students who register as voters, such as discounts on tuition fees, certificates of appreciation, and recognition in college publications. Overall, ELCs and colleges can play a significant role in institutionalizing mechanisms to register eligible students as voters. By promoting voter registration and electoral literacy among students, ELCs, and colleges can help build a responsible and informed citizenry that participates actively in the democratic process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1564	1603	1785	1735	1774

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 112

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	47	38	51	50

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
15.60	23.49	21.75	16.44	68.46

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The overall development of the students is the main motto of the college. Curricular aspects play a very vital role in this all-inclusive development. The college is working consistently in this direction. The prescribed syllabus from the university is systematically implemented. The academic calendar is systematically planned including the curricular, co-curricular, and extracurricular activities to achieve the set outcomes. The students are made to realize the calendar of events in the very first orientation program. The teaching-learning being the essential activity, the academic dairies play a very vital role in the execution and documentation of the same.

Effective curriculum planning and delivery are essential for ensuring that students receive a quality education that meets their academic and professional needs. A well-planned curriculum provides students with a clear understanding of the course objectives, learning outcomes, and assessment criteria. It also ensures that the content and teaching methods are appropriate for the level of the students and are aligned with industry standards and best practices.

The academic calendar is a critical component of the curriculum planning process as it outlines the timeline for various academic activities such as start and end dates of semesters, breaks, holidays, and exam schedules. A well-planned academic calendar provides students and faculty with a clear understanding of the academic year's structure and helps them plan their studies and research activities accordingly.

This process involves various assessment methods such as quizzes, assignments, projects, and presentations, among others. Continuous internal assessment enables educators to monitor students' learning progress regularly, provide feedback, and make necessary adjustments to the curriculum or teaching methods.

Initiatives for effective curriculum Delivery:

- As per affiliated university norms, Choice Based Credit System (CBCS from 2016-17) is adopted.
- The prescribed syllabus from the university is systematically implemented.
- The academic calendar is systematically planned including the curricular, Co-curricular, and extra-curricular activities to achieve set outcomes.
- The students are made to realize the calendar of events in the very first orientation program the syllabus is provided to the students during the induction program and the overall structure of the curriculum is made known to the students.
- Workshops on revised curriculum help in the effective execution of the revised curriculum, most of the staff members have attended these workshops.
- The heads of all departments in the college monitor the teaching-learning process.
- Before the commencement of the semester, the teachers of the department prepare the lesson plan

and every teacher maintains a work diary which is verified on a weekly basis by the heads of the department and the Head of the Institution.

- Teacher adopts ICT-enabled tools for effective curriculum delivery.
- The internal assessment system helps to monitor the learning process of the students.
- Bridge courses for first-year students and remedial classes for slow learners are conducted as supplementary academic assistance.
- Feedback from students on teachers' performance also plays a major role in the improvement of teachers' competence.
- Every year the college undergoes an internal external academic and administrative audit

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 6

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 6.64

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
51	51	180	150	130

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Apart from giving importance to the curricular aspects, the institution integrates issues relevant to professional Ethics, Gender, Human Values, environment, and sustainability into the curriculum. These cross-cutting issues are integrated into the vision, mission, motto, and core values of the college. Not only this each teacher integrates all these core values into the teaching-learning process. Several committees are addressing these issues in their programs.

Gender issues: These issues are very much taken care of by the departments like Sociology, Political Science, History, and Literature. Sociology department covers Reservation policies, Constitutional provisions especially for women; like, sex ratio, women problems, child marriage, widows, and other women-related issues. Demographic issues are studied in the department of Economics. Kannada, English, Urdu, and Hindi Literature have abundant stories, poems, essays, and novels that are related to gender issues.

Environment and sustainability: Environmental Science is a compulsory subject taught for B.A, B.Com, and B.Sc students. The college conducts programs related to environment and sustainability such as:

- Planting of saplings
- Swatch Bharath Abhiyan
- Environment awareness programs
- Annual camps are arranged by NSS in nearby villages and the students involve in educating the

villagers about cleanliness and hygiene.

Human values:

- Human values are taught in depth in subjects such as Literature, History, Sociology, and Economics.
- The college begins with an assembly where one student and one teacher talk for a few minutes on subjects that contain aspects that help in inculcating human values. Also, in the classrooms teachers wherever a context arises try and inculcate values that promote fellow feeling.
- Visit to old age homes and orphanages are arranged by NSS and YRC
- NSS and NCC students in their routine activities take time to understand various problems faced by women and try to instill confidence in them. And also make them aware of the qualities of kindness and compassion by interacting with them.
- The college organizes lectures on women's empowerment, women's safety, and employability.

Professional Ethics: Broadly speaking professional ethics are an integral part of the curriculum in all programs. In commerce and management professional ethics are inculcated in subjects like Insurance, fundamentals of Entrepreneurship, Accountancy, Mercantile law, Business Environment and Business Communications, Auditing, and assurance. Life Skills and Soft Skills which are important are included in almost all programs. NCC, NSS, and Sports and Cultural departments take care of women empowerment programs such as Health Camps, Yoga training, Social Surveys, and visits to various organizations.

Gender issues are also crucial in today's society and involve addressing inequalities and biases based on gender. Integrating gender issues in the curriculum help students to understand the impact of gender on professional and social settings and promotes gender equality and inclusivity.

Human values such as respect, empathy, and compassion are critical for creating a harmonious and peaceful society. Integrating human values in the curriculum helps students develop these values and apply them in their personal and professional lives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 10.81

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 169

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 72.66

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
581	508	646	664	638

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
820	820	820	860	860

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 69.07

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
394	295	328	250	225

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

2021-22	2020-21	2019-20	2018-19	2017-18
440	440	440	410	430

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 34**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

Generally, the conventional method of identifying levels of learning of the students was marks based. But experience tells us that it is an inadequate method. So, the institution has, over the years, through experience, realized that it can be best assessed through interaction with the students. So, the teacher in the course of their classroom teaching tries and identifying weak learners. After identifies weak learners, the teachers try to interact on an individual basis as well as on a collective basis to instill confidence in them.

We also try through counseling to remove psychological inhibitions that in Thwart their potential learning powers.

The institutions arrange Remedial classes for slow learners. the teacher gives them writing practice. And also, periodically they try to review their performance. Sometimes whenever it is required, we provide slow learners with additional resource material. Through the mentor-mentee system both formally and informally slow learners are encouraged and motivated to do well in their studies.

Advanced learners are encouraged to take up online courses. they are motivated to strive for higher goals. The college also encourages them to win university ranks. And for this, we try to give them whatever support is required. We encourage them by giving additional inputs for this career planning. We motivate them to compete in group discussions. And to participate in seminars and also write articles for journals. The institution also gives advanced learners, open access facilities to both the departmental library and the college library.

Experiential learning involves learning through direct experiences and is often conducted outside of the classroom. This method allows students to apply their theoretical knowledge in real-life situations, which helps to reinforce their understanding of concepts and principles.

Participative learning involves active participation and collaboration among students and teachers. This method promotes teamwork, communication, and critical thinking skills.

Problem-solving methodologies involve using analytical and logical thinking to identify, analyze, and solve complex problems. This method helps students develop critical thinking, decision-making, and problem-solving skills that are essential for success in their personal and professional lives.

ICT-enabled tools, including online resources, are essential for effective teaching and learning in today's digital age. These tools provide educators with a wide range of resources and technologies that can enhance the learning experience for students. Online resources such as e-books, audio and video lectures, online assessments, and interactive simulations provide students with the flexibility to learn at their own pace and in their own time.

Using student-centric methods and ICT-enabled tools in the teaching and learning process is critical for enhancing learning experiences and preparing students for success in the 21st century. Educational institutions that incorporate these methods and tools in their curriculum create a more engaging and interactive learning environment that fosters creativity, innovation, and critical thinking skills.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	58	58	58	58

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 34.05

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
41	10	7	9	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

In the semester mode of the education system, internal assessment and evaluation are important factors in constantly motivating and evaluating the students. It provides a way for the teachers to identify and encourage the students who are slow learners to pick up speed and join the mainstream. The examination committee monitors and conducts internal examinations under the chairmanship of the Principal. The committee finalizes Internal test date for the semester and notifies in the academic calendar as per the schedule provided by the affiliating university. The schedule is communicated well in advance to all the students & faculty through an official communication, viz., Notice board and college website. All the teachers are informed to submit question papers to the examination committee well in time. The IA committee ensures strict adherence to conducting IA tests.

The affiliating university had prescribed two IA tests for B. A and B.Sc and one IA test for B.Com/BBM with skill development activity. 20 marks are allocated for Internal Assessment test and 80 marks for semester end examination.

Later the university made modifications to the CBCS system. In the modified system, two I. A test for arts & science students for 20 marks is conducted and then they are reduced to 5+5 marks for each I. A test and the remaining ten marks are awarded for attendance and assignment with 5 marks for each criterion. For B. Com/BBM one IA test is conducted for 20 marks which are then reduced to 5 marks grading. The other 15 marks are distributed for skill development, attendance & assignment each carrying 5 marks. The internal marks are notified on the notice board for the information of students so that they can approach the concerned teacher and HOD for any discrepancies and get them corrected.

The finalized I. A mark is uploaded to the university portal within the stipulated time.

With the instruction of NEP, there is a change in the allocation of marks. Now,40 marks are allocated for internal assessment and 60 marks for semester end examination.

Assessment mechanisms play a crucial role in evaluating the knowledge and skills of students and providing feedback for improvement. Both internal and external assessments should be transparent and fair to ensure that students are evaluated based on their merit and performance. Transparency in assessment mechanisms involves clear communication of assessment criteria, procedures, and grading scales to students. This ensures that students understand what is expected of them and are assessed objectively.

Efficient grievance redressal systems are essential for maintaining a harmonious and productive learning environment. Students may have concerns or complaints regarding the assessment process or any other aspect of their educational experience. An efficient grievance redressal system ensures that these concerns are addressed promptly and in a fair manner. The system should be time-bound, meaning that grievances are addressed within a specified period, and the process should be transparent to ensure that students understand the steps involved.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Our college has Arts, Science and commerce Programmes. Arts have HPS, KPS, EPS, and HEP combinations science has two combinations viz., PCM and CBZ, Commerce program has compulsory subjects. The teachers are aware of the respective programme outcomes.

Students are made known regarding course outcomes through orientation programme conducted at the beginning of the academic year and also periodically in classroom interactions. Also, the program outcomes, program-specific outcomes and the course outcomes of all programs are made available on the college website. The college ensures that the teachers inculcate in the students qualities that help them to become responsible citizens. Therefore, the departments periodically arrange lectures by inviting experts from different fields which help the students to imbibe values and ethics that sensitize them to contribute overall development of society. The learning outcomes form an integral part of the vision, mission, and objectives. Some of the teachers are members of BOS, therefore it helps them to understand the basic process of perception and outcomes of the programs and who in turn update other teachers in the college. The teachers are actively involved in workshops on curriculum revision and restructuring of the curriculum which keeps them updated and well-informed. On some occasions, successful alumni students are invited to interact with both students and teachers. They share how the different courses shaped their carrier and thus help students to appreciate and understand the program.

Program Outcomes (POs) are statements that describe what students are expected to know and be able to perform upon graduation from a program. These outcomes are specific to each program and are defined

based on the program's goals and objectives. POs are essential for ensuring that programs are designed to meet the needs of students and society and students are moulded for success in their chosen careers.

Course Outcomes (COs) are statements that describe what students are expected to know and be able to do upon completing a specific course. COs are derived from the POs and are specific to each course. They provide a clear understanding of the learning objectives of the course and help students to focus their learning efforts.

Defining and displaying POs and COs on the institution's website is essential for promoting transparency and accountability. By making these outcomes public, institutions can demonstrate their commitment to quality education and provide a clear understanding of the knowledge and skills that students will acquire. This information can also help prospective students to make informed decisions about which program to pursue based on their career goals and interests.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

Various tools and methods are used to measure the course outcomes. Attainment of knowledge and skills are measured through performance in class tests. The class internal assignment and semester end examination are the prime tools for evaluation of PO & CO attainment.

The Continuous Internal Assessment comprises two tests, assignment, skill development activities, attendance, practicals, presentation. The marks obtained by the students are mapped to CO & PO. Field surveys and project reports prepared by students also give an opportunity to the teachers to assess the progress of the students.

Experimental learning in the form of organizing events like workshops/seminars/fests/fieldworks/miniprojects/ruralsurveys/excursion boosts confidence and make them self-reliant.

The involvement of the students in surveys, visits to research centre, income tax office, visits to jails, historical places also helps to map PO attainment.

Academic performance evaluation committee scrutinize the results and interacts with the student community to take their feedback on gaps in CO's and PO's attainment. The committee then submits a report to the principal for action.

Student feed back on curriculum is obtained and the same is shared with the departments so that their feedback is discussed and relevant changes are made.

PO is evaluated on the performance of the students in terms of their progression to higher studies, their success in competitive examinations and placement.

Mentoring plays an important role in analyzing and responding to short-falls in achievement of learning outcomes as well as trying to develop in students humanistic and holistic approach to life.

Students present papers at Local and National seminars, participate in workshops. Motivational speech and student centric activities are organized by the college. Students also work as volunteers in various functions of the college. The enthusiasm with which students participate as volunteer's in such events is admirable.

Feedback report is sort from the employer. Students learn responsibilities towards the society through activities of the NSS, NCC, Red cross and other committees and associations.

Extension activities like cleanliness drives, Eco club etc., enable students to be creative and inculcate social values in them.

Student take responsibility in organizing co-curricular and extra curricular events, food fests, these activities create interest in entrepreneurship for acquisition of basic practical knowledge for self employment.

Vertical mobility in academics and employment is very much important and sports is an integral part of campus life and students participate in intercollegiate competition, sport events at State and National level and have won prizes.

Ex-students serve as coaches and trainers and this is a proof for excellent outcomes of the college sports programme.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response: 82.73

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
465	438	409	377	505

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
552	508	529	468	595

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.58

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institution has created an ecosystem for innovation, creation, and transfer of knowledge supported by dedicated centers for community orientation, skill development, etc. Awareness meets, workshops, Soft skill training programs seminars, Industrial visits, and guest lectures on various topics are organized.

Students are provided opportunities to directly interact with outstanding entrepreneurs and achievers in various fields. Financial support is extended to the students for exhibiting their models at the Competitions held by other organizations. Students are provided with an opportunity to acquire skills to secure jobs in a competitive world.

The Local Entrepreneurs and research scientists are invited to address the students and inspire them. The faculty & students are encouraged to take up research & developmental activities by utilizing the existing resources. Research labs have helped our students to develop the necessary skills & develop innovative projects in various domains.

The institute recruits dynamic & highly qualified faculty to mentor and channel young minds. Institute has taken an initiative to encourage the faculty members to pursue their self-funded Ph.D.

Faculties are also encouraged to participate in various skill enhancement programs, orientation courses, and refresher courses. Our college has MOU with Deshpande Skilling, Hubli, and Irani associates which help the students to acquire skills needed to secure jobs in a competitive world. We have launched the skill-plus program in collaboration with Deshpande Skilling, Hubli through which training is imparted to students.

In collaboration with Irani associates, GST and Tally certification course is being conducted. The college supports the students and faculties to carry out research and projects in laboratories.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 11

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	3	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.07

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Students are encouraged to participate in various extension activities which help students in their holistic development. Extension activities not only instill a sense of communal responsibility but also effectively sensitize young women of our college towards important social issues. Awareness of various social issues is created, among the campus community, through the conduct of workshops, camps, seminars, and talks.

The important activities conducted are:

Women empowerment

IQAC has organized many lectures to create awareness of women's empowerment. NSS units of our college have conducted many programs in adopted villages about employment opportunities open for rural women.

Plantation programs

NSS Units of our college organized several plantation programs in association with the Karnataka forest department Davanagere. Several plantation programs were conducted to create awareness about environmental conservation

Swachh Bharat Abhiyan

The college has steered events such as Clean Campus, Green Campus, Swachhata Rally, Cleaning of Public Places, and Toilet construction in the adopted village.

Health awareness programs

Our Institution organized health awareness programs in association with the Indian Red Cross Society, the health and family welfare dept, Dr.R.B.Patil cancer Hospital, SDM Hospital, Madhavabhag Clinic, and Narayan Heart center Dharwad

International Yoga Day

International Yoga Day is observed on 21st June every year to create awareness about yoga and its importance in keeping good health

Legal Awareness Program

NSS units in association with the Human rights association conducted legal awareness programs. It helped the students to understand common legal procedures and their practice in day-to-day life.

Blood donation Camps

NSS Units of our college have conducted 7 blood donation camps in association with District Hospital, Dr.R.B.Patil Cancer Hospital, Sri Dharmastala Mannjunatheshwar Hospital Dharwad, and the Indian Red Cross Society. NSS volunteers and other students have actively participated in this program and 1174 blood units were collected.

Flood Relief Fund Collection

The faculty and students respond with sensitivity to natural calamities and other issues by generously contributing to the relief fund. Rupees one lakh eighty thousand four hundred sixty (Rs 180460) was collected and donated to the chief minister's welfare fund through the district commissioner.

These outreach and extension activities have not only made the students socially aware of several socioeconomic and cultural problems affecting the everyday lives of people. Some of them have also further pursued humanitarian work in several fields. The college received calls and invitations to organize more training and guidance sessions from villagers. A change in the villagers' attitude toward cleanliness was clearly evident.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

A.V.Kamamma college for women has carried out various extension activities outside the campus and around Davangere city and has received various certificates of appreciation from government and non-government agencies. The students with help of various faculty members have carried out various activities. The prime objective of carrying out extension activities is to enable the student community to be socially responsible.

Possessing an attitude of service is considered essential for professionals by the institution. The extension activities are carried out in multiple ways through various agencies such as N.C.C, N.S.S, and Youth red cross-unit. We have conducted several blood donation camps and Health checkup camps in association with the Indian red cross society unit for which we have received appreciation certificates. Recently our college students secured third place in the Independence day parade organized at the district stadium.

Our college students have also secured second place in the parade organized on eve of Kannada Rajyothsava.

N.C.C cadets have received certificates of appreciation for their participation in the ATC camp.

N.C.C cadets have received a certificate of appreciation for their participation in CATC-1/ TSC-1 held at Tolahunase.

Our college has received a Consolation prize in a quiz competition on AIDS

organized by KSAPS.

N.S.S students of our college have received certificates for participation in National Integration Camp, Organized at Davangere University.

Our college students have also received certificates for participation in N.S.S special camp jointly organized by Sri Beeralingeshwara First grade college and Davangere university held at Sri channappa Swamy Hirekalmatha, Honnali, Davangere District.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 29

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	2	00	5	8

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

<p>3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Response: 17</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

A.V.Kamamma College for Women established in 1967 has adequate facilities for teaching, learning, and evaluation. The entire campus has 3 acres of sprawling land accommodating 4 buildings, housing 30 classrooms, 2 seminar halls, and 13 laboratories of various Departments: Physics, Chemistry, Botany, Zoology, Mathematics, Commerce and Psychology. Along with 50 computers, there are five rooms where an ICT facility is provided in our college. One sufficiently large building is exclusively devoted to Library, KOHA open-source software version latest version used for library automation

A.V. Kamamma College for Women is committed to providing a conducive learning environment for its students. The following are the details regarding the infrastructure and facilities available in the college:

1. Classrooms: The college has spacious, well-ventilated, and furnished classrooms with comfortable seating arrangements. All the classrooms are equipped with modern teaching aids such as magnetic boards, and five classrooms have projectors, and screens to aid in the teaching-learning process.
2. Laboratories: The college has well-equipped laboratories for different departments such as Physics, Chemistry, Botany, Zoology, Mathematics, and Commerce. These laboratories are regularly updated and upgraded to meet the changing demands of the curriculum.
3. Computing equipment: The college has a well-established computer center with high-speed internet connectivity. The computer center is equipped with the latest software and hardware to cater to the needs of the students and faculty members.
4. ICT-enabled facilities: The college has a smart classroom facility with interactive boards, audio-visual aids, and projectors to make the teaching-learning process more engaging and effective. The college also has a Learning Management System (LMS) that facilitates e-learning and digital content delivery.

The campus is spread over 3 acres in the heart of the city. It owns 3 building blocks with a roof of concrete, with a super built-up area of 6000sqmtr.

Laboratories- Science faculties like Physics, Chemistry, Mathematics, Botany, and Zoology have separate functional laboratories with essential apparatus and materials required for teaching learning.

The Main building has housed Physics and Chemistry departments on the ground floor along with two huge Laboratories followed by experiment rooms and three classrooms. In the new building, 12 spacious classrooms capable to accommodate 100-120 students. Four smaller classrooms for subjects with fewer students and one restroom for students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 48.36

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.50	10.41	3.50	3.00	52.07

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

As an A.V. Kamalamma College for Women fully automated Library, we have implemented an Integrated

Library Management System (ILMS) using KOHA LMS software. This software helps us manage and automate various library functions, such as acquisitions, cataloging, circulation, serials management, and OPAC (Online Public Access Catalog).

Through our ILMS, we are able to keep track of all library resources, including physical books, e-books, and other digital materials. This also helps us to monitor the borrowing and returning of books, and to maintain records of the books that are currently checked out, overdue, or reserved by other users.

Our fully automated library also includes features such as self-checkout in koha software, automated book drop-offs, and mobile access to library resources, which further enhance the user experience and make it easier for our faculty and students to access the resources they need.

To ensure that our library is optimally used, we regularly conduct orientation sessions and training programs to familiarize our users with the library resources and facilities. We also have a dedicated team of the librarian who is always available to assist our users in finding the resources they need.

We have also purchased the NLIST (National Library and Information Services Infrastructure for Scholarly Content) database, which provides access to a wide range of e-resources and journals from various publishers and databases. This database includes more than 6000 e-journals and 1,26,000 e-books, covering various disciplines such as science, engineering, technology, social sciences, and humanities.

Through our ILMS and NLIST database, we are able to keep track of all library resources, including physical books, e-books, and other digital materials. We ensure that these resources are regularly updated and reviewed to ensure they are relevant and useful.

To ensure that our library is optimally used, we regularly conduct orientation sessions and training programs to familiarize our users with the library resources and facilities. We also have a dedicated team of librarians who are always available to assist our users in finding the resources they need.

Our aim is to provide a well-equipped and user-friendly library environment that meets the academic and research needs of our faculty and students, and we believe that our ILMS, NLIST database, and e-resources subscriptions are integral to achieving this goal.

KOHA has the following facilities for library management:

Auto member attendance with audio monitoring

Web OPAC

- Acquisition module
- Circulation module
- Serial control module
- Stock verification module
- Barcode scanning facility
- Facility for uploading
- URL of learning resources
- E- book catalog

Generation of various statistical reports on student usage, such as day-wise, class-wise, gender-wise, and peak hours reports, etc

- Information retrieval process
- Various housekeeping activities of the library such as data entry, issue, return and renewal of books, member logins, etc.
- Technical processing
- E-. book searching facilities through OPA
- Dewy Decimal Classification (DDC)
- Open access
- Issue of reference books to the students
- Book bank facility
- Inviting students to suggest titles of books required for the library
- Additional book facility for advanced learners
- Additional books to sports students on request

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

A.V. Kamalamma College for Women is a renowned educational institution that is committed to providing the best facilities for its students. One of the critical aspects of the institution is its IT facilities, which are regularly updated to keep up with the latest technological advancements.

The college has a state-of-the-art Wi-Fi system that is available across the campus, providing seamless internet connectivity to students and faculty members. The Wi-Fi system has been recently upgraded, and the latest technology has been implemented to ensure faster and more reliable internet speeds. The upgrade was completed in the year 2021, and it has significantly improved the internet connectivity within the campus.

The college has augmented its basic IT infrastructure from time to time by including the computer systems having advanced Pentium -IV microprocessors of intel family, memory configurations from 2GB RAM & 320GB HDD to 16GB RAM & 500 GB HDD, and operating systems from windows 7 to 10 along with UBUNTU and some other supporting high level of multi-tasking, multiprogramming environment. In all total 60 computers are available. They are assembled for various computing needs such as offices, staff areas, libraries, general, and laboratories.

As per the need of time bandwidth is increased from 10 MBPS to 2 lines of 100 MBPS. User-Friendly online Admission procedure for about 1700 candidates is enabled by software from Infotech Service providers. Some classrooms, laboratories, and seminar halls support ICT-based teaching-learning processes with 8 projectors and televisions. Hard copies can be made available with 7 printers, and CCTV cameras in laboratories and classrooms help reduce malpractices during examinations.

Wi-Fi facilities are available to all Students and Staff of the College within a hundred-meter radius as the Wi-Fi device is located in the main building near the principal's chamber. Every year students of the college have to renew their membership to access Wi-Fi. Teaching faculty have access to all websites including that social media. However, students and non-teaching staff are not provided access to social media websites.

The available bandwidth of internet connection in our college is ≥ 50 MBPS of Railways network.

Open-Source Resources include e-books, e-thesis, e-journals, N-list, and so on. Students are also encouraged to use online facilities for filling up applications and payments. These days students extensively access e-journals and Shodhganga.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 30.67

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 51

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**Response:** 48.2**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
13.64	11.08	17.83	13.31	14.39

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 61.74

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1327	376	1244	1169	1108

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 43.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
1200	35	500	200	1746

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 20.92

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
51	105	81	123	99

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
465	438	409	377	505

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	2	1	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

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

during the last five years

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	5	7

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 5.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	7	8	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services**Response:**

A V Kamalamma College for Women is a college that has a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services. The Alumni Association is an organization that is made up of former students of the college who have graduated and moved on to other careers or higher education.

One of the primary ways that the Alumni Association contributes to the development of the institution is through financial support. Alumni members often donate money to the college, either through one-time donations or regular contributions. This financial support can be used to fund various initiatives, such as scholarships for current students, faculty research grants, and infrastructure development projects.

In addition to financial support, the Alumni Association can also provide other types of support services to the college. For example, alumni members may serve as mentors to current students, offering guidance and advice on career paths and academic pursuits. They may also assist with career placement and job search initiatives, helping to connect current students with potential employers or professional networks.

The registered Alumni Association of A V Kamalamma College for Women plays an important role in the continued growth and success of the institution. By providing financial and other support services, alumni members help to ensure that the college remains a vibrant and thriving center of learning for generations to come.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

Response:

A.V. Kamalamma College for Women, the institution has demonstrated a strong commitment to institutional governance and leadership that is aligned with its vision and mission. This is evident in various institutional practices, including the implementation of the National Education Policy (NEP), sustained institutional growth, decentralization, participation in institutional governance, and the development of short-term and long-term Institutional Perspective Plans.

Firstly, the institution has shown its commitment to the NEP by integrating its principles and recommendations into the curriculum and pedagogy. The institution has recognized the need for a holistic and multidisciplinary approach to education that prepares students for the changing demands of the world. The NEP's emphasis on experiential learning, critical thinking, and problem-solving has been incorporated into the institution's teaching practices, ensuring that students are equipped with the skills and knowledge required for the 21st century.

Secondly, the institution has demonstrated sustained institutional growth, which is a testament to its leadership and governance. The institution has expanded its infrastructure, facilities, and programs to cater to the growing needs of its students and the community. This growth has been achieved through a well-planned strategy and effective leadership, ensuring that the institution remains relevant and competitive.

Thirdly, the institution has embraced decentralization and encouraged participation in institutional governance. This has resulted in a more democratic and participatory decision-making process, where the voices of all stakeholders are heard and valued. The institution has also created opportunities for faculty, staff, and students to participate in various committees and bodies, ensuring that everyone has a say in the institution's affairs.

Finally, the institution has developed a short-term and long-term Institutional Perspective Plan, which outlines its vision and goals for the future. This plan reflects the institution's commitment to providing quality education and creating a supportive learning environment that nurtures students' academic and personal growth. The plan is periodically reviewed and updated to ensure that it remains relevant and aligned with the institution's vision and mission.

A.V. K College for Women has demonstrated a strong commitment to institutional governance and leadership that is aligned with its vision and mission. The institution's practices, including NEP implementation, sustained institutional growth, decentralization, participation in institutional governance, and the development of short-term and long-term Institutional Perspective Plans are a testament to its leadership and governance.

Nature of Governance:

The institution which was established and run with visionary zeal is now functioning under the experienced guidance of the secretary of the institution.

The principal is the Executive Head of the institution empowered to ensure the effective running of the academic programs, research, and extension activities. Decentralization is the most meticulous way of ensuring governance. The institution has a Governing Body, a Board of Management, and more than 35 committees catering to various major aspects of the institution. The Internal Quality Assurance cell is a monitoring body under whose umbrella all the institutional activities are carried out. The teachers are also entitled to administrative assistance, Academic head is also the administrative head Under these two headings spreads the network of academic and non-academic activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 *The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

Response:

An institutional perspective plan is a long-term strategy that outlines the goals and objectives of an organization, as well as the steps required to achieve them. It is a comprehensive roadmap that guides decision-making, resource allocation, and performance evaluation. An effective institutional perspective plan is one that is well-designed, realistic, and adaptable to changing circumstances. It should incorporate input from various stakeholders and be aligned with the institution's mission and vision.

In order for an institutional perspective plan to be successfully implemented, the institutional bodies responsible for executing it must be effective and efficient. This includes the policies, administrative setup, appointment, service rules, and procedures in place. An effective institutional body is one that is well-organized, accountable, and responsive to the needs of its stakeholders. It should have clear lines of authority and responsibility and be staffed by competent and qualified individuals. Additionally, it should be able to adapt to changing circumstances and make timely and effective decisions.

Efficient institutional bodies, on the other hand, are those that use their resources (such as time, money, and personnel) effectively and productively. They should have streamlined processes and procedures that minimize waste and maximize output. This includes efficient appointment and hiring procedures, as well as effective service rules that ensure the institution is running smoothly.

Overall, an effective institutional perspective plan and efficient institutional bodies are critical for the success of any organization, including A V Kamalamma College for Women. By working together, these elements can help the institution achieve its goals, fulfil its mission, and provide high-quality education and services to its students and community.

To ensure quality education from the HEI's perspective plans and suitable strategies for sound quality policy are developed and implemented. For the effective analysis of the current on-campus and off-campus scenario strategies related to all the criteria are of great help.

Introduction of Skill Integrated Programme

To achieve excellence the institution has tried to develop strategies regarding new skill-oriented programmes. As the majority of our students come from rural areas, fundamental skill-oriented programmes like Computer Training Programme, Communication Skills, Spoken English Classes, Beautician Courses, Certificate Course in GST etc have been carried out every year.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

A V Kamalamma College for Women has put in place several measures to ensure the well-being and career development of its teaching and non-teaching staff. These measures include:

1. Performance Appraisal System: The college has a performance appraisal system in place to evaluate the performance of its staff members. This system helps in identifying the strengths and weaknesses of the staff and provides feedback for improvement.
2. Effective Welfare Measures: The institution provides effective welfare measures for its teaching and non-teaching staff. These measures include health insurance, sick leave, maternity leave, and other benefits. The college also has a grievance redressal mechanism in place to address the concerns of its staff.
3. Avenues for Career Development/Progression: The college offers several avenues for career development and progression for its staff members. These include opportunities for training, workshops, and conferences. The college also encourages its staff members to pursue higher education and provides financial assistance for the same.

The College has taken several steps to ensure the well-being and career development of its staff members. These measures not only help in creating a positive work environment but also contribute to the overall growth and development of the college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 4.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	8	2	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 13.43

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	29	3	0	0

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	37	37	37

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The Institution methodically undertakes internal and external audits.

A.V. Kamalamma College undergoes the internal audit in a very meticulous manner. The management makes arrangement and does it Bapuji Educational Association has qualified internal auditors, The team visits the college to do a thorough check and verifications of all vouchers supporting documents, records, and books, e-statements of the transactions that are carried out in each financial year including budget estimations, utilisations, test check cash transactions, bank reconciliation statements, test cheque and verification of the events happened in the area of financial management.

Mechanism of internal audit and settlement of objections implemented in the institution as follows:

- Examining the Bank Passbook
- Examining Grants, deposits, Payments
- Noting of provisions applicable.
- Evaluation of the internal control system
- Verification of student fee registers
- Interdepartmental Stock checking reports
- Authorization of fee Concessions
- Examining the statutory payments to different bodies like ESI, TDS, Income Tax
- In the end, Cross check all procedures and educate to put control for all transactions.

Internal audit is carried out once a year

External Audit.

External Audit is carried out by AG Office and JD Office to audit stocks of sports equipment UGC funded equipment, NSS Equipments and Scholarships

The Institution accounts are audited regularly by both the officer in an elaborate manner on yearly basis. No major objections have been made. Their errors of omissions and commissions pointed out by the audit team are immediately rectified and precautionary steps are taken to avoid references to such errors in the future.

Mechanism of External Audit:

- Examining the procedures, policies, and regulations
- Vouching for the receipts by JV, Payments, PO, etc.
- Verify the salary payment, TDS, Income Tax, Professional tax, Gratuity, etc.
- Examining the property title approvals, and fee payments to regulatory bodies.
- Evaluating fee receipts.
- Certify the audit report.
- Filing the income tax returns regularly

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) is an important body in any educational institution that is responsible for ensuring quality assurance and improvement in various activities. The AV Kamalamma College for Women has a well-functioning IQAC that has contributed significantly to institutionalizing quality assurance strategies and processes. The IQAC at AV Kamalamma College for Women has several responsibilities, including:

1. Reviewing teaching-learning processes: The IQAC reviews the teaching-learning processes at the college at periodic intervals to ensure that they are effective and in line with the latest trends in the field of education. The IQAC identifies areas for improvement and provides feedback to the faculty to enhance the teaching-learning process.
2. Reviewing structures and methodologies of operations: The IQAC also reviews the structures and methodologies of operations at the college to ensure that they are efficient and effective. This includes reviewing administrative processes, student services, infrastructure facilities, and other operational aspects of the college.
3. Reviewing learning outcomes: The IQAC reviews the learning outcomes of the students at the college to ensure that they are achieving the desired learning outcomes. The IQAC analyzes the data on student performance, evaluates the effectiveness of teaching-learning methods, and identifies areas for improvement.
4. Recording incremental improvement: The IQAC at AV Kamalamma College for Women records the incremental improvement in various activities through the collection and analysis of data. This helps in identifying the strengths and weaknesses of the college and provides a basis for decision-making.

Overall, the IQAC at AV Kamalamma College for Women plays a vital role in ensuring the quality of education at the college. By reviewing the teaching-learning process, structures and methodologies of operations, and learning outcomes at periodic intervals, the IQAC helps in identifying areas for improvement and promotes incremental improvement in various activities.

Two practices institutionalized by IQAC are:

- Enhancing the employability of students: ·

ICT knowledge of students has become integral to enhancing their employability. IQAC Conducted offline computer training in the form of GST & Tally with the collaboration of IRANI Associates to equip students with programming skills. ·

- A program Beautician course was also organized for six weeks for interested students. ·

Students are trained to write fetch resumes, communicate effectively, and perform competently in interviews through events organized by the Placement Cell. · Strengthening teaching and learning process through Academic Coordinators The IQAC through the Academic Coordinators (AC) monitors and strengthens teaching-learning processes. · The Coordinators ensure the documentation of steps toward effective curriculum delivery: timely distribution of workload and timetables, academic planning, internal assessment and moderation of marks, mentor-mentee meetings, etc. · The Coordinators check students'

participation in extra and co-curricular activities. They ensure the e-documentation of faculty and student-related data on the centralized repository of documents.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The Spirit behind the establishment of our college which is a women's college is itself an indication that the leading philanthropist of Davanagere was keen to bring the women of Davanagere and different places nearby Davanagere to the portals of college and enable them with easy access to higher education. Keeping that spirit in mind the college takes special pains to organise various programmes that empower women and enable them to face the problems they routinely face in a predominantly patriarchal society.

In this regard, the college has taken up all necessary steps to fulfil statutory obligations by establishing sexual harassment prevention cell, grievances redressal Cell, Anti-ragging cell to build confidence so that they would have a feeling of protection which encourages them to face problems without finishing. Different committees are formed in the college like, Women empowerment committee, student welfare committee, staff welfare committee and PTA committee, which help in conducting programmes that ensure further gender sensitisation, keeping in mind the importance of legal awareness. The college with the assistance of these committees arranges lectures by advocates, judges, and Police officers who dwell on topics of women's rights, constitutional rights and duties, legal aid, consumer law, and also issues like women trafficking and workplace harassment.

We encourage students to take initiative when colleges organise different programmes. So students actively work as volunteers and manage the ongoings of the programmes effectively and erase the myth that boys are better event managers. NCC and NSS students prove their competence and determination in handling tough situations, whenever an opportunity is provided to them.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

A.V.Kamamma College for Women has implemented several institutional efforts and initiatives to provide an inclusive environment that promotes tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic differences. The following are some of the efforts/initiatives:

1. **Sensitization Programs:** The College conducts regular sensitization programs for students and employees to create awareness about cultural, linguistic, and communal diversity, and to promote harmony and inclusiveness. These programs are designed to sensitize the participants to the constitutional obligations, values, rights, duties, and responsibilities of citizens.
2. **Cultural Exchange Programs:** The College organizes cultural exchange programs to facilitate interaction between students of different cultural backgrounds. These programs provide a platform for students to learn about different cultures and promote cross-cultural understanding and tolerance.
3. **Multilingual Environment:** The College encourages the use of multiple languages and provides a multilingual environment that accommodates the linguistic diversity of its students and employees. This helps in creating an inclusive atmosphere that respects linguistic diversity and promotes a sense of belonging.
4. **Scholarships for Economically Challenged Students:** The College provides scholarships to economically challenged students to enable them to pursue their education without financial constraints. This initiative promotes socio-economic inclusiveness and ensures that deserving students are not denied education due to their financial background.
5. **Women Empowerment Programs:** The College conducts women empowerment programs that empower women with the knowledge, skills, and confidence to participate in decision-making processes, and to become active and responsible citizens. This initiative promotes gender inclusiveness and ensures that women are given equal opportunities to succeed.

In conclusion, A.V.Kamamma College for Women has taken several institutional efforts and initiatives to provide an inclusive environment that promotes tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic differences. These efforts are aimed at sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities, and promoting an inclusive atmosphere that respects diversity and fosters a sense of belonging.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

1. Implementation of Outcome-Based Education (OBE): One of the best practices that an institution can implement is the adoption of an Outcome-Based Education (OBE) approach. This approach focuses on measuring student learning outcomes by defining clear learning objectives and aligning teaching methods and assessments with those objectives. This helps in ensuring that students acquire the required knowledge, skills, and competencies required for their future careers. Implementing the OBE approach involves defining learning outcomes, designing curriculum and syllabus, selecting teaching and assessment methods, and continuously evaluating and improving the process.
2. Establishment of a Quality Assurance Cell: Another best practice that institutions can implement is the establishment of a Quality Assurance Cell (QAC). The QAC is responsible for monitoring and evaluating the quality of education, research, and other activities carried out by the institution. The cell collects data and feedback from various stakeholders, such as students, faculty, alumni, and employers, and analyzes them to identify areas of improvement.

Best Practices

Best practice-1: Waste Management (2018-2019)

1. Title of the practice: Waste Management

2. Objectives of the practice: The aim of this service was to create awareness among students and teachers regarding the importance of eco-friendly environment.

3. The Context: The challenges that the present world is encountering due to indiscriminate meddling with nature and our responsibility to demonstrate to the people how we can make use of nature without damaging it.

4. The Practice: We have number of trees and plants in our college campus. They constantly shed leaves and flowers. We thought of making use of this productively.

5. Evidence of success: It has minimized the burden of disposing of the waste and with a minimum of efforts the foliage waste accumulated is transferred to the compost pit. It has resulted in a double benefit.

6. Problems encountered and resources required: It is almost no cost endeavour. Therefore we did not encounter any problem as far as resources are concerned.

Best practice-2- COVID Task Force (2020-2021)

1. Title of the practice: COVID Task Force

2. Objectives of the practice: To prevent spread of Covid-19 in the college campus and to implement SOP regarding Covid -19 pandemic in college also to educate students on vaccination and prevention.

3. The Context: The Covid-19 outbreak affected all sectors of society. Education sector was hard hit. AVK College for women with adequate preparedness was successful in safeguarding students and staff in the campus.

4. The Practice: Students underwent thermal screening and used sanitizers before entering the campus. Students were allowed inside the premises if they produced parents' consent forms and Covid-19 negative report.

5. Evidence of success: The COVID task force was successful in combating the menace of Covid-19 in the College. SOP for prevention of Covid-19 issued by the government was strictly implemented in the college.

6. Problems encountered and resources required: Problems encountered in this best practice are explained in detail under the heading 'the context' and the practice'. Controlling the crowd and maintaining social distance was one of the major problem encountered by Covid Task Force.

Best Practice -03: Joy of Giving.

1. Title of the practice: Joy of Giving. (2017-Till Now)

2. Objectives of the practice: The aim of this practice is to make our women feel strong and confident. It also instils community consciousness and helps in sensitizing students to the problems of their fellow students.

3. The context: Having noticed the problems of some of the students who encounter difficulties in paying their admission fees as well as examination fees, some of the teachers who had been quite forth coming in helping the students hit upon this idea of miniscule contribution.

4. The practice: The best practice entitled 'Joy of Giving' is a voluntary donating practice since 2011. The collected amount is kept in 'Women Empowerment Fund'. This helps students to develop qualities of courage, sympathy, kindness and fighting spirit.

5. Evidence of Success: Fortunately our students and teachers welcomed this idea of giving with open arms. So, it has been working well and its taking roots.

6. Problems encountered and resources required:

Problems encountered in this best practice are explained in detail under the heading 'the context' and the practice'. This practice has been maintained by the volunteer student/ teacher contributions every month.

Best Practice: 04 Plastic free campus. (2021-2022)

1. Title of the practice: Plastic free campus.

2. Objectives of the practice: To create awareness among students, staff, and nonteaching staff regarding

the hazardous effects of plastic.

1. **The Context:** The threat posed by the indiscriminate use of plastics and the irresponsible attitude of the people in realizing the long-lasting problems created by the use of plastics.
2. **The Practice:** We have put up posters at prominent places on the walls of the college. Once a month a team of teachers goes to the classrooms to campaign and create awareness among students.
3. **Evidence of success:** There has been a drastic improvement which is evident from the fact that many have started using cloth bags. And also we don't see plastic litter on campus.
4. **Problems encountered and resources required:** Problems encountered in this best practice are explained in detail under the heading 'the context' and the practice'. This practice has been maintained by students and staff.

Best Practice: 05 - Green Campus (2021-2022)

1. Title of the practice: Green Campus

2. Objectives of the practice: To highlight the importance of greenery in campus

3. The Context: Trees not only provide oxygen but also provide shade, flowers, fruits and overall eye soothing pleasant environment.

4. The Practice: Periodically we plant saplings in the college campus and try to inculcate the sense of environmental awareness among students.

5. Evidence of success: The college campus has fair number of trees. *Polyalthia longifolia*, *Delonix regia*, *Peltophorum pterocarpum*, *Whitex negundo*, *Terminalia arjuna*, are major attractions of our campus.

6. Problems encountered and resources required:

No major problems are faced in this endeavor. We may have to judiciously use available area for planting as major portion of the college campus is used for the sports and other recreational activities.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust

within 1000 words

Response:

A.V.Kamamma College for Women, located in Davanagere, Karnataka, India, is known for its priority and thrust in providing quality education to women in various fields. The institution has distinguished itself in the areas of Arts, Science, and Commerce, providing exceptional educational opportunities to its students.

- **Our vision:**

“To become the educational institution of preferred choice by ensuring convergence of knowledge, skills and values through holistic education”.

The college impacts education based on the premise that each student along with their academics and hobbies finds purpose in life. This is done through encouraging the students to interact with the community around, also through making them realize the importance of human values like compassion and fellow feeling. The college started its journey in 1967 and has come a long way and is on the threshold of celebrating golden jubilee, which has been delayed due to Covid.

- **Orientation Programs:** In order to familiarise the students with the college campus and to instil confidence in students and also to make them know the teachers when a orientation program is held for the first year degree students. Also the 2nd and final year degree students organise functions separately for Arts, science and commerce students to formally welcome them.
- **College Assembly:** The college also started the practice of conducting assembly in the morning where, students of different sections read newspaper and also talk for two three minutes (thought of the day),each department take initiative and responsibility of this assembly. This practice has greatly helped in influencing confidence and overcoming stage fear and shyness.
- **Museums:** In our college Botany department has a botanical garden as well as museum, which has a vast collection of plant species, and the Zoology department too vast collection of animal species in their museum and these are great attractions of our college.
- **Women empowerment:** Our college being a women’s college has contributed its might in empowering women by being responsible in imparting education to students of rural areas of Davanagere District as well as of Davanagere town. The students of our college have now distinguished themselves in various walks of life. Some of them have gone into administration service, some into Police Service as well some into Cinema field considering the conservative attitudes prevailing in rural areas and Davanagere being a small town, the number of girl students who have gone to work outside their homes through not very big is nevertheless no mean achievement through women empowerment cell. The college strives to instil courage and confidence among the students. In this direction the college organizes legal awareness programmes, lectures, debates and discussions and tries to acquaint the students with the valiant struggles of great women like Savithribai Pule and others.
- **Best practices like - “Joy of Giving”**

Some of the students coming from lower income groups find it hard to pay admission fees. In such cases the college through poor students fund tries to assist those students who find it difficult to continue their education. For these purposes the college has started practices like “**Joy of Giving**” to which all the staff members as well as students have been contributing accordingly to their ability. The college has not fallen

back in encouraging the students to participate in sports activities which help them to develop leadership qualities and community participation.

- **Institution has active NCC and NSS units for students**

N.S.S unit conducts village camps. Davanagere University recognized the college as the best N.S.S unit has awarded the best N.S.S coordinator award. N.C.C unit is also awarded best March fast Cadet Award during Republic Day parade in the district stadium.

- The college encourages students in **cultural activities** by providing training; paying registration fees and granting attendance for **inter collegiate competitions**. Many prizes have also been bagged by the students. **Team work** is taught by allowing students to organize college day, ethnic day, international women day etc., Several students have participated in dance, drama, music theatre etc.,
- The college grants **scholarships** for students interested in sports. The students have won prizes in university level, intercollegiate level, sport meet.
- **Women empowerment cell** along with health club organizes special lectures on relevant topics that are essential for safeguarding and stabilizing women in the competitive world for empowerment.

A.V.Kamamma College for Women has shown outstanding performance in providing quality education, research opportunities, and practical experience to its students in the areas of Arts, Science, and Commerce, making it a distinguished institution in the region.

The college, being a State Government Aided Institution has a nominal fee structure. Faculty members are appointed on a merit basis through the State Government and Governing Body of the Institution Selection Committee, which ensures high-quality teachers, thus providing quality education under a nominal fee structure. Several students are awarded scholarships from the State Government, which further ensures better education for economically challenged students.

Apart from academic excellence, the college also pays sincere attention to students' physical, moral, and cultural development. Students have shown outstanding performance in sports tournaments.

The professional and academic development of teachers is always encouraged. In the year 2021-2022, faculty members have published research papers, participated in short-term courses and orientation programs.

Field visits and skill-based learning help the students in improving their subject knowledge and give scope for their creative thoughts and learning skills.

Seminar by students: Students will be allotted seminar topics under the guidance of teachers. The students in the presence of teachers and classmates will do a presentation. They learn to speak confidently and overcome stage fear.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The College is a renowned educational institution that provides high-quality education to young women from various backgrounds. Here is some additional information about the college:

- The college offers undergraduate programs in arts, science, and commerce streams. It also offers certificate courses in computer applications, communicative English, and yoga.
- The college has a well-established placement cell that helps students in securing job opportunities in various industries. It also conducts regular workshops and training programs to enhance students' employability skills.
- The college encourages students to participate in various co-curricular and extracurricular activities, such as sports, cultural events, and social service activities.
- The college has a student council that represents the student community and works towards addressing their issues and concerns.
- The college has a strong alumni network that provides support and guidance to current students. The alumni also actively participate in various college activities and contribute to its growth and development.
- The college has a well-maintained hostel facility for outstation students, which provides a safe and comfortable living environment.
- The college has a vibrant and active research culture, with faculty members actively engaging in research activities and publishing their work in reputed journals.

The College provides a conducive environment for academic and personal growth and strives towards empowering women through education.

Concluding Remarks :

In conclusion, the AV Kamalamma College for Women in Davangere is an exceptional educational institution that has established itself as a prominent center for women's education in the region. The college provides quality education to students from various backgrounds, and it is committed to empowering women through education.

The college offers a wide range of undergraduate programs in arts, science, and commerce streams. It has a

well-established placement cell that helps students in securing job opportunities, and it encourages students to participate in various co-curricular and extracurricular activities.

The college has a vibrant research culture, and its faculty members are actively engaged in research activities. It also maintains a strong alumni network that provides support and guidance to current students.

Despite facing challenges such as lack of funding, shortage of qualified faculty members, and the COVID-19 pandemic, the college continues to strive towards providing quality education and opportunities to its students.

Overall, the AV Kamamma College for Women in Davangere is a remarkable institution that has contributed significantly to the education and empowerment of young women in the region, and it is poised to continue doing so in the years to come.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 14 Answer After DVV Verification :6</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>547</td> <td>328</td> <td>362</td> <td>313</td> <td>289</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>394</td> <td>295</td> <td>328</td> <td>250</td> <td>225</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>440</td> <td>440</td> <td>440</td> <td>410</td> <td>430</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>440</td> <td>440</td> <td>440</td> <td>410</td> <td>430</td> </tr> </tbody> </table> <p>Remark : admitted seats can not exceed sanction one,input is edited according to it.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	547	328	362	313	289	2021-22	2020-21	2019-20	2018-19	2017-18	394	295	328	250	225	2021-22	2020-21	2019-20	2018-19	2017-18	440	440	440	410	430	2021-22	2020-21	2019-20	2018-19	2017-18	440	440	440	410	430
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2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>61</td> <td>61</td> <td>61</td> <td>61</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	61	61	61	61	61																														
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
58	58	58	58	58

2.4.2 **Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	10	7	9	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41	10	7	9	12

Remark : Input is edited from clarification documents excluding librarians from the certificates.

2.6.3 **Pass percentage of Students during last five years (excluding backlog students)**

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
465	438	409	377	505

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
465	438	409	377	505

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
507	508	529	468	595

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
552	508	529	468	595

Remark : As per supporting documents input is edited .

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	0	0

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	7	4	8	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	2	00	5	8

Remark : Considering extension activities only, input is edited .

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :17

Remark : Input is edited from clarification documents.

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15.60	23.49	21.75	16.44	68.46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.50	10.41	3.50	3.00	52.07

Remark : After Rechecking and modifying the input is edited

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Only one of the above can be considered as per supporting documents.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years**5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	105	81	123	99

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
51	105	81	123	99

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
527	530	553	494	612

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
465	438	409	377	505

Remark : Input is edited from 2.6.2 metric.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	3	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	2	1	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	7	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	5	7

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	4	100	59	131

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	7	8	7

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	8	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	8	2	0

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	30	4	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	29	3	0	0

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	37	37	37

Remark : Input is edited from data template as well as IIQA.

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : 1,2,3 can be considered input is edited according to it.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 110 Answer after DVV Verification : 112</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>47</td> <td>38</td> <td>51</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>47</td> <td>38</td> <td>51</td> <td>50</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	47	47	38	51	50	2021-22	2020-21	2019-20	2018-19	2017-18	46	47	38	51	50
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