

Part II

EVALUATIVE REPORT

B. Criterion-wise Evaluative Report

Thematically, this part is a sequel to Part I. This Evaluation Report for reaccreditation for the 5-year period (2003-04 to 2007-08) is prepared giving due consideration to the Vision, Mission and Value Framework of NAAC as well as of the Kannada University. Besides, importance is also accorded to the Peer Team's Report on the Institutional Accreditation of Kannada University, Hampi for the 5-year period.1999-2000 to 2003-2004. The observations and suggestions made by the Peer Team have also influenced the intent and content of this report. With a view to making this report fully transparent and reliable, and closer to reality, every possible care is taken to see that it reflects the actual situation obtaining in the University. The possible impact on higher education of the unprecedented changes, challenges and opportunities that are being engendered by the ongoing mega process of globalization characterized by liberalization, marketization, privatization, and multinationalisation.

Unlike conventional Universities in Karnataka, our University, in terms of its intent and content, and look and outlook, has certain distinct and unique aspects; we would like to prefix this Criterion-wise Evaluative Report with a short preface. Here we make reference to a few observations on the uniqueness of our University made by the Peer Team which evaluated our Evaluative Report for the period 1999-2000 to 2003-2004 for the kind perusal of the Peer Team which is going to assess of SSR for reaccreditation. A few excerpts are given below:

“We, as a Peer Team, face a peculiar kind of dilemma when we come to assess and accredit such a monolingual, regionally focused, and research-oriented university”. (See Page No. 153)

“It has, we think, covered a lot, given the short time in which it had at its disposal. Here is an institution, then where the regular norms of NAAC evaluation cannot be applied mechanically, and have to be suitably adjusted to the distinctive nature of the institution. Keeping this in view, we proceed to make the following statements. ..” (See Page No. 153)

“It is also noteworthy that some of the courses are job-oriented. The Peer Team, however, feels that demanding job-orientation from its curricular and research programmes will be an attempt to divert it from its original course, which is that of research and knowledge development” (See Page No. 157)

“A University of this nature has only limited possibilities for activities like consultancy, extension services etc. All the same, the University has made some useful beginnings in these areas” (See Page No. 159)

With the aforesaid background, the criterion-wise details are presented below:-

CRITERION – I

CURRICULAR ASPECTS

1.1 Curricular Design and Development

1.1.1 State the vision and mission of the institution.

Vision Statement.

The vision of Kannada University has been articulated and rearticulated by its visionary Vice Chancellors right from its founder Vice Chancellor Dr. Chandrasekhar Kambar who could peep into emerging future based on their understanding of the past and present. Apart from moving consciously in the direction of achieving excellence – a moving variable in all its activities, the university has been aiming at creating, acquiring, and disseminating the socially useful knowledge, skills, and attitudes with a view to initiating and accelerating the forces and processes required for evolving a relatively just socio-economic, politico-cultural, and eco-environmental order in our geographically and demographically vast, socially plural, culturally diverse, hierarchical, inegalitarian, andro-centric society, economy and polity. Our vision is formulated in a multi-dimensional and multi-disciplinary framework. To be brief our vision is:

“To strive consciously and continuously to attain, augment, and sustain excellence in all our activities – in the classroom on the campus, and off the campus - and in that process to initiate and accelerate the forces and processes required for evolving a just socio-economic, politico-cultural and eco-environmental order in which people - all people – matter most, with special focus on the lives of the people inhabiting the Hyderabad - Karnataka region – the least developed and the most backward region in the state in which the University is located. With a view to reaching people outside Karnataka, of late, while according primacy to Kannada and the culture that goes with it, efforts are being made to transcend the limitations of the University’s mono-lingual character”.

Mission Statements

Our mission statements refer to the objectively defined and operationally useful means / processes / strategies through which the university seeks to realize the long run goals inherent in its vision.

1. Providing adequate infrastructural facilities – physical, human, and eco environmental – and creating an environment which is conducive for their optimal use.
2. Making quality, efficiency, and effectiveness the defining elements in all its activities - teaching, learning, research, extension, consultancy, collaboration and so on.
3. Re-engineering our approaches to classroom and off the classroom practices from time to time with a view to enabling the teacher researchers and student learners to manage the changes and challenges, and to avail the opportunities that are being engendered by the ongoing mega process of globalization. The intention of re-engineering is to keep ourselves contextually relevant in the continuously changing socio-economic, politico-cultural and eco-environmental environment.

4. Encouraging the faculty members and providing facilities for conducting their teaching and research activities in a multi-disciplinary and participatory framework aiming at the holistic progression of all the stakeholders in this backward region and beyond it in the state and the nation.
5. Undertaking gender-generation sensitive action research - diagnostic, prescriptive, and prognostic – in which the University’s researchers and the researched work together so that the findings would be of use to the government in policy formulation, policy correction, and remedial action.
6. Adopting total quality management technique to attain, augment and sustain excellence in all that the University does. The researchers make ambi-dexterous innovations with a view to making their work relevant across periods and regions.
7. Within the broad framework of the vision, mission, short run and long run objectives of the University, the teacher-researchers working in all the departments and recognized centres are allowed autonomy and flexibility.
8. “That which can be measured alone can be managed”. Giving due weightage to this management dictum, the work of the teachers, researchers, and research students is subjected to periodical evaluation - internal as well as external – to attain and sustain excellence.

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

The University has a consciously created institutional arrangement to manage the task of designing and redesigning the curricula, courses, programmes and research in such a way as to address the major considerations implicit in the goals and objectives of University.

Intellectual

An enabling environment is provided for the faculty and students to hone-up their knowledge, skills and attitudes. Since they have autonomy, flexibility and freedom to carry on innovations in their respective fields, intellectual growth has become natural and spontaneous. Such growth is being manifested in the campus and campus activities – research methodology workshops, action research, conscientization programmes for gender empowerment, various publications etc. Our intellectual growth, to a great extent, is facilitated by Eerich Fromm’s learning through reflective consciousness and Paulo Freire’s dialogicity (the essence of education as freedom in practice). The faculty of all the departments believes in the ability of dialogue and participation in attaining excellence in everything they do.

Academic

In all the university has three faculties viz the Faculty of Language and Literature, the Faculty of Social Science and the Faculty of Fine Arts, 18 departments and 12 recognised centres of research to achieve and sustain excellence in academic matters. Teaching and research go hand in hand. Apart from M.A.Ph.D integrated programme, the University has been offering courses leading to M.Phil, Ph.D and D.Litt. Our academic activities are, by and large, research oriented.

Training and Self-development

The university has recognized the necessity of training its teacher- researchers with a view to enabling them to cope with the changes and challenges that are being engendered by the ongoing mega

process of globalization. Training and retraining become necessary when the competencies of the faculty fall short of the competencies required for performing the tasks for which they are appointed; the competency-gap ought to be bridged by well-designed training programmes.

The university makes the needs assessment – training needs of the faculty informally and formally. Informal assessment is made by the respective faculty deans and heads of the departments. And formal assessment emerges out of the periodical performance appraisals – internal and external.

The research methodology workshops for which the university is very well known, is being used for evaluation and training of the faculty and students. It is also the case with on the campus and of the campus seminars and symposia.

The teacher-researchers of the university, participate periodically in the multidisciplinary orientation programmes, and mono-disciplinary refresher courses regularly conducted by UGC in Karnataka in three Academic staff colleges one each in the universities of Mysore, Bangalore and Karnataka, and also outside the state; the orientation programmes help them in getting a relatively comprehensive picture of our geographically and demographically vast, socially plural, culturally diverse, hierarchical, inequalitarian, andro-centric society, economy and polity, and of our ecology and environment; and the refresher courses enable them to keep themselves updated in their discipline-specific areas of research and teaching.

Access and equity

Being a university located in the most backward region of the state, it is aware of the fact that the backward people of this region are more backward than the backward people of the relatively developed regions of the state. And also being aware of the strategic fact that educational inequalities have been behind the hardened antecedent socio-economic and political inequalities, the university has taken all possible measures as per the principle of affirmative discrimination and as per the reservation policies of the government, the marginalized and disadvantaged people belonging to SC, ST, OBCs, women and differently abled persons are given special treatment which they deserve in admissions to various courses, hostel facilities, scholarships and fellowships, and also in appointments and promotions in administrative and academic positions in the university.

Community and National Development

The University's extension activities - awareness, sensitization and conscientization have direct bearing on community development in the neighbourhood. For example, the studies of the Department of Tribal Studies have been influencing the government policies meant for improving the socio-economic welfare of the tribals in Karnataka. In the same way, the studies of the Department of Development Studies have been contributing significantly for community and national development. It has been actively engaged in training the elected and official functionaries of Panchayat Raj Institutions in local governance and grassroots planning, preparing district development plan and district level human development reports. Its studies on inter-regional and intraregional disparities in development and

deprivation have contributed significantly to the understanding of development dilemmas of efficiency and equity.

It may not be out of context to say that the research works that we publish and the students that we teach and train carry the basic human values and also the values of secularism and democracy in which people – all people across the regions, religions, classes, castes, gender, and generation – matter most.

ICT Introduction

Having entered the global village of instant communication and abundant information heralded by ICT revolution, the university has been creating facilities for the full utilization of ICT in teaching, learning, research and networking., 1GBPS connectivity, dedicated internet connectivity.

Of course, the University does not offer any courses on ICT. But the staff and students and the administrative office have easy access to computers, internet, audio-visual aids and so on. The teacher-researchers are provided with individual computers in addition to those provided to the department. These facilities are enabling our teachers to be on par with other advanced centers of learning and research.

Global Demands

The University knows that it cannot remain, inert to the various demands / changes and challenges that are being engendered by the ongoing mega process of globalization. It also knows that its progress and competitive strength gets endangered if it insulates itself from global demands.

Our teaching and learning practices are being reengineered to critically examine the implications of global demand, and meet only such demands which have healthy implications for the society, economy polity, ecology and environment. Of course, our teacher-researchers and students-researchers are exposed to the various dimensions of globalization in our classroom and off the classroom activities.

To be contextually relevant in the global village, our researches and publications, language-wise, are transcending the narrow boundaries of mono-lingual character; of late, a few studies are being done in English.

Our studies do focus on the impact of globalization, for example on the life and work of tribals, rural development, and on our strategies of development, growth of income and its distribution etc.

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

The academic programmes, research, and extension activities of the 18 departments located in the campus, 12 recognized research centres, are consciously designed to move in the direction of reaching the goals in the broad framework of the University's vision and mission. All the departments except the department of Kannada literature and fine arts do not have regular class-room teaching in the conventional sense of leading to a degree. However, in all the departments teaching learning activity takes the form of interaction sessions between the teacher-researchers and the student-researchers. The

dialogue-based participatory sessions may be in the form of seminars and workshops in the campus or/and during the course of field work.

The class room activities are pupil-centered and off the classroom activities are people- centered. Both the activities are undertaken in a multidisciplinary, gender –generation and eco-environment sensitive framework so as to contribute to the holistic progression of all the constituents, with special focus on the hitherto unreached and underreached sections of the society.

The changing dimensions of the socio-economic and cultured problems, if that are being confronted by the tribals in the transition period are an important component of our diagnostic prescriptive, prognostic action research. Similarly the studies focusing on the forced out migration of agricultural labour, landless agriculture labour, and small and marginal farmers, in Hyderabad – Karnataka region have direct bearing on the goals of the University. Regular teaching and training is made available for those who enroll themselves for M.Phil programmes.

The seminars that we conduct for the Assistant Professor, Associate Professors and Professors (Social Sciences) on the diverse dimensions of regional disparities and their serious implications with a view to sensitizing and conscientising them and also ourselves, have much to do with our commitment for the development of the most backward region in which our university is located.

University has been using its extension programmes to educate – sensitise and conscientise – the rural masses to free themselves from, what Amartya Sen calls, various kinds of unfreedoms which have been virtually preventing them from leading the lives they have reason to value. Apart from educating them, the university through its staff and students conducting health check-up camps with special focus on women’s reproductive health- ante natal, natal, and post natal. Through extension works, the University enters into a live dialogue with the community.

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

—Not Applicable—

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

Except two courses – M.A. Ph.D. integrated programme in Kannada Literature and Fine Arts – our curriculum development process is restricted to M.Phil, Ph.D and D.Litt programmes on the one hand and to the research projects that the faculty undertakes from time to time.

With a view to getting the feedback from the stakeholders at large, all the academic research including curriculum processes are regularly thrown open to the stakeholders for their responses as to their utility, contextual relevance, and quality.

The research proposals and research output are also subjected to scrutiny by internal experts as well as external experts in the areas concerned.

The curriculum for courses and norms for research projects are systematically designed and redesigned by the Board of Studies (BOS) of each department. The BOS of each department is somewhat broad-based and participatory. Of course, its decisions regarding curricular design and research projects are to be finally approved by the Executive Council(Syndicate) – the highest policy making body of the University.

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

The university has a highly reliable and efficient institutional structure in the form of Boards of Studies (BOS) to ensure the contextual currency and relevance of the programme offerings.

Every department has its own discipline-specific BOS. The Vice chancellor constitutes such boards once in three years by inviting subject experts and senior researchers from other universities and research centers to be on the BOS. Each BOS consists of the Head of the department of the respective department and all the members of the teaching staff, and two subject experts selected by the Vice Chancellor.

The Board meets twice in a year first time just before the commencement of the academic year, and second time just before the ending of the academic year. In the first meeting, it makes a thorough critical evaluation of all the activities – programmes offered and the research projects undertaken and completed – of the immediately preceding year. The Board has the option to get the work evaluated by outside experts. In the second meeting, takes decisions about the programmes/research projects/seminars, workshops, lecture series, publications etc., proposed to be taken up in the ensuing academic year.

Since our university is basically a research university, by and large this exercise gets restricted to research programmes such as M.Phil, PH.D., D.Litt, and the courses coming under Distance Education Programme, Fine Arts and Sculpture.

At the end of the academic year, the BOS submits a detailed report about the performance of the department concerned, to the Vice Chancellor for his / her perusal and needful action.

In this way, the university has been making the curricula and the programmes offered contextually relevant and useful.

1.1.7 How employability is ensured through Curriculum design and development?

Being basically a research university, within the framework of limitations in which we operate, employability is ensured by equipping the students of the integrated M.A. Ph.D. programme and M.Phil and Ph.D., scholars, with the contextually relevant knowledge, skills and attitudes in the broad multi-disciplinary framework. Most of our students have been employed in colleges within a short time after completing their studies in our University.

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

The curricular design and the model adopted by our University are given below:

Programme	Model	Duration	Semesters/ Annual
PG M.A. Ph.D.,	Integrated course	5 Years	Semester Semester Examination
MVA	(Master of Visual Arts)	2 Years	Semester 4 Semesters
Research Programmes			
M.Phil	Regular	1 Year	Semester 2 Semesters
Ph.D.	Regular External	2-4 Yrs	

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

The University is aware of the impact of globalization on higher education. Given the kind of courses that we have, as a first step, a few modules on globalization are incorporated into the curricula of M.A. Ph.D. integrated programme, and Women Studies course. As a second step, we are focusing on higher competencies, which globalization demands, in all the courses. And our research works and publications do reflect the implications of globalization on our economy, polity, society and culture.

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

As far as our University is concerned, we have viewed national development in a very broad sense to encompass the holistic development of the individual and the society, economy, and polity. In other words, it implies evolving of a just socio-economic and political order.

Even though “national development” is not directly incorporated in our curricula, all our activities - campus and off the campus implicitly carry such elements. For example, the democratic, participation dialogue method that we use in our classrooms, workshops and seminars, has its own impact in strengthening and deepening the roots of democracy in our fractured and fragmented society.

Further, our research projects on gender empowerment and empowerment of the deprived and the marginalized, using action research methodology, have bearing on national development.

Again, our extension activities in the backward rural parts of region have direct and indirect bearing on national development. For example our health- awareness programmes, similarly our sensitizing and conscientising training programmes to PRI functionaries. Directly or indirectly, these micro level programmes contribute to national development.

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

Our University has 28 Boards of Studies one each for the 18 departments and PG study centres. We have only PG courses and Doctoral programmes. The BOS of are constituted as per the regulations of the Kannada University, Hampi keeping in view the directions of Karnataka State Universities Act. At the University level, to begin with, they are constituted for a term of three years by the Vice Chancellor subject to the approval of the Syndicate.

Each Board has two external members – subject expert and senior researchers – selected by the Vice Chancellor from the 10 member list submitted by the department concerned. The head of the department is its ex-officio chairperson, and similarly all the members on the staff of the department are its members.

Apart from evaluating the works of the department, the BOS appoints the Board of Examiners to take care of the examination related matters.

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

The University has been using the UGC guidelines for developing and restructuring the curricula.

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

All our academic and extra-academic activities including extension work do focus on experimental learning. The field work that the staff and students undertake contributes very much too experimental learning. Our workshops on methodology and our Government - Central and State – Budget sessions that we hold inside the campus, outside the campus – in the city, district and in other districts in North Karnataka region - carry lot of bearing on experiential learning of the teachers and students. However, we have not prescribed any specific weightage for the courses, since most of the courses and programmes offered by the University carry the element of experiential learning.

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

Presently, there are no independent course / programme to promote value education or social citizenship roles. But it is to be pointed out that our academic and extra academic activities are conducted well within the framework of secular and democratic culture which goes with the constitution of India. And the basic human values of concerned compassion and fellow feeling constitute a part of the human relationships that our teachers with the students and also with other stakeholders in the society.

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

The University does not have any independent course to teach computer skills to all the students. But computer facilities are made available to students in the library, in the departments, and in the computer centre. On their own, they have been acquiring computer skills, of course, with the assistance and guidance of their seniors in the departments. They are now skilled enough to use the computers.

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

Women's issues, gender issues, and gender empowerment, gender movement are a part of the curriculum of the studies attached to the Women's Study Centre. Apart from the faculty of the centre, our researchers in other departments have also published research articles and books. Workshops seminars and lectures on Women's issues are being held in the campus in the neighbourhood (villages close to the university campus) and also in the neighbouring districts. In some cases such activities are undertaken in collaboration with NGOs.

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

We have a few differently abled students in the University. But, presently no specific programmes are offered. However some special academic and financial facilities are made available to them to pursue their education in the University.

1.1.18 what programmes is developed for distance education?

The Directorate of Distance Education of our University offers P.G.Courses, P.G.Diploma courses, Diploma courses, and also certificate courses. The details are given below:

1. Post graduate Programmes (2 years) duration
 - Karnataka (Master of Kannada)Adyayana
 - Charitre (Master of History)
 - Patrikodyama Mattu Madhyama Adhyana (Master of Journalism and Media study)
 - Pravasodyama Adalita Adhyana (Master of Tourism Administration)
 - Samajashastra (Master of Sociology)
2. Certificate Programmes (One year desertion)
 - Samshodhana Vidhana (Research Methodology)
 - Tamil Bhave (Tamil language)
 - Telugu Bhave (Telugu Language)
 - Malayalam Bhave (Malayalam language)
3. Diploma / Post Graduate Diploma Programmes (one year duration)
 - Karnataka Adhyayana (Karnataka Studies)
 - Kriyatmaka Kannada (Functional Kannada)
 - Dalit Adhyana Dalit Studies)
 - Puratatva,Samskruti Hagu Pravasodhyama (Archaeology, Culture and Tourism)
 - Mahila Adhyayana (Women Studies)
 - Adalita Kannada (Administrative Kannada)
 - Janapada Kalegalu (Folk Arts)

4. Patrikodyama Adhyayana (Journalism study)

- Karakushala Kalegalu (Arts and Handicrafts)
- Janapada Sangeeta (Folk Music)
- Nataka Kale (Theatre Art)
- Paramparika Jnana (Indigenous Knowledge)
- Budakattu Adhyayana (Tribal Studies)
- Bashantara Adhyayana (Translation studies)
- Kannada Sahitya (Kannada Literature)
- Dravida Adhyayana (Dravidian studies)
- Shashanashastra Adhyayana (Epigraphical studies)
- Mahiti Samvahana Mattu Tantrayana (Information, Communication and Technology)
- Kuvempu Adhyayana (Kuvempu Studies)

a. Academic Flexibility

Within the framework of the University's vision, mission, and uniqueness, all its activities carry maximum flexibility with a view to making its functioning useful meaningful and relevant to all those who work and study in the university and also to other stakeholders – society at large. In fact, flexibility is an important strategy to meet the differential needs of our constituents. Here it is to be pointed out that our University is basically a research university. As such, academic flexibility is more pronounced in our research activities than in other courses that we offer.

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

Options are there for graduates who seek admission for P.G. courses, especially in Distance Education Programmes. They can seek admission into one of the Following three courses.

1. M.A. in Kannada literature – a two-year course. There is no cut off percentage for this course.
2. M.A. in Journalism and Mass communication – a two year course. There is no cut off percentage for this course.
3. M.A. in Sociology - a two year course. There is no cut off percentage for this course.

Flexibility is available for M.Phil and Ph.D.students. They have the option to choose discipline specific or multidisciplinary topics cutting across the barriers of disciplines. Cut off percentage for admission into these programmes is 55per cent and it is 50 per cent for SC and ST category students.

Our teacher–researchers have full freedom to take up innovative projects which while contributing to their professional growth, has healthy bearing on the society. However, with a view to ensuring the quality of research, the researchers are required to present their approach papers before a small group of experts. And based on their comments – suggestions, and corrections, if any – the research proposals, are finalized. As such, academic flexibility does not adversely affect the quality of research.

Since most of the projects involve extensive field work, the university has been allowing time flexibility to the researcher. There is no fixed and rigid time for field work. The departments and members in the department are allowed to decide about the timing of field work depending upon the nature of field work and the convenience of the researchers and the researched. Of course, those who use flexitime ought to give defensible reasoning.

Another dimension of flexibility is that the researchers are allowed the freedom to take up projects offered by other agencies – Research centres, Universities, Government departments, Panchayatraj institutions, Urban local bodies etc. – but with the prior approval the BOS concerned and with the approval of the Vice Chancellor. (List of such projects is given in the Annexure – 3.2.6 on Page 77).

Yet another dimension of academic flexibility is allowing the researchers to make innovations in research methodologies. And such innovations are put to acid test in methodology workshops in which external experts are invited to participate and give critical inputs.

This kind of academic flexibility has been augmenting the relevance, utility, and quality of our research.

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

Even though the University does not offer any specific programmes to the teacher- researchers for their career advancement, it has been providing opportunities for them to augment their competencies necessary for career advancement in the form of workshops and seminars, besides encouraging them to participate in the orientation and refresher courses conducted by the UGC aided Academic Staff colleges inside and outside the state.

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

Not applicable

1.2.4 What programmes are available for international students?

All the courses offered by the University are open to international students. But, presently, there are such students in our University.

1.2.5 Does the university provide twinning programmes? Give details

Presently there are not twinning programmes.

1.2.6 Does the institution offer any self-financing programmes in the institution? If yes, list them.

Presently, there are no self financing courses.

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

There are 12 recognised centres for offering M.Phil and Ph.D courses. The University has a definite procedure for granting such recognition. On receipt of applications from educational institutions for permission to offer M.Phil and Ph.D course an expert committee of the university makes spot

inspection about the facilities available – physical and human infrastructure – and gives a report. Based on such report the Vice Chancellor and the Executive Council(syndicate) decide whether to grant permission or not (list of such centres is enclosed as Annexure - 3.1.7 on Page 62)

In addition to the above recognized centres, the University has its own centres in four places in Karnataka with a specific purposes in view. The University itself manages them. They are:

- 1) Kuvempu Studies Centre, Kuppali (Shimog District)
- 2) International Vachana Studies Centre, Kudalasangama
- 3) School of Painting and Sculpture, Badami.
- 4) Centre for the study of Marginalised Cultures, Kurubanakatte.

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

The University offers semester system with a difference to M.Phil and Ph.D, programmes – the progress reports and evaluated every six months. A regular semester system is applicable to students in P.G. course in visual Arts and M.A.Ph.D integrated courses.

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

Question is repeated.

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

The Ph.D students are allowed one year extension for completion beyond the prescribed period of 4 years. Similarly one year extension is allowed beyond the prescribed time of one year for D.Litt. In the case of P.G. courses, no extensions allowed.

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

As of now, there is no special provision for the slow and disadvantaged learners. However, they are allowed to contact their teachers concerned for assistance and the teachers do give them time in this regard.

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

Presently, there are no such programmes. However, advanced learners get some input in our workshops, seminars, and group discussions.

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

When once students take admission in particular subject-specific discipline, in PG courses, they are not allowed move to other departments. However, the students are free to take multidisciplinary topics for M.Phil and Ph.D. irrespective of the department in which they work.

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

Not applicable.

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

Presently, there is no such provision.

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

Presently, there is no such provision.

1.3. Feed back on Curriculum

All our activities, including curriculum, are regularly thrown open for stakeholders' responses as to their utility, relevance and quality. Since our University is basically a research institution, students feedback including that of the alumni and peers, is obtained from time to time, in the class rooms in workshops, and discussions that we hold at the department level and at the University level also. This formal approach, we propose to formalize from the academic year 2011-2012.

1.3.1 How does the University obtain feedback from

- a) students
- b) alumni
- c) employer
- d) community
- e) academic peers
- f) industry
- g) parents

The principal findings of the research done by our researchers are published in the form of articles, monographs and books.

- The University has the healthy practice of inviting feedback from the academic peers of other universities and research institutes, government, students, development authorities, and the public at large.
- The University does get the feedback whenever our faculty members deliver speeches, present papers in seminars and workshops, on the intent and content of the presentations, and on the theoretical ideological and methodological underpinnings of the papers.

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

The feedback so received has been influencing the direction and focus of our research. It is being used as a useful input for our activities. For example, based on the feedback of academic peers, and of NAAC, the University has been attempting to move away from its mono-lingual character, and journals and books are proposed to be published in English.

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

As a research University, efforts are made to recognize our approaches to research; apart from pure academic research, we have been taking up action research on the socio-economic problems of the people – especially of women, rural masses, and other poor and marginalized groups – leading to policy formulation, policy correction, and remedial action (a list is enclosed).

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

As it is, there is no system of affiliation.

1.4. Curriculum Update

The curricula pertaining to research programmes – M.Phil and Ph.D., - are subjected to periodical revision with a view to making our research output contextually relevant and useful.

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

The curricula of our research programmes are being updated as per the guidelines of UGC.

1. 4.2 What are the interdisciplinary courses introduced during the last five years?

Presently, there are no inter-disciplinary P.G. courses. But, our research projects, and M.Phil and Ph.D. programmes are deliberately made inter- disciplinary with a view to capture a relatively holistic picture of the socio-economic politico-cultural and eco-environmental life of the people, especially of those who inhabit North Karnataka Region in which our University is located.

1. 4.3 How are the existing courses modified to meet the emerging needs?

The ongoing mega process of globalization has been engendering unprecedented changes, challenges, and also opportunities for attaining progress. With a view to managing changes, facing challenges, and avail the opportunities our research scholars and students are exposed to the implications of globalization on the lives of the people, through workshops and seminars. The possible implications of globalization on our economy, culture, polity and society, explicitly or implicitly, are passing through our research works.

1. 4.4 What value added courses are introduced which would_____?

- a) develop skills
- b) offer career training
- c) promote community orientation?

As of now, there are no separate value added courses. But, all our academic and extra academic and extension activities, including classroom activities, by and large, are conducted in a frame work having an eye on the development of the skills of teachers and students, providing informal career training, and promoting community orientation.

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

The University has been focusing on a multi-skill development of the students and teacher-researchers. Our focus has been on listening with concentration, sensitivity and response; comprehension, conceptualization, communication, and functionalization; participatory field work; data gathering, processing, tabulation, and interpretation, and drawing inferences; presentations in workshops, seminars and conferences; writing research papers etc.

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

As on today, the University does not have any courses leading to undergraduate or postgraduate degrees in Information and Communication Technology.

However, keeping in view the indispensability of the knowledge and skills in Information and Communication Technology to cope with the emerging demands in the global village of instant communication and abundant information in which we are functioning, the university has made available computer and internet facilities, and both the students and teacher-researchers have been using them. One paper thought on computer literature. Apart from the computer centre that we have, each and every department is fully equipped with such facilities. Such facilities are also available in the library. The administration part of the university is also adequately equipped with such facilities.

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

Not applicable, since there are no institutions affiliated to our University.

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

Not applicable.

Best practices in curricular Aspects.

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

This aspect’s focus is on sustaining the best practices pertaining to curricular related matters which lead to academic effectiveness and excellence. Some such practices which we have been sustaining are given below:

- Teaching and learning through interactive / participatory dialogue method in which the teachers and the taught exchange their roles keeping in view the necessity and utility of such exchange of roles in enhancing efficiently and effectiveness of teaching and learning.
- With a view to promoting holistic progression of all the constituents in the university, continues to make studies as far as possible, in a multi-disciplinary framework without losing sight of the globalised situation.
- Updating not only the curricula from time to time, but also promoting multi-disciplinary knowledge by involving students and teacher-researchers of all the disciplines in the workshops and seminars, irrespective of the departments which conduct such programmes.
- Every research proposal, and the research outcomes thereon and those works which are to be published are subject to the scrutiny of experts – internal as well as external.
- Action research on matters pertaining to the socio-economic, politico-cultural, and eco-environmental aspects of the region in which the lives of the people particularly of the marginalized groups matter most.
- The Deans at the faculty level, Heads of the departments at the department level, and the Vice Chancellor at the University level do conscientise the constituents about the necessity of attaining and sustaining excellence in what all they do.

Re-Accreditation

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

The evaluative observations include first peer committee in its assessment report include some observations reflecting its appreciation and some expecting changes / remedial action.

- a) The words of appreciation are found on pages 5/6 and 7 of the assessment report (A copy of the assessment report is enclosed to the main report on Page 153).
- b) The University has been running its distance education program without adversely affecting the class room teaching and research activities of the regular faculty members. To a great extent experts from other Universities and Centre's of higher learning or engaged in preparing study material, conducting contact program classes, setting question papers and evaluating the answer scripts as such, the energies of our faculty are not dissipated in the name of distance education.

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

The quality sustenance and enhancement measures institutes by the University since the previous assessment and accreditation include the following

- Teaching and learning through interactive / participatory dialogue method in which the teachers and the taught exchange their roles keeping in view the necessity and utility of such exchange of roles in enhancing efficiently and effectiveness of teaching and learning.
- With a view to promoting holistic progression of all the constituents in the university, continues to make studies as far as possible, in a multi-disciplinary framework without losing sight of the globalize situation.
- Updating not only the curricula from time to time, but also promoting multi-disciplinary knowledge by involving students and teacher-researchers of all the disciplines in the workshops and seminars, irrespective of the departments which conduct such programmes.
- Every research proposal, and the research outcomes thereon and those works which are to be published are subject to the scrutiny of experts – internal as well as external.
- Action research on matters pertaining to the socio-economic, politico-cultural, and eco-environmental aspects of the region in which the lives of the people particularly of the marginalized groups matter most.
- The Deans at the faculty level, Heads of the departments at the department level, and the Vice Chancellor at the University level do conscientise the constituents about the necessity of attaining and sustaining excellence in what all they do.

CRITERION II

TEACHING – LEARNING AND EVALUATION

The factor of this criterion is on those facilities and activities of the university which cater to the needs of the students of different socio-economic grounds, abilities, skills and attitudes through effective teaching-learning experiences - right from admission down to evaluation.

Admission process and Students Profile

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

As per as admission process is concerned, the University has created a system with well defined procedures, detailed process of admission to different courses and programmes is given wide publicity through print as well as electronic media well in advance. This advance is also made available in the website of the university.

The University has its own calendar of events and the calendar is given wide publicity. The admission process begins in the month of June every year. The information in respect of admission to M.Phil, Ph.D. and D.Litt. is regularly notified in the month of July. These admission procedures and processes are also applicable to the integrated M.A., Ph.D., and programme in Kannada Literature and to Women Studies leading to Ph.D.,

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

- a) General
- b) Professional
- c) Vocational

Admissions to all the courses offered by our university are based on entrance examinations. The overall responsibility of conducting entrance examinations right from setting question papers down to the announcement of results through evaluation exercise is given to Adhyayananga - the Directorate of Research Studies. The Directorate gets the work of setting question papers and their assessment done by the departments concerned.

The written examination carries 80 marks and viva vice, 20 marks. The question paper is split into three parts. In the first part, there are two questions of which the candidates have to answer one and it carries 20 marks.

Six questions are there in the second part, of which the candidates have to answer four questions carrying ten marks each. In the third part, there are six questions, of which the candidates have to answer four question carrying five marks each.

The total comes to 100 marks (written examination : 80+20 viva voce) However, those who have passed M.Phil / NET / SET examination and seeking admission to Ph.D. programme are exempted from written examination, but are required to face the interview.

In this way, the admission procedures are made systematic, further admissions are done strictly in accordance with the UGC and government norms.

2.1.3 What strategies are adopted to create access to?

- a) Disadvantaged community
- b) Women
- c) Differently - abled
- d) Economically weaker sections of the Society
- e) Athletes and sports persons

Access is ensured through the implementation of the reservation policy of the government in vogue. Presently, the reservation quota is as follows : SC : 05 percent, ST : 03 percent, OBC : percent Category I : 4%, Category II A : 15%, Category II B : 04%, Category IIIA 04%, Category III B : 05% and general Merit 50 %.

Apart from access to seek admission to various courses offered by the University, they have access to hostel facilities and fellowships and scholarships. Of course, the University does not have access to sports and games except the sports meet that it conducts once a year on the eve of annual convocation.

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

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

The details of applications received for admission to various course and the number of students admitted are given below:-

* Integrated course No of No of

(M.A Ph.D. in Kannada literature)Application Students admitted.

Name of the Course	No. of Application		No. of Students	
	received	admitted	received	admitted
Diploma	28	12		
MA(WS)	31	12		
MA Ph.D (K)	19	09		
MVA	12	05		
M.Phil	448	322		
Ph.D	216	130		
BVA	300	130		
B.Music	15	08		
Total	1069	628		

* Student enrolled in DEC not included

2.1 Catering to Diverse Needs

Equity and inclusiveness constitute the core components of this aspect. The University has been making every possible effort to identify and meet the diverse needs diverse students who study in the university.

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

Even though there is no specific provision as such, the knowledge levels of the students are assessed in the entrance examinations and viva voce. The student's knowledge, needs and skills are assessed and met formally after admission.

The knowledge and skills of Ph.D. students are formally and informally assessed for 6 months by observing the way they participate in the research methodology classes before they are granted permanent registration.

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

Special attention is paid to the educationally backward students studying in our University especially slow learners. Even though there is no formal course called "Bridge course" the teachers are required to hold interaction sessions for such students at the department level. Special sessions are also held periodically for all such students across the disciplines to augment their skills of listening understanding, comprehension and communication. Coaching classes are also conducted for them to take up competitive examinations IAS, KAS, NET and SET.

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

Presently, there are no such programmes.

2.2.4 What specific strategies are adopted for facilitating?

- a. Advanced students?
- b. Slow learners?

Presently, there are no explicit strategies for facilitating advanced learning and slow learners. However, in an informal way, their differential learning needs are identified by the faculty members of the departments concerned during the course of their in the classroom and off the classroom participation and remedial measures are instituted for the slow learners and the advanced learners are encouraged and guided to study some books and journals and also these to match their needs.

2.3. Teaching – Learning process.

The principal intention of this aspect is to accord centrality to learners by using such methods which would facilitate learning outcomes. Our University has been developing and using learner-centred and outcome focused teaching-learning methodologies. In our approaches, subject matter does matter, but learners matter most.

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

The university has an academic calendar of its own. It is prepared by a high level committee comprising all the faculty deans and heads of departments under the auspices of Adhyayananga - the Directorate of Research Studies.

It carries details about the various P.G., U.G., and Research Programmes offered, admission procedures and dates, eligibility norms for students coming under general as well as reservation categories, entrance examinations, Viva Voce, evaluation, announcement of results etc.

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

Lecture method is one of the methods used in the M.A., Ph.D., integrated courses. Our focus is more on interactive, participating dialogue in all the courses that we offer, including Research Programmes. It is a method in which the teachers and the taught participate actively in teaching and learning process.

Apart from the classroom interactions, the teachers and students participate in the workshops - discipline specific and inter-disciplinary - and seminars conducted in the University campus.

Again both the teachers and the taught involve and interact in the studies which involve filed work. A similar approach is also adopted in extension works.

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

All the academic activities of our University - classroom and off the classroom - are student-centered and participatory. Some such activities are:

- Subject-specific classroom discussion.
- Workshops discipline-specific and inter-disciplinary.
- Paper presentations in respect of the topics assigned to students in the classroom, and seminars outside the classrooms.
- Research proposals by those who seek admission to M.Phil, Ph.D. and D.litt.
- The periodical progress reports by research scholars.

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

Most of the latest audio-visual aids used in centres of higher learning are used in our University, both in the classroom and off the classroom academic activities both by those who teach and those who are taught. Facilities are made available in the classroom and in the seminar halls where seminars, workshops and lecture series are held, to use LCDs, internet power point presentations, collar microphones etc. Such facilities are available in all the departments. Besides, individual teachers are provided with laptops. Such electronic learning aids are also available in the library.

The teachers and students are exposed to other learning experiences through the extension activities regularly undertaken in the neighborhood villages. The learning experience is also acquired in field work and participatory workshops and seminars.

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

Presently, there are no tutorial classes.

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

There is no formal institutional structure for providing for counsellors / mentors / advisors. However, such roles are performed by our teacher-researchers in each department. On the one hand, the teachers are willing to act as counsellors / mentors advisors as and when students approach them to resolve group problems and also their personal problems. On the other hand, students also feel comfortable in confiding the facts to their teachers.

We may have to name some teachers in the departments to play such roles in future.

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

The student's academic progress is regularly monitored by the teachers in the departments concerned. The teachers use two methods to monitor the progress of students: one by giving them assignment; and two by participatory observation method in the workshops and seminars

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

Not applicable, since we do not have tutorial sessions as such.

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

It has two dimensions - acquisition dimension and dissemination dimension. The students and teachers keep pace with the recent development in their subjects as well as in other subjects with a view to acquiring multi-disciplinary knowledge - a necessary requirement for holistic progression. This they do by reading the latest publications in their subjects – books, reports, national and international journals, internet and net working. This aspect gets disseminated through our seminars, workshops, articles, lectures inside and outside the University and more than anything, through our publications.

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

Apart from the central library, each department has a library of its own and it is regularly updated. Presently the University allocates Rs 15000 every year to each department to keep it update and contextually relevant. This practice enables the students and teachers to keep pace with the latest developments in their subjects.

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

On an average 90% of the students - research students and 80% of the faculty use library facilities - central library and department library a week.

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

We have Inflibnet & Delnet facility source package and DELNET member code All the departments and libraries are fully equipped with computer network, and internet facilities. Since they are accessible to both students and teachers, they are put to their optimum use.

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

The Chief Librarian of the central library procures books and journals not only for the central library but also for the libraries of all the departments in the university.

Each department gives its requirements of books to the chief librarian of course the university allocates finds for the central library and for the library departments in its annual budget.

The University also makes special provision to meet the specific needs of researchers which arise during the course of their studies.

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

The library is kept open between 8 am and 8 pm on all working days. Open library system is in vogue to facilitate easy access to books and journals. The library provides journals in Kannada and English.

2.4. Teacher Quality.

The University is fully aware of the fact that, other things remaining constant, the quality of higher education - teaching learning, research and their outcomes vary directly if not proportionately, with the competencies of the faculty. As such our University has been maintaining its uniqueness, inter alia, by the competencies and core competencies of the faculty.

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

The details are given in the following table.

Table 2.1

Particulars of Faculty Strength.

Sl	Faculty Cadre (Nos)	Sanctioned	Positions filled Strength (Nos)	Vacant Posts - (Nos)	No wise
1	Professors	09	09	02	
2	Associate Professors	21	20	01	
3	Assistant Professors	43	42	01	

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

As of now the University has the required number of qualified and competent teachers to handle all the courses for all the departments.

Our selection process begins with recruitment for various positions in the University. To some extent we make use human resource management procedures and practices. The advertisement in media - print and electronic - for various positions carries job specification and job description. Thus a pool of qualified candidate is created. We invite candidates for interview from that pool of applicants and the required number from them is selected. Then, as a sort of pre-entry training, we conduct induction/orientation programmes. In it they are introduced to their peers and to the working culture of the University etc.

However the selection for various positions is done strictly according to the norms prescribed by the UGC.

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

The university has not felt the need for appointing substitutes / additional faculty to handle the existing and new programmes. We are getting grants from UGC.

2.4.4 What is the student teacher ratio?

The teacher student ratio in the various courses is given below:

- M.A.Ph.D. Integrated programme : 1:1
- M.Phil programme : 1:3
- Ph.D. Programme : 1:6
- D.Lit Programme : —

2.4.5 What percentage of the teachers has Ph. D.? As the highest qualification?

Ninety per cent of the teachers have Ph.D. degree as the highest qualification.

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

Only 3.13% of the faculty members has M.Phil as the highest qualification.

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

1.56 % have completed UGC NET / SET examinations.

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

The teacher development has been given importance in our university.

- (a) The faculty members are given research grants to pursue research in new areas, apart from the UGC project grants.
- (b) Within the framework of the UGC norms and University rules, the sabbatical leave for doing research and writing books.
- (c) They have all the freedom to conduct national and international seminars and workshops, besides freedom to participate in such activities.

- (d) They act as resource persons in the UGC seminars got up by the Universities and degree colleges in different parts of the state. They also take part in such programme got up by other Universities and Centres of Higher Learning.
- (e) Some have gone abroad under the one year Commonwealth Fellowship programme.

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

As far as innovations in teaching are concerned, we have been reengineering our approaches to classroom practices. Fundamental rethinking and radical redesigning of our approaches to teaching practices have been undertaken with a view to enhance the efficiency and effectiveness of teaching. We have been adopting a kind of five stage learning: understanding, comprehending, conceptualizing, communicating and functionalising. In the process teaching discourse and dialogue go hand in hand.

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

Women constitute:

8 % in the teaching staff

12% in non teaching staff.

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

The following faculty members have been recognized for excellence in teaching in the University / outside the University.

List Enclosed (Annexure 2.4.11 on Page 42)

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

The following staff members have undergone staff development programmes during the last 5 years.

1. Refresher Course – 30
2. Orientation Programmes -07

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

Fifty per cent of the faculty members have served as resource persons in workshops / seminars / conferences during the last 5 years.

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

Sixty per cent of the faculty members have participated in workshops/seminars / conferences and presented papers during the last 5 years.

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

- a) Computers
- b) Internet

- c) Information Technology
- d) Audio Visual Aids
- e) Computer Aided Packages

The faculty has been introduced and trained in the use of computers, internet, information technology and audio-visual aids and computer aided packages. Every department is equipped with such facilities.

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

No, the University does not have an academic staff college. We have UGC-RCC Centre financed by UGC

2.5.Evaluation Process.

Given the quality of teachers / researchers and the methods they adopt, to a great extent, the quality of outcomes, depends on such things as continuous monitoring and evaluation through relatively reliable and evaluation methods.

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

The faculty member's performance in teaching and research is formally evaluated annually, besides the informal evaluations done in the seminars and workshops held in the University campus.

Some sort of performance appraisal methods, generally used by Human Resources Managers are being used by our University.

The faculty members are required to give their "self appraisal" reports in the prescribed format to the Vice Chancellor every year. In turn, the Vice Chancellor after meticulously scrutinizing them, holds one to one face to face discussion with the faculty members. And based on outcome and on the basis of the suggestions made by the Vice Chancellor, the faculty members endeavor to overcome the competency gaps, if any.

These formal and informal evaluation exercises, and the resultant recognition they get, we find some kind of healthy competition among our teachers to attain excellence in their respective fields and from year to year their competency levels have been steadily increasing.

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

At present, there is no formal structured evaluation of teachers by their students. However, the teachers get informally evaluated by the students during the course of our participatory seminars, workshops and the classroom discussion.

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

The University has the healthy practice of self appraisal by teachers-researchers once in a year.

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

The self appraisal reports of all the teachers / researchers are meticulously scrutinized by the Vice Chancellor. The outcome his review goes back to the teachers in the form of suggestions for improvement.

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

Academic audit is built into our system. Every activity of the faculty right from project proposals, and project reports, of the faculty, M.phil and Ph.D. proposals and periodical progress reports and the proposals for publication is subject to academic audit. At the department level, it is done by the senior professors, at the faculty level, it is done by the deans of the faculty concerned. And above all, the Directorate of Research Studies (Adhyananga) with the help of a few senior professors carries out academic audit.

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

The academic audit reports in respect of all the teachers / researchers are personally reviewed by the Vice Chancellor. And after review, he visits every department and holds one to one face to face discussion and passes his critical remarks - positive as well as negative comments. The teachers concerned are required to give action taken reports on the negative comments / suggestions for improvements.

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

The M.Phil and Ph.D. are subjected to continuous evaluation. Their performance is evaluated individually by their research guides and collectively during the course of workshops and seminars - department level and at university level. Their final registration is subject to their satisfactory performance. The theses submitted by these students are subjected double valuation in addition to the evaluation of the guide. And based on the evaluation reports of all the three examiners - two external and one internal - they are required to appear for the open viva voce. There after, their results will be declared.

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

Yes. The details of the evaluation methods are communicated to the students well in advance at the time of admission itself. The University prospectus carries detailed information about evaluation methods and also the calendar of events.

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

The University has adopted central evaluation method, and the exercise takes place in the Directorate of Research Studies (Adhyananga). The system of double evaluation is in vogue.

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

We seek third evaluation in respect of students who have evaluation related grievances.

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

The timeframe of declaring the examination results is given below.

Name of the Examination Month in which the results are announced.

- 1.M.A. Ph.D. May Every Year
- 2.M.Phil. Aug Every Year
- 3.Ph.D Aug Every Year
- 4.Fine Arts May Every Year

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

Presently the system is not in vogue.

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

The current system of evaluation has been in practice right from the establishment of the University.

2.5.14 Has the institution developed any evaluation reforms?

Yes. The research proposals and research writing are subjected to scrutiny by the BOS and wherever necessary by the external experts nominated by the BOS.

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

Double evaluation is in vogue and wherever necessary, third evaluation is used.

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

As a Research University, our focus is more on M.Phil, Ph.D. and D.Litt programmes. The evaluation procedures are made clear to them at the time of admission itself

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

Yes, the research student are required to submit their progress reports once in six months and they are evaluated. This is in addition to the informal evaluation we carry on during the workshops / seminar we hold in the University campus - department level and University level. The system of differential weightage is not in practice at present.

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

Not applicable, since we have no affiliated college.

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

The details of question papers set and examinations conducted per year are given below.

- M.A. Ph.D. 10X2=20 Sets
- M.Phil. 4X2=08 Sets
- Ph.D 1X2=02 Sets
- M.V.A. 5X2=10 Sets
- B.V.A. 5X2=10 Sets
- B. Music 5X2=10 Sets

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

The details of malpractice's cases reported and the way they are dealt with are given below

Not Found

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

It is in practice at UG level. But it is not extended to PG examinations.

2.5.22 Give details regarding the computerization of the examination system?

All the processes involved in the examination system are computerized.

2.6. Best practices in teaching learning and evaluation.

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

Keeping an eye on excellence, the University has been reengineering its approaches to teaching-learning and evaluation from time to time to meet the changing needs, without adversely affecting the vision and mission of the University. Some of the best practices are mentioned below:

a) Ambidextrous innovations in teaching.

The methods that we adopt in teaching are relevant not only for the current context but also for the emerging future context. For example, interactive participatory dialogue method in which learning becomes a reciprocal process.

b) With a view to making learning effective, emphasis is laid on the most forgotten skill - listening. We are training students to listen with concentration, sensitivity and response, so that what is taught sinks into the heads and hearts of those who listen.

c) Efforts are being made to acquaint students with what the well-known psychoanalyst Erich Fromm calls "learning through reflective consciousness". Experts in listening say that a speaker /teacher may speak about 250 words a minute whereas a good listener can listen 700-750 words in minute. So in the remaining time in a minute, the listener can reflect on what the speaker /teacher has said and show his/her response.

d) Efforts are being made to introduce five-stage learning in the place of one stage learning i.e., "understanding" the first stage in our five stage learning. The five stages are understanding; comprehension; conceptualization; communication; and functionalisation. To be clear: the students needs understand what is taught; comprehend what is understood; conceptualise what is comprehended; communicate what is conceptualized; and functionalise what is communicated.

e) To ensure continuous improvement in teacher quality, a number of steps are taken- Some such steps are.

(i) The teachers / researchers are allowed to conduct workshops and seminars - department level and university level.

- (ii) They are allowed to participate in the workshops as participants and also as resource persons in the workshops / seminars got up by other Universities and Centres of Research.
- (iii) They are allowed to attend the Orientation and Refresher Courses conducted by the UGC Academic Staff Colleges in the state and also outside the state.
- (iv) Formal and informal performance appraisal methods.
- f) The quality and utility of our research output and the publication of the works of our researchers are subjected internal and external evaluation.
- g) Insisting on the submission of periodical progress reports by M.Phil and Ph.D. students, evaluation of their by three examiners - one internal and two external - and open Viva Voce.
- h) Special attention is given to the students belonging to the disadvantaged sections of this backward region - SCs, STs, OBCs and differently baled persons - in matters pertaining to admissions, teaching, hostel accommodation, financial assistance in the form government and University scholarships etc.,

Re Accreditation

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

(a) As far as criterion II is concerned the peer committee has expressed its satisfaction and appreciation about the various academic and research activities in its assessment report (for details please see Page 172)

(b) The observation demanding information action are :-

- i) As far as the budget for academic programs is concerned it is heartening to say that it has been greatly enhanced by the following measures.
 - The Share of academic programs in the total budget has been increased from 5% to 20.91%(2007-08)
 - There are 9 study chairs instituted by the government, Apart from Seven endowments instituted by different organizations and individualas. They carry their own budgets and the funds of the chairs are being utilized only for academic programs.
 - The University has been getting funds for the research programs / Training program form the UGC, Govt. Departments, PRI's, CII's to mention a few sources (for details please see annexure 3.2.2 on Page 73)
- ii) The teachers employed by the university are fully qualified. Of the 74, 72 have doctoral degrees to their credit of the remaining one has an M.Phil Degree and one has masters degree but both of them are presently engaged in research leading to Ph.D
- iii) As far as computer and internet facilities are concerned all the departments, two libraries one centralized computer Centre are fully equipped with computers and internet facilities. It is heartening to point out that all the teachers are provided with Computer / Laptop facilities. The students also have full access to such facilities in the departments and libraries.
- iv) The modality of teacher – evaluation by students is in vogue in an informal way in seminars, workshops and through registration to research publications. The university has not felt the need for a regular formal evaluation by students since it is more a research institution than a teaching institution.

v) Regarding research methodology workshops are concerned, it is to said that they have become a part of the academic activities of most of the departments in the University; they have become a regular feature. Inter – departmental participation is encouraged. The university has been publishing the books on research methodology authored by its faculty members. The list of books on research methodology is given below.

Sl. No.	Book Title	Author Name	Publisher Name
01	Theoretical dimension of KUH, Vidyaranya	Dr. Rahamath Tarikeri	Prasaranga ,Kannada Research
02	Research Methodology KUH,Vidyaranya	Dr. K. Ravindranath	Prasaranga ,
03	Chandrapoojary	Prasaranga ,	Research Responsibility Dr. M. KUH,Vidyaranya
04	04	Methodology of Kannada	Dr. Amaresh NugadoniPrasaranga
05	05	Research: What? Why? How?	Dr. M. Chandrapoojary Prasaranga , KUH,Vidyaranya
06	Theoretical dimension of Chandrapoojary	Dr. B.M. Puttaiah KUH,Vidyaranya	Prasaranga , Research
07	07	Prasaranga ,	Research field work Dr. M. KUH,Vidyaranya
08	08	Research Proposal	Dr. M. Chandrapoojary Prasaranga , KUH,Vidyaranya
09	09	Research	Social
10	10	Dr. M. Chandrapoojary	Prasaranga ,
			Kannada Style Manual Dr. K.V. Narayana KUH,Vidyaranya

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

The quality sustenance and enhancement measures instituted by the University with regard to teaching – learning and evaluation since the previous assessment and accreditation include the following.

Ambidextrous innovations in teaching.

- The methods that we adopt in teaching are relevant not only for the current context but also for the energizing future context. For example, interactive participatory dialogue method in which learning becomes a reciprocal process.
- With a view to making learning effective, emphasis is laid on the most forgotten skill - listening. We are training students to listen with concentration, sensitivity and response, so that what is taught sinks into the heads and hearts of those who listen.
- Efforts are being made to acquaint students with what the well-known psychoanalyst Erich Fromm calls “learning through reflective consciousness”. Experts in listening say that a speaker /teacher may speak about 250 words a minute whereas a good listener can listen 700-750 words in minute. So in the

remaining time in a minute, the listener can reflect on what the speaker /teacher has said and show his/her response.

- d) Efforts are being made to introduce five-stage learning in the place of one stage learning i.e., “understanding” the first stage in our five stage learning. The five stages are understanding; comprehension; conceptualization; communication; and functionalisation. To be clear: the students needs understand what is taught; comprehend what is understood; conceptualize what is comprehended; communicate what is conceptualized; and functionalize what is communicated.
- e) To ensure continuous improvement in teacher quality, a number of steps are taken- Some such steps are.
 - (i) The teachers / researchers are allowed to conduct workshops and seminars - department level and university level.
 - (ii) They are allowed to participate in the workshops as participants and also as resource persons in the workshops / seminars got up by other Universities and Centres of Research.
 - (iii) They are allowed to attend the Orientation and Refresher Courses conducted by the UGC Academic Staff Colleges in the state and also outside the state.
 - (iv) Formal and informal performance appraisal methods.
- i) The quality and utility of our research output and the publication of the works of our researchers are subjected internal and external evaluation.
- j) Insisting on the submission of periodical progress reports by M.Phil and Phj.D. students, evaluation of their by three examiners - one internal and two external - and open Viva Voce.
- k) Special attention is given to the students belonging to the disadvantaged sections of this backward region - SCs, STs, OBCs and differently baled persons - in matters pertaining to admissions, teaching, hostel accommodation, financial assistance in the form government and University scholarships etc.,

ANNEXURES : CRITERION II

Annexure 2.4.11

List of Faculty

Sl. No	Name	Designation
01	Dr. K.V.Narayana	Professor
02	Dr.H.C.Boralingaiah	Professor
03	Dr.B.K.Karigouda	Professor
04	Prof.Mallepuram G.Venkatesh	Professor
05	Prof. Hanumanna Nayaka Dore	Professor
06	Dr.Rahamat Tarikeri	Professor
07	Dr.H.S.Srimathi	Professor
08	Dr.T.P.Vijay	Professor
09	Dr.K.M.Metry	Professor
10	Dr.T.R.Chandrashekar	Professor
11	Dr.A.Subbanna Rai	Professor
12	Dr.C.Mahadeva	Professor
13	Dr.Manjunatha Bevinakatti	Professor
14	Dr.A.Mohan	Professor
15	Dr.F.T.Hallikeri	Professor
16	Dr.V.S.Badigera	Professor
17	Dr.K.Keshavanprasad	Professor
18	Dr.S.C.Ramesh	Professor
19	Dr.Vittalarao T Gayakwad	Professor
20	Dr.D.Pandurangababu	Professor
21	Dr.C.R.Govindaraju	Professor
22	Dr.M.Chandra Poojar	Professor
23	Dr.S.C.Patil	Professor
24	Dr.Shivananda Viraktamath	Associate Professor
25	Dr.N.Amaresh	Associate Professor
26	Dr.K.K.Madhava	Associate Professor
27	Dr.Ashoka Kumar	Associate Professor
28	Dr.Chaluvaraju	Associate Professor
29	Dr.B.M.Puttaiah	Associate Professor
30	Dr.R.Venkatesh Indvadi	Associate Professor
31	Dr.K.Mohankrishna Rai	Associate Professor
32	Dr.H.D.Prashant	Associate Professor
33	Dr.C.S.Vasudevan	Associate Professor
34	Dr.K.G.Bhatsoori	Associate Professor
35	Dr.S.S.Angadi	Associate Professor
36	Dr.Vasudev Badigera	Associate Professor
37	Dr.Gangadhara Daivagna	Associate Professor
38	Dr.M.C.Ganesh	Associate Professor
39	Dr.H.K.Nagesh	Associate Professor
40	Dr.K.Ravindranath	Associate Professor
41	Dr.N.Chinnaswamy Sosale	Associate Professor
42	Dr.Virupakshi Poojarahalli	Associate Professor

43	Dr.D.V.Paramashivamurty	Associate Professor
44	Dr.Sambamurty	Associate Professor
45	Dr.Shailaja Hiremath	Associate Professor
46	Dr.P.Mahadevaiah	Associate Professor
47	Dr.M.Usha	Associate Professor
48	Dr.A.Shridhara	Associate Professor
49	Dr.K.C.Shivareddy	Associate Professor
50	Dr.Kalaveera Manvachar	Associate Professor
51	Dr.S.R.Channaveerappa	Associate Professor
52	Dr.A.S.Prabhakar	Associate Professor
53	Sri Ramesh Nayaka	Associate Professor
54	Shri C.Venkatesh	Associate Professor
55	Dr.C.T.Guruprasad	Associate Professor
56	Dr.Siddagangamma	Associate Professor
57	Shri Janardana	Asst. Professor
58	Dr.L.Srinivas	Asst. Professor
59	Dr.Tarihalli Hanumanthappa	Asst. Professor
60	Dr.Mallikarjunagouda	Asst. Professor
61	Dr.S.Y.Somashekara	Asst. Professor
62	Dr.M.Kotresh	Asst. Professor
63	Dr.Sucheta Navaratna	Asst. Professor

Sl. No	Designation	Designation
01	Professor	23(CAS)
02	Associate Professor	33(CAS)
03	Assistant Professor	07
Total		63

(* See page 27)

Table

	SI No	Staff	SC	ST	OBC	GM	Total	Vacant
01	Teaching Staff	12	07	14	30	68	10	
02	Professor	01	01		02	04	05	
	Associate Professor	02	02	04	10	21	03	
	Assistant Professor*09	04	10	18	43	02		
03	Non-Teaching Staff	19	44	69	47	195	16	

* In Fourty Three Assistant Professor Post Five Project Assistant and Two Publication Assistants post are upgraded to Assistant professor

* Reservation Calculated on the basis of Sanctioned post

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

This criterion, as the title suggests, has three dimensions: the first one is concerned with the efforts of the University to create and promote research culture; the second one is concerned with rendering consultancy services with or without remuneration so that the knowledge, skills and expertise acquired by the University faculty in diverse fields would of use to the society, of which the University is an integral part; and the third one is concerned with rendering service to the community, particularly the local community – villages in the neighbourhood – through socially useful extension programmes.

3.1 Promotion of Research.

Research constitutes the core of all our academic activities. More than anything else, ours is basically a Research University, and it is manned by researchers. And our students – M.Phil. and Ph.D - are also engaged in research activities. The University has been providing maximum facilities and encouragement for the creation and promotion of research culture. In fact, research culture permeates all the departments in the University.

3.1.1 Is there a research committee to facilitate and monitor research? If yes, give details.

The BOS of every department performs the functions of the research committee.

- a) Every department has to take up one or two research projects every year. The research projects may be taken up by individual teacher-researchers or by all the members of the department together, depending upon the nature of the research work. The faculty has the freedom to take up short term or long term studies.
- b) The research activities are subjected to regular monitoring right from the initial phase of research proposal up to its final approval and also publication.
 - i) Every research proposal carrying details about such things as the research problem, objectives of the study, hypotheses proposed to be tested wherever necessary, methodology proposed to be used, nature and scope of the inquiry, limitations of the study, importance of the study, and the chapter scheme, has to pass through the BOS of the department concerned. The BOS, after, making a thorough scrutiny accords its approval with or without modifications. It is after passing this initial test only, the researchers are allowed to begin their research work.
 - ii) In the case of short-term projects (up to one year) monthly progress reports are to be submitted and in the case of long term projects (up to 3 years), half yearly progress reports are to be submitted by the researchers to the respective heads of the departments, who, after making scrutiny present the progress reports with their comments to the Deans committee for their perusal.
 - iii) The overall activity is reviewed by the Planning and Monitoring Committee which, apart from internal experts, has external experts, to ensure the quality, utility and relevance of research.

3.1.2 Is research a significant activity of the university, If yes, How does the institution promote faculty participation in research?

Research is the most significant activity of the University.

- a) Being basically a Research University, it has been providing not only facilities for research activity, but also ample opportunities and autonomy to the staff to carry on research which makes meaningful contribution to the world of knowledge besides contributing to the development of the region.
- b) The faculty participation in research is not confined to the research projects of the University. They are encouraged to take up research work offered by outside agencies – Universities, Research Centres (state level, national, and international level), Government Departments (Planning Department, Human Development Department, Zilla Panchayats etc) and NGOs. (A list is enclosed). However, such project proposals ought to be routed through the University. The financial support for such projects is given by the agencies offering the projects.
- c) Owing to their willing participation in research activity, they have been adding new dimensions to the methodology of Social Science Research. Innovations have been on in this area. Apart from this, they are enriching the research tradition of our University by developing action research – research for government policy formulation, policy correction, and remedial action that has direct bearing on the socio-economic, politico-cultural and eco-environmental life of the people in the state. It is a kind of diagnostic, prescriptive and prognostic research. Besides, the University has published more than ten books on Research Methodology (A list is enclosed on Page 103).

3.1.3 What provision is made in the budget for research and development?

The details of the amount earmarked for research and development during the last five years are given below :

Sl No	Expenditure	Year-wise Expenditure					Total
		2003-04	2004-05	2005-06	2006-07	2007-08	
1	Total expenditure provided in the Budget	240.02	663.3		894.02	1711.50	962.18
2	Amount earmarked for R & D	45.21	150.45	201.10	342.25	106.92	
3	Percentage share of R & D in the total expenditure	18.835	22.681	22.49	19.997	11.112	

Rs. In Lakhs

3.1.4 Does the University promote participation of the students in research in the academic programme?

By and large, our academic activities are research- oriented. Most of our research studies involve extensive field work in which the researchers and researched work together.

Our M.Phil and Ph.D, students carry on their own areas of research under the guidance of the research-supervisors of the University. But, they are actively involved in most of the research-related activities of the University. Apart from that, they are actively involved in the research projects of the departments to which they belong. In that process, by the time they complete their courses, they would have acquired the required knowledge, skills, and attitudes for carrying on research independently.

3.1.5 What are the major research facilities developed and are available to faculty and students on the campus?

The research facilities developed and made available to the faculty and students in the campus include the following:

- i) Physical infrastructure such as well equipped buildings for each department, central library and department-wise libraries with the required latest books and journals, computer and internet facilities, and other electronic devices audio-visual aids.
- ii) Financial infrastructure in terms of adequate grants for carrying on research projects. The University allocates Rs. 1 lakhs per annum for each department. This is in addition to the grants the departments on UGC projects and projects sponsored by the government departments at the state level, and Zilla panchayats at the district level.
- iii) Human infrastructure in the form of intangible human capital has been playing a determining role in attaining and sustaining qualitative and socially useful research. By passage of time, all the departments have senior and experienced researchers. The University has not been suffering from shortage of research staff.
- iv) All the research facilities available to the staff, to a great extent, are also made available to the students. More than anything else, they get guidance from highly experienced researchers.

3.1.6 Does the university subscribe research journals for reference as per the different departmental requirements?

Yes – The University subscribes to State level, National and International level research journals, keeping in view the department-wise research requirement, apart from journals of general importance. (A list of such journals is enclosed Annexure 3.1.6 on Page 56).

3.1.7 Does the university extend recognition to National institutions that provide research training leading to research degrees?

The University has extended recognition to 6 centres of higher learning that provide research training leading to research degrees. The 6 recognised centres are. (See Annexure 3.1.7 on Page 58)

3.2 Research and Publication output.

3.2.1 Give details of the ongoing minor and major projects?

Acquisition and dissemination of theoretical and empirical knowledge is one of the major objectives of this University. The research studies of the University, to a great extent, have bearing on the society at large and particularly on the lives of the people inhabiting both the halves North Karnataka and South Karnataka; of course, North Karnataka and in it Hyderabad Karnataka, attracts more attention.

The details of the major and minor research projects completed during the last five years and department-wise are given below:

Details of projects completed and Ongoing Research Projects (See Annexure 3.2.1 on Page 59)

3.2.2 Does the university have research funding from the Government, Industry, NGO or International agencies? Give details

The details of research funding from the government, UGS, Industry, NGOs etc., are **given in Annexure 3.2.2 on Page 68**

3.2.3 Does the University have research students currently registered for Ph.D?

The department-wise details of students currently registered for Ph.D. are given below
Students Registered for Ph.D.

Sl No.	Name of the Department	No. of Ph.D students on Rolls in the current assess ment period
01	Dept. of Literature Studies	16
02	Dept. of Language Studies	09
03	Dept. of Translation Studies	09
04	Dept. of Dravidian Culture Studies	09
05	Dept. of Women's Studies	09
06	Dept. of Manuscriptology	10
07	Dept. of Tribal Studies	09
08	Dept. of Folklore Studies	15
09	Dept. of History	13
10	Dept. of Ancient history and Archaeology	09
11	Dept. of Epigraphy	09
12	Dept. of Development Studies	09
13	Dept. of Anthropology	00
14	Dept. of Music and Dance	01
15	Dept. of Visual Arts	03
16	Dept. of Architecture, Sculpture and Iconography	—
Total Students Enrolled		130

3.2.4 Does the University provide fellowship/scholarship to research scholars?

The University does provide fellowship/ scholarship to research scholars. The details are given below :

- (i) UGC fellowship -NA- Per annum per student.
- (ii) University fellowship Rs.24000/- Per annum per student
- (iii) Scholarship given by the Social Welfare Department, Govt. of Karnataka Rs. 12000/- Per annum per student.
- (iv) Rajivgandhi Fellowship Rs. 1.44Lakh

3.2.5 Does the University have post-doctoral fellows currently working in the institution?

No. Presently, there are no post doctoral fellows in the University.

3.2.6 Give the highlights of the collaborative research done by the faculty

The highlights of department-wise details of collaborative research done by the faculty **See Annexure 3.2.6 on Page 70**

3.2.7 What research awards and patents were received by the faculty during the last five years?

The Research Awards received by the faculty during the last five years See Annexure 3.2.7 on Page 71

3.2.8 Are there Research papers published in refereed journals periodically, by the faculty? If yes, specify.

The research papers published by the faculty in refereed journals See Annexure 3.2.8 on Page 74

3.2.9 Give the list of publications of the faculties

- a. Books
- b. Research papers
- c. Abstracts
- d. Proceedings
- e. Theses etc.,

Most of the research works done by the faculty are published. The books, articles, thesis published by the faculty are given below:

Sl No.	Nature of the work	Nos.
1	Books	340
2	Theses	—
3	Research papers in University Journals	522
4	Research papers in refereed journals.	113
5	Others	106

See Annexure 3.2.8 on Page 82 & 3.2.9 on Page 94

3.3 Consultancy :

The University, in its own limited way, has been providing consultancy services in the region.

3.3.1 List the broad areas of consultancy services provided by the Institution during the last 5 years

The details of consultancy services provided by University during the last five years See Annexure 3.3.1 on Page 69

3.3.2 Does the institution publish the expertise available for consultancy services?

So far the University has not done it. It proposes to do it hereafter.

3.3.3 Give details regarding the nature of consultancy services and revenue generated?

The details regarding the nature of consultancy services provided and the revenue generated See Annexure 3.3.3 on Page 69

3.4 Extension Activities :

Extension activities are the major means through which the University provides community services. This activity carries two aspects, namely, serving the community, and in that process, learning through reflective consciousness. The extension activities are integrated into our curricular and co-curricular activities. The teachers as well as students participate in extension activities.

3.4.1 What out reach programmes are organized by the institution? How are they integrated with the academic curricula?

The outreach programmes organized by the university include such activities - academic and extra academic – as workshops, seminars, focus group discussions, awareness programmes in rural areas, adoption of villages in the neighbourhood, health checkup camps etc.

Our centre for Women's Studies has been conducting extension activities on gender- related matters such as reproductive health, child care, nutrition, family planning etc. by adopting the neighbouring villages. Kamalapura is one such village in which the centre has been holding the above education programmes.

3.4.2 How does the university promote university-neighborhood network in which students acquire training, which contribute to sustained community development?

a) The Prasaranga (Publication division) of the University is one of the main means through which it serves the neighbourhood community. The prasaranga goes on Pustaka Yatre (Book Yatre) every year; it is a regular annual feature. The Yatra spreads book-reading culture among the people. It also holds back exhibitions. During the course of book Yatras the University arranges lectures, seminars and informal group discussions which among other things, sensitizes and conscientises the people about the socio-economic, politico-cultural aspects of life.

b) Our University has been serving the community through its study centres located in four important places in Karnataka known for the cultural heritage they carry., They are Kudalasangama in Bagalkote district, Kuppalli in Shimoga district, Kurubanhatti in _ Chamarajanagara district, and Badami in _Bagalkote district.

c) Yet another way of serving the community indirectly through the periodicals and tracts the University publishes in kannada language. The creative and critical knowledge generated in the University is being disseminated for the benefit of the community through this exercise.

3.4.3 How does the institution promote the participation of the students and faculty in extension activities of NSS, NCC, YRC and other NGOs? How often and in what roles are they involved?

The students participate in all the extension activities that the University takes up in the neighbourhood along with the faculty members. Presently the University does not have NCC, NSS etc.

3.4.4 Is there any research or extension work to ensure social justice and to empower under-privileged sections in particular, women and children?

Our research and extension activities, inter alia, are focusing on the problems of the under-privileged and marginalized sections of the society.

a) The Women's Studies Centre is concentrating on research studies and extension programmes on Women's issues – overall health, socio-economic and political empowerment.

It has been actively engaged in the formation and functioning of Self Help Groups in the neighbourhood.

b) The department of Tribal Studies has been giving exclusive focus on the life of the tribals in Karnataka. The department's studies have influenced the policy of the government of Karnataka in formulating and implementing the proposals for the rehabilitation of nomadic tribes in Bellary District and elsewhere.

- c) The department of Development Studies has done a number studies on the socio-economic life of the disadvantaged sections in the most backward region. Here are few examples:
- i) Train the rural masses in the art of grassroots level planning by holding Vasathi Sabhas / Ward Sabhas, and thereby enabling them to participate in local governance and planning at G.P. level.
 - ii) Training the elected functioning in the science and art of local governance and planning at the GP level, taluk level and district level.
 - iii) Conducting studies on the living conditions – health, education, food security etc. of the SCs, STs and other backward people in the region.
 - iv) Conducting studies on the pathetic conditions in which the migrant mining workers live.
 - v) Studies are also being conducted on the living conditions of landless agriculture labourers in general and that of the life of the landless formal agriculture labourers.
 - vi) Studies are also made on the conditions of community toilets and individual toilets which the underprivileged sections use in the rural parts. The findings of the study are communicated to the government.

3.4.5 What is the impact of extension on the community? Specify.

The impact of the extension work done and being done by our University is summarized below:

- a) The work of the Department of Tribal Studies has made the government establish self contained – housing, schools, health centres, and drinking water and sanitation facilities - Colony for the underprivileged nomads in the outskirts of Bellary city.
- b) A number of SHGs (Women) are functioning in the neighbourhood villages.
- c) Health, education, health check-up camps in the adopted villages has become a regular feature.
- d) Continual training given to GP members both men and women – has made them vocal. With the knowledge they have acquired, they have been able to participate in local governance and local planning.
- e) Some of our studies have changed the government policies which have bearing on the people of backward regions.

3.5 Collaborations

The University, having been fully convinced of the determining role of collaborative research and extension activities in promoting the quality of research and attaining academic excellence, on the one hand, and discharging social responsibility, has been working in collaboration with other institutions and centres of higher learning for the past 18 years. Some of them are national and international in character.

3.5.1 How many linkages does the institution have, for research and extension?

The details of the linkages that the University has for research and extension are given below :

- a) We have entered into MOU with the Kannada Development Authority in Karnataka to teach kannada language to government employees. Besides, we have also agreed to prepare a dictionary which would be use in carrying on administrative work in the language of the people, i.e., Kannada.

- b) The University has entered into an MOU with Dravidian University, Kuppam (Andhra Pradesh) in connection with the preparation and publication of the encyclopaedias of South Indian folklore in four languages namely, Kannada, Telugu, Tamil and Malayalam. On our part, we have agreed to prepare the Kannada Folklore encyclopaedia. The work is in progress.
- c) We have entered into an MOU with the Central Institution of Indian Languages(CIIL, Mysore) for the study of local dialects
- d) The University has made collaboration arrangements with the :
 - i) Karnataka Sahitya Academy
 - ii) Karnataka Janapada Academy
 - iii) Lalitakala Academy

To jointly organize a variety of programmes including workshops and Seminars. And with pardonable pride, we say that our faculty members have been taking lead in conducting those programmes.

- e) By entering into an agreement with the Karnataka Gazatteer Department, our University has completed a mega project for the Suvarna Karnataka Series (Three Volumes)
- f) Some kind of teachers exchange programme is in vogue. Every department is allowed to use this arrangement by inviting professors on short term basis as visiting professors to their departments.
- g) Some of our professors, based on their academic excellence, have been appointed special officers for starting new Universities in Karnataka. And subsequently, they are appointed Vice – Chancellors. Prof. Mallepuram G. Venkatesh and Prof. Hanumanna Naik have been appointed Vice Chancellors of Sanskrit University and Music University, respectively.
- h) The faculty members of the Department of Development studies, by entering into an MOU with the Human Development Division of the Planning Department, Govt. of Karnataka, have completed the preparation of the Bijapur District Human Development Report, and presently, they are engaged in the preparation of the district Human Development Reports of three districts namely Raichur, Bellary and Gadag.

Presently, we have made MOUs with three foreign Universities, namely, Vyujberg University, German, New York State University, USA and Hydenberg University, Germany.

3.5.2 List the organizations and the nature of linkage and expected outcomes.

The details of organizations and the nature of linkages and expected outcomes.

3.5.3 How does the linkage promote

- a) Curriculum development
- b) Internship
- c) On-the-job training
- d) Faculty exchange and development
- e) Research
- f) Consultancy
- g) Extension
- h) Publication
- i) Student Placement

The linkages have contributed significantly in the following areas:

- a) The interaction with the researchers of other institutions / centres of higher learning have enabled us to improvise / improve the curriculum for M.Phil and Ph.D. students.
- b) It is a kind of internship for our students when they participate in research related activities along with our faculty members. For M.Phil. and Ph.D. students, first six months they are trained in the diverse aspects of research such as defining the research problem, setting the objectives and hypotheses, and based these aspects deciding the kind of methodology to be adopted.
- c) In all our consultancy and extension activities the research students are involved.
- d) The University has a student guidance cell. But we do not have any specific arrangement for student placement. However, it is to be pointed out that our M.Phils and Ph.Ds have secured placement on their own. Some have found their way into Universities, and some into government colleges.

3.6 Best practices in Research, Consultancy and Extension.

The University has been viewing best practices as those which lead to superior performance resulting in successful outcome in terms of generating knowledge which would be of use to the learner as well as the community. The best practices in Research, Consultancy, and Extension are given below:

Describe the best practices in research, consultancy and extension with reference to promotion of research / publication output / consultancy and extension activities / collaborations?

a) Research :

- i) Participatory research in which the researchers and the researched work together.
- ii) Action research – diagnostic, prescriptive and pronostic - which has bearing on government's policy formulation, policy correction and remedial action.
- iii) Shifting the focus of development research from the exclusive growth –centre development paradigm in which “income” matters most to the inclusive human development paradigm in which “people” all people – matter most.
- iv) Providing the required physical, financial, and human infrastructure to attain and sustain excellence in research.
- v) Granting sabbatical leave to the faculty members to take up advanced research works and encouraging them to publish their research output.
- vi) Flexitime facility for researchers whose works involve extensive field work, especially in rural and tribal areas.
- vii) Any other studies of other departments may be listed here.
- viii) Mention the number of books published regarding research output.

b) Consultancy

The best practices in consultancy are listed below:

c) Extension

The best practices in extension are listed below:

- i) Conducting awareness programmes in the neighbouring villages on health, education and livelihood opportunities made available by the government.
- ii) Holding workshops, seminars and informal discussions in the rural areas to empower women.

- iii) Assisting rural women in forming, developing and maintaining SHGs in the neighbourhood.
- iv) Pustaka Yatre by Prasaranga.
- v) Establishment of study centres in different parts of the state to disseminate knowledge with an eye on cultural studies.
- vi) Publication of periodical and tracts in people's language, i. e. Kannada.

Re-accreditation

3.7.1 What were the evaluative observations made under Research, Consultancy and Extension in the previous assessment report and how have they been acted upon?

The observations of the peer committee on research, consultancy and extension carry more and more words of satisfaction and appreciation than those demanding information and action.

- a) The details of observations of appreciation are found in the main report on
- b) The University has been consciously transcending the confines of its mono-lingual nature. The University has been publishing a half yearly Journal in English entitled "Journal of Karnataka Studies". It has plans to bring out a few more periodicals in English.

3.7.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Research, Consultancy and Extension?

The quality substances and enhancement measures instituted by the University since the previous assessment and accreditation with regard to Research, Consultancy and Extension include the following.

b) Research :

- j) Participatory research in which the researchers and the researched work together.
- ii) Action research – diagnostic, prescriptive and pronostic - which has bearing on government's policy formulation, policy correction and remedial action.
- iii) Shifting the focus of development research from the exclusive growth –centre development paradigm in which "income" matters most to the inclusive human development paradigm in which "people" all people – matter most.
- ix) Providing the required physical, financial, and human infrastructure to attain and sustain excellence in research.
- x) Granting sabbatical leave to the faculty members to take up advanced research works and encouraging them to publish their research output.
- xi) Flexitime facility for researchers whose works involve extensive field work, especially in rural and tribal areas.
- xii) Any other studies of other departments may be listed here.
- xiii) Mention the number of books published regarding research output.

b) Consultancy

The best practices in consultancy are listed below:

c) Extension

The best practices in extension are listed below:

- i) Conducting awareness programmes in the neighbouring villages on health, education and livelihood opportunities made available by the government.
- ii) Holding workshops, seminars and informal discussions in the rural areas to empower women.
- iii) Assisting rural women in forming, developing and maintaining SHGs in the neighbourhood.
- iv) Pustaka Yatre by Prasaranga.
- v) Establishment of study centres in different parts of the state to disseminate knowledge with an eye on cultural studies.
- vi) Publication of periodical and tracts in people's language, i. e. Kannada.

ANNEXURES: CRITERION III

Annexure 3.1.6

List of Journals Subscribed by the University

1. Anikethana
2. Karnataka Lochana
3. Janapada Jagattu
4. Janapada Vichara
5. Dravida Adyayana
6. Neenasam Matu Kathe
7. Yojana
8. Sankalana
9. Sankramana

English Journals

10. Arth
11. Art India
12. China Report
13. Down to Earth
14. Political and Economy Journal of India
15. Social Action
16. Social Scientist
17. Southern Economist
18. Ushas
19. Economic and Political Weekly
20. Reserve Bank of India Bulletin
21. Indian Epigraphy
22. Quarterly Journal of Mythic Society
23. Quarterly Review of Historical Studies

International Journals Subscribed

24. Contemporary India
25. Indian Journal of Applied Linguistics
26. International Journal of Communication
27. International Journal of Rural Management
28. Language Forum
29. Marg
30. National Geopgraphic
31. Seminar
32. Quest Historica
33. Journal of Librarian ship & Information Science
34. Journal of Developing Societies

35. Progress in Development studies
36. Journal of South Asian Development
37. Journal of Asian & African Studies
38. Journal Literature & Aesthetics
39. E-Journals

Annexure 3.1.7

RESEARCH INSTITUTIONS RECOGNIZED BY THE UNIVERSITY

1. Karnataka Rashtriya Shikshana Samsthe, Bidar
2. Rastra Kavi Govinda Pai Research Centre. M.G.M. College, Udupi
3. B.M.Sri Smaraka Foundation, B.M.Sri Kala Bhavana, Bangalore
4. Dr. H.M. Nayak Research Centre. S.D.M. College, Ujire
5. B.L.D Samsteya Dr. F.G. Halakatti Research Centre, B.L.D Education Campus Bijapur
6. Karnataka Theological Research Centre, Mangalore
7. Karnataka Sangha, K.C.Road, Mandya
8. Kuvempu Vidya Vardaka Institute, Mysore
9. Kavya Mandala, R.V. Road, Bangalore
10. Ranga Adhyayana Kendra, Bhandarkars College, Kundapura
11. Lingayath Adhyayana Institute, Gadag
12. Centre for Multi Disciplinary Development Research (CMDR), Yalakki Setter Colony, Dharwad
13. Sri Basaveshwara Veerashaiva Vidya Vardhaka Research Centre, Bagalakot
14. J.S.S's Dr. D.Veerendra Hegade Research Centre, Dharwad
15. Kannada Sahitya Parishath, Bangalore
16. Sri Vrushabendra Education Institutes Research Centre, Harogeri

List of completed & ongoing Research Projects

1. Hampiya Jatheregalu mattu Acharanegalu
2. Puratatva Vishwa Kosha (Encyclopedia of Archaeology)
3. Karnataka Puratatva Samputa-7, Nanyagalu
4. Sachitra Karnataka (Pictorial Karnataka)
5. Karnataka Devalaya Kosha -Gulbarga Jille (Documentation of temples in Gulbarga District)
6. Karnatakadalli Bahubali Shilpagalu (in Kannada)
7. Encyclopaedia of Karnataka Temples Raichur District
8. Karnataka Devalaya Kosha: Gulbarga Jille (Karnataka Temple Directory: Gulbarga District)
9. Karnataka Puratatva samputa-4, Vastushilpa (Karnataka Archaeology Volume 4 :Architecture)
10. Karnataka Devalaya Kosha: Bidar Jille (Karnataka Temple Directory: Bidar District)
11. Mumbai Karnataka Charcugalu
12. Karnataka Puratatva Samputa-6, Murti Shilpa and Chittrakale
13. Karnataka Devalaya Kosha: Gulberga Jille
14. Karnataka Devalaya Kosha: Belagavi jille
15. Puratatva Samputa-1, Principles and Methods of Archaeology (In Kannada)
16. Karnataka Devaalaya Kosha-Chitradurga Jille
17. Political Economy of Post Colonial Karnataka – Issues and Concerns
18. (Vasahattotara Karnatakada Abhivruddi
19. Quality School Education: The role of Teacher-Community and Departments- A Cultural Study
20. Empowering the SDMC towards the Quality School Education in Karnataka (Action Research)
21. Suvarna Karnataka Abhivruddi Patha (A silverjubilee Valume on Suvarna Karnataka)
22. SAP DRS II – Forest and Tribal Folklore in Karnataka 2009-2014
23. Alemari and Are Alemari Samudaya Adhyayana Study on Kunabi Tribe)
24. A Complete Study on Tribes of Karnataka
25. *SAP Project From 2003*
26. SAP DRS II – Forest and Tribal Folklore in Karnataka 2009-2014
27. Sidi Ondu ugra Acharaneya Adhyayana (Hook Swinging : A study of violent ritual), from 2005
28. Alemari Mattu Arealemari Samudayagala Adhyayana, Helavaru (A Study of Nomadic and Semi Nomadic communities, Helava Community), from 2006
29. Karnataka Budakattugalu Mattu Naxlbari Chaluvali (Naxlbari Movement and Tribes of Karnataka) 2006
30. Encyclopedia of Karnataka Folk Deity
31. Encyclopedia of Karnataka Folk Arts
32. A Study of Traditional Knowledge of Rain and Star
33. Collection of Tribal Epics Male Mahadeswara
34. Collection of Tribal Epics Biligiri Ranga
35. Tribal Medicines
36. A Study of Okkai Kuruba
37. An Extensive Study and Evaluation of Tribal set up in Karnataka, 2004-05 (UGC / SAP Five years Project)

38. SAP DRS II – Forest and Tribal Folklore in Karnataka 2009-2014
39. Soligara Kannada
40. Andhra Samudayagalu
41. SAP Project From 2003-2009
42. SAP DRS II – Forest and Tribal Folklore in Karnataka 2009-2014
43. UGC Major Research project : Traditional Food Habits among Karnataka Tribes (Special reference to KaduKuruba, JenuKuruba and Soliga Tribes)
44. Alemari Mattu Arealemari Samudayagala Adhyayana, Gondalig (A Study of Nomadic and SemiNomadic communities, Gondaliga Community), from 2006
45. Gouligar Talasparshi Adhyayana (A Micro study of Gouliga Community in Karnataka)
46. Kudubi Talasparshi Adhyayana (A Micro study of Kudubi Community in Karnataka)
47. Janapada Rangabhumiyaalli Stri (Folk Theatre and Women)
48. Kannada University Epigraphically Series, Haveri Dist.
49. Kannada University Epigraphical Series, Gulbarga Distick
50. Sanskrit Inscription of Karnataka Edited
51. Volume of the Inscriptions of Raichur District
52. Volume of the Inscriptions of Bagalkot District
53. Sacrifices for Cattle Protection
54. Volume of the Inscriptions of Proudadevaraya
55. Volume of the Inscriptions of Krishnadevaraya
56. Volume of the Inscriptions of Bijapur District
57. Volume of the Inscriptions of Gadag District
58. Volume of the Inscriptions of Sangama Dynasty
59. Inscriptions and Manuments of Haduvalli
60. District Epigraphical Series, Raichur District
61. Bangalkot District
62. Bijapur District
63. Hampi paramarshana grantha Lekhana Suchi
64. Re-reading Rajendranaame, a text of early 19th Century
65. (in Progress)
66. DSERT Text Book Syllabus Forming Project: Class V to X (Completed and Reports have been Submitted in 2008)
67. Working as the Chief Editor of Kannada University -History Volumes on Historiography, Asia, Europe, Africa,
68. America, Indian sub-continenet and Modern Karnataka; and Editing Indian Subcontinent and Historiography
69. in the series as a Volume Editor (in print)
70. Identities in Karnataka: Border Problems (In progress)
71. Intervention of Naxalism in Karnataka (Completed and Submitted to ARC, New Delhi)
72. Edited with Introduction, E. Marseden's Kodagu Vivarane (Description of Coorg) published in 1902 (Second Edition), a detailed description of Coorg in Kannada and Kodagu language by a European in 19th Century. (Completed and Published)
73. The Question of Identity in Kannada Nationalism (Completed)
74. Icons of Kannadamma
75. Cultural history of Karnataka
76. Discourse of Tippu
77. New Historicism
78. New Histories

79. Cultural Icons of Karnataka Vol – I
80. Cultural Icons of Karnataka Vol – II
81. Struggle for united Karnataka
82. Movements for Karnataka unification and naming
83. Charitrika Karnataka
84. History of Contemporary Karnataka
85. Urbanization of Pre-Colonial Karnataka
86. Colonialism and Urbanization
87. Sulthans of Mysore and Tulunadu
88. Partition of Canara
89. Editor of History Volumes on Asia and Europe
90. Nayakas of Keladi and Tulunadu
91. Samarajya mathu Samsthana (Cultural History of Vijayanagar Ikkeri and Mysore Kings)
92. Nalvadi Krishnana, Mysore (Mysore of Nalvadi Kishna IV, Social Educational and Development Study)
93. Dalitara mele davrjanya : ondu Nota (Atrocities)
94. Prabhutva mattu Dalituru (Government and the Dalits) (A Study in revolt)
95. Bahrathyu Samaja mattu Dalitaru (Indian Society and Dalits)
96. Editor of History Volumes in Karnataka Volumes Series (In print)
97. Editor of History Volumes in Africa Charitre (in print)
98. Baadami Chalukyaru (Lekhana Sampatu) (Articles on Baadami Challukyuru)
99. Hampi : Andu Indu (Hampi : Then and now)
100. Colonial rule in Bellary District
101. Culture of the Vijayanagara Period (hunting, Pastoral, Agriculture)
102. Bellary Jilleya Paleyagararu
103. Nagatiya's of Karnataka
104. Vasahatu Kaleena Bellary Jille
105. The Principality of Eastern Karnataka
106. Watchman ship in Karnataka (Talavarike)
107. A History of Kamagheti Lineage
108. Sarja Hanumappa Nayakana Kathana Kavya
109. Valmiki Samudayada Prathasmaraniyaru
110. Bedas Principalities of Karnataka
111. Piligrimages of Krishnadevaraya
112. Indigenous Knowledge in Agriculture Practicesin South Karnataka
113. Hampi smarakagalalli Jeeva Vaividya
114. Parisara Sambandhi aacharanegalu
115. Ambedkar thought
116. Dalit Dialect
117. Primitive Folklore
118. New world space for native thought
119. Eco culture of the hampi world heritage area
120. Manteswamy Mathu Dalitaru
121. Bimbadolagana prana
122. Samajika Samskruthika Rupanthagalu Hampi
123. Jagathikarana mathu tatvika anusandana
124. Nagesiyaru
125. Hyderabad Karnatakada Mukti Sangarshadalli Janapada sahiyada patra

126. Hyderabad Karnatakada Komusouhardateya Padagalu – UGC/MRP
127. Kannadadalli English (English in Kannada)
128. Upabhasha Kosha (Dialectical Dictionary)
129. Pratyayagala Prarishkarane (Revised of Textbooks)
130. Kannada Jagattu: Ardha Shatamana (Kannada world: State Reorganisation and after)
131. Balake kannada Kosha (Dictionary of Kannada Usage)
132. Revision of Kannada 5th to 10th language textbooks of Govt.of Karnataka &
133. Revision of Kannada Language Encyclopedia of Kannada University
134. Kannada Usage Dictionary
135. Preparation of Press-ready script of English Words in Kannada language
136. Social Identity of Kannada
137. Revision of Kannada I/II/III language textbooks of Govt.of Karnataka
138. Languages of Karnataka
139. Revision of Kannada Language Encyclopedia of Kannada University
140. Preparation of Press-ready script of English Words in Kannada language
141. Ready reckoner in Kannada
142. Revision of Kannada I/II/III Language Text books of Government of Karnataka
143. Isu Dictionary (Pilot)
144. Preparation of press-ready script of English words in Kannada Language
145. Ready reckoner in Kannada
146. Revision of Kannada Language encyclopedia of Kannada University
147. Word formation with word suffix
148. Revision of Kannada I/II/III language textbooks of Govt.of Karnataka
149. Kannada oodi bare
150. Preparation of Press-ready script of English Words in Kannada language
151. Revision of Kannada Language Encyclopedia of Kannada University
152. Problems of learning Kannada (reference of Urdu speakers in Kannada)
153. Jeeva jagattu Vishwa Kosha
154. Sthreevada (Feminism)
155. Kannada Mahila Sahitya Charitre
156. Second sex
157. Jeeva Jagattu: Viswakosha (Co-Ed) (An Encyclopaedia on Bio-World)
158. GundaBasavana Kavya (Kalajana Saint-Medieval period of Karnataka)
159. Kannada literature and Inter-disciplinary studies
160. Shatamanada Chintana Sahitya: Mahile, (Twentieth Century Critic of Women's)
161. Kannada (Asst-Ed) Adhyayana Patrike
162. Amarkalyana (The Cultural Analysis of Medieval Kannada Mystic Cult of Amarakalyan)
163. Preparing Reading Source material for the student of M.A in Women's studies Course
164. Mahilaa Aarthikate (Collection of Special Lectures on Feminist Economics)
165. Mystic Cults in Karnataka With Special reference to Kodekal cult, Thintini cult, Shirahatti cult, Savalagi cult and their relationship with Sufi cults of the Period
166. Mahile: Dudime Mattu Biduvu (Collection of articles Presented at the Seminar Conducted on Women Work and Leisure)
167. Henu mattu Bhashe (Collection of Special lectures on Women and Languages)
168. Mahila Adyayan
169. Mahila Adyayan
170. Mahila janapada Sahitya
171. Jogathi, Basavi Balabasavi

172. Janapada Sahitya (Matagatiyaru)
173. Koravanjiyavaru
174. Kannada Literature and Counter Culture Collection of Polanki Writings (Ed.)
175. Year Book of Kannada (Ed.)
176. Sufis of Karnataka
177. Natha cult of Karnataka
178. Kannada Literary poetics vol.2,
179. Theoretical aspects of Kannada Research Methodolgy,
180. kannada literary poetics vol. 3
181. Syncreticism in moharam songs of karnataka UGC major project, Individual
182. Mass media
183. Kannada Abhimanada Samajika Nelegalu
184. Kannada Dalit Literature and Karnataka Dalit struggles
185. Thejasvi Kathana : samjika ayamagalu
186. UGC Majar Research Project
187. Suladi Documentation
188. ManuscriptsCollects and Mantainedthe Catalogue in Raichur District
189. A History of Kannada Manuscript writers :
190. Ayyappa Kaviya Chidanandavadut Charite
191. ManuscriptsCollects and Mantainedthe Catalogue in Chitradurga Distrit
192. ManuscriptsCollects and Mantainedthe Catalogue
193. Documentation & Analysis of Halumatha Culture in Karnataka
194. Koluru Shankara Kaviya Tinthini Monappayyana Charite : editing work
195. Rastapur Bheema Kaviya Halumatottejaka Purana : Editing Work
196. Sarala Shabdamanidarpana
197. Kannada Hastapratigala Bhashikavivechane
198. Karnataka Bhashabhushana
199. Vachana Sahitya Bhashe
200. Vachana Sahitya Chandolaya
201. Kannada Vishwavidyalayada Hastapрати Suchi Samputa-8
202. Manuscripts Collects, Maintained and catalogue In Koppal District
203. Manuscripts Digitalization
204. Kannada University Catalogue Vol-4
205. A Survey, Conservation Documentation & Digitalization Of Manuscripts in Northern Karnataka Districts (Special Project)
206. Kannada Hastapratigala Bahupatyeeya Nelegalu
207. Kannada Hastprati Suchi Samputa-7
208. Kannada University, Hastapрати Suchi samputa –8
209. Kannada University Catalogue Vol-3
210. Gunda Brahmayyara Sahitya
211. Kannada Teeka Sahitya
212. Kannada Uddharana Sahitya
213. Kavyokta Kavicharite

214. A Cultural Study of Place names found in Kannada inscriptions of Ballari District
215. Kannada University Vol-IV
216. Nangalingaswamy tatvapadagalu
217. Dasarayara Padagalu
218. Encyclopedia of South India
219. Dakshina Bharathada Anubhava Parampare
220. Dravida Sahitya Mimansa
221. Tulu sahitya Charithre
222. Dakshina Bharat Anubhava Parampare
223. Hampi: Vishwa parampare – Sthaliya Parampare.
224. Gadinadu Kasaragodina Bahumukhi Samskrithi
225. Dakshina Bharatha Vishvakosha
226. Dakshina Bharatha Anubhava Parampare
227. Telugu Samskrithi
228. An Encyclopaedia of South India
229. Mystic Schools of South India
230. History of Tulu Literature
231. Yakshagana Learning
232. Dravidian Lexicon
233. Taulanika Dravida Vyakarana (Translation)
234. Hampi Vishva Parampare Mattu Sathaliya Parampare
235. Samshodhona Karnataka
236. Translation of Achyutarayabhudayam (A Historical Samskrit Poetry)
237. Kathe Mattu Hadu
238. Kannadadalli Shakesphere
239. A study of Talstoy's Literature
240. Aharya of Yakshagana
241. Process of Kannada-Malayalam Translation
242. Women life in India Tr. From Marathi by Dr. Lila Patil
243. Mythification of Kuvempu's Epic Shri Ramayana Darshanam
244. Vitthala Cult in Medieval Maharashtra & Karnataka(M. R. Project)
245. Women's Movement and Women issues in India
246. Women and Caste: A Theoretical understanding
247. Modern Kannada women's literature
248. Kannada-Hindi Translation Processes
249. Translation and Gender politics (with reference to Kannada)
250. Shilpavana sculptures
251. B.K. Halli Mural Paintings
252. Chitrakaleya Vivaranatmaka Granth Souchi
253. Karnataka chitrakala Dharshana

MRP Undertaken during 2003-08

Sl. Title	Principal Investigator / Dept	Amount / Year No.	
01 Aharya of Yakshagana Translation 30.06.2004	Dr.A.Mohan, Dept of 01.7.03 to	2,82,640.00	
02 Social Capital, Panchayats: A camprative Study of Karnataka Decentralized Rural Development	Dr.Chandra poojar, Dept of Development Studies	4,55,686, 01.07.2003 to 31.12.2006	coastal and and
03 History of Kannada writers : A Study	Dr.F.T.Hallikeri, Dept of Manuscript	2,44,540.00 01.07.03 to 30.6.2005	manuscript
04 A Study of Social spread and Recall of Primary Education and Backward District, Karnataka	Dr.H.D. Prashant, Dept of Devolepment Studies	80,000.00 1.1.2005 to 31.12.2006	
05 Construction of coactivity interacted writers Folk Epics	Dr.Manjunatha Bevinakatti, Dept of Folklore:	4,82,000.00 1.1.05 to 30.6.2007	An
06 Multifacil Documentary Translatation of Tulu paddanas	Prof.A.V.Navada,Dept of Manuscripts	5,71,600.00 01.1.05 to 31.12.07	and
07 Epigraphically Glossary Cultural words of Karnataka	Dr.Devarakondareddy, Dept of Epigraphy of	4,14,600 01.01.05 to 31.12.2007	Socio-
08 Medival Veerashaiva and Cultrate Thinking: With special reference to Balabasava Tradition	Dr.R.Venkateshan, Dept of Kannada Litreture	90,000.00 1.1.05 to 31.12.06	Literature
09 Sacrifice cattle protector Epigraphically Folk Based stud (In Kannada)	Dr.D.V.Paramashivamurty, Dept of Epigraphy	37,000.00 1.1.05 to 31.12.2006	
10 Vittala out In Medieval Maharastra and Karnataka	Dr.VittalaRao T Gayakwada, Dept of Translation	3,48,400.00 1.7.06 to 31.12.07	
11 Mystic cuts In Karnataka: With special Reference to Kodekal Cult, Thinking out, Sharavati cult, Savagi and there Relationship with soopicults of the period.	Dr.Shivanada S.Virtkamat, Dept of Women Studies	3,27,900.00 1.7.06 to 30.6.09	

12	Cultura study of place found in the Bellary dist	Dr.K.Ravindranatha, Dept of Manuscript logy	4,24,600.00 1.7.06 to 30.6.09	names kannada of
14	Documentations and Analyst of Halumatha Culture of Karnataka	Dr.F.T.Hallikeri, Dept of Manuscript logy	6,22,600.00 1.7.06 to 30.6.09	
15	Traditional Food Habits tribes (Special reference to kadu kuruba, Jenukuruba and soliga tribes)	Dr.Gangadara Daivagna, Dept of Tribal Studies	3,61,400.00 1.7.06 to 30.6.08	Among
16	The locations of comm-Harmony in Hydera-bad-Karnataka region	Dr.Harichandra, Dept of Folklore	4,90,900.00 1.7.07 to 30.6.09	unal
17	Domestic Violence	Dr.H.S.Shrimati, Dept of Women Studies	1.7.06 to 30.6.09	

Annexure 3.2.2

Institution which provide fund for Research to University

1. Hampi Development Authority, Govt. of Karnataka
2. State Institute for Rural Development, Mysore
3. Education Department, Govt. of Karnataka
4. Zilla Panchayath, Koppal, Bellary, Raichur
5. Tribal Welfare Department, Govt. of India
6. Social Welfare Department, Govt. of Karnataka
7. State Planning Board, Govt. of Karnataka
8. Women and Child Development Department, Govt. of Karnataka
9. Sir Ratan Tata Trust, Mumbai
10. SC / ST Development Corporation, Govt. of Karnataka
11. Central Institute of Indian Languages, Mysore, MHRD, GOI,
12. Backward Class Commission, Govt. of Karnataka
13. National Manuscript Mission, New Delhi
14. Devaraj Arasu Institute, Govt. of Karnataka
15. Dravida University, Kuppam
16. Tamilu University, Tanjavur
17. University Grants Commission, New Delhi
18. Kannada Pustaka Pradhikara, Bangalore
19. Kendra Sahitya Academy, New Delhi
20. Admistration Reforms Commision, New Delhi
21. Karnataka Sangha, New Delhi
22. Indira Gandhi National Centre for Arts, New Delhi
23. Directorate of State Educational Research and Training, Govt. of Karnataka
24. Indira Gandhi National Open University, New Delhi
25. Department of Education, Govt. of Karnataka
26. Department of Education, Bellary District
27. Department of Education, Koppal District
28. Department of Education, Raichur District
29. Zilla Panchayath, Koppal District
30. Zilla Panchayath, Bellary District
31. Zilla Panchayath, Raichur District
32. Zilla Panchayath, Bijapur District
33. National Law School of India University (Centre for Child and Law)

List of broad areas of consultancy

1. Consultant to Tribal organization
2. Members of Dept. of Development Studies worked as Consultants to Zilla Panchayat, Bellary in preparing Participatory Planning
3. Worked as subject expert for State Institute of Rural Development, Mysore, for constructing Karnataka Model of People's Plan
4. Worked as Consultants for State Institute of Urban Development, Mysore for preparing resources that are to be used while training Urban Local Body Members
5. Worked as subject experts to Govt. of Karnataka while constructing module of Participatory Planning required for the implementation of National Rural Employment Guarantee Act.
6. Worked as subject expert to Long Distance Education Department, Kuvempu University, Shimoga in their endeavor of preparing literature for certificate course to Grama Panchayat Members
7. Department of State Education Research and Training (DSERT), Government of Karnataka, Bangalore - Preparation of Social-Science Textbooks for Primary and High School Students of Karnataka State
8. Recognized institutions of University , M.Phil., Courses - Academic member
9. The Departments also undertakes consultancy works with other organisations with regard to language development. The Department has offered consultancy services to Directorate of State Educational Research and Training regarding the revision of I, II, III Kannada language text books from class 1 to 10.
10. Bangalore University - Cultural Research Centre
11. Cultural Research Centre - Tumkur University
12. Classical Language and Literature - Govt. of Karnataka
13. Kannada Pustaka Pradhikara, Bangalore - Govt. of Karnataka
14. Central Sahitya Academy, New Delhi - Govt. of India

Annexure 3.2.6

Highlights of Collaborative Research done

1. Hampi Development Authority, Govt. of Karnataka – Cultural Study of Hampi
2. State Institute for Rural Development, Mysore- Training and capacity building for Members of PRIs
3. Education Department, Govt. of Karnataka – Preparation of training modules for members of PRIs and SDMCs
4. Zilla Panchayath, Koppal, Bellary, Raichur – Modules for Peoples plan
5. Tribal Welfare Department, Govt. of India – Training of tribal teachers and activists
6. Social Welfare Department, Govt. of Karnataka – Preparation of modules for enumeration of marginalized social groups
7. State Planning Board, Govt. of Karnataka – Preparation of District Human development reports
8. Women and Child Development Department, Govt. of Karnataka – Training for Self Help Groups and Stree Shakti Sanghas
9. Sir Ratan Tata Trust, Mumbai – Material development in Kannada for Social Science
10. SC / ST Development Corporation, Govt. of Karnataka
11. Central Institute of Indian Languages, Mysore, MHRD, GOI, - Preparation of language materials
12. Backward Class Commission, Govt. of Karnataka – Preparation of questionnaire for assesment of social categories.
13. National Manuscript Mission, New Delhi – Procurement of Manuscript and Awareness camps
14. Devaraj Arasu Institute, Govt. of Karnataka -
15. Dravida University, Kuppam – Preparation of folklore materials in Kannada
16. Tamil University, Tanjavur - Preparation of folklore materials in Kannada
17. University Grants Commission, New Delhi – Major and Minor Research Projects
18. Kannada Pustaka Pradhikara, Bangalore – Preparation of books on administrative Kannada and training the staff
19. Kendra Sahitya Academy, New Delhi – Seminar on Kannada Literature
20. Admistration Reforms Commision, New Delhi – Consultancy workshop for administrative reforms
21. Karnataka Sangha, New Delhi – Organizing seminar and workshop on classical languages
22. Indira Gandhi National Centre for Arts, New Delhi -
23. Directorate of State Educational Research and Training, Govt. of Karnataka – Revision of pedagogy and curriculum as per national curriculum frame work 2005
24. Indiarra Gandhi National Open University, New Delhi – Collaboration for the preparation and development of distance education material
25. National Law School of India University (Centre for Child and Law) – Child rights and right to education

Research Awards

1. Bargava Prasasti
2. Karnataka Sahitya Academy Award for the best work in translation in 2000 Title of the original work - Revolution of Mystics: Social Aspects of Virasivism Author: Dr. J.P. Schouthen Kannada Version Anubhavigala Kranti: Virasivada Samajikatheya Adhyayana Publication,Lingayata adyayana samsthe, Gadag.
3. Kavyananda Puraskara 2004, Work: Vachana Samskrutiya Samajika Ayamagalu Publication: C.V.G.Publications, Bengaluru
4. Dr. BabaSaheb Ambedkar Fellowship award –2006, Bharathiya Dalita Sahitya Akademy, Delhi
5. Rastramata Kasturba Gandhi Sadbhavana puraskar-2007 Gandhishanti Pratistana-Bangalore.
6. Pragnya Peeta-2006, Janamana Kannada Sanghatane. Bangalore.
7. Bhasha Award
8. State Academy Award
9. Gundmi Folklore Award.
10. Aryabhata Sahithya (Literary) Award.
11. Manteswamy Literary Award
12. Best Book
13. Dr.B.R.Gopal Award
14. Karnataka Sahitya Achadamy
15. Vishva Guru Shankara Award
16. Honourary member of editorial board
17. Ranna Sahitya Award
18. Sir. M.V.Award (Engineers dairy decade award)
19. Award for achievements in history discipline
20. Executive committee member
21. Dr.B.R.Ambedkar Award
22. Kavyananda prasasti
23. Samskruthi award
24. Katha award
25. B.H. Sreedar sahithya prasasthi
26. Vardamana sahithya prasasthi
27. V. R. Ananthamurthy sahitya prasasthi
28. Sir M Visvesvariah prasasthi
29. Shree gorooru sahithy prasasthi
30. Muddanna ratnakara varni award
31. B.H. Sreedar sahithya prasasthi
32. V. R. Ananthamurthy sahitya prasasthi
33. Abivyakthi shree award

34. Prajavani deepavali short story awards
35. Kithururani Channamma 2007
36. Given by Shneha sethu 2007
37. Shahitya Prasasthi
38. Bharatheeya Sahithya Academy, New Delhi
39. Matha Mahadevi Prasasathi
40. Sahitya Academy Award (Bhasheya Sutta Mutta)
41. Sahitya Academy Award
42. Karanataka Sahita Academy Awards – Three
43. Karnataka Sahitya Academi Award –1999, (Bangalore) Rachappayyana Kruthigalu
44. Kalladevanahalli Prathishtana Award, 2000, (Gulbarga dist) Rachappayyana Kruthigalu
45. Karnataka Rajyotsava Book Award -2006 (Gulbarga University) Amarakalyana, Cultural Analysis of Medieval Kannada Mystic Cult of Amarakalyan)
46. Samshodhana Sahitya prashasti-2007, Anantranga Memorial, B.M.SHRE. Pratishtana, Bangalore, Amarakalyana.
47. K. Veerabadrappa Literature award for fiction.
48. Chaduranga Literature Award
49. Rajyotsava Award
50. Masti Literature award
51. VARDHA MANA(Senior) State Award 2003
52. Hon. Fellowship from TULU Sahitya Academy for outstanding contribution
53. Pustaka Bahumaan (Samshodhane)
54. Anantaranga Samshodhan Prashasti
55. Rajyotsava Pustaka Prashasti
56. Bendre Saahitya Prashasti
57. Mujagam Prasasthi
58. Lingaraja Prasasthi
59. Rajyotsava Prasasthi
60. Rajyotsava Prashasti – 2006
61. Shresta yuva sahiti – 2007
62. Karnataka Sahitya Academy Honorary Award –
63. Rajyotsava Prasasthi
64. Lingaraja Prasasthi
65. Rajyotsava Prashasti – 2006
66. Shresta yuva sahiti – 2007
67. Karnataka Sahitya Academy Honorary Award –
68. Dr. H. Narasimhaiah Award
69. Karanataka Sahitya Academy Award (Book Award)
70. Karnataka Gumdmee Chandrashekhar Itala Prashathi
71. Karnataka Lalitakala Academy Senior Artist State Award 2006
72. Upadyaya Sanman
73. Shiksha Ratna Puraskar

74. Gourava Prashasti

Annexure 3.2.8

Research Articles published

1. Sree Keshtrada Samuuhika Vivavagalu: Ondu Chintane
2. Kannada VisvaVidyalada Vasutu Sangrahalaya
3. Nadugannada Sahithyadalli Vijanagara Samrajya
4. Guddekallungalau
5. Kolatada Gani Bande Keri Kanimappa
6. Chincholi Pradeshada Devaalayagalu
7. Ruka Nanya – Ondhu Vishleshane
8. Adichunchanagiriya Ithihasa mattu Puratatva
9. A Note on the Coin term Ruka
10. Tonnurina Kanmareyada Puratatva Smarakagalu
11. ‘Missing Women in Karnataka-Aanalysis of Census Data’ (Kannada)
12. Mahile and Development (Kannada)
13. ‘The Report of the Workshop on Social Sciences for Primary School Teachers’ (Kannada)
14. ‘Census Data on Scheduled Caste and Scheduled Tribe in Karnataka’(Kannada)
15. District wise Comprehensive Composite Development Index 2001 (Kannada)
16. Untouchability, Economy and Development (Kannada)
17. Aaluurara Karnataka Memamse;(Kannada)
18. Regional Dimensions of Primary Education in Karnataka’ (Kannada)
19. Fifty Years of Development in Karnataka; 1951-2006 ‘(Kannada)
20. Regional Disparity in Karnataka ‘(Kannada)
21. Economic Development and Five year plans in Karnataka: 1956-2006 (Kannada)
22. Samshodhane mattu Samajika Parivartane. (Research and Social Change)
23. Sahakara mattu Samudaya – Ata Niravari Nirvahaneya Ondu Adhyana (Cooperation and Community – A Study of Lift Irrigation)
24. Samaja Vijnadallina Vijnana Kuritu Kelavu Tippanigalu, (Some Notes on the Science in Social Science)
25. Participatory Planning – Some Observations from two Case Studies Studies
26. Samshodhakaru mattu Samaja (Researcher and Society)
27. Raita Marukatte Samasyagalu mattu Pariharagalu (Problems and Prospects of Farmers Market)
28. Market)
29. Samaja Samshodhaneyally Samasye Mattu Samassikarisuvudu (Problem and Problemetisation in Social Research)
30. Abhivruddi Samvada – Raitaru mattu Marukate – Ondu Varadi (Development Conference on Farmers and Market – A Report)
31. Jagatikanara Sandharbadally Budakattu Abhivruddi Mimamse (Globalization and Tribal Development)
32. Cultural Identity of Lambani, published in Budakattu Adyayana
33. Land Holding System in Lambani community and others A comparative Study
34. Status of Senior Citizens in Indian Modern Families in Concept of Ageing
35. Changing Patterns of Lambani Community: Some notes
36. Presentisation process in Lambani Community
37. Alternative Education for Development
38. Education and Community
39. Parents Attitudes towards their Children Education

40. Shaala Shikshanadalli Sthaliya Aadalita Vistaranege Iruva Sawalugalu
41. A report School Development and Monitoring Commiittee SDMC
42. Shaale Bisiyoota Jaarige Banda Hinnele mattu adara Saadaka Baadakagalu
43. Shaala Shikshanadalli Vikendrikarana:SDMCyannu Anulakshisidante
44. Shaala Shikshana Gunamattada Prashnegalu Parinaamakari Bodhana Samaya
45. Henumakkala Shikshana: Ondu Sthoola Nota
46. Ellarigu Shikshana: Dalita Maakkala Sthiti
47. Shaala Shikshanada Saarvatrikaranakke Nadediruva Prayatnagalu
48. Shaala Shikshanada Saarvatrikaranadalli Samudayada Sahabhaagitva:Karnatakada Anubhava-Savalu, Saadhyate
49. Budakattu Parikalpane: Kelavu Tippanigalu
50. Henumakkala Shikshana: Ondu Sthoola Nota
51. Ellarigu Shikshana: Dalita Maakkala Sthiti
52. Shaala Shikshanada Saarvatrikaranakke Nadediruva Prayatnagalu
53. Shaala Shikshanada Saarvatrikaranadalli Samudayada Sahabhaagitva:Karnatakada Anubhava-Savalu, Saadhyate
54. Budakattu Parikalpane: Kelavu Tippanigalu
55. Dakhalu-Karnataka talukuvaaru Janasanke: Aksharastharu mathu Saksharate
56. Graameena raithara swayam nidhi shastrachikithsa yojane- yashaswini
57. Dr. Nanjundappa, grameena neleya arthashasthrajna
58. Trends of South-Indian Tribal lore
59. Karnataka Tribal Wisidoms
60. Technics of Rural Water Management in Southern Karnataka
61. Kudremukh Tribal Problems A Case Study
62. Problems in Tribal Identities in Karnataka
63. Karnatakadalli Bhoo Sudharane
64. Budakattu Ramayanada Suttamutta
65. Verrier Elwin Ondu Adhyayana
66. Janapadadalli Archytype Mattu Oicotype
67. Alemari Adhyatma
68. Budakattu Abhivruddi Meemamse Keynote Address
69. Kinnari Jogigalu
70. Jaagathikarana Mattu Budakattugalu (Globalisation and Tribes of Karnataka)
71. Sarkara Mattu Budakattugalu (Government and Tribes of Karnataka)
72. Budakattu Abhivruddhi: Mahashwetha Deviyavara Chinthanegalu, (Thoughts of Mahashwetha Devi on Tribal Development)
73. Dr.Ambedkar: Aadivaasigala Kurithu (Thoughts of Dr. Ambedkar on Tribals)
74. Ethnographial Survey Of Mysore,XIII, Dombar Caste, H.V. Nanjundiah,
75. Castes & Tribes of Southern India, Dombaru, Edgar Thurston, K Rangachari,
76. Mysore Tribes and Castes, Dombaru,H.V. Nanjundiah, Ananth krishna Iyer,
77. At the Bottom of Indian Society, Dombaru,Stephen Fuchs
78. The castes and Tribes of H E H Nizam's Dominions, Dombaru, Syed Siraj Ul Hasan
79. Karnatakada Aadivasi Raitha Horatagala Swroopa (An anlasys Of Agrarian Struggeles of Tribes of Karnataka)
80. Olakallu Maramma
81. History of Dalitha Reformers
82. Parvathi Gudda
83. Rain calling Tradition of Tribes
84. Mahadeshwara Folk Epic: My Reading
85. Dalit Reformars

86. Budakattugalalliruva Srusti Puranagalu
87. Mata,Mantra, Modi-Acharana Sandharbha Sahitya
88. Budakattugala Abhivrudhiyalli Swayam Seva Samstegala patra
89. Kurugodu Parisarada Moukika Sahitya
90. Budakattu Vaidy Parampre
91. Budaga Jangalaru
92. Adivasi Vaidya Paddati
93. Janapad Rangabhumiyalli Mahile
94. Chalanachitradalli Janapad Sahityada Balake
95. Kulasamabandhi Kalahagalu
96. Uppinekolagadavara shasana
97. Hampiya parisarada Shasanagalu
98. Kolar Jilleya Vanijya Vyapara mattu Kaigarike
99. Mylarada shasanagalu
100. Chitradurga jilleya vyapara, vanijya mattu Kaigarike
101. Kempegowdana Kalada Vastu Rachane
102. Kannada Shasana Adhyayana
103. Suule-Ede Sabdagala Chanitrika Vishleshane
104. Gadaga Jilleya Vanijya, vyapara mattu Kaigarike
105. Gulbarga Jilleya Vanijya Vyapare Mattu Kaiganike
106. Govinda paiyavara Samshodhana Lekhanagalu
107. Mandya jilleya vanijya, vyapara mattu kaigarike
108. Talakadina gangana Itihasa
109. Gangara Kale
110. Sreetathvanidhi- ondu Chintane
111. Shasanagalalli Veerashiva Amshagalu
112. Veerashiva Shasana Shilpa
113. Shivatathva Chintamani-Charitrikanele
114. Navalliya Erdu Aprakatita Shasanagalu
115. Hampi yellamma Aprakatita Shasana
116. Ondane Harihara matthu Vidyaranyara Aprakatita Shasana
117. Attivattiya Shasana- Sthliya Krushi Vyavasthe
118. Kaalamukha Pantha
119. Attimabbeya Prachina Shasana
120. Hoysala Immadi ballalana Aprakatita Shasana
121. Yadava Kannarana Aprakatita Shasana
122. Inscriptionn Of Vidyaranyayati
123. Rona parisarada Eradu Veeragallugalu
124. Varavadhu Mandane Gowraley Shasana
125. Immadi Hariharana Aprakatita Shasana
126. Kappalattiya Aarane Vikramadithyana Shasana
127. Attimabbeya Pati Nagadevana Shasana
128. Gulladamaneya Aprakatita Shasana
129. Hampi parisarada Aprakatita Shasanagalu
130. Dr. Shrinivas Ritti – Career and achievements
131. Shasana Visharada Sitaram Jagirdar
132. Dr. K.V. Ramesh as an Epigraphist
133. Kavi Art in Uttar Kannada
134. Saluvas of Gerusoppe
135. Bhojas of Uttara Kannada

136. Hampeya Shasanagalli Vijayanagara Kalada Adalitha Vibhagagalu
137. Savisim in Uttara Kannada
138. Shasanagala Hinneleyalli Haduvalli Rajakiya Itihasa
139. Noolvi Mattu Mavalli Gramada Eradu Aprakatitha Shasanagalu
140. Kakkala Melada Eradu Aprakatitha Shasanagalu
141. Political Cunditions of North Kanara during early Medival Phase
142. Sannati Sanskritika Kendravagi
143. Sculptors of North Kanara
144. Vaisnavism in North Kanara
145. Jainism in North Kanara
146. Papinayakana Halli Grama Charitre
147. Raxna Vastu : Kurugoodu
148. Kenchana Gudda : A Studay
149. Andina Tirumal Devi Pattana Indina Hospete
150. Gadigudal Nuthana Silaa Yuga
151. Sanduru Parisarda Devalayagalu
152. Hampi Koteya Dvragalu
153. Videshiyaru Kanda Hampiya Kote
154. Ekikaranothara Karnatakadalli Raitha Chaluvaligalu (Peasant Movements in Post Unification Karnataka)
155. Bharathiya Swathantra Horaata (1885-1917) (Indian National Movement (1885-1917))
156. Lower Class Struggles: A Note and Criticism on Subaltern Studies
157. Andholanagalu Roopisida Karnataka
158. Panchayatraj in Karnataka
159. Theme of the Journal Kannada Identity
160. Ranajith Guha Avara Subaltern Studiesna Melondu Tippiani Vol. 1 (A Note on Ranjith Guha's Subaltern Studies, Vol. 1)
161. Kodagina Mahile (Coorg Women)
162. E.Marsdena Kodagu Vivarnege Munnudi (An Introduction to Kodagu Discription of E.Marsden)
163. Kodagina Gulamaru: Smaskrithi mathu Charithre (Slaves in Coorg: Culture and History)
164. Society, Land Use and Deforestation in Westernghats of Coorg: Historical Perspectives and Contemporary Situations
165. Architecture of culture and culture of architecture : A case of Indo-persian interaction
166. Unification of Karnataka
167. Kannada Chaluvaligalu
168. Karnataka Ekikaran chaluvali
169. Karnataka Rajakarna hagoo Mukhyamantrigalu
170. Gender and nationalist discourse : Modern Kannada poetry and impact of Bankim Chandra Chatterji
171. Histirical emergence of Karnataka Spirit
172. Edward Said : Chitanegala vishleshane
173. Lavanigalalli Tippu
174. Kannadiga Tippu
175. Charitre Patyapustaka , Kesarikaran hagoo Sarkara
176. Kannada Vishwavidyalaya Mattu Janamuki Madarigala hudukaata
177. Charitre , Mahile hagoo Samakalina Sandarbha
178. Review Article-Making History : Karnataka's People and their past
179. V. Gordon Childeravara Nagara Kranti Parikalpane
180. Ekikaranapurva Karnatakadalli Nagara Vyavasthe

181. Laukika Jagattina Astitvavannu Nirakarisuva Shankarara Advaita Siddanta
182. Dana-Prahutvada Sandarbada Niyantrana Vyavaste
183. Taalegari Hastapratigala Samrakshane
184. Smarakagalu Mattu Samajika Vastavate
185. Vasahatu Karnatakada Nagara/Kaigarikakendrita Krishi Neeti
186. R.G.Collingwoodravara Samshodhaneyalli Charitre Mattu Charitrekara
187. Charitre Samshodhaneyalli Samasyikarana Prakriye
188. Aikya Kerala Chalavali Mattu Edavadigalu
189. Charitre Nirmana Prakriyeyalli Anushangika Akaragalu
190. Charitre : Varthamanada Kathana
191. Portuguese Hegemony over Mangalore
192. The Emergence of Trading Middlemen in Colonial Mangalore
193. Amerikada Swatantrya Horata
194. Francina Kranti
195. Italiya Ekikarana
196. Germaniya Ekikarana
197. Russiada Kranti
198. Siddantagalu Sayuttaveye?
199. Mauryaru
200. Bhashavaru Prantiyagala Rachane : Bedike mattu Samasyegalu
201. Keralada Ekikarana
202. Tamilunadina Ekikarana
203. Pracheena Karnatakada Vyapara Mattu Vanijya
204. Vijayanagara : Desi-Vedesi Sankathana
205. Africada Vasahatushahitva mattu Rashtriya Chalavali
206. Vijayanagarada Adhunika Charitre Lekhana
207. Tulunadina Baugolika Ellekattugalu
208. Parisara Samrakshana Chalavaligalu
209. Ekikaranothara Karnatakadalli Parisara Chalavaligalu
210. Nagara Charitre
211. Afrikakkagi Kittata
212. Europina Nirankusha Prabhutva
213. Francina Krantiya Swarupa
214. Vijayanagara Patanakke Staleeyara Karana (Locals were responsible for the downfall of Vijayanagar)
215. Sosle Rennkarya mattu Vijayanagara doregalu (Sosale Rannkarga mattu and Vijayanagaru Kings)
216. Sosale Honnadavi Daralaya Hagu Vijayanagara Doregalu (Sosale Honnadevi Temple and Vijayanagara Kings)
217. Talkadu Panchalinga Darsrhama mattu Vijayanagara doregalu (Talkadu Panchalinga Rueshan and Vijayanagara Kings)
218. Vijayanagar Kalladha Samajeeka Jeevan (Social life in the Vijayanagar kings)
219. Vijayanagara Kurithu evaregina Adyayana
220. Ronald Rass Mattu avara Mysore sambnda
221. Nalvadi Krishnarajar Kaladalli Dalitaru (Dalits During the reign of Krishnaraju IV)
222. Adhunika Mysrinalli Shikshana Neeti (Educational Policy in modern Mysore)

223. Dalitara Melina Dourjanya : Ondu Chintane (Atrocity against the Dalits : An analysis)
224. Dalitha Pragne Samajika Nyaya
225. Dalitharu Mattua Samajika Nayaya
226. Luhiaya Avara patragalalli Ambedkar
227. Adunika Mysurinalli samajika Sudharane : Ondu Adyayana (Social reforms in Modren Mysore)
228. Karnatakada Belagavi gadi: Kathe-vyathe
229. Ambedkar: Dalitha Samaja mattu Mathanthara
230. Ithihasa maretavaru Ithihada Srustisalararu
231. Mysoru Samstanadalli Dalitha Shikhana
232. R.GopalSwamy Iyer: Baduku mattu Jeevana
233. Karnataka Gadi Chalavali
234. Diwan Poornaiah: (jeevana sadane) (Divan Poornaiah: Life and Achivements)
235. Namma Gramagalu Andu Indu (Our Village then and now)
236. Staliya Charitre Adyayanakke Samasyegalu (problems uncountered in the study of local History)
237. Karnataka Gadi Chalavaligalu(Karnataka border agistation)
238. Prachina Rome Nagarikate(Civilizatation of ancient Rome)
239. Hyderabad Vimocha Horata
240. Prachina kaladalli dalitara stigati Ondu Adyayana (Social Conditation of the dalits in ancient times
242. A History and Culture of Makanadaku Village
243. Hunting Festival During the Vijayanagara Period
244. Karepujarahalli and Katinganahalli : A historical Study
245. Pastoral System in Vijayanagara Period
246. Valmiki Tribe : present and Past
247. Philosophical Thoughts of Valmiki
248. Madara Chennaiah (Maha Purushara Adarshagalu)
249. Tarikere Sarjappanayaka
250. Wachmanship During Vijayanagar Period (Talavarike)
251. Tribal National Policy : A Draft
252. Valmiki Community in Bellary District
253. Non Textual Activities in College Student
254. Historical Background of Beda Tribe in India
255. Gudekote Hattira Chakke Bande Meliruva Sanyasappana Gavigalu
256. May Day and Lobour Movements
257. Parisara Samrakshane mattu Vanhya Jeevigalu (Bete Nisheda)
258. Sassya Samarakshana Vruksha Laksha Andolonada Prastutate
259. Protection in Ancient Monuments
260. Hyderabad Karnatakada Bedara Samstanagalu Sangatane mattu Horatada Hinneleyalli
261. Ekalavya mattu Nayaka Samudayada Parampare
262. Valmiki Ramayanadalli Janajeevan Chitrana
263. Childern's Day relationship between Teacher-Students and Parents
264. Valmiki Ramayana mattu Nayaka Samudaya
265. Valmiki-Beda-Nayakaru Samskruthi
266. Chitradurga Jilleya Paleyagararu
267. Hampe-Vijayanagar : Recent Researchs
268. Gudekote Paleyagararu
269. The Paleyagaras of Kudligi Taluku
270. Periyar and Dravida movements
271. Staliya Chiaritre : Kelaue Arasu Manetanagala Hinneleyalli
272. The Bedas During Vijayanagara Period

273. Monuments in Chinnahagari River Sourrounding
274. Gadaripalanayaka and Jagaluru Papanayaka
275. Karnataka Ekikarana Chaluvallyalli Bellary Jilleya Chaluvallikararu
276. Vijayanagara Kalada Nayaka
277. Karnataka Jalasamasse
278. May Dinacharane mattu Karmikar Sammelana
279. Konasagara Gramada Puratatva mattu Charitre
280. Madya Karnatkada Nayaka Budakattina Samskrutika Parampare
281. Gudekote Palayagararu Charitre : Avalokana
282. Poojarahalli Parisarada Beda Buda Kattina Vyshistagalu
283. Beda Nayakara Dangevalu
284. Sahitya mattu Patrikegalu
285. Kum. Veerabhadrappa, Dr.S.S.Hiremata Avara Pragatipara Chintanegalu
286. Manavana Sadaneya Hindiruva Preranegalu
287. Ganagatte Mayambikadevi Samskruthika Charitre
288. Gadaripala Nayakara Itihasa Mattu Sanskruti
289. Jagalore Talukina Charitre
290. Anche Nowkarara Samassegalu
291. Teachers and Society
292. Maharshi Valmiki
293. Vijayanagara Kalada Dharmanirapekshate
294. Contemporary Problems in Karnataka
295. Kannda Shastriya Bhashe
296. Saddale
297. Paramparika Utpadene mathu Adivasigala Abhiruddi
298. Janapada kale hagu kreedegalu mathu adhunika Jagathu
299. Budakattu nambikegalu
300. Alemarigala daivagala lokadrusti
301. Janapada Maruvyakhya
302. Dalita Janapada
303. Redefining Folklore
304. Karnatakada Malesambandi Acharanegalu
305. Krushi: Adhunika Yantropakaranagalu
306. Samskrutika Smruthi-Beda-Nayaka Samudaya
307. Neeru sangrahanne mathu Vitarane paramparika Vidhanagalu
308. Mailarlingana moukhika Sahithya haagu Samskrutika Nelegalu
309. Varaha : Vijayanagara Lanchana Sadhyategalu
310. Hampi Smarakagalalli Janapada sangeetax Parikaragalu
311. Dr. Ha.Ma.Na
312. Pravaasitanavagi Hampi
313. Kodekallu Basavanna
314. Samskruti Grama
315. Chaluvraju
316. Hamiya Kelavu Janapada Vicharagalu
317. Malenadina Acharanegalu: Krishi Tantrajanana
318. Habbagalu & Acharanegalu
319. Hampi Prvaasodyamada Abhivruddhige gamanisabekada Kelavu Amshagalu
320. Janapada Shodha
321. Ballary Durgamma
322. Jala: Paramparika Jnana

323. Paramparika Jnana: Aaptkalada Margadarshaka
324. Karavali Pradeshada Mata-Mantra-Moodi
325. Hampiya Grama Devate Pattada Ellamma
326. Costume Identities in Indian caste system
327. Violent mind of castes
328. Dalit woman
329. New world morality
330. Narimangala, Janapada Karnataka, Quarterly Magazine (2003)
331. Janapada Sahitya mattu Vasahatu Sandarbha
332. Kodagina Punarsamskuti
333. Ummathat
334. Piriyat
335. Tathva Padagalu mattu Tatvika Nelegalu
336. Jagatikanara mattu Janapada
337. Ambedkar mattu Vaicharikathe
338. Kodagina Daivagalu
339. Yettuporata
340. Tathva Padagalu mattu Andolana
341. Tathva Padagalu Adytmakateyalli Tadyatmate
342. Jagatikanara mattu Janapada
343. Suggi
344. Odala Kasuvu Baresitu
345. Dhana, Kannada Vishaya Viswakosha
346. Thappu, Ganike, Kannada Vishaya Viswakosha
347. Hasirele, Kannada Vishaya Viswakosha
348. Suli, Kannada Vishaya Viswakosha
349. Lavani, Ogatu mattu Gadegalu
350. Janapadru mattu jatregalu
351. Bahurupi samskrthi mattu janapadaru
352. Savalagi Shivalingeswara
353. Kombat The Stage Dance
354. River Kaveri and the Concept of Feminity
355. Lexicon of Cultural Vocabulary : A Critical Analysis
356. Kamsale : A Valorous Folk Arts
357. A Rare Gem of Vnique Charcter Par-exeelence
358. Kaveri and the Inscription of Kannada
359. Huttari : The Kodava Folk Festival
360. Reinterpretation of Coorg Culture
361. Folk medication of Coorg
362. Folklore and Modernity
363. Dakshina Karnatakada mata mantra modi
364. Karpala Janapada Karnataka, half yearly
365. Pangain Seve Janapada Karnataka Half yearly
366. Neelagara community & Paryaya samskruthiyagi manteswamy kavya, Tribal Stutes. Vol – 1-
Sancike 2 Half yearly
367. Alermari samudaya, Stira samudaya vastava mattu vairduya Desi sammelana Vol-3
368. Agricultural Rituals Desi sammelana Vol –4
369. Folk Medicine Hagevu: A collection of folk Research Articles.
370. Dasappa – Jogappa Hagevu: A collection of folk Research Articles
371. Namma Suttina Kelavu Habba Haridinagalu Hageve: A Collection of Folk Research Articles

372. Janapadara visita Akruthi – Gombe tayarike Jaanapada Karnataka Vol-8 Sancike-1
373. Paaramparika Kasubu: Medra rutti Jaanapada Karnataka Vol-8 Sancike-2
374. Globalization and Folklore
375. Artika swavalambane: Bella Tayarike. Development studies,
376. Kannada Jaanapada granth suchi, Kannada Vishaya viswakosha-jaanapada,
377. Namma suttina savina Acharne mattu sampradayagalu
378. Janapada sahitya prakaragalu muttu varageekarna
379. Ukkada maramma ondu adyayana
380. Ankalamma ondu Janapada Adyayana
381. Kalaburgi Jilleya Janapada Kathegala Ashaya & Madari
382. Krishi & Prani Sambanda
383. Tattva padakararu
384. Gee-Gee vadya parikaragalu
385. Desi samskriti
386. Alemarigala Samakalina stiti-gathi
387. Ambavva Tikota
388. Dalit Mahile
389. Namma Kannada (Series of articals published in Namma Kannada Journal)
390. Language and women
391. Pada Sampada
392. Kannada Abhirudhi
393. Bhashe
394. Kannada :A living classical Language
395. Kannada baravanigeyalli agabekada badalavanegalu
396. Sthala nama vinyasa Series of columns
397. Varase series of columns
398. Ondane tharagathiyindale English Yakendare
399. Samajika chaharegalu
400. Bharathada Bhashegalu
401. Samajika samvvahana-Linga tharathamya,bhinna
402. Bhasha vijnanakke Dr. D.N.Shankara bhattacharya koduge
403. Alemari samudaya:Sthira samudaya-vasthava vairudhya
404. Dalitaru Bhashe mattu Shikshana
405. Paryaya Rajakarana Ondu Tippuni
406. Alemarigala Bhashe
407. Stri Bhasha Yojane
408. Raichura Jilleya Dalitara Kannada
409. Shikashanada Madhyamavagi Kannada
410. Samsara Natakagalalli Pratibhataney Nelegalu
411. Shasanagalalli Bhasha Balakeya Vaividhyetegalu
412. Padavinyasa : Bele
413. Padavinyasa : kunte
414. Padavinyasa : Kale
415. Padavinyasa : Eremannu
416. Padavinyasa : Eeta
417. Padavinyasa
418. Bhasha Bodhane mattu Kalikeya Sandarbhadalli Oodu
419. Ondane Taragathiyindale English Kalike
420. Padavinyasa : Kana
421. S M S Bhashe

422. Vengya Chitragalu Mattu Bhashika Samvahana
423. Kriyapada (Verbs) Series
424. Dravida Kagunita vyavasthe
425. Janapada jagattinalli pranigala niyantrana
426. Kannadadalli –isu pratyaya
427. Hotellinalli Bhasha Balake
428. Prathamika Shalegalalli Barahada kaushalya uttamapadisuvike – kelavu salahegalu
429. Dravida Bhashegala samyuktakshara chinhegala swarupa
430. Formation and Structure of some personal names of puranas
431. Tamilina tale oleya hastapratigalu
432. Bala Bhashe – Vishishta Padakosha
433. Bhasheyalli sankshiptekarana
434. Dinapatrikegala kriidaputada vaishishta
435. Bhasha tantragnanada Vikasa
436. Language Games in Kannada
437. Siri Bhu Valaya
438. Hennina Bhashe – Kalike, Balake
439. Henu mattu Gandina Bhasheya Rachaneyallina vetyasagalu
440. Kannadadalli Upabhasha Adhyayana
441. Namma Muslim Hinneleya Janapada Kathegalu : Samajo bhashika Vivechane
442. Kollegala Kannadada mele Tamilu mattu Telugin Prabhava
443. Chamaraja Nagarada Sarvapadagala Rachane
444. Kannadangal
445. Problems Learning in Kannada : Reference to Urdu Speakers in Kannada
446. Kannada Pathyapustakagalalli Bhasha Rachane mattu Balake
447. Kalike mattu Madhyayama
448. Jagatika Bhasheyagi English
449. Dina Dina
450. Vyasara BallalaraAkkare: Sahityadalli Stree Samvedane
451. Dalitha Mahilaa Loka Mattu Meesalaathi :ondu Tippanti
452. Lekakhiyara Katha Sahitya
453. Badalaaguttiruva Kutumda
454. Vyavastheyalli Mahilegiruva Samasyegalu
455. Kannada katha sahityadalli udyogastha mahileyara pratinidheekarana
456. The song and the singer
457. Mahila Adhyayana maadari
458. Sthreevadi adi chintaki Tarabayi shindhe
459. Saritha kusumakara Desaiyavara Sahitya
460. Ragalegala Maru Odige Modalu Hariharana RagaLegalu: Saskrutika Mukhamukhi
461. Hastapratikarar Bhashika Nele
462. Rashtreeyate mattu : komuvada
463. Samskrutika Parampare mattu Stityantaragalu
464. Manteswami kavya mattu Budakattu Adyayana
465. Kodekalla kalajnangala toulanka sankathana,
466. Kodekalla Rachappayya parampare
467. Mahila Shikshana : Charcheya nelegalu
468. Kodekalla parampareya samskrutika nelegalu
469. Bhasheyalli Hennina Pratinidheekarana
470. Mahila adyayana mattu chaluvaligala antar sambandha
471. Collection of Janapada Sahitya, Politics

472. Mahila Politics (Amutrathe)
473. Atte Mane Sutta Mutta
474. Vaidek Mattu Avaidek
475. Linga Sambandi, Belgola
476. Matru Devategalu Prakruthi
477. Daivatva Hindina Rajakarana, Henu Daivagalu
478. Moukhika Sahityadalli Sule Prtinidikarana Badali Odu
479. Janapada: Mahile Mattu Novina Nelegalu
480. Janapada Sahityadalli
481. Henu Santana
482. Budakattu Mahileyaru Stapitha GrahikeGalige Binnamada
483. K V Subbanna: A Thinker
484. Ramachandra Sharma: A poet of Disbelief?
485. Avarana: An analysiss
486. Interview of M M Klalburgi
487. Intreview of KOCHE
488. Problematization in Research methodology
489. Problems in Community studies
490. Chennaiyya : An Author with Death sense
491. zšÀÀiÁŃÀÄÈVÀ : PÀxÀ£ÀPÀæÀÄzÀ vÁwÉPÀ ,ÀégÀÆ¥À
492. ,ÀÀÄPÁ°Ä£À ,ÀÀÄÄ,ÉâUÀ¼ÄÄ
493. Karantha's Autobiography: inside and outside of his Novels
494. Thanthrekruta kula kasubugalu
495. Articles on Kumarayvaasa A Review
496. God posseses and Feudalism
497. Daliths and Marxism
498. Dalits and Globalization
499. Dalitha Sangha + Raytha Sangha = 0
500. Current Politics and question of exploiters
501. Jaguli: A Symbolic metopher of Desi
502. Berige bisi neeru eredu hu hannanu arasuttha ...
503. Neration of truth and it's problems in Harishandra Charitra
504. Daliths and Marxism
505. Kadu, Kankreet matthu Janapada
506. An oppose of readymade thinking in Adipuraana
507. The shape of Movement
508. Kannada Sahithya parampareyalli manavapara dhoranegalu : Nemichandra mathu Nayasena
509. Dalitha Sahityakke Meemamse embudu beke?
510. Dalitha Sahitya
511. Samaja Arthika Chaluvalli
512. Daliths : Cundition and Alternative
513. Daliths and Marxism
514. Kadu, Kankreet matthu Janapada
515. Teachers and Society
516. Dhyana
517. Karantha's Autobiography: inside and outside of his Novels
518. Shoshitaru Kandukollabekaada Vimochaneya Dari
519. Thanthrekruta kula kasubugalu
520. Hinduthvada Svrupa
521. Articles on Kumarayvaasa A Rewvie

522. God possesses and Feudalism
523. Dalits and Marxism
524. Dalits and globalization
525. Dalitha Sangha + Raytha Sangha = 0
526. Current Politics and question of exploiters
527. Current Politics and question of exploiters
528. Jaguli: A Symbolic metaphor of Desi
529. Death: A Different dimension about Heaven
530. Jaguli: A Cultural metaphor of Desi
531. Death: A Different dimension about Heaven
532. Jaguli: A Cultural metaphor of Desi
533. Berige bisu neeru eredu hu hannanu arasuttha ...
534. Ambedkar: Spurthyinda pujeya kadege
535. Narration of truth and its problems in Harishandra Charitra
536. Dalits and Marxism
537. Kadu, Kankreet matthu Janapada
538. Democracy and Struggles
539. An oppose of readymade thinking in Adipuraana
540. Dalitha Sahitya Meemamse
541. The shape of Movement
542. Sahitya mathu Dalitha Chaluvali
543. Kannada Sahitya parampareyalli manavapara dhoranegalu : Nemichandra mathu Nayasena
544. Dalitha Sahityakke Meemamse embudu beke?
545. Ane banthu ondu Ane Yaa uru Ane (Imperialist palicise and BSP)
546. Dalitha Sahitya
547. Samaja Arthika Chaluvali
548. Dalits : Condition and Alternative
549. Dalits and Marxism
550. Kadu, Kankreet matthu Janapada
551. Horatakke Nidde Matre
552. Problems of Sylebus in Higher Education
553. Problems of Sylebus in Higher Education
554. Teachers and Society
555. Samskruthiya suthamutha
556. Hind Swarajya : A Century
557. Hind Swarajya : A Century
558. Women Education and Women Empowerment
559. 'Urus' Ondu Charithirika Visleshane
560. Swaravachanagalli Hampe Vijayanagar
561. Gramanama Adhyayanada Akaragalagi Hastapatti Prashastigalu
562. Halumatha Sahitya Samskruti Adhyayanada Itihaas
563. Revanasiddha Parampareya Halumatha Mathagalu
564. Kurubarige Smbandhisida Vijayanagarada Aprakatita Shasana
565. Ittappa : Haalumatha Samskruika Veer
566. Haalumatha Samskruti Kuritu Ondu Kruti : Siddhamanka Charite
567. Kannadalli Kaamashastra Sahitya
568. Tinthini Monappayyana Charite : ondu Aprakatita Kruti
569. R.Naganagouda : :Karnataka Kanda Aparupada Vyakti
570. Siddharamana Ondu Swaravachana Shodha
571. Kyavalya Saarada Teeku: Ondu Aprakatita Kruti

572. Vachana Vangmaya Prasara:Innu Munde
573. Mandya Jilleya Hastaprtati Lipikaararu
574. Emme Basavana Itivrutta Vichara
575. Kannada Hastaprtatigalu: Horanadu mattu Videshagalalli
576. Shivatatwa Chintamani: Samskrutika Nele
577. Swaravachana Sahitya: Sampadane mattu Adhyayanada Itihaas
578. Basavaradhya mattu Grantha Sampadane
579. Allamaprabhudevara Vachanagala Teeku
580. Granthasampadakana Manodharma : ondu Tippane
581. Gulbarga Jilleya Hastaprtati Nelegalu mattu Lipikaararu
582. Kannada Hastaprtati mattu GranthasampadanaShastra
583. Kuruba Ligayataru
584. Kaiphiyattu mattu Itare Dakhalegalalli Divaan Purnayya
585. Devalapurada Nalku Aprakatita Shasanagalu
586. Belagavi Naganur Mathada hastaprtati Lipikaararu
587. Mylaralinga Kavyada Chandasu mattu Shaili
588. Allamana Earadu Vachanagala Pata Vichara
589. Grantha Sampadane ge K.G. Kundanagar Kodoge.
590. Lavani Shilpa Rachane
591. Grantha Sampadane ge L.Basavaraju avara koduge
592. K.G. Kundanagarara Sahitya Sadane
593. Kannada Chendasu Adunika Chintanagalu
594. Pataparishkarana mattu Basha jnana
595. Ashavashastra
596. Shabadamanidharpana Ondu vartia pata vichara
597. Basha Kshetra Karya
598. Champa Nataka Bashe
599. Public Manuscripts libraries
600. Viswabrahmana vachanakararu mattu vastu shastrada pramanagalu
601. Uttara karnatakadalli mata-mantra-modi
602. Computer
603. Samakrutika vismruti mattu kambara chintanagalu
604. Maha maya
605. Panchala mattu viswakarma padagalondige ondu anusandana
606. Durga simhana pancha tantrand vaisistya
607. Maduve, Hasepada mattu Jokumarana Hadu
608. Mata-modi-mantrada Hastaprtatigalu
609. Jokumara, Gullavva, Akkasaligaru, Adigallu
610. Kannada Hastaprtatigala Samskruti Muki Sankathana
611. Grahavaastu mattu Silpasastrada Hastaprtatigalu
612. Kannada Hastaprtatigalalli moodida Panchala Lipikararu hagu Poshakara Parampare
613. Bhagalkotiya Hastaprtati Lipikaararu
614. Sandyaragha
615. Sharana Bachikayakada Basavayyana Eradu Vachanagalu
616. Hunagunda Talukina Hastaprtati sampattu
617. Jyotishastrada Hastaprtatigalu
618. Grantha sampadane Anumanagalu mattu Anusandanada Bhinna Daraigalu
619. Pandita Pamara Ennuva Najukutanagalu
620. Kannada Patyagala Sahavrti Chintanagalu
621. Janapada mattu Jagatkarana

622. Kannada Hastapratigalu mattu Adhunka Tantrajana
623. Computer and Modernity
624. A Environmental Consciousness in Vastushastra Manuscripts
625. Disarmament Act and Local Dissent
626. Samrajya Shahi Dhoranegalagi Patya mattu Patantaragalu
627. Hastapraty Sampattu; Belagavi Zille
628. Veerabhadra Parikalpane
629. Gaja Shastra Sahitya
630. Sannakkivirabhadra: Hindina Goureshwar
631. Nunkemale Siddeshwara Purana
632. Gajashastra Sahitya
633. Ashwa Shastrada Tiku
634. Generalization of Manuscripts Studies
635. Contribution of Dr. K.V.Narayana to the Linguistic Studies
636. Hampi Shasanokta Shivalingagalu
637. Karibasava Purana
638. Vijayanagara: Tika Sahitya
639. Hastapraty Maratha Todolegalu
640. Ontegode-Hosakere Mathagala Tamra Shasanagalu
641. Chenduru Gramada Nirupa
642. Pashupataru;Karnatakada Nelegalu
643. Dollina Hadugalu Samskritika Ananyate
644. Vijayanagara : Karnataka Samantara Sambandha
645. Vijayanagara : Kalajnana Sahitya
646. Halegannada Vidvattu:DLN
647. Sahitya Kattikodabahudada Itihasa
648. Hastapratigala Itihasa Mahatva
649. Ratnakara Varnaya Adhiyana Suchi
650. Bijapura Jileya Hastaprtigala Sampathu
651. Garva Taravalla
652. Ganada Kale
653. Vaddaradhayana Dharmika Sangatene
654. Kavi Hastimala mattu Gadhya Sahitya
655. Research Articles in Edited Volumes
656. Desi Sahitya Sampadane
657. Hastapratigala Samskuthiga mahatva
658. Bailatada Hastapratigalu
659. Jarmaniya Prasiddha Dravida Adhyayanakararu
660. Samskrithi Mattu Manthra Vidye.
661. Alemari Samudaya Mattu Sthaliya Samuda – Vasthava Mattu Vairudhya.
662. Horanada Kannadigaru
663. Telugu Anubhavi Siddaiah
664. Adima Kalarupagalu
665. Andharara Prachienathe
666. Andharda Vishista Kalaprakara : Kuchipudi
667. Harishchandra Kavya Vastu mattu Ashaya (The Epic of Harishchandra Kavya : Form & Content)
668. Dalitaru mattu Pryaya Rajakarnada Samsyagalu (Delits and the problems of alternative politics)
669. Kumar Vyasa mattu Yakshagana (The Poet Kumara Vyasa & his influence on Yakshagana)
670. Sri Ramayana Mahanveshana : Anveshanya Hosa Sadyathegalu (Epic Ramayana Mahanveshana of Veerappa Mouili : New Perspectives)

671. Kannada Muttu Tulu Bhagavatgalu : Toulanika Adhayana (A Comparative Study of Kannada & Tulu Bhagavathas)
672. Tulu Grantha Sampadane (History of Tulu Practical Criticism)
673. Chomsky mattu Adhunik Bhasha Vignana (Chomsky and Modern Linguistics)
674. Karavaliya Ahara Paddathi
675. Kannada Sahitya
676. Jnanshastra
677. Tejasvi Novels
678. Kuvempu Sahitya Dalithadalli Samavedane
679. Samskruthi Karnataka
680. Dalita Kavi Siddalingaiah
681. Viyoga (Short story)
682. Samvedane (Short Story)
683. Dravidara Samskriti
684. Yakshaganada Hasya Sanniveshagalu
685. Inamdararu Chitrisida Sthree Partragalu Ondu Avalokana
686. Yakshagana
687. Christ Collaegina Prakatanegala Vaishistya
688. Thayyaradhane
689. Malayalalanna Eradu Ithihaika Kadambaigala Anuvada
690. Kairali Samskruthiyalli Jathi Vyavaste
691. Kalegalu Mattu Samakalina Prastutate
692. Kasaragodina Kannada Sahitya Parampare Mattu Pravrutthigalu
693. Tenkutittu Yakshaganada Samskrutika Hinnale
694. Theyyam Bhakthi mattu Soundaryada nele
695. Nagaradaneyinda Yakshaganadedege Dharmika Samchalana
696. Yakshaganada Aaharya,
697. Shaivaradhaneya Pragroopa-Vayanad Kulavan Theyyam
698. Keralada Theyyaradhane
699. Namboodiri Samudayadalli Lingasambandhi Nelegalu
700. A.R.Krishna Shastri, S.V.Ranganna
701. Handicrafts in Karnataka: 1956-2006
702. Philosophy of Vachana Movement & the vachana's of Hadapada Appanna
703. Women Characters in Marathi Literature
704. The Translated works of English in Kannada
705. Folk Literature & History
706. Manuscripts in Sanskrit
707. 'Gadha-Kote-Durga'
708. Vijayanagara Kingdom In Marathi work
709. Kapilasiddha Mallikarjuna
710. Women in Nyaya & Vaisheshika
711. Cultural Documents of Karavali Karnataka
712. Vikramārjuna Vijaya: Sthreevadi Odu
713. Shasthra avarigirali, Kale namagirali
714. Sthreevadi virodhi neleyannu grahisuva kuritu
715. Status of Rural Women in Karnataka-A Review,
716. Gālemmana Aaradhaki Lakshmidēvi- A narrative,
717. Mahila Sāhityaparampare, Adhunikate mattu Sadhguni krishnabai,
718. Pramīlārjunīyam: Bhāshantharada sthalikarana Mattu lingarājakarana
719. Sāhithya krutiya karthrutva charche mattu Lingathva prashne,

720. Hasthaprathi Shāsthra: Hosa adhyayana sādhyategalu
721. Rajavali kathe: Ondu tippani
722. Mahile mattu Ambedkar chinthane
723. Udhhyoga mattu Uddhimegalalli mahile
724. Japanina Kale mattu Manassu(Trans)
725. Kuvempu sahithya: ondu viyakthika grahike
726. Nijada Nele
727. Painting in Bagalkot District
728. Hande Vajeera Manetanadha Itihasika Hinnele
729. Veerashaiva Handeraja Vamshstara Vivara
730. Kampli Janapadha Sahitya Mattu Kale
731. Ballary Jilleya Chitrakale mattu Shilpakale
732. Kala Vimarshaka Dr. K. Anandakumar Swami
733. Shankaragouda Betduru Catloge Baraha
734. Ballery Hande Palegarara Iaitihasika hinnele
735. Chitra Shalmala
736. Haratijyoti
737. Belaku
738. Haratijyoti
739. Vajjra Vijaya
740. Halamata sankruti
741. Swasti
742. Dharmamrutha : The theoretical perspective of the fiction narrative
743. Contemporary problems

Annexure 3.2.9

List of Books published

1. Avvanavyya Kavya
2. Valmiki Sampada (Edited)
3. Karnataka Devalaya Kosha-Dharwad Jille Documenataion of temples in Dharwad District
4. Hampi-Andu matthu Indu (Co-Edi) Hampi- Past & Present
5. Tonnuru-Local History and Archaeology series(Ed.)
6. Nekaara Samaja, Samskriti, Artika Stitigati(Ed) (Society, Culture and Economic Conditions of Weavers)
7. Kummatadurgada Arasaru (Rulers of Kummatadurga)
8. Karnataka: Abhivirdhiya samajika Aayamagalu
9. Vachana Samskritiya samajika Aayamagalu
10. Janara Yojane: Karnatakada Anubhavagalu
11. Karnatakada Abhivirdhiya Aakrithi
12. Pradeshika Asamanathe mattu Unnatadhikara Samithi Varadhi
13. Gramina Abhivirdhi,Vikendrikarana mattu Rajakeeya Vaipalya
14. Karnatakadalli Pradeshika Asmanathe
15. Linga Sambandhi Abhivruddi adhyayana Prabhandagalu
16. Dalitha Adyayana Prabhandhagalu
17. Janayojane – Hyderabad Karnatakada Anubhavagalu (Peoples Plan – Experiences of Kannada Hyderabad Karnataka)
18. Janti Aranya Nirvahane (Joint Forest Management)
19. Samshodakaru mattu Kshatrakarya (Researcher & Fieldwork)
20. Samaja Samshodane (Social Research)
21. Samshodana Prastava (Research Proposal)
22. Samshodana Javabdary (Research Responsibilities)
23. Rural Drinking Water and Sanitation-2005
24. Yashodharamma Dasappa-Jeevana Sadhane-2007
25. Concept of Ageing (Kannada)
26. A Study of Mid-day Meals in Govt. Primary Schools
27. Eeshanya Karnatakadalli Prathamika Shikshana mattu Samaja
28. Shaala Shikshanadalli Vikendrikarana: SDMC Karyakshmate
29. Ed. Abhivridhi Adhyayana – a Social Science Research Journal
30. Y.K. Ramayya Baduku mattu Sadhane
31. Y.K. Ramayya Baduku mattu Sadhane (A Commomorative Volume on Socialist Thinker)
32. Suvarna Karnataka Abhivruddi Patha (A silverjubleee Valume on Suvarna Karnataka)
33. Samsadeeya Patu Y.K. Ramayya
34. Budakattu Abhivradhi Meemamse (*Thoughts On Tribal Development*)
35. Dombaru: Ondu Charitrika Hinnota (*Historic Preview Of Dombara community*)
36. Aadivasi Aakhyaana (*A Referecne for Tribal Studies*)
37. Amazement of Tribe (Budakattu Vismaya)
38. Biligiriranga Tribal Epic Kannada University, Hampi
39. Olakallu Maramma
40. Sannatada Huttu Belavanige
41. Lipiya huttu mattu belavanige

42. Krishna Meldande yojaneyallina Mulugade gramagala Sasanagalu
43. Tulunada Jaina Sasanagalu
44. Karnataka Sasanagalalli shapasaya Kannada University Epigraphical Series
45. Vol.7 Raichur District Kannada University Epigraphical Series
46. Vol.8 Bidar District Kannada University Epigraphical Series
47. Vol.7 Bagalakot District
48. Karnatakada Kalegalu
49. Samvahana Kannada (Revised)
50. Volume of the Inscriptions of Raichur District
51. Inscriptions of UKP
52. Volume of the Inscriptions of Bagalkot District
53. Volume of the Inscriptions of Proudadevaraya
54. Volume of the Articles of Krishnadevaraya
55. District Epigraphical Series: Raichur District, Bangalkot District, Bijapur District
56. Shasana Adhyayana Vol II Issue 1
57. Shasana Adhyayana Vol II Issue 2
58. Shasana Adhyayana Vol III Issue 1
59. Shasana Adhyayana Vol III Issue I
60. Devalaya Kosa : Koppala Jille
61. Hampi Darshana
62. Uchhangidurga
63. Hampi Samupta
64. Conflicting Identities: Separatist and Anti-Separatist Movements in Coorg of Karnataka (in English) *Palame, Moukika Akaraglu kattikoduva Kodagu, Tulu mattu Kannada Pradeshagala Charitre (Construction of History of Tulu, Kodava and Kannada regions through the Oral Sources)* (in Kannada)
65. Study Materials related to Post-Graduate Students in History (Ind year) which was being prepared by the experts for Distance Education Centre, Kannada University, Hampi (worked as a Chair Person of the Text Book Committee)
66. Kannada University – History Volumes (I – VII) (in Kannada) as the Chief Editor (in Print)
67. Indian Subcontinent: Selected Problems in Kannada University – History Volumes (No. 2) as the Volume Editor (in Print)
68. Study Materials related to Post-Graduate Students in History (1st year) which was being prepared by the experts for Distance Education Centre, Kannada University, Hampi (worked as a Chair Person of the Text Book Committee)
69. E. Marsden's Kodagina Vivarane (*Description of Kodagu*) (Published in 1901)
70. Pravaasi Kanda Vijayanagara (*Vijayanagara in the eyes of Traveller*)
71. Gokak report
72. Hampe – Vijayanagara
73. Kannadamma
74. Karnataka Ekikarna hagio Naamakrna
75. Karnataka Ekikarna chaluvali Mattu Kannada Sahitya

76. History (1year PUC Text book)
77. History (2 year PUC Text Book)
78. Charitrea dhyayana (A Journal)
79. Charitre Adhyayana (A journal)
80. Tembareya Taranga
81. Prabhutva mattu Janate (State and Society) (8A.D- 14A.D)
82. Karnatakada Nagara Charitre : Mauryarinda Mysore Sultanara Varege (Urbanization of Pre-Colonial Karnataka)
83. Vasahathushahi mattu Nagarikarana (Colonialism and Urbanization)
84. Dakshina Bharatada Charitre : Ayda Vishayagalu (Select Problems in South Indian History)
85. Paschimatyana Nagarikate : Ayda Vishayagalu (Select Problems in Western Civilization)
86. Europe – History Volumes Series (in print)
87. Asia – History Volumes Series (in print)
88. Samrajya mattu samsthana (Vijayanagara, Ikkeri, Mysoru aramara Samskrutika Charetre
89. (Empire and the state Cultural history of vijayanagara, ikkeri and mysore kings)
90. Nalvadi Krishna Mysore(Shaikshanika haagu abhivridhi neleya adyana) (Mysore of Nalvadi Krishn IV (Social, Educatationa and Devolepment study)
91. Dalitara Mele dourjanya: Ondu nota Atraocities against the Dalits : An overview
92. Prabhutva mattu dalitaru (Prathibhatanatmaka neleya adyayana) (government and the Daliths (A study inrevolt)
93. Karanataka Gadi- Kathe-vyathe (Karnataka border The story and misery)
94. Bharathiya Samaja Mattu Dalitaru Indian Society and Daliths)
95. Dalita Samaja mattu matanthara (Dalit Community and conversion)
96. Hampi Andu-indu Hampi then and now
97. Karnataka Charitre:
98. Ayda Vishayagalu (Select problems in Karnataka History)
99. Africa Charitre: Ayda vishayagalu (Select problems in Africa Charitre)
100. Badami Chalukyara (Lekana Samputa) (Articals on Badami Chalukyaru)
101. Alli Purada Hanumanthappa (A Biography of Freedom fighter and Social worker)
102. Bellary Jilleya Paleyagararu (The Paleyagaras of Bellary District)
103. Karnatakadalli Talavarike (The wachmanship in Karnataka)
104. The history of Kamagheti Lineage
105. A Narrative Poetry of Sarja Hanumappa Nayaka : A Paleyagar of Tarikere
106. China Hagari Siri
107. Bete Mattu Bedaru (Hunting and Hunters Depicted in medival Karnataka Poetry's)
108. Ganagatte Sri Mayammadevi
109. Vijayanagara Kalada Samskruthi
110. Vasahatu Kaleena Bellary Jille
111. Dalitaru mattu Charitre (Reconstruction of Karnataka History and Dalit perspectives)
112. The founders of Valmiki Community (Valmiki Samudayada Prathasamaraniyaru)
113. Periyar Vichar Dhare (A Philosophical Thoughts of Periyar Ramaswamy Naikar)
114. Valmiki Siri (Collections of Research Articles)
115. Krishnadevaraya (Collections of Articles Relating with Srikrishnadevaraya)
116. Beda Budakattina Charitre mattu Samskruthi (A History and Culture of Nayaka Tribe)
117. Jana Janapada
118. Deese Chahare
119. Dese V/S Jagatikarana
120. Valmeeki Sampada
121. Adivasi

122. Vyadha Charite
123. Janapada Utkhanana
124. Kannada Janapada Nambikegalu
125. Shikari Parampare
126. Mata-Mantra-Modi
127. Janapada Karnataka Vol. 3, Issue 1
128. Janapada Karnataka Vol. 3, Issue 2
129. Janapada Karnataka Vol. 4, Issue 1
130. Bunadi
131. Neeru Ondu Janapada Nota
132. Alemarigala Sthitigati
133. Karavu
134. Moukhika Kathana Oral discourse (Kannada)
135. Dalit kathana (Kannada)
136. Adima Kannada
137. Desi (Kannada)
138. Thakararu (Kannada)
139. Punyakoti kathana (Kannada)
140. Dalit meemamse (Kannada)
141. Dalit mahila kathana (Kannada)
142. Kireeta (novel)
143. Tottilu (novel)
144. Mannu (short stories)
145. Pagade (short stories)
146. Costume Identities in Indian caste system
147. Violent mind of castes
148. Dalit woman
149. Dalit woman
150. Kulakasubugalu
151. Bimbadolagana Prana
152. Glimpses of Karnataka Folklore
153. Kaveri Janapada
154. Kodavara Samskutika Padakosha (Submitted)
155. Manteswamy mattu Dalitaru
156. Aralavva
157. Alkat Sidda
158. Ambedkar
159. Karala Ratri
160. Barlakaddi -Kavana Sankalana
161. Battale Katheyadavaru –Naval
162. Hagevu (A collection of folk Research Articles-2003)
163. Kere Honnamanana Kavya-2003
164. A study of seven villages godes-2005
165. Mandya Zillaya Utopacharagalu
166. Chanaiah Kavya
167. Ukkada Maramma (A Study of God Rituals and customs)
168. Hagevu (A collection of folk Research Articles)
169. Kere Honnamanana Kavya
170. A Study of seven villages godes
171. Saval- Jawab Padagalu

172. Kannada Jagattu: Ardha Shatamana (Kannada workd: state reorganization And after)
173. Nammadane namma nudi
174. Bhashe Vishwa kosha (Revised)
175. Nammathu
176. Nudi Nota
177. Bhashe : Vishwaakosha
178. Bhashe mattu Shikshana
179. Bhashe Viswakosha
180. Bhashe mattu Ashabdika Samvahana
181. Kannadadalli Pratyayagalu
182. Kannada mattu Janate
183. Dina Dina – 3
184. Kannada Balake Samajika Vinyasa
185. Dalitaru mattu Paryaya Rajakarana
186. Dalitaru Bhashe mattu Samaja
187. Bhashe Viswakosha
188. Jeeva jagattu
189. Vishwa Kosha
190. Serikonda Elegalu
191. Sthreevada Sthreevada
192. Gouri Duhkha
193. Henu Hengasu
194. Sougandhika Paranaya
195. Kannada Mahila Sahitya Charitre
196. Mahile, Dudime Mattu Biduvu
197. Mahila Aarthikate
198. Henu mattu Bhashe
199. The Second Sex Ondu Odu (Translation of the classic text The Second Sex by Simone de Bouvior)
200. Jeeva Jagattu (Co-Ed) Viswakosha
201. Hariharana Ragalegalu
202. Sanskrutika Mukhamukhi
203. Kodekall Vacana Vakya Sangraha
204. Amarakalyana (The Cultural Analysis of Medieval Kannada Mystic Cult of Amarakalyan)
205. Mahile: Dudime Mattu Biduvv,
206. Mahilaa Aarthikate
207. Henu mattu Bhashe
208. Shtri kathana
209. Matru Pradana Parikalpane
210. Mahila Janapada Sahitya Sangraha Mattu Adhyayana Charitre
211. samskrutika Adhyana (Cultural Studies) samskrutika Adhyana (Cultural Studies)
212. Ili yaro mukhyaralla (Kannada literary Poetics vol. 2)
213. Karnatakada Nathapanth (Nathpanth of Karnataka)
214. Kattiyanchina Daari (collection of Crtical Essays)
215. Lokavirodhigala jateyalli (Collection of interviews)
216. Kannada Research Methodology
217. Dharmapareekshe (Articles on politics, culture and religion)
218. Hosatalemaarina Tallana (Aspirations of new Generation) 2008,
219. Kumaravyasa Bharatha: A Cultural Study
220. Akkamahadevi Vachana: A Cultural Study

221. Maatu Taleyettuva Bage (Kannada literary poetics: An abridged edition)
222. English Geetegalu: A Cultural Study
223. Methodologies of kannada research
224. Ondane Tharagthiyindale Urulu
225. Kadadu Critical Essays on Literature
226. Mukhamukhi Critical Essays on Culture and Society
227. Hrichandra Charitra : A Problem of Truth
228. Adipurana : A Cultural Interaction
229. Dharmamrutha : A Cultural Interaction
230. Kadengodlu Shankar Bhat
231. Tulu Paddana Bandha Mattu Vinyasa
232. Haridasara Panduranga Vittala
233. Vadirajara Sri Krishna Balaleele
234. Esabeku Iddu Jaisabeku
235. Hasthaprathi Vyasanga-1
236. Kereya Padmaras
237. Kantha Patra
238. Kantha Patra -2
239. Basaveswarara Swaravachanagalu mattu Kalgnana Sahitya
240. Hiriyanna Kaviya Hayaratna Shreni
241. Tagara Pawada
242. D.L.N: Shatamaana Smarane
243. Chidaandavadut Charite
244. Kannada Viswavidyalayada Hastapradi Suchi-3
245. Hastapradi Vyasanga-7
246. Sharana Monappayyana Charite
247. Nammuru Navalli
248. Kurubar Guru Odeyaru
249. Rastapur Bheem Kaviya Haalumatottejaka Purana
250. Hastapradi Vyasanga-8
251. Kannada Nighantu rachane
252. Kannada Samshodhane Mattu M. Chidanandamurthi
253. Dasa Sahitya Shabda Shilpa
254. Kannada Vyakarana Paribhashe
255. Kannada Hastpradi rachane Bhashika Vivechane
256. Kadudani
257. Janapada Sahitya Bashe
258. Hastha Prathi Vyasanga - 1
259. Sarala Sabdhamani Dharpana
260. Karnataka Basha bushana
261. Shri Dhananjaya Shilpi
262. Halage Balapa
263. Kannada Hastapratigala Bahupateeya Nelegalu
264. Baachikaayakada Basavayya Vrutti Hagu Tatva Meemamse Baachikaayakada Basavayya Vrutti Hagu Tatva Meemamse
265. Vishnu Sharmana Panchatantrada Kathegala Kannada sara Sangraha
266. Kannda Hastapratigala Adhyayanada Hosa Sadhyategalu
267. Hastapradi Vyasanga -5
268. Kannada Vishvavidhyalaya Hastapradi Suchi Samputa, Vol-4
269. Agnidivya

270. Hadapada Appanna
271. Kannada Tika Sahitya
272. Kurekuppe Siddayya Tatanavaru
273. Karnatakada Mathagalu mattu Kannda Sahitya
274. Bellary Zilla Darshana
275. Lakkana Dandeshana Shivatatwa Chintamani Vivechane
276. Kannada Vishwavidyalya Hastaprati Suchi Samputa-3
277. Gundubramhayyar Sahitya
278. Kavalige
279. B.M.Horakeri Samagra Sahitya
280. Hastaprathi –IV
281. Mukthiya Parikalpane
282. Kruthi Pravesha
283. Hastha Prathi Vyasanga – 4
284. Hasta prathi Suchi Samputa –4
285. Dravida sastra (Ed)
286. Arivina kathana (A Cultural Study)
287. Siddavana Halli – Krishna Sharma Samagra Sahitya (Ed)
288. Anantha sahitya (ed)
289. Nalluru (Ed)
290. Lokamitra (Ed)
291. Dhnanamukha,
292. Of Mistics And Mystism,
293. Munnudigalemba Shabdaprasanga,
294. Gaadeya maatu, (Ed),
295. Toulanka Saahityadhyana, (Ed),
296. Dr. Ho. Sri. Samagra Sahitya : Pravasa Sahitya Samputa: 1, (Ed)
297. Dr. Ho. Sri. Samagra Sahitya : Pravasa Sahitya Samputa: 1, (Ed)
298. Dr. Ho. Sri. Samagra Sahitya : Jnana-Vignana Samputa – 2, (Ed)
299. Dr. Ho. Sri. Samagra Sahitya : Sankeerna Samputa – 3, (Ed)
300. Kavya Kathana
301. Dravida Samskrithi
302. Tulu Sahithya Charithre
303. Derrida
304. Toulanka Dravida Vyakarana (Translation)
305. Shri Bhagavatha (Translation)
306. Paribhashe
307. Tulu Sahitya Charitre (History of Tulu Literature)(Ed.)
308. Kannada Siri
309. Malayalam Kathagalu (Translation)
310. Nudi Deepa Vol-1 and 2 (Text Books for BFA)
311. Sahitya Samskruthi Patha (Vishwa Kosha)
312. Kannada Swayam Patanam (Kannada self study in Malayalam)
313. Kairali (an anthology of articles on Malayalam culture Literature)
314. Kerala Kathana (a study of Kerala Culture)
315. Sundariyaru Sundararu (Translation of Malayalam Novels by Uroob)
316. A Glimpse of Hampi (in English)
317. Malayalam Natakagalu (Editor & translator, translations of three Malayalam play's by different authors)
318. Rationality in Kuvempu's Literature

319. Lajja Gowrie (Cultural History of the Devotion of Adimata), tr, from Marathi
320. History of Suphi cult and its activities in India. tr. from Marathi
321. The Cultural analysis of Vitthala Cult
322. Tradition of Shreeshailla Mallikarjuna in Karnataka & Maharashtra. tr. from Marathii
323. Mahila chaluvali mattu mahila vishayagalu (A Text book on Women's Movement)
324. Suruchi [Collected article on Women's studies]
325. Mahile mattu Jaati [A Theoretical understanding]
326. Kalavida V. T. Kale a Biographical Sketch
327. Rangoli Chitrakale
328. Hachhe Chitrakale
329. Hande Arasu Manetanad Manetanad Vamshavali
330. Barokale
331. Nijadha Nele(Ed.)
332. Kasuti Chitrakale(Ed.)
333. Beledingala Chitrakale(Ed.)
334. Chitrakale Mattu Yakshagana (Ed.)
335. Chitrakale Mattu Nagaradane (Ed.)
336. Bideri Chitrakale (Ed.)
337. Shigee Chitrakale (Ed.)
338. Chittaragombe Chitrakale
339. Yakshagana Mattu chitrakale
340. Belaku (Ed.)

List of Research Methodology Books Published by University

Sl. No.	Book Title	Author Name	Publisher Name	01
	Theoretical dimension of Kannada Research	Dr. Rahamath Tarikeri	Prasaranga , KUH,Vidyaranya	02
	Research Methodology	Dr. K. Ravindranath	Prasaranga , KUH,Vidyaranya	03
	Responsibility	Dr. M. Chandrapoojary	Prasaranga , KUH,Vidyaranya	04
	Methodology of Kannada Research	Dr. Amaresh Nugadoni	Prasaranga , KUH,Vidyaranya	05
	Research: What? Why? How?	Dr. M. Chandrapoojary	Prasaranga, KUH,Vidyaranya	06
	Theoretical dimension of Research	Dr. B.M. Puttaiah	Prasaranga , KUH,Vidyaranya	07
	Researched field work	Dr. M. Chandrapoojary	Prasaranga , KUH,Vidyaranya	08
	Proposal	Dr. M. Chandrapoojary	Prasaranga , KUH,Vidyaranya	09
	Chandrapoojary	Prasaranga ,		10
	KUH,Vidyaranya		Social Research	Dr. M.
	KUH,Vidyaranya		Kannada Style Manual	Dr. K.V. Narayana

Prasaranga ,
KUH, Vidyaranya

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

This Criterion has two principal components and each component has two major dimensions. The two principal components are “infrastructure” and “learning resources”. The founding Vice Chancellor Dr. Chandrasekhar Kambar and his successors to date, having been fully convinced of determining role of infrastructure facilities, in promoting the quality of higher education have been according top priority to their creation and optional utilization. And the two components have two temporal dimensions – present and future.

4.1. Physical Facilities

The University is located in an area of 750 acres, and the campus is named after the great saint “Vidyaranaya” on whose advice Harihara and Bukka laid the foundation of the great Vijayanagar empire in 1336. Our campus is close to the world Heritage site called Hampi – the place where we find the ruins and other monuments of the great empire. The greenery that we have been developing for the past two decades and given the hilly rocky area in which our university is located, it looks like a Forest University, away from the madding crowd.

4.1.1 How well endowed is the university in terms of physical infrastructure? (classroom, administrative buildings, transport, water, power supply, etc., to run the academic programme) Enclose the master plan of the university campus indicating the existing building and the projected expansion in the future

The physical infrastructure that we have, is highly conducive for attaining and sustaining excellence in teaching-learning, and research.

- (a) As already stated the name of our main campus is “Vidyaranya”. The University has four Study Centres of its own, and 12 recognised Research Centres..
- (b) All the buildings that house our academic and administrative departments, staff quarters, students’ hostels etc, by and large, are constructed by using the locally available granite rocks. They are modelled on the architecture of Vijayanagara empire. Of late, to some extent, R.C.C. is used in the construction of new buildings. Each department is housed in an independent building, and each building carries a distinct name of its own, and the names are indicative of the rich tradition of Kannada literature and Kannada literary culture. It is also the case with the roads that connect various buildings in the campus.
 - (i) The moment one enters the campus from the northern end, one gets arrested by the north – raised untreated rough granite pillars. It is built on a natural pedestal – a medium size hillock. Our main library is housed in this building, and is christened “AKSHARA”. It has been a centre of attraction for teachers, students and tourists.
 - (ii) Another cluster of buildings which is very unique in the campus is “GIRI SCHEME” - a small campus distantly designed and built for the Department of Tribal Studies. The cluster closely

resembles the hut – like houses of some select tribal settlements in Karnataka. As such we call it “a campus with in campus”. There is a small tribal museum and it is being expanded. The main building in GIRI SEEME is “CHAVADI”, modelled totally on the architectural style of the tribals in Karnataka. It is built with mud and untreated rough wooden columns and reapers. It has all the facilities for conducting seminars, workshops, and lectures for small groups up to 50. It is the distinct prestige symbol of our university.

- (iii) “Nagavarma” is the name given to the building which accommodates the Department of Studies of Translation.
- (iv) “Tripadi” is the name given to the triad structure that we have in the campus. The Department of Archaeology and Ancien Hisotry is located in it.
- (v) “Bhuvanavijaya” is the name given to the largest meeting / conference hall in the campus, and in it seating arrangements are there for over 500 persons. It is constructed on the model of a modern drama theatre. Fully equipped with electrical and electronic device – sound system etc. – required for academic, literary, and cultural pregrammes. Presently, the department of Fine Arts is functioning in its annexes. The name reminds us of the “Bhavana Vijaya” in which literary discourses and debates used to take place during the reign of emperor Krishnadevaraya. In the same way the building of the department of language studies is named after ‘Kesiraja’, a grammarian, Department of Dravidian Culture Studies is ‘Harihar’, Department of literature studies is ‘Allama’, Women’s Studies department is ‘Akka’. In the same way Department of Manuscriptology is in ‘Kantapatra’. ‘Darpana’ is Computer Centre. Akshara is main library while Sirigannada is a reference library. All these names have their own significance.
- (vi) The Directorate of Distance Education is located in “Kayakada mane”. It is being expanded to meet the growing needs.
- (vii) Another meeting hall which accommodates about 100 persons, equipped with all the latest electronic devices, is a modern gallery. It is named “Pampa Sabhangana”. It carries the name the Adikavi Pampa.
- (viii) In the southern part of the campus, there is a high – raised hillock and on it we have the University’s guest house. “Srishaila” is the name given to it – a well known place of pilgrimage situated on the hill tops of the Nallamala forest in Andhra Pradesh. It is massive granite structure, and it is distinct in its architecture. Our main water tank is built on that hillock.
- (ix) Close to “Sri Shaila”, on another hillock is “Manasollasa” – the official quarters of the Vice Chancellor. Its architecture too is equally appealing.
- (x) One of the unique features of our University campus, and one that attracts every visitor’s attention and appreciation is our open air theatre built on the banks of the irrigation tank. “Hallikere”. It resembles the Greek Theatre, and it named Navaranga”. In this threatre, facing the raised platform, there is a semi-circular gallery, most of our cultural activities are held here. More than anything else, our annual convocation (“Nudihabba”) ceremonies are held here.
- (xi) There is housing complex with 50 houses, 20 for the teaching staff, and 30 for the non – teaching staff. The University has plans to build some more houses.
- (xii) There are four hostel buildings in the campus – one each for the SC and ST students, backward class students, general category students, and one for girls.
- (xiii) (We need write about the buildings in which other department are housed) etc.

The most important building in the campus is “Kriyashakti”. All the policy making and policy implementing activities take place here. The the Executive Council(syndicate) – the highest policy making body and senate meetings are held here. It is in it, the offices of the Vice Chancellor, Registrar, Deputy Registrars (Academic and Administration), Finance Officer, are located. The Ph.D viva-vice examinations are conducted here.

- (c) The University has adequate water supply to meet the needs of all the departments, besides ensuring adequate supply of water for staff quarters and students hostels. We get Tungabhadra river water. We have one artificial tank also to store rain water.
- (d) Power Supply – The University has signed a MOU with GESCOM. According to it The GESCOM has been permitted to construct its power receiving centre in our campus in an area of three acres. The GESCOM is supposed to give power supply with out intrusion.
- (e) Road connectivity – We have been able to build tar roads all over the campus with the help of funds provided by HKDB and Zilla Panchayats. The main road in the campue is named after
- (f) The Eco-environmental components of the physical infrastructure are given priority treatment. Ours is a University with a green belt. The relatively bald hills and dales on which the University is built, in a matter of about 15 years, give the look of a lush green forest. We have over one lakh trees and plants of different families. The campus has become threat-free home for a numbers of animals and birds. The “Hallikere” tank has been regularly attracting migratory birds, especially black wild ducks, from different parts of the world and care is taken to see that they are protected from the predatory human beings. We are proud of our Horticulture and Engineering Departments for their consistent endeavour to provide the much needed environmental ambience to the university.
- (g) “Shilapavana” – Sculpture Park has been of international attract. International workshops are held here. A few foreign participants who participated have left some sculptures carved out the locally available granite. Another aspect is that they have carved the figures on the rocks which form a part of hillocks. Stones are not brought from outside.
- (h) The Master Plan of VIDYARANYA is given below.

(We have to put the map (Sketch) and write the legend: indicating various buildings / departments etc.)

4.1.2 What are the infrastructure facilities available for

- a) Academic activities
- b) Co-curricular activities
- c) Sports

The infrastructural facilities necessary for promoting curricular and co-curricular activities.

- (a) They are enough number of well-equipped modern classrooms in each department. Audio – visual aids are there to make teaching and learning more effective. L C D and O H P, computers are available to those who teach and those who are taught.
- (b) There are sufficiently large seminar and conference halls in which national and international seminars / workshops are held.
- (c) Each department has its own mini library carrying the reference books required by the staff and students.
- (d) Cafeteria, post office and banking facilities are available in the campus.
- (e) The RTC buses ply between, Hospet and Vidyaranya and thereby facilitate the easy movement, not only of students who stay off the campus, but also for tourists and other visitors.
- (f) “Navaranga” – Open air theartre – is the place where Bayalu Natakas, folk dances etc., are performed.

4.1.3 Has the institution augmented the infrastructure to keep pace with academic growth? If yes, specify the facilities and the amount spent during the last five years.

The University has been augmenting the infrastructural facilities from time to time to keep pace with the increasing needs. The details of infrastructure added during the last five years are given below:

New buildings, one for Fine Arts Department and another for Canteen are coming up in the campus. The open space available in the first floor of the Akshara (main Library) is being developed as a big hall which can be used either for organizing functions or meetings or for expansion of the library. We have built car sheds for every department.

4.1.4 Has the institution provided facilities like common room, wash / rest room for women students and staff?

Yes. All the departments have their own bathrooms and toilets, Separate facilities are made for women students and teachers. Presently, there are no separate rest rooms for women students and staff. We propose to add this facility in future.

4.2. Maintenance of Infrastructure :

It is not enough to have adequate physical infrastructure, it has to be maintained and put to its optimum use. And maintenance involves two things – adequate budgetary provisions and the mechanism to maintain. The University has accorded importance to these things.

4.2.1 What is the budget allocation for the maintenance of -

- a. Land**
- b. Building**
- c. Furniture**
- d. Equipment**
- e. Computers**
- f. Transport**

(a) The year-wise particulars of the budgetary provisions made during the last two years of the present reaccreditation period – 2006-07 and 2007-08.

Sl. Particulars of infrascture Budget Allocation			
No.		2006-07 (Rs. In lakhs)	2007-08 (Rs. Lakhs)
1	Buildings	114.68	—
2	Equipments	23.32	30.15
3	Furniture & Fixtures.	8.00	10.00
4	Computers	5.00	8.00
5	Transport etc	27.00	40.00

b) There is a full-fledged Engineering Department to take care of the maintenance work. The department is manned by :- (i) Asst. Executive Engineer

(ii) Electrician

(iii) Supporting personnel.

The department is in charge of the construction and maintenance of our buildings, tele-communication network, electricity, roads, drinking water and other amenities.

(ii) Apart from the Engineering Department, we have maintenance experts to take care to our two prestigious buildings – “Bhuvana Vijaya” and “Pampa Sabhangana”

(iii) The overall responsibility of the maintenance of infrastructure is on an Assistant Registrar. He / She has to oversee and monitor maintenance works.

4.2.2 How is the budget optimally allocated and utilized?

The University ensures optimal utilization of the budget allocated for the maintenance of infrastructure. In the case of maintenance, given the budget constraints in relation to the competitive demands of maintenance works, the University prioritises the demand based on urgency and relative importance and then allocates on priority basis so as to achieve optimisation of the scarce financial resources.

4.2.3 Are there staff appointed for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?

As already stated [4.2.1 (b)], there is a full-fledged Engineering Department manned by qualified and experienced engineers. They do carry on normal repairs. In cases where the repairs need the services of outside experts, the University allows the Engineering Department to indent such services from outside. It is also the case with electronic devices.

4.2.4 How is the infrastructure optimally used?

Within the broad framework of our vision and mission, our infrastructural facilities are put to their optimum use. The infrastructural facilities, that go with the administrative division of the University, are put to their optimal use throughout the year. Whereas those which go with the academic division - classrooms, seminar halls, department libraries, audio-visual aids of teaching and learning – are put to their optimal use all through except during the summer vacation. However, the HODs of all the departments do use the infrastructure facilities, because they have to work during vacation also. Similarly, M.Phil and Ph.D. students make use of the facilities during vacation.

4.3 Library as Learning Resources

The quality of higher education – teaching, learning and research – to a great extent depends on the quantity and quality of the intellectual input that the constituents of the University get – availability and accessibility. And library is one of the essential ingredients of that intellectual input comprising books, journals, dictionaries, encyclopaedias - general and discipline specific - manuscripts and other technology- aided learning resources like internet facilities. Libraries have come to acquire a decisive role with the explosion of knowledge engendered by the ongoing mega process of globalization.

4.3.1 How does the library ensure access, use and security of materials?

The ways in which the libraries in the – central library, sirigannada and department libraries campus ensure access, use, and security of materials are summarised below:

- (a) Without anybody's assistance the teachers and students of the University can have easy access to the books they need since the libraries are kept open during the working hours. Of course, one must have identify card to enter the library.
- (b) The staff and students are given borrowers' cards. Each staff members is allowed to draw and keep not more than 15 books for a period of 30 days, irrespective of the number of times he borrows books.
- (c) The books and other library materials, such as furniture and fixtures, audio – visual learning media, internet etc, are quite safe; security guards are there to guard the library, not only during working days and working hours, but also during holidays.

- (d) Fire-fighting devices are available in the library, and the staff member are given training in this regard.
- (e) Access to special reference books placed in an independent library called “SIRI GANNADA” is also available to staff and students.

They can refer the books in the library, but there is no system of lending reference books. It is also guarded by the security staff.

- (f) The department libraries, which by and large, carry discipline-specific - books, reports, manuals and magazines, also act as learning resources.

4.3.2 What are the facilities available in the library? (Computers, Internet, reprographic facilities etc.)

The facilities available in the library include the following :

- (a) “Akshara” the main library has 1,10,734 books, 55 Encyclopaedias, Journals (English and Kannada) and other periodicals numbering 92 are made available to the students and staff.
- (b) It is equipped with appropriate furniture and fixtures, including lighting facilities. The students and teachers find the library comfortable to carry on their research work.
- (c) The facilities for researchers in the library are being improved from time to time to meet their changing and growing needs.
- (d) Computer and internet facilities are there for the use of students and staff. Photo – copying facilities are also available.
- (e) Similar facilities (except photo - copying) are also available in the reference library “SIRIGANNADA”, and in the department libraries.

4.3.3 How do the library collections cater to the needs of the users?

The library collections cater to the needs of the users in the following ways :

- (a) The library collections comprise works on research methodologies, quantitative techniques, report writing, budgeting, planning, competitive examinations, apart from subject – specific and general encyclopaedias.
- (b) Apart from these collections. Department libraries carry subject – related books and the reference library the collection of reference books in respect of all subjects.

4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials?

The libraries – main library, AKSHARA, the Reference Library, “SIRI GANNADA” and Department libraries – ensure the purchase and use of current titles, journals etc. as per the University procedures in Vogue.

- (a) Individual scholars from every department indicate their requirements of the latest books and journals to their HODs in writing. The HODs hold informal meetings with their staff, in which they take a decision about the books / journals to be purchased based on their contextual relevance and implications for the quality teaching, rearing and research. Then the list so finalised are forwarded to the chief librarian. The chief librarian in turn places the lists before the library committee and based on the committees approval and on the budgetary provision for the

year under consideration, orders are placed by the Chief Librarian. The books so procured are placed in the library for the use of both teachers and students.

- (b) Among the titles procured, the books for reference are sent to the reference library to make them available to the teachers as well as students.
- (c) As per as department libraries are concerned, each department is given an annual grant of Rs. 2,50,000 for the purchase of titles which are needed for their department's research studies.

Of course, the main library makes available the latest categories of various publishers to the constituents of the University for their ready reference.

4.3.5 If the library has an archives section, to what extent is it used by the readers and researchers?

The main library does not have any archives in the strict sense of the term. However, the department of manuscriptology has own archives when ancient manuscripts are preserved scientifically.

4.3.6 How are on-line and Internet services in the library used by students and faculty? Specify the hours and frequency of use

4.3.7 Are the library services computerized? Does the institution make use of INFLIBNET/ DELNET/ IUC facilities? If yes, give details.

YES

The Library has provided the INFLIBNET Services to the users of the library

4.3.8 For how many days is the library kept open in an academic year? How many hours is the library open per day?

The main library, AKSHARA, and the reference library, SIRIGANNADA are kept open all through the year except on public Holidays. They are kept open for 12 Hours a day on all working days.

4.3.9 Does the library have an advisory committee? What are its functions?

The University has a Library Advisory Committee. It has 10 members headed by the Dean as its Chair person. It performs the following functions.

- a) Finalization of list of books and journals recommended by the faculty
- b) Suggest measures to improve the working of the library

4.3.10 Amount of money spent for new books, journals during the last five years?

The details of amounts spent for new book and journals during the last five years are given below:

(Amount in Rupees)

Sl. No.	Years	Amount spend on			Total
		Books	Journals	Others	
01	2003-04	40608	10306	48257	99171
02	2004-05	43928	14110	68302	126340
03	2005-06	45304	16238	75200	136742
04	2006-07	56602	20180	99011	175793

4.3.11 How does the library motivate students/ teachers to read existing and new arrivals?

The librarians motivate the students and teachers to read the existing and new arrivals.

- (a) As soon as the new books arrive, the librarians bring them to the notice of the students / teachers by displaying them on the notice board entitled “New Arrivals”.
- (b) Apart from the above, list of new arrivals is sent to the departments for display on their notice boards.
- (c) Such lists are also exhibited in the seminars, workshops, and conferences held on the campus.
- (d) The alphabetical index system helps the library users to know the title of the existing books.

4.3.12 What are the special facilities offered by the library to the visually challenged and physically challenged person? How are they used?

Presently, there are no special facilities for the visually challenged persons. As far as physically challenged persons are concerned, the University has made available comfortable furniture to sit and read. And on their request, the library assistants help them in securing the books and journals they need.

4.3.13 List the infrastructural development of the library over the last five years?

The details of infrastructure development of the library over the last five years are given below :-

4.4 ICT as Learning Resources.

ICT has come to play a defining role in the twin processes of acquisition and dissemination of knowledge in the continuously shrinking global village of instant communication and abundant information. The ongoing cybernetic revolution has been heralding knowledge revolution. We have come to live in a knowledge society. With a view to altering the standards of world class University, we have been sincerely striving to enable all the students and faculty members to have easy access to ICT facilities.

4.4.1 How is the computer facility extended to all faculty and students?

- (a) Each department is equipped with computers. Besides, every faculty member is provided with a desk top or a laptop. Internet facility is available in every department, and both teachers and students can have access to that facility. As such, they are enabled to use the information technology as an important learning resource.
- (b) Apart from the above, there is a computer centre in the campus in which there is adequate number of computers to meet the needs of all the students, and all the computers have access to internet facility. The center is housed in the building named “DARPANA”.

In these ways, computers are used as a major learning resource.

4.4.2 How are the faculty facilitated to prepare computer aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The following facilities are available to facilitate the preparation of computer – aided teaching / learning materials:-

- (a) Every class room is equipped with computers, OHPs and LCDs. Facilities are there for power-point presentations by students as well as teachers.

- (b) A few advanced learning packages are acquired for Computer Aided Instruction (CAI) and Computer Aided Learning (CAL) for the benefit of all the constituents – specially of the teachers and students.

4.4.3 Is there a central computing facility, If yes, how favorable are its timings, access and cost to both students and faculty?

Yes. There is a central computing facility in the University. As already stated [4.4.3 (b)] . It has 20 computers. We have experienced staff to maintain the computers, and to provide technical assistance. It is kept open for 12 hours a day on a working days throughout the academic years.

4.4.4 How are the computers and its accessories maintained in the department?

The departments themselves maintain their computers and their accessories by seeking the assistance of experts available in the University. Whenever it becomes necessary, they indent the services of outside experts.

4.4.5 What is the output of the various departments in developing packages for their discipline?

4.5 Other facilities :

The University campus carries some major and minor facilities that have bearing on curricular, co-curricular, and extra-curricular activities of the students and the staff. The major facilities have direct bearing and the minor ones have indirect bearing on our learning and living. The minor facilities have direct bearing and the minor ones have indirect bearing on our learning and living. The minor facilities including such things as post office, bank, transport, cafeteria etc.

4.5.1 How many students stay in the hostel? How many rooms are there in the hostel? Is the accommodation sufficient to meet the demand?

The University has built Hostel Buildings to accommodate the students who intend staying in the campus. Girl students are housed in a separate hostel. The details of the hostels and the number of students residing thereon are given below.

Sl. No.	Hostel	No. of Rooms	No. of students.
1	General Hostel for boys.	28	55
2	Hostel for SC and ST students	28	55
3	Women's Hostel	22	44
4	OBC Hostel	—	—

The accommodation available in the campus is quite sufficient.

4.5.2 What facilities are provided in the hostel?

The facilities available to the students in the Hostels are:

- (a) Board and lodging.
- (b) Reading Room.
- (c) Moderate recreation hall and indoor games.
- (d) Kitchen and dining hall.
- (e) Well maintained bath rooms and toilets with perennial supply of later.
- (f) In the event of medical emergency, the wardens in-charge of the hostels get qualified doctors to the hostel.

(g) Entertainment by watch TV

4.5.3 What are the facilities provided by the health center?

There is no University Health Centre. But a physician visits the campus everyday for one hour in the evening.

4.5.4 What are the physical and infrastructure facilities available for the sports and physical education centre?

At present, there is no particular centre for sports and physical education. Sports and games events are arranged for the students on the eve of the Annual Convocation – NUDIHABBA – every year.

4.5.5 How does the institution ensure participation of women in intra and inter institution sports competitions?

In the absence of a physical education department, the university has not been enabling women-students participation intra and inter-institution sport competitions.

4.5.6 Does the institution have a workshop / instrumentation centre? If yes, what are the physical and infrastructure facilities available in the centre?

In the light of 4.5.4 and 4.5.5, this is not applicable.

4.6 Best practices in the Development of Infrastructure and Learning Resources.

4.6.1. Describe the best practices for the development of infrastructure and learning resource adopted by the college with reference to physical facilities and its maintenance / library as a learning resource / ICT as learning resource and other facilities to create learning ambience?

The best practices in the development of infrastructure and learning resources worth sustaining include the following:

- (a) Healthy Eco-environmental ambience for academic and extra academic activities. Our university looks like a Forest University away from the madding crowd of urban areas.
- (b) All the departments are housed in well-equipped independent buildings of their own. They have their own department libraries, computer and internet facilities.
- (c) Spacious halls for holding workshops, seminars and conferences. They are equipped with good furniture and the required audio -visual aids.
- (d) Open Air Theatre bordering the beautiful irrigation tank which attracts migratory birds every year. It is a special attraction. It is here our Annual Convocation Function is held every year.
- (e) Giriseeme – a campus with in the campus with a cluster of hut like structures resembling the huts of some select tribal settlements in Karnataka.
- (f) Using ICT facilities as learning resources. Internet / computer facilities.
- (g) Well equipped classrooms.
- (h) Well – equipped and well functioning libraries.
- (i) Well – maintained museum pressuring the rich history culture of Karnataka.
- (j) Well – maintained connecting roads in the campus.
- (k) All the administrative departments are housed in a single building called KRIYASHAKTI.
- (l) Ours is plastic free campus.

Re-accreditation

The same assessment framework will be used. However, additional information have to be provided for the following probes.

4.7.1 What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The observations of the peer committee on infrastructure and learning resource has more and more words of satisfaction and appreciation than those seeking information and action.

- (a) (For details about positive observations please see pp 13-15 of the assessment report)
- (b) The peer committee has observed that a few departments did not have independent buildings but during the period 2004-05 to 2008-09 all the departments have been accommodated in well-equipped independent buildings.

4.7.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The quality sustenance and enhancement measures instituted by the University since the previous assessment and accreditation with regard to the infrastructure and learning resources include the following.

- (m) Healthy Eco-environmental ambience for academic and extra academic activities. Our university looks like a Forest University away from the madding crowd of urban areas.
- (n) All the departments are housed in well-equipped independent buildings of their own. They have their own department libraries, computer and internet facilities.
- (o) Specious halls for holding workshops, seminars and conferences. They are equipped with good furniture and the required audio -visual aids.
- (p) Open Air Theatre bordering the beautiful irrigation tank which attracts migratory birds every year. It is a special attraction. It is here our Annual Convocation Function is held every year.
- (q) Giriseeme – a campus with in the campus with a cluster of hut like structures resembling the huts of some select tribal settlements in Karnataka.
- (r) Using ICT facilities as learning resources. Internet / computer facilities.
- (s) Well equipped classrooms.
- (t) Well equipped and well functioning libraries.
- (u) Well maintained museum pressuring the rich history culture of Karnataka.
- (v) Well maintained connecting roads in the campus.
- (w) All the administrative departments are housed in a single building called KRIYASHAKTI.

Ours is plastic free campus.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

The quality of higher education ultimately gets manifested in the holistic progression of the students who come out of the Universities. And the holistic progression, inter alia, is very much governed by the support and assistance they get in the University.

5.1. Student Progression.

5.1.1 What is the student strength of the institution for the current academic year? Give the data gender - wise, state - wise and nationality-wise, along with analysis and comments.

The student strength of the institution for the year 2007-08 course wise gender-wise state wise and nation-wise is given in the following table.

SI No	Course	Student Strength State –Wise				Total Indian		
		Boys	Girls	Nos	Karn	Other State	12	foreign Indian
1	Diploma	08	04	12	12	—	12	— —
2	MA(WS)	08	04	12	12	—	09	— —
3	MA Ph.D(K)	07	02	09	09	—	05	— —
4	MVA	03	02	05	05	—	322	— —
5	M.Phil	194	128	322	322	—	130	— —
6	Ph.D	92	38	130	130	—	12	— —
7	BVA	95	35	130	130	—	130	— —
8	B.Music	—	8	8	8	—	8	— —

5.1.2 Details of the last two batches of students and their profile (SC / ST, OBC, BC, General etc.,) prefixing the Socio-economic profiles also.

The details of last two batches of students and their profile are given below:

SI No	Course	2005-06 (with percentage)					2006-07 (with percentage)				
		SC	ST	OBC	Gen	Total	SC	ST	OBC	Gen	Total
1	M.Phil	03	—	02	05	10	33	06	133	89	261
2	Ph.D	10	04	20	18	52	14	10	27	48	99
3	MVA	06	—	04	03	13	03	—	02	—	05
4	MA. Ph.D	02	05	06	01	14	03	04	09	04	20
5	MA (WS)	—	—	—	—	—	02	01	06	—	09
6	Diploma	—	—	—	—	—	07	—	05	02	14

Note : The figures in brackets indicate the percentage share in the total student strength.

5.1.3 What percentage of the students on an average progress to further studies? Give details for the last five years.

100 percent

5.1.4 What is the dropout rate for the different years after admission?

There are no drop-outs

5.1.5 What proportions of the graduating students have been employed for the last three years? Provide placement record for the last three years.

Most of our students are absorbed by various institutions

5.1.6 How many students appeared/ qualified in UGC-CSIR-NET, SLET, IAS, GATE/ CAT/GRE/TOFEL/GMAT/Central/State services, etc. through Competitive Examinations. (last two years)

The details of the students who appeared / qualified in competitive examinations (last two years) are given below.

Sl No	Years	Net/Set		JRF		Civil Services	
		Appeared	Qualified	Appeared	Qualified	Appeared	Qualified
1	June -2006	20	05	—	—	10	03
2	Dec – 2006	15	03	05	01	—	—
3	June – 2007	30	06	—	—	—	—
4	Dec.– 2007	20	03	—	—	—	—

5.2. Student Support.

The focus of this key aspect is on the variables which provide effective support to the students to achieve what best they can.

5.2.1 Does the institution publish its updated prospectus and handbooks annually? If yes, what are the information contents disseminated to students?

Yes. The University publishes updated prospectus every year. Its contents are listed below:

- a) The calendar of events in respect of admission dates, examination dates etc.,
- b) The various courses available and the eligibility rates and norms.
- c) A brief introduction of all the departments and the courses offered by them.
- d) Staff profile: Qualification and experience.
- e) The syllabi of all the courses.
- f) Hostel facilities category wise and gender wise.
- g) Student support: financial and academic.
- h) Classroom and off the classroom activities seminars, workshops, extension activities, field work and so on.

5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships / free ships given to the students last year?

Yes. The details of financial aid to students are given below.

5.2.3 What types of support services are available to overseas students?

Presently, there are no foreign students.

5.2.4 What support services are available to SC/ST students?

The details of support services available to SC and ST students are given below.

- a) Academic support: SC and ST cell, Book Bank and extra coaching facility.
- b) Financial Support : Scholarships and fellowships (already mentioned in 4.2.2)
- c) Infrastructure: Hostel facilities in the Campus : Board and lodging.
- d) Competitive : Coaching classes are conducted for writing NET, civil services, KAS etc.,
- e) We propose to start a career guidance cell. Presently guidance is being given informally.

5.2.5 What are the support services made available to differently-abled students?

Occasion has not arised

5.2.6 Does the institution offer placement and counselling services to students?

Presently there is no formal arrangement to give counseling and placement services to students. However, the professors concerned do render such services to students informally.

5.2.7 Is there a counselling service for women students?

Yes. we need details

There is a Women's Grievances settlement cell. There are representation from faculty, non teaching staff, external legal experts.

5.2.8 Does the faculty participate in academic and personal counselling? If yes, how many have participated last year?

Yes. Faculty members participate in academic and personal counseling informally. The University proposes to make the faculty participation in acadmic and personal counseling formal.

5.2.9 Has the employment cell encouraged students to be self-employed during the last five years?

Presently employment cell is not available in the University.

5.2.10 Does the institution have an alumni association? If yes, what are its activities?

Yes, the university has alumni association.

5.2.11 List the names of top 10 most renowned Alumni of the university along with their designation?

1. Dr. C.S. Dwarakanath, Former chairman, Karnataka Backward classes Commission, Bangalore
2. Dr. Subhash Bharani, IPS, Former IGP, Karnataka
3. Dr. H.C. Boralingaiah, Professor, Kannada University, Hampi
4. Dr. C.R. Govindaraja, Professor, Kannada University, Hampi

5. Dr. C. Somashekara, IAS, Deputy Commissioner
6. Dr. Vidyabhushan, Classical Karnataka artiste
7. Dr. Smt. Tulasi Ramachandra, Bharath Natya Artist
8. Dr. Mudnakudu Chinnaswamy, Poet
9. Dr. Sharathchandra, Former Chairman, Karnataka pollution Control Board, Bangalore
10. Dr. K.H. Katti, First Ph.D Student of Kannada University,

5.2.12 Are the alumni contributing to the development of the institution? If yes, Please specify how?

5.2.13 Does the institution have a grievance redressal cell? If yes, what are its functions?

Yes, the University has grievance redressal cell .

It is managed by the committee comprising the following members :

- A senior professor chairperson (nominated by the VC)
 - Deans of all the faculties as members
 - Warden of women's Hostel – Members
 - A senior professor (Nominated by VC)Co-ordinator.
- (a) It meets as often as soon as it receives requisition from the students seeking redressal of their grievances.
 - (b) It invites the aggrieved parties and also those who are alleged to be responsible for the said grievance. Discuss the matter and arrive at redressal measures.
 - (c) Faculty members of the departments concerned are asked to institute redressal measures if the grievances are related to academic matters in the same way the persons in charge of hostels libraries transport health services are asked to take redress measures.
 - (d) It institutes measures to avoid the repetition of the same problems.

5.2.14 List the Number of grievances redressed during the last two years.

-Nil-

5.2.15 Is there a provision for welfare schemes for students? If yes, specify.

5.2.16 What were the specific measures initiated by the institution to enhance the quality of education with reference to student support and progression?

Yes, there is provision for welfare schemes for students. They are listed below.

- a) Financial assistance in the form of scholarships and fellowships.
- b) Medical assistance.
- c) Book back facility.
- d) Hostel facilities.
- e) Special attention to the slow learners in the form remedial teaching.
- f) Grievance redressal measures.
- g) Informal counselling on academic and personal / financial problems of students.
- h) Informal placement guidance.
- i) Coaching classes for competitive examinations – NET, SET, IAS, KAS etc.,

The measures initiated by the University to enhance the quality of education with reference to student support and progression include the following.

- a) Well equipped class rooms with facilities for using computers intermat, LCD, OHP etc.,
- b) Qualified and experienced teachers and research guides.
- c) Libraries Akshara sirigannada and department as major source of learning.
- d) Training in research methodologies.
- e) Exposure to field work as a part of research work.
- f) Participation in workshops and seminars.
- g) Participation in extension activities counselling.

5.2.17 Is there a cell to prevent Sexual Harassment? How effective is the cell?

Yes : There is a Women's Grievances Settlement cell. It is active and sensitive.

5.2.18 What are the efforts to provide legal literacy to women?

The centre for Women Studies has been providing legal literacy to women in the campus and in the neighborhood as an integral part of its Women's Empowerment Programme.

In the seminars and workshops it conducts on women's issues legal literacy figures as a component.

Apart from that it conducts legal literacy camps in the neighbouring villages. It invites legal experts magistrates district judges and senior lawyers to sensitise rural women on legal aspects.

5.3 Student Activities.

Student activities in our university to a large extent are confide to curricular, co-curricular, extracurricular activities.

5.3.1 What are the incentives given to students who are proficient in sports?

Presently there are no sports activities.

5.3.2 Give details of the participation of the students in sports and the outcome, at the state, regional, national and international levels, during the last five years?

5.3.3 How does the institution collect feedback from students for improving the support services?

The feedback of students on support services are collected by the grievance redressal cell and by the counselors during the course of counseling. At present there is no special arrangement to gather student's feedback

5.3.4 Does the institution collect feedback from employers? If yes, how is the feedback used? Illustrate the outcome.

Presently such practice is not in vogue. We propose to have some such practice in future.

5.3.5 Furnish information regarding the participation of students in extra curricular activities and recreational activities?

We do not have any extra-curricular activities like NCC, NSC etc. We have more co-curricular activities. Some such activities are listed below..

- a) Active participation – pro-active and reactive in seminaars and workshops.
- b) Participation in field studies.

c) Participation in extension activities they partly co-curricular and partly extra curricular.

5.4.1 Describe the Best practices in student support and progression practiced by the college in terms of student progression / student support / activities

Best practices in student support and progression.

The university has sincerely consistently striving to attain and sustain the best practices is student support and progression some such practices are listed below.

- a) Publication of updated prospectus carrying every bit of information about the university such as the various courses offered admission procedures fee structure, Physical infrastructure intellectual infrastructure library facilities, hostel facilities scholarships and fellowships and other support services available and accessible.
- b) Remedial coaching for slow learners.
- c) Coaching classes for those who intend taking up competitive examinations such as / AS, KAS, NET, JRF and SET.
- d) Financial assistance to the disadvantaged section-students (SC,ST and OBCs) in the form of sholarships and fellowships.
- e) Actively involving the students in curricular activities such as workshops seminar and classroom presentations.
- f) Actively involving them in co-curricular activities such as field studies in participatory research and extension programmes.
- g) Health check up and health care.
- h) Women's empowerment programmes in the neighboring villages.
- i) Easy access to regularly updated library facilities and to ICT facilities.

5.5.1 What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

The action taken by the University for the observations made under "Student Support and Progression" by the peer committee in its previous assessment report is given below.

a) As far as admissions are concerned, they are open, not only for students belonging to Karnataka but also students from outside the state. Through there is no formal reservation for outside students, there are no formal restrictions for their entry.

The University has made provision for writing the Ph.D. thesis in English.

b) The Students Welfare Scheme has been strengthened in terms of hostel facilities, fellowships and scholarships, counseling and library (for details see PP 106-109)

The same assessment framework will be used. However, additional information has to be provided for the following probes.

5.5.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

The quality sustenance and enhancement measures instituted by the University since the previous assessment and accreditation include the following:

- a) Publication of updated prospectus carrying every bit of information about the university such as the various courses offered admission procedures fee structure, Physical infrastructure intellectual infrastructure library facilities, hostel facilities scholarships and fellowships and other support services available and accessible.
- b) Remedial coaching for slow learners.
- c) Coaching classes for those who intend taking up competitive examinations such as / AS, KAS, NET, JRF and SET.
- d) Financial assistance to the disadvantaged section-students (SC,ST and OBCs) in the form of sholarships and fellowships.
- e) Actively involving the students in curricular activities such as workshops seminar and classroom presentations.
- f) Actively involving them in co-curricular activities such as field studies in participatory research and extension programmes.
- g) Health check up and health care.
- h) Women's empowerment programmes in the neighboring villages.
- i) Easy access to regularly updated library facilities and to ICT facilities.

CRITERION VI

GOVERNANCE AND LEADERSHIP

Having been sensitized and conscientised as to the decisive role of good governance and effective leadership in managing intangible human assets and tangible physical, financial and eco-environmental assets, our visionary Vice Chancellors have been sincerely endeavoring to develop procedures and processes in conformity with the notion of participatory democratic governance in which all the constituents of the University have a say. We are also fully convinced that the effectiveness of the functions of our policy marking and policy implementing bodies in terms of the outcomes expected, to a great extent, is dependent on governance and leadership.

6.1. Institutional Vision and Leadership.

For all practical purposes, the Vice Chancellor, who is placed at the helm of the University affairs, leads all the activities - academic as well as administrative - of the University.

6.1.1 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future etc.?

Yes, the mission statements define the University's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to service etc.

- a) The research studies, extension activities, collaboration works, and consultancy service – some directly and some indirectly – address the needs of the society at large, and of the people of Hyderabad Karnataka region – the most backward region in the State - in particular. Having been located in this region, it happens to be a distinct characteristic of our University.
- b) It is also the case with the students it seeks to serve. By and large, most of our students hail from Hyderabad Karnataka region and from other backward areas of the related developed parts of the state. Keeping in view their differential socio-economic conditions and learning abilities, the University has been providing the needed physical, financial and intellectual infrastructure to them, so as to enable them to gradually catch up with the educational standards, obtaining in the relatively advanced centres of higher learning.
- c) The University is known in Karnataka for its distinct tradition in research studies. It has been enriching its tradition by making in social- science research methodologies, and research studies in which the people – particularly women and other disadvantaged sections – matter most. Our university claims distinction by focusing on action research, i.e, research for government policy formulation, policy correction and remedial action.
- d) Our vision and mission are being engineered with a view to making the University to function effectively in the global village of instant communication and abundant information heralded by the ongoing mega process of globalization.

6.1.2 What are the goals and objectives of the institution? How are they made known to the various stakeholders?

The goals and objectives of the University are based on and derived from its vision, mission, and core values. The important goals and objectives of the University are:-

- 1) Providing adequate infrastructural facilities – physical, human, and eco environmental – and creating an environment which is conducive for their optimal use.
- 2) Making quality, efficiency and effectiveness the defining elements in all its activities - teaching, learning, research, extension, consultancy, collaboration and so on.
- 3) Re-engineering our approaches to classroom and off the classroom practices from time to time with a view to enabling the teacher researchers and student learners to manage the changes and challenges, and to avail the opportunities that are being engendered by the ongoing mega process of globalization. The intention of re-engineering is to keep ourselves contextually relevant in the continuously changing socio-economic, politico-cultural and eco-environmental environment.
- 4) Encouraging the faculty members and providing facilities for conducting their teaching and research activities in a multi-disciplinary and participatory framework aiming at the holistic progression of all the stakeholders in this backward region and beyond it in the state and the nation.
- 5) Undertaking gender-generation sensitive action research - diagnostic, prescriptive, and prognostic – in which the university’s researchers and the researched work together so that the findings would be of use to the government in policy formulation, policy correction, and remedial action.
- 6) Adopting total quality management technique to attain, augment and sustain excellence in all that the university does. The researchers make ambi-dexterous innovations with a view to making their work relevant across periods and regions.
- 7) Within the broad framework of the vision, mission, short run and long run objectives of the university, the teacher-researchers working in all the departments and recognized centres are allowed autonomy and flexibility.
- 8) “That which can be measured alone can be managed”. Giving due weightage to this management dictum, the work of the teachers, researchers, and research students is subjected to periodical evaluation - internal as well as external – to attain and sustain excellence. etc.

They are made known to our stakeholders through the University prospectus. Apart from that, our faculty members do make reference to them in the workshops and seminars that they hold regularly in the University campus. The intent and content of our publications reflect them.

6.1.3 Does the institution have a mission statement and goals reflecting quality? If yes, give details.

Yes, our mission statements and goals reflect the quality of our research studies and other activities.

- 1) Providing adequate infrastructural facilities – physical, human, and eco environmental – and creating an environment which is conducive for their optimal use.
- 2) Making quality, efficiency and effectiveness the defining elements in all its activities - teaching, learning, research, extension, consultancy, collaboration and so on.
- 3) Re-engineering our approaches to classroom and off the classroom practices from time to time with a view to enabling the teacher researchers and student learners to manage the changes and challenges, and to avail the opportunities that are being engendered by the ongoing mega process of globalization. The intention of re-engineering is to keep ourselves contextually relevant in the continuously changing socio-economic, politico-cultural and eco-environmental environment.
- 4) Encouraging the faculty members and providing facilities for conducting their teaching and research activities in a multi-disciplinary and participatory framework aiming at the holistic progression of all the stakeholders in this backward region and beyond it in the state and the nation.
- 5) Undertaking gender-generation sensitive action research - diagnostic, prescriptive, and prognostic – in which the university’s researchers and the researched work together so that the findings would be of use to the government in policy formulation, policy correction, and remedial action.
- 6) Adopting total quality management technique to attain, augment and sustain excellence in all that the university does. The researchers make ambi-dexterous innovations with a view to making their work relevant across periods and regions.
- 7) Within the broad framework of the vision, mission, short run and long run objectives of the university, the teacher-researchers working in all the departments and recognized centres are allowed autonomy and flexibility.
- 8) “That which can be measured alone can be managed”. Giving due weightage to this management dictum, the work of the teachers, researchers, and research students is subjected to periodical evaluation - internal as well as external – to attain and sustain excellence.

6.1.4 What measures has the institution taken to translate quality to its various administrative and academic units?

Measures taken to ensure quality in various administrative and academic units

include the following:

- a) Administrative units are located under one roof, ‘KRIYASHAKTI’. The Vice Chancellor and the Registrar have their offices in the same building. The units function under the direct supervision of the Vice Chancellor and the Registrar.
- b) There is a Finance Officer to take care of financial matters. He ensures the optimal utilization of scarce financial resources. The activities of the Finance Department are subject to internal as well as external audit.

- c) The University Executive Council(Syndicate) – the highest policy-making body – comprising members nominated by the Governor, Faculty Deans, Principal Secretary of Higher Education, Principal Secretary of Finance, Director of the Department of Archaeology and the Finance officer of the University, with the Vice Chancellor as its chairperson, views every administrative and academic with reference to quality.
- d) As far as academic matters are concerned :
 - i) With a view to ensuring quality in research and in research-related matters, the University has constituted a Performance / Progress Evaluation Committee. It regularly evaluates the work of all the departments. The Committee, apart from the Faculty Deans, has three external experts. It meets once in six months and evaluates the progress of each department separately.
 - ii) Faculty Committee takes care of the quality of work done in their respective faculties. The Dean of the faculty concerned is its ex-officio chairperson and the heads of the departments of that faculty are its members. These Committees monitor the works coming under their jurisdiction to ensure quality.
 - iii) There is one High level Advisory Committee attached to the Directorate of Research Studies (Adhyananga) and the Vice Chancellor is its chairperson. The heads of all the departments are its members. It advises the University on all matters pertaining to research such as deciding the dates of entrance examinations, dates of admission, syllabus, question paper setting, evaluation of answers scripts etc. An external expert and a member of the syndicate are also the members of this committee.

6.1.5 What are the leadership functions of the Head of the Institution? How is the leadership system established in the university?

For all practical purposes, the Vice Chancellor who heads the University is the leader. The VC provides leadership to both the branches - Academic and Administrative.

Kannada University believes and practices democratic leadership. Academic and administrative decisions are taken by holding discussions with all the concerned in the University, nothing is forcefully imposed by the VC.

The VC is the ex-officio chairperson of the Executive Council (Sndicate) the highest policy making body.

As far as performance evaluation is concerned, apart from the self-appraisal and external performance evaluation, the VC personally evaluates the performance of the staff - academic and administrative on one to one basis.

He ensures that all the activities are done as per the provisions of Karnataka State Universities Act and Statutes.

As the leader, he exercises all the authority and powers that go with the post. He is responsible and accountable for all that happens in the University.

6.1.6 Is the faculty involved in decision-making? If yes, how?

The faculty is involved in decision-making. Decision-making is done at various levels Department, faculty, BOS, committees and syndicate by consultation and participation. The HOD at the department level involves all the staff members in taking decisions about teaching, assignments, research projects, workshops, seminars, extension activities and field work. Final decisions are arrived at by consensus. It is the case with other decision making bodies mentioned here.

6.2 Organizational Arrangements ::

6.2.1 Give the organizational structure and the details of the statutory bodies?

The organizational arrangements of the university are presented in the form of a chart.

6.2.2 Give details of the meetings held, the decisions made, regarding finance, infrastructure, faculty, academic research, extension, linkages and examinations held during the last year.

The details of the meetings of the Executive Council(syndicate). The senate the finance committee held during the 1st year (2006-07) and the important decisions taken thereon are presented in the following chart.

Name of the Body	No. of Meetings	Meeting Dates
Syndicate	Once in a Month	1 st Monday of the Month
Finance Committee	Once in 3 Months	—
Senate	Annual	—

6.2.3 How frequently are the meetings of the different statutory bodies held? What are the major outcomes?

As per the Karnataka State Universities Act 2000, the Syndicate meetings are held once in a month. The Senate meets only once in a year on the eve of the University's Annual Convocation. The Finance Committee meets once in three months. The BOSs meet twice in a year.

6.2.4 What percentage of the management council's resolutions are implemented during the last year?

All the resolutions of the Executive Council (Syndicate) pertaining to 2006-07 (Management Council) are implemented.

6.2.5 How is the administration decentralized? Illustrate the organization chart.

With a view to ensuring decentralized responsibility and efficient execution of administrative decisions, the University has decentralized its administration. The decentralization chart is given below.

6.2.6 Does the institution have an effective internal coordination monitoring mechanism? If yes, specify.

Yes, the University has an effective internal coordination monitoring mechanism.

- a) As far as academic matters are concerned, within a given faculty, the inter-departmental activities are coordinated and monitored by the Dean of the faculty concerned, of course, with the assistance of the HODs.
- b) AS far as academic matters which transcend the boundaries of faculties, the Deans committee coordinates and monitors the inter-faculty work. The Deans committee, wherever necessary, seeks the guidance of the Vice Chancellor.

6.2.7 How many times does the management meet the staff in an academic year? What are the major issues discussed?

a) What are the norms to extend affiliation to a new institution?

Professional Institutions: Arts, Science and Commerce Colleges

Law

Medicine

Engineering

Education

Management

Others

a) Once a month the meetings are held at the department level. The HODs of the respective departments chair the meetings. The discuss matters pertaining to their departmental as well as individual research projects. Works to be proposed and works in progress. In a way, it is a review meeting.

b) What are the procedures for conferring permanent affiliation to a college?

b) All the Deans and HODs meet once in a month in VC's Chambers to discuss inter-departmental co-ordination problems, if any, and also about the facilities – including financial – they need and so on. The VC uses this meeting to understand what is happening in department.

6.2.8 Does the university have a College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, give the details of its structure and functions.

The University does not have any College Development Council. It does not have any affiliated colleges.

6.2.9 How does the university promote 'autonomous status' to the affiliated institutions?

Not applicable, since the University does not have any affiliated colleges.

Strategy Development and Deployment.

The focus of this key aspect is on the formulation of perspective plans – Department-wise faculty-wise and an aggregate plan for the university – and their execution. Such plans are based on what they are, and what they are, and what they want to be and where they want to be in given long term perspective, based on the emerging needs. They do define the strategies to reach the long term goals set year by year.

6.3.1 Does the institution have a perspective plan for institutional development? How are the various constituencies involved in the process of planning?

The University has a perspective plan - a consolidated plan of all the departments. While preparing the department-wise plans, all the faculty members, research students in some cases alumni are involved. At times, some external experts are also invited to participate in the plan preparation process. While preparing the current perspective plan, they do make an evaluation of the previous plan. Such plans are consolidated by the Deans Committee to arrive at the University perspective plan.

6.3.2 Does the institution follow an academic calendar? How effectively is it prepared?

Yes, the University has its academic calendar. Generally, all academic activities take place strictly according to the calendar. But some times owing to extraneous reasons, we might deviate from the Calendar.

6.3.3 During the last five years, specify how many plan proposals were initiated / implemented? Give details.

The details of the plan proposals initiated / implemented – faculty –wise – are presented in the following chart (for the last 5 years)

6.3.4 What are the mechanisms evolved by the University to meet the developmental needs of the affiliated institutions?

Not applicable. The University does not have any affiliated institutions.

6.3.5 How often is the functioning of the affiliated institutions inspected and supervised? When was the exercise done last? Give details

Not applicable. The University does not have any affiliated institutions.

6.3.6 Has the University conducted an academic audit of its affiliated colleges? If yes, give details.

Not applicable. The University does not have any affiliated institutions.

6.3 Human Resource Management

The focus of this aspect is on the decisive role of human capital in augmenting and sustaining the quality in higher education. The University accords highest priority to human resource management since it is convinced of the fact that people drive value.

6.4.1 How are the staff recruited? Illustrate the process.

The appointments to the various positions in the University are made as per the norms and guidelines of the UGC, on the one hand and of the government of Karnataka, on the other.

- a) The first step in the regard is that the Registrar advertises the posts with a view to creating a post of qualified and competent candidates. The advertisement carries job description and job specification so that only those who are eligible alone apply for the positions advertised.
- b) The next step is to select the required number of competent candidates from among those who have applied against the advertisement. Generally, the selections are made by a selection committee comprising the VC registrar, faculty Deans and subject experts.

6.4.2 How does the University assess the need for staff recruitment?

The University, before advertising the posts, makes, what management experts call needs assessment. The Registrar ascertains the need of all the department by calling the information from the HODs in the case of academic positions, and from the Deputy Registrar in the case of administrative positions. Then only the Registrar advertises the posts.

6.4.3 What percentage of faculty are recruited from other institutions, other states and other countries? Give details

The details of the faculty recruited from other institutions, other states, and other countries are given below:

6.4.4 What is the ratio of teachers to non-teaching staff?

The ratio of teachers to non-teaching staff is 1:4

6.4.5 Does the institution have a 'self-appraisal method' to evaluate the performance of the faculty in teaching, research and extension programmes? How far has it motivated the teachers?

Self Appraisal Method to evaluate the performance of the faculty is in vogue. Every staff member (Teaching staff) of every department is required to give his/her Self Appraisal Report in the prescribed proforma (photocopy is enclosed) in respect his/her performance – successes and failures if any – in teaching, research, and extension programmes to the VC through their HODs once in a year. The VC after thoroughly scrutinizing the Self Appraisal Reports, holds detailed discussion with each and every person on one to one basis. Then, wherever necessary he suggests measures to minimize failures for inadequate progress, and to improve their performance.

The university has not yet measured the extent to which they are motivated by this exercise. But we do find visible improvement in their performance from year to year.

6.4.6 Does the institution appraise the performance of the teaching staff? If yes, specify.

Department-wise performance appraisal is done annually. There is a performance appraisal committee comprising the Deans of all faculties, and some external experts. The committee visits every

department, sits with all the staff members of a given department, and evaluates the aggregate performance of the department during a given academic year. The evaluation includes such things as, teaching assignments, participation in the works conducted in the campus and outside, participation in orientation and refresher programmes conducted by the UGC's Academic Staff Colleges in the state and outside the state research proposals made and approved, progress achieved in the projects taken, extension programmes, collaboration works, consultancy services, publications etc.

The Committee submits a detailed department-wise performance appraisal report to the VC for his perusal. And the VC based on such reports, visits each department and suggests ways and means to improve performance.

6.4.7 Does the institution appraise the performance of the non- teaching staff? If yes, specify.

The Registrar, being the head of the entire administration, with special focus on the non-teaching staff (since the VC and the Dean take care of the performance of the teaching staff) periodically appraises the performance of the non-teaching staff with the assistance of Deputy Registrars. The registrar reviews their work once in three months and appreciates the good work and issues instructions to improve in areas where their performance is not satisfactory. It is more so after they undergo Training in office procedures, of financial code service matters, accounting and budgeting.

6.4.8 Has there been any study conducted during the last five years by the university / government or by any other external agencies on the functioning of any aspect of academic and administrative management? If yes, give the details of the reports.

6.4.9 Has the institution conducted any programme for skill upgradation and training of the non - teaching staff based on the performance appraisal? Give details

The University has been conducting programmes for skill up gradation and training of the non teaching staff.

6.4.10 Does the institution conduct staff development programme for the teaching staff & non-teaching staff? Illustrate.

The University conducts staff development programme, but they are called "carrer development" programmes. Such programmes are conducted for both the teaching staff and non-teaching staff.

The major means through which the career development of the teaching staff is facilitated is through a numbers of subject specific and inter-disciplinary workshops and seminars, and by encouraging them to attend the UGC-sponsored. Orientation and Refresher programmes.

Similarly, the non teaching staff are trained from time to time, update their knowledge and skills in the various branches of University administration. It is more so, whenever some changes / amendments are effected to the rules and procedures in respect of financial management, service and promotion rules, accounting and auditing procedures etc.

6.4.11 How are teaching staff encouraged to use the computers, Internet, audio-visual aids, computer aided packages etc.?

The teaching staff are encouraged to use the computers, internet, audio-visual aids, and computer aided packages by convincing of them of their significant impact on the efficiency and effectiveness of what they do, and also convincing them of the fact that we are participating and compacting in a continuously shrinking global village of instant communication. Not only that, all such facilities are made available to them. Class rooms have audio-visual aids such as microphones, LCDs and OHPs, etc. Each department is equipped with internet facility, and every teacher is provided with a desktop or laptop individually. Apart from that there is a well-equipped computer centre. Computer and internet facilities are also available in the libraries. The teachers have been using these facilities.

6.4 Financial Management and Resources Mobilization.

Having been fully convinced of the determining role of resources mobilization, financial management including the optional utilization of finances in enabling the University to move in the direction of realizing its long run goals and short run objective, we have been according the priority that it deserves. We have a Finance Committee to manage these aspects. The Committee shoulders the responsibility of preparing the annual budget of the University. To begin with, it obtains the annual financial requirements of all the academic as well as administrative departments for the ensuring financial year during January. After duly processing such proposals, it prepares the annual budget. Then it is placed before the Executive Council(Syndicate) for its perusal and approval. And after obtaining the approval of the Syndicate, it is submitted to the government and the government provides for it in its annual budget.

6.5.1 Provide income / expenditure statement for the last financial year? (Provide the same to the peer team during the on site visit)

The income and expenditure statement for the year 2006-07 is given below :

Sl. No.	Particulars	Amount (in Rs.)
1	Opening balance	48203715.32
2	Receipts for the year 2006-07	195770207.86
3	Total Receipts (1+ 2)	243973923.18
4	Total Expenditure for the year 2006-07	171150743.50
5	Balance (as on 31-03-2007) (3 – 4)	72823179.68

6.5.2 Is the operating budget of the institution adequate to cover the day-to-day expenses? If not, how it is managed?

Yes, the operating budget is adequate to cover the day – to - day expenses.

6.5.3 Is the maintenance budget of the institution adequate with reference to its infrastructure and learning resources?

Yes, the maintenance budget is adequate with reference to its infrastructure and learning resources.

6.5.4 Have the accounts been audited regularly? What are the major audit objections and how are they complied with?

Yes, the University accounts are audited regularly.

6.5.5 Does the institution have a mechanism for internal and external audit? Give details.

Yes, the University has a mechanism for internal and external audit.

6.5.6 What are the current tuition and other fees?

(The details of the fee structure for various courses See Annexure 6.5.6)

6.5.7 How often is the fee revised?

The fees is revised once in three years :

6.5.8 What is the quantum of resources mobilized through donations? (other than block grants) Give details.

Not in Vogue

6.5 Best Practices in Governance and Leadership

The emphasis of this key aspect is on the decisive role of good governance and leadership in achieving, augmenting and sustaining academic and administrative excellence by the University. The University has the privilege of getting visionary leaders in its successive Vice Chancellors. And they have been sincerely striving to create and sustain on environment in which the constituents would be able achieve excellence in what all they do.

6.6.1. Describe best practices in Governance and Leadership adopted by the college in terms of institutional vision and leadership / organizational arrangements / strategies development / deployment human resource management / financial management and resource mobilization.

Some of the best practices in governance and leadership adopted by the university are listed below:

- (a) Decentralised democratic governance with delegated powers, responsibilities and accountability.
- (b) Participating in administration.
- (c) Participating Decision making.
- (d) Aligning and realigning administration to promote excellence in all the activities. Teaching, research, extension, collaboration and consultancy.
- (e) Up-gradation of Knowledge and skills of the staff – academic and administrative – to augment excellence and effectiveness in what they do. This exercise contributes to carrier development also.
- (f) Establishment of chairs for promoting research
- (g) Endowment lectures.
- (h) Mobilization of resources by the staff.
- (i) Optional utilization of financial resources.
- (j) Expert committees to ensure quality in academic as well as administrative matters.

Re-accreditation

6.1.1 What were the evaluative observations made under Organisation and Management in the previous assessment report and how have they been acted upon?

Keeping the observations made by the Peer Committee on Governance and Leadership / Organization and Management in its previous Assessment Report, the University has instituted effective measures to strengthen Governance and Leadership (For details please see pp 113-126 of the main Report)

6.1.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Organisation and Management?

The quality sustenance and enhancement measures instituted by the University since the previous assessment and accreditation with regard to “Organization and management”, include the following

- (k) Decentralised democratic governance with delegated powers, responsibilities and accountability.
- (l) Participating in administration.
- (m) Participating Decision making.
- (n) Aligning and realigning administration to promote excellence in all the activities. Teaching, research, extension, collaboration and consultancy.
- (o) Up-gradation of Knowledge and skills of the staff – academic and administrative – to augment excellence and effectiveness in what they do. This exercise contributes to carrier development also.
- (p) Establishment of chairs for promoting research
- (q) Endowment lectures.
- (r) Mobilization of resources by the staff.
- (s) Optional utilization of financial resources.
- (t) Expert committees to ensure quality in academic as well as administrative matters.

CRITERION VII

INNOVATIVE PRACTICES

With view to achieving quality in whatever we do with the ultimate objective of achieving excellence, our teacher-researchers have been innovative in their in the classroom and off the classroom practices.

7.1 Internal quality assurance system.

The entire University - academic as well administrative - is functioning as an organic system with close relationship among the various constituents and their functioning / activities.

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative system?

Ours is a relatively small University. The university has been able to attain and sustain close relationship between administration and academics based on the twin principles of co-operation and co-ordination. This has been enabling the university to function smoothly and ensure quality in this regard.

The activities of all the departments and of the teachers researchers who work in the departments are close watched, supervised by the chancellor, the deans, and dean committee, heads of the departments, board of studies, and senior teachers.

The proposals - departments and individuals - and the final reports are subjected to scrutiny/evaluation.

- a) The prefect proposals are approved by the BOS of the departments concerned after scrutiny with modifications if necessary.
- b) The proposals so approved by the BOS are further subjected to evaluation by the Deans committee. The matters related to theoretical framework, nature, scope and importance of the study, the research methodology adopted and the financial implications of the project are thoroughly discussed here
- c) The Vice Chancellor goes personally to every department and assesses the progress of the department's projects and also the projects of the individual teacher-researchers twice in a year.
- d) Besides the University constitutes expert committee to evaluate not only the projects but also other activities such as the classroom practices, extension activities and the like.
- e) The overall activities - administrative and academic - are subject to the rules and regulations framed by the university Executive Council (syndicate) from time to time.

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

The mechanisms developed by the University for quality assurance, inter alia, perform the following functions.

- a) As far as research projects of the faculty are concerned, the Vice Chancellor and the Registrar regularly examine the works right from their conception down to their completion in time and their publication thereon. While doing so, they do verify whether those works are done in time as per the rules of the university Besides they also verify whether the budget allocated is put to its optimum use.
- b) The deans of faculties, faculty committee and the senior professors with a view to ensuring quality, keep an eye on the quality of the projects chosen, the research methodology used, field work, data processing and the quantitative techniques employed. They keep themselves in touch with the researchers and their studies.
- c) Going beyond rules and regulations and the institutional arrangements to ensure quality, the University has been encouraging and facilitating the development of professionalism and commitment. The University is proud of the researchers who live through their studies which reflect professionalism. As such our scholars have been able to bag a large number of sahitya academy awards every year apart from bagging some other prestigious awards (list is enclosed).
- d) Our academic quality is also manifested in the awards that our scholars bag both in creative and general writing. Their works have received public appreciation and they are getting reprinted a number of times in different edited volumes. Many of their works are cited by researchers in their studies. Again a number of their research articles are reprinted in other edited volumes by virtue of their quality, such articles have been finding place in the annual issue of Kannada sahitya academy.
- c) The University is proud of its creative writers some of their novels and short stories have found their way into theatrical art plays and movies (list is enclosed)
- d) The quality of our work is also manifested by the fact that research articles of our scholars written in Kannada are translated and published in some journals in English language. This is a regular feature (list of such works is enclosed).
- e) Our scholars have been developing and using innovative approaches in their respective disciplines in respect of research methodologies, research topics, Kannada language development. In the beginning, the field work was confined to Karnataka and of late it is going beyond the state and conducting field work in different parts of the country.
- f) Mainly with the quality based competencies that the University has undertaken the task of preparing encyclopaedia in all the four languages of south India - Kannada, Telugu, Tamil and Malayalam. And all the four states have extended financial assistance for this project.
- g) Cultural Inter-action with Classical Texts.

The Department of Kannada Literature has developed a unique programme, namely Cultural Inter-action with Classical Texts. It is one of the most popular research programmes of our University and the books published under this banner are much sought after by the scholars as well as lay men. In this

programme the scholars of the department choose one of the classical text and two-days workshop is organized. In the workshop a thread bear discussion takes place about the text as well as about the studies done on the work by old scholars. The papers prepared for the workshop by the scholars are published in the form of a volume.

- h) The University claims credit for its innovations in holding tribal conferences and Desi conferences in Karnataka.

All the aforesaid factors do special of the quality assurance mechanisms and their functioning in ensuring quality.

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

Ours is basically a research University. As such the role of students in assuring the quality of students in assuring the quality of education is restricted to research students. The students, by their proactive and reactive participation in group discussions, workshops and methodology courses do content to the quality of education / research. The teacher-researchers have been competing with their colleagues in attaining and sustaining quality, the element of healthy competition among the faculty members of various departments has been contributing to quality of education.

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the best practices have been internalized?

The initiative taken by the University to promote best practices include the following:

- a) All the department and their constituents are given autonomy in all their academic and extra academic activities to ensure quality on the one hand and enriching the jobs they perform. The university has the best practice of conferring honour in the public on the best performers on the occasion of annual convocation. This practice encourages every department to strive for excellence in whatever they do. This is what the management experts suggest for big business houses.
- b) Flexitime is another practice which augments the quality of our researchers. The researchers are given full freedom to decide the timings of their field work. This practice has been enabling our researchers to fix the timing of field work which is suitable to the researched. The timing also varies across the regions and seasons.

7.1.5 In which way has the institution added value to students' quality enhancement?

The University has a few built-in measures to enhance students' quality and some among them are cited below.

- a) The University provides relatively high quality intellectual infrastructure as input to the students - PG as well as M.Phil. and Ph.D. The University has high achievers manned the departments with high achievers in their fields of study.

- b) The physical infrastructure provided to students / researchers in terms of the buildings in which they work everyday, libraries and electronic devices which they use regularly are highly conducive for achieving quality in learning.
- c) The workshops which the University conducts regularly do contribute to the quality enhancement of the students.
- d) The norms which the UGC has set for the registration related matters in respect of Ph.D. students, in 2009-10, we are proud to say have been in vogue for the past 15 years. The related norm is those who seek admission to Ph.D. course are given temporary registration and are required to acquire minimum research competencies in six months during which they are taught about the various aspects of research through discussions and workshop. Only those who achieve the required competencies are granted permanent registration.

7.2 Inclusive Practices:

Most of our academic activities related to students are inclusive. The element of concern for the disadvantaged sections is more predominant in our notion of inclusiveness.

7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:

- a) Socially-backward
- b) Economically-weaker and
- c) Differently-abled

Having been located in the most backward region of the state - Hydershabad Karnataka - providing effective access to the backward and marginalized students is more an opportunity than an obligation for our university.

- a) In all the courses and programs - integrated M.A. Ph.D, M.Phil., Ph.D., D lift., Visual Arts - socially backward, economically weak and differently abled persons are given not only as per the reservation policy of the government but also from the concern that the University has for the unreached and under reached sections of the society. Sixty to seventy per cent of the students and 50 to 60 per cent of the teachers belong to SC. ST and OBC's.
- b) The students belonging to these categories are given special treatment in terms of the hostels, fellowships and some sort of informal remedial sessions are held for them. The University gives financial assistance to them from its own resources in addition to the scholarships they get from the social welfare department.

7.2.2 What efforts have been made by the institution to recruit staff from the disadvantaged communities? Specify?

- a) **Teaching**
- b) **Non-teaching**

In matters pertaining to recruitment, selection and placement of teaching and non-teaching positions, the reservation roster order of the government is strictly adhered to by the University. As a result persons belonging to the disadvantaged communities are relatively large both in teaching and non-teaching posts. The present status is given in the table below.

TABLE

SI No	Staff	SC	ST	OBC	GM	Total	Vacant
01	Teaching Staff	12	07	14	30	68	10
02	Professor	01	01		02	04	05
	Associate Professor	02	02	04	10	21	03
	Assistant Professor*	09	04	10	18	43	02
03	Non-Teaching Staff	19	44	69	47	195	16

* In Forty Three Assistant Professors Post Five Project Assistants and Two Publication Assistants post are upgraded to Assistant professors

7.2.3 What special efforts are made to achieve gender balance amongst students and staff?

Our university is gender sen-site women are there in both the branches academic and administrative but we have not yet achieved the desirable gender balance since we have not been making new appointments for the past years hereafter we servide to achieve gender balance female students are given preference in admission to various courses the present position is given below.

SI No	Staff	Male	Female	Total
1	Professor.	83.34 %	16.66%	100%
	Associate Professor	90%	10%	100%
	Assistant Professor	95%	05%	100%
II	Non-Teaching	64.2%	35.8%	100%

7.2.4 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.

The Women's Study Centre of our University apart from holding classes on gender issues and gender empowerment has been devoted to gender sensitive programs inside the campus and outside the campus. It also holds seminars and workshops on gender aspects in which the students and staff participate. Above all, it publishes books and tracts on gender issues.

7.2.5 What intervention strategies have been adopted by the institution to promote overall development of the students from rural/ tribal background?

Our University having been located in the most backward region of the state has been sincerely striving to promote the overall development of the students from rural and tribal background. Special care is given to such students in all the departments. Our department of Tribal Studies takes care of the students with tribal background.

7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

Since the students belonging to the disadvantaged sections constitute the majority among the students admitted to the University, whatever academic growth the students at large achieve belongs to the students of disadvantage sections. As such, we did not feel the necessity of having a mechanism to record the incremental academic growth. We would like to create one such mechanism in future.

7.3. Stakeholders Relationship.

The stakeholders' involvement in the overall functioning of the University is very well structured in our University. The University has been seeking their advice and suggestions in academic matters.

7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programmes?

The stakeholders' role is integrated into the University's system is more than one way.

- a) The University Executive Council(syndicate) - the apex policy body represents different interest groups including academicians, social activities, government representatives (Higher Education Secretary etc.,) and industrialists / businessmen. This body often gives direction to the University.
- b) Well-known scholars and researchers are invited to participate in the academic activities of the University. They also give suggestions and guidance.
- c) In respect of some projects, the academics of the University hold discussions with the elected as well as official functionaries of the government - local and state level. The District Planning Committee and the Chief Planning Officer at the district level, and the Planning Minister, Principal Secretary (planning), Human Development Division etc., at the state level influence our projects. Regarding financial matters, we get suggestions and advice from the Finance Secretary.
- d) Our publications are reviewed in daily news papers and periodicals. We do draw lessons from such reviews
- e) The University has recognized 12 research centres and our Distance Education Centre has accorded recognition to over 30 study centres in the state. We get feedback from students as well as teachers-researchers in the form of suggestions and recommendations. Such feedback also influences the working of the university.
- f) Being basically a Research University, we do keep ourselves in close touch with our diverse stakeholders. For example, the action research we do involves the continual interaction for the researches and the researched, from beginning to end and the findings of such research have been influencing not only the research methodologies of the University but also some of the policies of the government.
- g) Our university has been reengineering its path from time to time within the framework of its long run vision based on the suggestions and guidance given by some great scholars, educationists, social activists and researchers. In this regard, the University arranges discussion with them from time to time so far we have sought. Guidance from persons such as Rastrakavi Dr. G.S. Shivarudrappa, Jnanapeetha winner U.R. Anathamurthy, well-known thinker G. Ramakrishna and the well known Journalist Patil Puttappa.
- h) Yet another channel through which the stakeholders influence the University's working is the university's annual convocation Nudihabba. The University arranges a one day seminar on the current issues in which it involves the senior scholars and writers. We do take the outcomes of such seminars as stakeholders guidelines.

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

The University has been creating conducive environment for useful and effective learning not by developing any new courses or programmes but by augmenting the quality of the existing courses and research programmes. In this regard, it does consider the input that it receives from the stakeholders.

The suggestions of the stakeholders from the High Power Committee constituted by the University is highly useful to us. In this committee, we have the well known scholars and people's representatives. Based on such suggestions the Distance Education Centre in association with the Kannada Development Authority. (Kannada Abhirudi Pradhikara), has been teaching Kannada language to government employees. In the same way, the Department of History has been implementing the project of preparing eight volumes on Karnataka History and thinking is going on to publish them in English.

We have over Ten Study Chairs and their activities are governed by their respective advisory committee in which we have some legislators, other people's representatives and great writers of the state. We do receive their valuable suggestions and recommendations to improve the quality of education.

7.3.3 What are the key factors that attract students and stakeholders resulting in stakeholder satisfaction?

Some of the key factors that attract stakeholders and students resulting in stakeholder satisfaction are:

- a) The relatively high quality of our teacher-researchers.
- b) The influence of our research output on the policies of the government and on the lives of marginalised sections of the society including women.
- c) The publications of our University on diverse aspects of life.
- d) The contextually relevant articles that our scholars regularly write and the columns they write for the daily news papers in Kannada such as prajavani, Kannada prabha and tabloids and so on.
- e) The stand that our teachers take on the current problems also bring satisfaction to the stakeholders.

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation the personal/ spiritual development of the students?

Our University is fortunate in this aspect. We have been getting solicited unsolicited help, assistance, and co-operation from our stakeholders.

- a) Our stakeholders extend financial help in conducting national level and state level seminars.
- b) They give the much needed encouragement to the departments in the University to take up a variety of new projects.
- c) The various Departments of the Government, the Development Authorities and Academics help us by sponsoring research studies.
- d) The local self government – Panchayat Raj Institutions (PRIs), and Urban Local Bodies (ULBs) are engaging our services in their people centred participatory grass root level planning.
- e) The Department of Tribal Studies with the help of the Directorate of Tribal Development has been training the people's representatives of the tribal communities.
- f) Similarly our Women's Study Centre has been sensitizing and conscientising women in this backward region about gender issues, reproductive health, sexual harassment, and empowerment by holding workshops. The Center has been training women's self help groups members in the neighborhood.

7.3.5 How does the University anticipate public concerns with current and future programme offerings and operations?

Given the changes and challenges that are being engendered by the ongoing mega process of globalization, the academics in the various departments of the University have been consciously reengineering their approaches to research methodologies and research topics to address the current as well as the emerging concerns. Quite often the M.Phil and Ph.D. fellows are enthused to take up topics which address the current and the future concerns of the society.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive program for the same?

Presently, there is no direct teaching programme to promote social responsibilities and citizenship roles among the students but the University has been consciously sensitizing and conscientising the students and teachers in the colleges, government employees, and elected representative about their social responsibilities and citizenship roles in the seminars, workshops and orientation programmes arranged for them in the campus and also in different parts of the state. For example our Department OF epigraphy over the state to preserve the age old inscriptions and edicts, the Department of Manuscriptology has been holding camps all over the state to collect and preserve the valuable manuscript. These activities of the University have promoting social responsibility and citizenship roles among students and other stakeholders.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

Our extension programmes are fully community-oriented. In this regard, special mention is to be made about the community-oriented activities of our Women's Study Center. It has adopted the primary health centre of Kamalapura - a neighboring village apart from holding educative programmes about gender issues such as reproductive health by involving medical personnel; it has a weekly programme of distributing medicines to patients without charging any price. Our students visit the same PHC and assist the medical personnel in serving the local people a kind of social service.

7.3.8 How does the institution actively support and strengthen the neighborhood communities? How does the University identify community needs and determine areas of emphasis for organizational involvement and support? How do the faculty and students contribute in these activities?

Our University's role is limited in this aspect. We do not have any specific programmes to identify the needs of the neighbourhood communities and there on to strengthen them. However, our Department of Development Studies has been putting efforts to strengthen the neighbourhood communities by actively participating in the performance appraisal programmes of the PRI's and by holding vasathi sabhas to identify the development needs of the locality in connection with grassroots level planning.

7.3.9 Describe how the institution determines student satisfaction, relative to academic benchmarks? Does the institution update the approach in view of the current and future educational needs and challenges?

For all practical purposes, for our University having no regular PG courses and affiliated colleges, “students” refer to only research fellows studying in M.Phil., Ph.D. and D.Litt programmes. The University determines their satisfaction by creating and providing an overall physical and intellectual environment which is conducive for their holistic development. With a view to remaining contextually relevant, the University has been reengineering its research methodologies research problems etc. Our works are sensitive to the changes and challenges that are being engendered by the ongoing process of globalization.

7.3.10. How does the institution build relationships - to attract and retain students - to enhance students, performance and - to meet their expectations of learning

The kind of intellectual environment that we have is a major factor that attracts research students - M.Phil., Ph.D. and D. Litt -. Most of our teacher-researchers are known throughout the state by their valuable and value loaded tracts and articles and many works have attracted prestigious awards. The opinions that our alumni carry out, our University is also a source of attraction. Besides, the publicity that we give through the media also attracts scholars to our University.

The teaching-learning methods that we use - participatory dialogue in our seminars and workshops have been contributing significantly to the performance of student-researchers.

The University has been sincerely striving to meet their expectations of learning by developing and sustaining healthy academic ambience in terms of hardware - physical facilities required for effective learning, and in terms of soft ware – teachers-researchers. Our faculty members use innovative approaches to make learning an inner organic need for those who join the University.

It has been attracting students belonging to the disadvantaged sections - SC,ST, OBC and differently abled persons by extending the facilities and assistance they deserve.

7.3.11 What is the institution’s complaint management process? How does the institution ensure that these complaints are resolved and promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

The University has developed its own system of complaint management. There are committees to receive and resolve the complaints. The sexual harassment inquiring committee is there to handle sexual harassment complaints. Other complaints of the students are attended to by the Deans Committee. Special committees are constituted by the Vice Chancellor, if necessary to resolve extraordinary complaints.

Re-accreditation

7.1.1 How are the Core Values of NAAC reflected in the various functions of the institution?

At the outset it is to be pointed out that NAAC’s core values, in one way or the other, implicitly or explicitly are reflected in all functions of the University.

Core values permeate the entire report – they are spread across the entire criteria-wise evaluation report

- i) The Universities, in the campus as well as off the campus activities research, teaching and extension activities, have been consciously directed towards augmenting the quantity and quality of human assets. So that they would contribute to national development. The research works by and large serve the cause of social justice.

A Few Examples

- The research projects and programs of the department of tribal studies have been influencing the government policies meant for improving the socio-economic welfare of the tribals in Karnataka.
- The department of development studies has been contributing to national development through its works:
 - a) Training the elected and official functionaries of PRIS
 - b) Preparing district development plans and district human development reports
- The Manuscriptology department has been gathering and preserving rare manuscripts.

Every department in its own way has been contributing to national development through their teaching, research, training and extension activities.

- ii) The University has been fully aware of the unprecedented changes, challenges and opportunities engendered by the ongoing mega process of globalization characterized by liberalisation, privatization, marketization and multinationalization and the competencies required by the young to survive and prosper in the global village of instant communication and abundant information.

Our teaching and learning practices are being reengineered to critically examine the implications of global demand and meet only such demand which have healthy implications for our society, economy, polity, ecology and environment. People – all people – matter most in all our activities.

- iii) The University has been using every opportunity in every activity to inculcate human values in general and that of secular and democratic values in particular. Our inclusive practices ensure equality in our demographically and geographically vast, socially plural culturally diverse, hierarchical, inegalitarian, andro-centric society, economy and polity to meet, this demand, the teachers radiate these values by their value – loaded department and demeanor.

- iv) Having entered the global village of instant communication and abundant information heralded by ICT revolution, the University has been creating facilities for the full utilization of ICT in teaching, learning research and networking.

Of course, the University does not offer any courses on ICT, but the staff and students, and the administrative office have easy access to computers, internet, audio – visual aids and so on.

- v) The University has been sincerely striving to attain and sustain excellence in all its activities – teaching, learning, research and publications. The teachers and researchers have been aiming at excellence through their innovative practices. The excellence of our activities is very well reflected inter-alia, in the quality of our reports and in number of our publications.

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REPORT ON INSTITUTIONAL ACCREDITATION OF

KANNADA UNIVERSITY, HAMPI

[Certificate of Accreditation Home](#)

1. INTRODUCTION

On receiving the Self-Study Report submitted by Kannada University, Hampi (Karnataka) expressing its desire to be assessed and accredited by NAAC, the latter constituted a team of Peers consisting of **Prof. Pabitra Bushan Sarkar**, Vice-chairman, West Bengal State Council for Higher Education, Kolkata and Former Vice-chancellor, Rabindra Bharathi University, Kolkata as Chairman and Prof. **J.M. Naidu**, Former Registrar and Professor of Anthropology, Andhra University, Vishakapatnam, **Prof. K. Paddayya**, Professor of Geo-Archaeology, Deccan College, Puna, **Prof. B.S. Sharma**, Head, Dept. of Visual Arts, Banasthali Vidyapeetha, Rajasthan and **Prof. K. Nagaraj**, Department of Economics, Madras Institute of Development Studies, Chennai as members visited the University from January 29TH-February 1st 2003. The visit was co-ordinate by Mr. B.S. Madhukar, Deputy Adviser, NAAC. The following are the observations made by the Team after a visit and examination of the facilities prevailing at the University.

Our examination of the Self-Study Report of Kannada University presented in three parts gives only a partial idea of its uniqueness until we visited it in person and saw with our own eyes its physical environments and felt, after holding discussions with the Vice Chancellor, teachers, members of the Syndicate, students, administrative and service staff, and some others interested in the Progress of the University, the kind of idealism and vision with which the University was planned and given shape. About the last, the members of the Peer Team kept in mind the objectives of the University as spelled out in the Kannada vishwavidyalaya Adhiniyama (Karnataka Act 23 of 1991) on the basis of which the University was established, with Dr. Chandrashekhara Kambara as the Special Officer, later appointed the first Vice Chancellor of the new University. Dr. Kambar gave definite directions in which the University was to grow and progress and his successor Dr. Kalburgi translated many of his dreams into reality. The present Vice Chancellor, Dr. Lakkappa Gowda is continuing and expanding their work with verve and tenacity, further elaborating the dream.

The Objectives were clearly spelt out in Chapter II of the said Act. We quote only some of them in order to remind ourselves that this University is a special kind of institution, and stands far apart from a conventional university. The Act enjoined that this University: "should function as a high level research center in Kannada Language and Literature". Further, it is to impart training to those desirous of studying Kannada Language and Literature. In addition, it has "to facilitate and regulate advanced study and research in fields like Art, Archeology, Architecture, Literature, Grammar, Linguistics, Epigraphy, History, Religion Philosophy, Geography, Earth Sciences, Astronomy, Ayurveda, Siddha Medicine, Handicraft, Engineering Sciences and any other Science that have developed in Kannada Language and Literature".

We need not quote from the Act all the objective enlisted in the same chapter to understand the unique nature of the Institution. A look at how it has evolved in about a decade is sufficient to reinforce that understanding. Located in a spacious and attractive natural setting at Hampi, a place, which, in spite of its economic backwardness today, still retains the memory of the high glory of the Vijayanagara Kingdom, whose relics are found everywhere in the locality. It was only appropriate that such a University would have

Hampi, a major base of Kannada culture, as its seat. By making Hampi the location of the new University, its founding fathers also sought, it seems, to bring into focus the cultural importance of the North Karnataka region, which has, in the course of history, lost out to its southern counterpart in terms of economic development.

There have of course been universities before which focused on a single language and culture, In contradistinction to them, Kannada University, the Peer Team feels, is the one which has resisted the temptation to become a conventional University in order to accommodate a huge load of teaching programme, admitting hundreds of students seeking conventional degrees. Its emphasis on research and production of knowledge continues unhampered. The university is placed far away from the humdrum of urban existence, on a hilly terrain that provides an ideal milieu for undisturbed intellectual pursuits. Beginning its academic function in 1992, it has so far been able to establish four faculties comprising of 16 departments in all, every one of them engaged in vigorous research activity. The Faculty of Language consists of the departments of Kannada Language and Literature, Kannada Language, Dravidian Cultural Studies, Translation, Manuscript logy and Women Studies. The Faculty of Fine Arts has departments of Sculpture and Iconography, Painting and other Visual Arts and the Department of Music and Dance. Whereas the departments Folklore Studies, History, Archaeology, Epigraphy, Tribal Studies, Anthropology and Developmental Studies Constitute the Social Science Faculty of these, as we found out, the Department of Anthropology is not functioning now due to the lack of qualified teachers and others constraints, and the component of Dance is still to be introduced in the Music and Dance Department. Such developmental setbacks often take place when the nature of university is unusual and further, it is situated far away from large city-centers.

Apart from these regular departments, there are four Chairs instituted by the University for well-defined and specified studies in Dalit Culture, Shantaveri Gopalgowda, Shamba joshi and Purandar Dasa. The Self-Assessment Report of the University states that it would like to establish three more departments and seven more chairs, widening the scope of area study and research.

We will not, at this juncture, go into the merits or feasibility of what the University would like to have in future, but will, in stead, have a look at what it has done so far.

In doing so, we find that the University has been able to build itself up as a unique center of research in Kannada Language as was envisioned in the Act that lead to its establishment. It has a balanced emphasis on both the past and present issues of the region. We must hasten to add that we do not consider past, present and future are fully segmented and distant entities with no impact on one another. In a country like ours, the past coexists with the present, and the future, in its turn, is shaped by both. When we categorize the departments in terms of such time segments, we do that only for convenience's sake. Departments of Manuscript logy, folklore Studies, History, Archaeology, Epigraphy and that of Sculpture in its component of Iconography have the Past as their major area of attention, while other look at the present status of the region and its people from a developmental point of view, which covers language, literature, women, tribal communities, Dalits etc. We think such judicious choice is to be maintained in the University's future plans for adding departments and chairs.

We as a Peer Team, face a peculiar kind of dilemma when we come to assess and accredit such a monolingual, regionally focused and research-oriented University. The component of teaching learning transaction is much less here compared to other conventional universities. Only the departments of Music and those in Visual Arts impart some teaching and training to a handful of learners. And the distance education programme, of course, of course, has a large component of teaching. This year, in addition, a new course of integrated M. A. Ph. D has been introduced which will have regular semesters of teaching, leading to research. As of now, however, teaching is not a major responsibility with the teachers, who are engaged in almost breathless research activity. This has been further highlighted by the comparative young age of the University. It has, we think covered a lot, given the short time in which it had at its disposal. Here is an institution, then, where the regular norms of NAAC evaluation cannot be applied mechanically, and have to be suitably adjusted to the distinctive nature of the Institution. Keeping this in view, we proceed to make the following statements, first as general evaluator observations on the strengths of the University and the likely pitfalls it may have to guard against; and then as criterion-wise comments.

2. CRITERION-WISE ANALYSIS

Criterion 1: Curricular Aspects

Its should be pointed out at the outset that the various programmes of research and teaching developed by the University are fully in keeping with to overall mission which it was set up, viz. a) to carry out interdisciplinary research on socio-cultural and historical aspects of Karnataka and Kannada Language, literature and culture and b) to communicate the results both to the scholars and the public in Kannada language, Initially, the faculty and doctoral research were the thrust areas of the university's academic programme. Recently, however, some undergraduate and postgraduate courses have also been initiated. The University has thoughtfully made provision for a nodal agency called Adhyayananga for coordinating all its teaching and research programmes.

The Peer Team feels that, in terms of its basic objectives of research and related teaching, the university has done a commendable job. All its departments have shown unusual acumen in pursuing fruitful research, although some of them may have been more productive than others.

A notable feature of curriculum development in the university is adoption of a stream-lined procedure on the one hand and the flexible modality on the other, Regular Boards of Studies, Expert Committees and National curricular sources provide the stream-lining while a degree of involvement of the students in terms of articulating their preferences and felt requirements in the process give it the needed flexibility. Close interactions between the faculty and the students appear to be the major channels for feedback. These interactions take a number of formal and informal forms: regular faculty and student seminars; regular six-months reports submitted by research scholars; continuous education of students bases on assignments and conventional examinations; encouragement of inter-active modes of teaching in the class room appear to be some of these useful mechanisms.

The University established a Distance Education Center in 2001 to widen the scope of its academic programmes and spread knowledge to a wider section of the society. The Center offers 12 post-graduate diploma courses on various topic; two post-matric courses and one certificate course. Care should be taken so that the energy of the teaching faculty does not get dissipated by so many distance education courses and their time and attention are diverted from research and classroom interaction.

The University has a well-planned procedure for devising new teaching programmes and for revising and updating the curricula of existing courses. There is 30% representation each for teaching, fieldwork and project work in the various teaching/research plans.

It is also noteworthy that some of the courses are job-oriented. The Peer team however feels that demanding job orientation from its various curricular and research programmes will be an attempt to divert his from its original course, which is that of research and knowledge development.

Criterion II: Teaching, Learning and Evaluation

It should be noted at the outset that the academic programme of the University is done on a rather limited budget. Out of the total budget allocation of the University less than 5% is allotted for the academic programmes. This figure is manifestly low and efforts need to be made for assigning higher amounts. This extra money could be utilized for the improvement of libraries, introduction of field training to students and to initiate more project work. The University however should be praised of what it has done in spite of the paucity of financial support.

During the years 2000-2001 and 2001-2002 the University had 278 and 277 working days respectively. Out of these 218 and 217 were teaching days. These figures satisfy the stipulation made by the UGC. It is also heartening to note that teaching is mainly conducted by full-time teachers and the role of part-time teachers is marginal. From these figures it is clear that the research and teaching processes in the University are complementary to each other, as well as uninterrupted and regular.

In addition to classroom teaching, it is noteworthy that various Departments adopt other procedures like seminars, projects and field training. The Departments also have provisions for organizing seminars/conference/workshops every year. The University itself has provisions for organizing seminars/conferences and holding of special lectures. At the time of convocation a series of special seminars are held on various topics. Apart from these, the University organizes three series of special lectures. These seminar and lecture series serve to disseminate new ideas and, in addition, serve as a platform for innovating and experimenting with fresh ideas.

It is also to be noted that all departments have their own, albeit small, libraries, which are used for references sources by both the faculty and students. It therefore became clear to the Peer Team that the University offers well-designed teaching and learning opportunities to its students and faculty members.

The evaluation method being adopted by the University is also to be viewed favorably. Single evaluation is adopted in the case of UG courses (in Music and Visual Arts), while double evaluation (if necessary, a third one), comprising one internal and one external evaluation, is followed for PG courses. In the case of the Ph.D. Programme, the University adopts, like most others, two external and one internal evaluation. The process is completed by open defense. The University adopts both central and door evaluation and question papers are set unit-wise in order to cover all prescribed topics in respective papers. Apart from this, the evaluation procedures incorporate regular assignments and seminars by the PG and Ph.D. students; bi-annual evaluation Ph.D. students on the basis of written notes presented by them etc.,

thus bringing in it elements of regularity and continuity in evaluation procedures. We may also note what the University conducts the UG and PG examination and announces results regularly, adhering to a strict calendar.

The admission procedures adopted by the University appears to be objective and fair. A combination of entrances tests, interview and past academic performances is used for the purpose.

The teachers employed by University fulfill qualifications stipulated by the UGC. Out of the total regular faculty strength of 68, 40 teachers have Ph.D. degree to their credit and 11 hold M/Phil degrees. The rest have a Master's degree.

The University provides opportunities to the teaching staff for updating their knowledge base and qualification in their respective domains by access to a reasonable well stocked library and also by allowing them to attend refresher courses, seminars, symposia, guest lectures etc. But their access to computer and internet facilities appears to be rather inadequate. The performance of teachers is monitored by obtaining self-appraisal reports from them, which are submitted for scrutiny to a committee consisting of experts from other universities. The performance of faculty is also evaluated by asking them to give seminars on their ongoing research projects and also by submitting their reports for expert opinion. A modality of evaluation by students may also be introduced at some point.

As for faculty development, one notable event during the year 2001-20 is the organization by the University (in collaboration with teachers' association) of a workshop on research methodology. As many as 50 faculty members participated in this workshop. This may be done every now and then, to keep up with the developments in the area. The University gives further incentive to the faculty to improve their qualification by granting study leave and also sabbatical leave.

Criterion III: Research, Consultancy and Extension

This is one sphere of academic activity in which the Kannada University has done extremely well. Notwithstanding that this University is a very young institution, the faculty of various departments have so far carried out about 300 research projects. Of these 60 projects are ongoing. Out of the remaining 240 projects more than 200 projects have been carried out and completed by the faculty themselves and the remaining 40 projects have been done so by external scholars.

One is also quite impressed by the wide range of topics covered by these research projects. These include archaeological monuments, inscriptions, ancient tanks, various aspects of Kannada language, literature, Karnataka history, folklore, development studies including water filtration projects in villages, folk agriculture terms, manuscriptology, various items pertaining to tribal and women studies, art education etc. The range of topics covered by the external scholars is also quite impressive. In addition to these projects, the University has published Encyclopedias of Language, Handicrafts, Religion and History. Several encyclopedias have already been published and some are under preparation.

Noteworthy also are the various series of publications brought out on Temples, Epigraphs and Folk and Tribal studies, which are extremely helpful to research scholars.

Particularly commendable in this regard is the enormous volume of documentation that the various departments have built up as part of their research activities. These databases, it should once again be

emphasized, relate to under-researched areas, and hence are rarely available or accessible elsewhere. Proper preservation and consolidation of these information bases; providing open access to them to bona fide researches; long term research programmes based on these rare date bases, we believe, should be the priority areas for the University in the coming years. It should also be noted that this voluminous output in the form of projects and the related date bases has already resulted in substantial quality research. That a number of research publications of the University have been selected for coveted awards by the Kannada Sahitya Academy and others testify to this achievement.

This research record of the University is all the more creditable, considering the fact the University did not receive any specific research grant from the State Government. The faculty had to depend entirely upon a small development grant from the University and whatever resources that could be mobilized from other organizations.

The most striking aspect of the research programme of the University is perhaps that their results are not only meant for higher academic purposes, but also oriented towards benefiting and enlightening the society in general. Concerted efforts have been made by the University to publish the findings in the form of reports and monographs and popular dissemination of the finding through the Press is done on an extensive scale.

The publication wing of the university called prasaranga deserves a very special mention in this respect. It has emerged as one of the major publishing houses Karnataka, publishing a book a week. In addition to monographs and project reports, Prasaranga publishes number journals devoted to Kannada studies, folklore, Karnataka studies and Dravidian studies. The Peer Team notes with satisfaction that the University is planning to bring out a journal in English very soon entitle *Journal of Karnataka Studies*. The Publication unit also brings out two or three periodicals and has also taken up publication of textbooks for the benefit of University students. The Term found that all the volumes published by Prasaranga are tastefully and artistically produced maintaining good publication standard, which shows that much care and efforts have gone behind their preparation. Such a vigorous and highly motivated publication unit has hardly any parallel in other universities, and the Peer Term offers its unqualified praise for its members.

Another positive aspect of extension activity concerns publication of more than 100 books for the newly literate persons in Kannada. These books, prepared by the teaching and other staff of the University, were purchases by the State Government for distribution under the Adult Education Scheme.

A University of this nature has only limited possibilities for activities like consultancy, extension services etc. All the same the University has made some useful beginning in these areas. Consultancy services offered in various areas such as assessment of quality of translation, training of members of Gram Panchayat and Zilla Parishads, implementation of developmental activities at grass root levels, documentation of heritage sites, folk and tribal culture forms and language use and teaching, and Distance Education started in 2001 are the notable features of the University in this regard.

Criterion IV: Infrastructure and Learning Resources

The University has a sprawling campus of about 680 acres at Hampi and a satellite campus 15 acres at the well-known historical site of Badami located about 125 Kms away from Hampi. The special feature of the Hampi campus is that it is located on a valley setting with fairly thick vegetation preserving many of the indigenous tree, shrub and grass species. Propping up from this valley setting are a number of small and low rocky ridges and table lands. The University authorities have very thoughtfully selected these ridges for constructing various buildings. The architecture of some of these buildings is also noteworthy, as it has taken many elements from the Vijayanagara tradition of architecture. Some of the buildings are named after key personalities of the medieval empire. It is also to be noted that the buildings of the Tribal Studies Department are constructed keeping in view the tribal housing structures. In short the campus has several unique features of its own, adopted from the natural and historic-cultural heritage of the region. It has wide scope for further expansion of the physical infrastructure.

The campus has a helipad of its own and it is used for receiving high dignitaries. Except in three or four cases all Departments have independent buildings. Adequate provision is made for teaching and administrative staff within each Department. The other major buildings include the Administrative office, Library and Museum building, Guest House, Publication Building, all of which display a uniform architectural style. A new library building for Kannada books is under construction. The campus has also a provision for some faculty quarters that are temporarily used as hostels for students. A separate ladies hostel is under construction. There is also a small sports center on the campus with facilities available for indoor and outdoor games for both students and staff. There is no health center on the campus but the University has obtained a sum Rs.6.25laksh from the Bellary Zilla Parishad to build a health center. Each Department has a small library of its own consisting of one or two shelves of books. The main Library of the University is located on the first floor of large building while the ground floor is occupied by the museum. The Peer Team is fully satisfied with the facilities that these two units are providing to the staff and students in promoting the interests of various teaching and research programmes.

The library is well maintained and has a total collection of about 45,000 books. It subscribes to 37 journals in English and 31 journals in Kannada. An Advisory Committee helps the library staff in various administrative matters. The computerization of books and periodicals is in progress. It is to be noted that there are no facilities for interlibrary loan or lending of books. The library has also a good section for manuscripts including an audio-video section.

The University museum is also a large one. It has on display both archaeological materials collected from various places in north Karnataka and also a folk section containing fishing and hunting items of some of the surviving simple communities. More judicious planning of its sections remains an imperative. The main administrative building of the University has a computer unit operating with ten computers. A few Departments are also provided with a computer each. The University has also an Information Centre which provides information not only about Kannada University but also about various places and people of Karnataka. The Peer Team is highly satisfied with the University which has adequate infrastructural and learning resources of various kinds, none of these are being fully utilized.

The Sculpture Park, when fully developed will be a prize piece of the University to show to the outsiders. The open-air auditorium, Navaranga is also an important part of the mission that this University carries on its shoulder. As it does not have too many departments than it can manage, separate buildings for each of them should be on the cards.

Criterion V: Student Support and Progression

Though the students are enrolled from the same state, for a healthy interaction university must encourage and reserve some seats for the students from other states. Here of course the monolingual programme may prove a barrier. Further, there is a need of strengthening students welfare scheme specially in the form of financial assistance for the underprivileged.

Also sine new courses like Design, Fabric Printing etc. can create better opportunities for the students seeking jobs.

Department of visual Art can provide hobby classes that will strengthen intra departmental activities.

Criterion VI: Organization and Management

The University is managed by various statutory bodies such as Board of Studies, Faculties, Finance Committee, Executive Council and Governing Council of Syndicate. Besides, there are some non-statutory bodies such as Dean's Committee, Publication Advisory Committee, Library advisory committee, Academic Audit Committee, Grievance redressal committee Purchase Committee, Disciplinary committee etc.

The University received grants mainly from the state Government, except for a small assistance from the central government. The research projects are taken up with an assistance of funding agencies such as UGC, ICSSR, ICHR, Central and State Sahitya Academy, Kannada development Authority, IGNC and such others. The University has set up a permanent fund with the donations from NRIs, which will be used for research, development, Publication and spread of knowledge. The University makes some allocation of funds to each department for research and holding seminars/workshops. There is an internal pre-audit mechanism followed by an local fund audit.

Criterion VII: Healthy Practice

Teachers in Every department meet once in a week and discuss important research findings with PEER group and exchange ideas. Students and teachers also interact with each other on every Friday through Study Circle meeting in each Department. Teachers submit annual self-appraisal reports, which help in realizing their academic performance. An Academic Audit committee monitors the performance of each teacher, department and University annually. Redressal of grievances is attended by a committee. The University has adopted a school in the neighborhood with an aim of developing the local communities. One must also appreciate the efforts being made by the University to give counseling to Grama Panchayats and Zilla Panchayats as part of its extension activity. Regular interdisciplinary seminars are providing exposure for teachers and students to emerging knowledge areas.

The University holds special seminars at the time of annual convocation.

The Department of Sculpture and Painting organizes sculptors and painters camps at National and International levels. This provides a good occasion to staff and students to keep abreast of the latest developments in the contemporary art scene. Traditional artists are also involved in regular teaching work, and this enable the students to be come familiar with traditional techniques of the area. Another notable aspect of the Department concerns equal emphasis placed on practical theoretical knowledge. Both teachers and students are exhibiting their works at state and national levels and have won several awards in painting and sculpture. Alongside with this, research activity has been given full importance. The topics covered include prehistoric to classical traditions of the area.

The professional competence of students has enabled them to become good freelance artists and sustain themselves economically. The under privileged SC/ST students are given remedial coaching.

3.OVERALL ANALYSIS

Based upon the study of three volumes of self-study report submitted by the University and also arising from the experience of Peer team during the last 3 days the latter would like to record the various positive, commendable aspects of the University.

The Peer Team has no hesitation in recording that the University has fulfilled its mission as in institution of higher learning and research, with basic orientation towards Kannada Language, Arts and Culture. We would like to point to the following commendable features in particular.

In a short span of time, the University as built up an excellent documentation database through its various schools. This very useful information base is not readily available and accessible through other sources.

Secondly, research orientation of the University is broadly what can be termed as its foundation of strength. It has a legitimate emphasis on under-researched and un-researched areas and on marginalized and deprived sections of the society. Thirdly, the University has established strong linkages between research and teaching and has started certain innovative programmes. In this regard the recently introduced integrated M.A. PhD Programme is step in the right direction. Fourthly, although much more needs to be done, the University in a short span of time has built up a good amount of physical academic infrastructure. Lastly, and perhaps the most importantly, the publication activity of the University deserves special praise for the impressive quantity as well as high quality of its output and for its efforts to disseminate its intellectual output to scholars as to the general literate public. The Information Centre of the University is also doing excellent work, the like of which is seldom found in the university system elsewhere.

Recommendations and Suggestions

An institution of this nature has to guard against isolationism, fragmentation and a loss of focus in academic matters. While the emphasis on Kannada is understandable, it should not become and end in itself. The University should bear in mind the multicultural context in which it operates. Networking with institutions of higher learning both within the state and outside, spreading out in terms of research and dissemination in languages other than Kannada (including English) would be essential to guard against the isolation. As far as fragmentation in academic pursuits is concerned the University has to institute certain measures for consolidation. Certain departments, for example, may be merged to provide better and more cogent research orientation. The department of History, Archaeology, Epigraphy could work in union; so

could the departments of tribal Studies, Folklore, Anthropology, Kannada Language and Literature and Kannada Language Development.

Thirdly the emphasis on short-term projects runs the risk of attempted empiricism with insufficient theoretical ground-base. Large long-term research projects that are multi-disciplinary in character involving more than one department of school would have to be planned to guard against such possibilities. For example, a project on manuscript illustrations can be jointly tackled by the departments of Manuscriptology and Fine Arts (Painting). Duplication of projects in various departments should be avoided.

In certain fields infrastructure needs improvement, like in computerization, library facilities etc. The Peer Team is apprehensive that new buildings under construction (the girl Students' Hostel and the Kannada Library) may not conform to this broad design. This the University should look into.

If possible, the University should organize one or two Art Fairs every year in order to exhibit as well as sell the art objects created by its students and teachers. It should also avail of such opportunities offered by country fairs by opening a stall form which books and artifacts can be sold. The Peer Team thought that the present fair being held at Banashankari was a good occasion to put up a stall. The Pustaka Yatra of the Prasaraṅga division should also have a component of Shilpa Yatra, as well as that of other materials produced by the University.

These other materials may be audio and video cassettes (or CDs) of musical and other performances prepared by the Tribal Studies or Folklore departments, who can sell them to the electronic media and to the general public.

We could also emphasize that given the very specified nature and mission of the University, and given that it has done a commendable job in such a short time on a rather restricted budget, to expect that it will raise internal resources on a significant scale in order to maintain and build upon its admirable record, we believe, will be totally unrealistic. We appreciate what it has achieved so far along these lines, including the initiative taken by the present Vice Chancellor in collection MP local area development funds. However, we feel it strongly that it is the State that has established it with a definite mission and philosophy, and it is the State that should bear by far the major responsibility of maintaining and nurturing this distinctive institution with sufficient financial and other support.

Here is a list of specific suggestions by the Team:

Academic

- Larger consolidated research programs involving a number of faculty members, students and departments and are interdisciplinary in nature should be attempted.
- In order to avoid fragmentation and loss of focus in academic qualities a comprehensive reorganizing the departments/programs with analysis on consolidation.
- Each School/Faculty should prepare position papers identifying gaps in research and has to provide a roster of researchable issues.
- Comprehensive studies on the region in Deccan Karnataka should provide a needed focus.
- The relationship between the academic chairs and departments needs sharper definition and strengthening.

- Periodic peer review of individual faculty member, department and schools should be attempted. These reviews should provide the required focus on faculty involved in active research.
- A time span for completion of the research projects to be decided on a case by case basis. Emphasis on completion without full theoretical and pragmatic elaboration which the topic needs should not be forced.
- The Ph.D. Program should be dovetailed to the larger research and teaching programme.
- Provision for providing assistantship (Teaching & Research) to be explored.
- Research scholars should be attached to Schools rather than departments, and course works should be devised by the School.
- Introduction of tutorial system can be considered.

Publication and Extension

- Translation of few important publications can be taken up in English.
- Explore possibilities for translation, publication & distribution of important works with established national and international publishing houses.
- Working paper series of research findings by different schools may be published as a means for dissemination and interaction with peer groups.
- Networking with other institutions and Universities like IISC, ISAC etc.
- Consultancy in possible areas may be explored.
- The Sculpture department may choose rocks on the roadside to create something out of them. In addition, they may work in places of heritage to leave an imprint of their work there.
- As has already been noted, festivals and fairs should be utilized by the University.

Administration and Related Areas

- Earmarking substantial funds for Library for providing more journals, Books and periodicals.
- Users survey in the library to be conducted for optimized utilization.
- Documentation Center to be established for digitalization of data created in all departments.
- Large scale computerization with networking and Internet facility is an immediate requirement.
- Commercial utilization of the campus space by way of plantation etc.
- Adequate transport facility to be provided by the University.
- A long-term vision document for the University to be prepared.
- The university may establish statutory Department Research Committee at department level and Board of Research Studies at University level.
- A Course in Kannada Journalism (collaboration with Samyuktha Karnataka, Prajavani Etc may be attempted).
- Information Centre may explore possibilities of collaboration with newspapers.
- Widening curriculum to bring in other forms & cultures -like folk music, western classical music to in music classes.
- A Placement/career guidance cell for students may be considered.
- Adequate training (Incl. computer training), Institution of career advancement schemes, incentives for involvement in academic activities by the non-academic staff.
- Common facilities such as dining hall for lady students, non-teaching staff, and some opportunities for indoor sports/games, Bus Shelter etc may be planned in future.
- All the epigraphic data so far available may be converted into electronic form and saved permanently.
- Archaeology, ancient history, epigraphy departments need holistic approach in their research.

The Peer Team was quite favourably impressed by the progress made by the University in such a short span and also by the earnestness of its community for its development and progress. The Team thanks the Vice chancellor and all his colleagues, big and small, for according to the Team the best of cooperation and other supports that they could offer, and wishes the best for the University.

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