CRITERION – II
TEACHING - LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

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

The Admission Committee of the college comprising the Principal, Vice-Principal, Heads of the Departments and senior faculty ensures that the admission process is widely publicized and transparent.
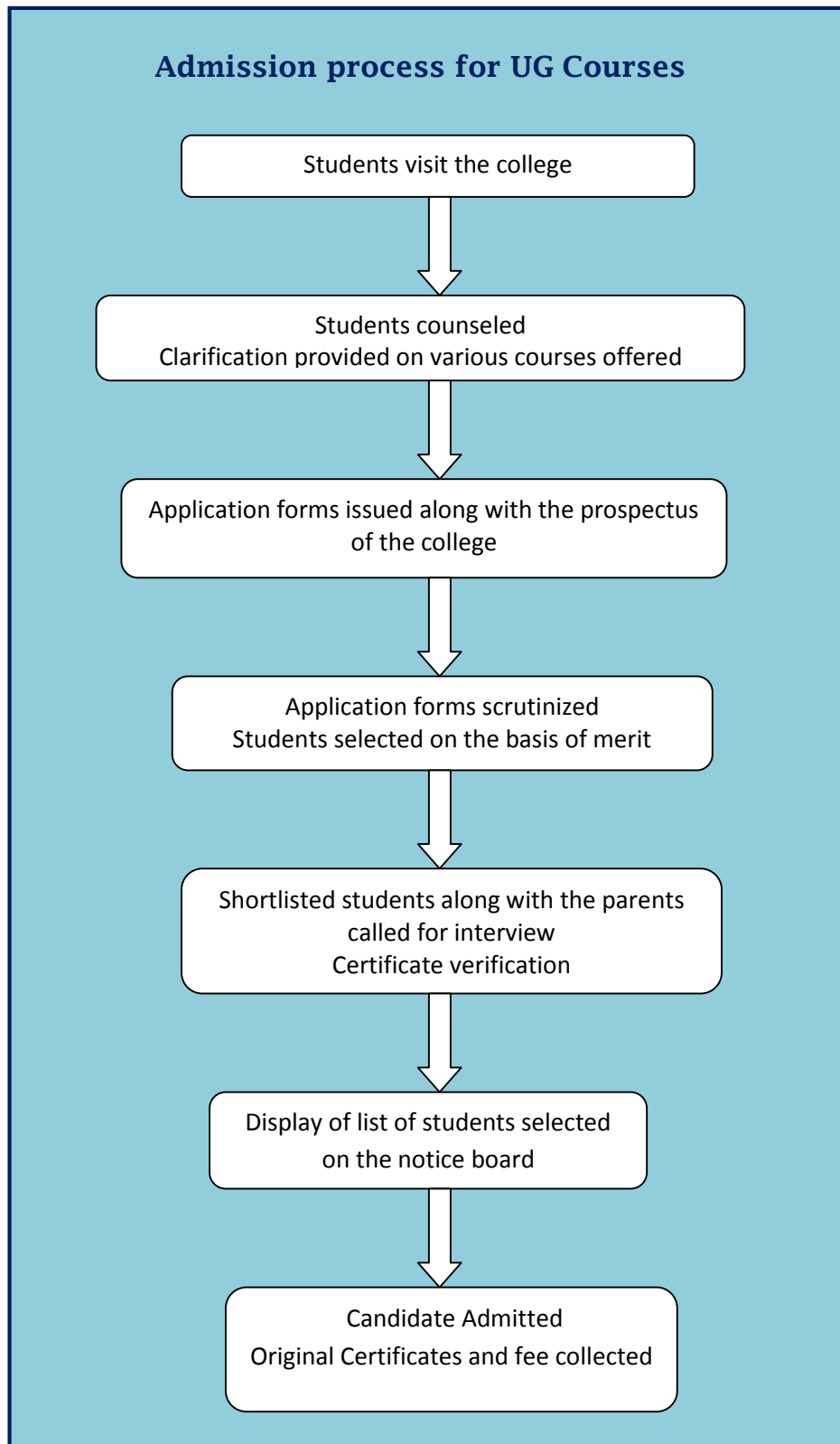
Following are the modes of publicity:

➢ **Advertisements**: The admission notifications are published well in advance in various regional and national newspapers. Campaigning is also carried through electronic media, buses, pamphlets, banners, and hoardings in prominent places.

➢ **College Website:** The institution has an **interactive website** (www.josephscollege.ac.in) which gives the details of the application procedure and courses offered. The application forms can be downloaded from the same.

➢ **College Prospectus**: The Prospectus given along with the application form contains detailed information about the college - courses offered, campus culture, student support services and activities, infrastructure, rules and regulations etc.

➢ **Notice boards**: Admission notifications are also displayed on the College and church notice boards.

➢ **Faculty Campaigning**: Due to popular demand for Engineering Courses the admission to the Science stream have been poor. Hence faculty campaigned to enumerate about Science courses offered by the college.

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

Pre-admission process:
As the first step in the admission process the applicants are counseled by the faculty to create an awareness among the students regarding Autonomy, Courses offered, career prospects, campus culture, rules and regulations and various other add –on courses designed for the holistic development of the students.

Admission process for UG Courses

Students visit the college

↓

Students counseled
Clarification provided on various courses offered

↓

Application forms issued along with the prospectus of the college

↓

Application forms scrutinized
Students selected on the basis of merit

↓

Shortlisted students along with the parents called for interview
Certificate verification

↓

Display of list of students selected on the notice board

↓

Candidate Admitted
Original Certificates and fee collected

Criteria for UG Admissions

Merit and Interview:
As depicted in the chart above, selections are based on the marks obtained and interview of the candidate.

Criteria PG Admissions

Merit with entrance test
80% of M.Com and MCJ seats are filled through Osmania University counselling while the remaining 20% are filled through Management Quota.

State government norms are followed, whereby PG Admissions are based on the OU-CET rank (a Common test conducted by State Agency) and marks obtained by the candidate in the qualifying examination.

2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes. The Admissions Committee annually reviews its admission process and the student profiles.

Analysis:
The following aspects of admission are analyzed-
- ➢ The students' strength in various courses
- ➢ Academic background
- ➢ Gender
- ➢ Socio-economic background
- ➢ Regional status
- ➢ Curricular/Extra-curricular Activities

Impact of the Analysis:
- ➢ Girls intake increased
- ➢ Increased enrolment of International students
- ➢ Cut off marks reduced for B.Sc courses
- ➢ Cut off marks raised for B.Com(Professional), B.Com(Honours), B.A(Mass Com) & BBA courses
- ➢ Campaigning by Science Faculty to improve admissions
- ➢ Encouraging rural and first generation students
- ➢ Fee concessions to attract meritorious & economically disadvantaged learners.
- ➢ Part fee payment for economically backward students.

Outcome:
Review of the admission process and the record of the students' profile help in providing equal representation from all sections of the society. The success of the review mechanism is evidenced by the ever increasing demand for admissions over the past four years.

2.1.4   What are the strategies adopted to increase / improve access to students belonging to the following categories.

The College follows reservation policy for admissions of the socially, economically disadvantaged sections, physically challenged persons, sports persons, children of ex-servicemen and wards of the employees. This is evidently seen with an increase of intake of reservation candidates from 11% in 2009 to 21% in 2012.

➢ **SC/ST/OBC:** Statutory reservation policies of the government are followed. Fee concessions, scholarship and part fee payments are offered. The cut-off marks are relaxed.
➢ **Women**: As part of the strategy adopted to create equity, the college reserves 33 1/3% of the sanctioned seats for women students in both UG & PG courses. Cut off percentage is also relaxed for this category. Women empowerment cell on the campus empowers girls through various awareness programmes.
➢ **Different categories of persons with disabilities**: The College is accommodative towards candidates applying in this category. Cut off percentage is relaxed for them. These students are also counseled on the viable course options available for them. Once admitted, the campus being disabled friendly offers special amenities like ramp, lift, wheel chair etc.
➢ **Economically weaker sections**: Economically backward students having the required percentage of marks and attendance are given financial assistance and support in the form of fee concessions and scholarships in Semester II of the course along with an opportunity to pay fees in installments.
➢ **Outstanding achievers in sports and extracurricular activities**: Seats are reserved for students who have distinguished themselves in NCC, NSS, sports and other extracurricular activities.

2.1.5   Furnish the number of students admitted in the College in the last four academic years.

The following table reflects the institutional commitment to maintain diversity in its student profile over the last four years:

UG

Categories	Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	4	0	9	2	22	2	18	4
ST	0	0	0	1	1	1	5	1
BC	23	12	45	9	73	17	67	29
OC	204	111	264	78	343	93	354	127
TOTAL	354		408		552		605	

PG (M.Com & MCJ)

Categories	Year 1 2009-10		Year 3 2011-12		Year 4 2012-13	
	Male	Female	Male	Female	Male	Female
SC	5	1	0	4	1	1
ST	-	--	0	2	1	0
BC	8	1	12	9	7	5
OC	2	1	2	6	14	13
TOTAL	15	3	14	21	23	19

2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.

Demand Ratio of UG Courses

S.No	Programmes (UG)	Year(s)				
		2008-09	2009-10	2010-11	2011-12	2012-13
1.	B.Com (Reg)	1.3 : 1	1.3 : 1	1.3 : 1	1.7 : 1	1.49 : 1
2.	B.Com (Comp)	1.24 : 1	1.3 : 1	1.3 : 1	1.9 : 1	1.9 : 1
3.	B.Com (Hons)	1.45 : 1	1.3 : 1	1 : 1	1.38 : 1	1.12 : 1
4.	B.Com (Prof)	---	---	--	---	1.05 : 1
5.	B.Sc	1.23 : 1	1.3 : 1	1.29 : 1	1.24 : 1	1.01 : 1
6.	B.A (Mass Com)	--	---	--	1.21 : 1	1.25 : 1
7.	B.A (JPE)	---	--	--	---	1.25 : 1
8.	B.B.A	----	---	---	1.45 : 1	1.13 : 1

Note: Students are admitted though counseling in PG courses- M.Com and MCJ

Yes. The college has conducted an analysis of demand ratio for the various courses offered. It was observed that new courses like B.Com(Professional), BBA, B.A(Mass Com) and MCJ in addition to existing courses like B.Com(Hons), B.Com(Computers), M.Com are in demand.

To meet the excessive demand for these courses, not only were additional sections added but also number of seats in each section was increased. In case of science courses, which were found to be low in demand, measures such as relaxation of admission criteria, intensified publicity, and introduction of job-oriented courses like B.Sc (NHAEM), succeeded in augmenting enrolment in the present academic year.

The reasons for the tremendous increase in demand for the college in recent times are observed to be as follows:

➢ NAAC accreditation with A Grade of CGPA 3.51
➢ Academic Flexibility with the advent of Autonomy.

- ➢ Availability of increased options with diversification of courses
- ➢ Industry relevant curriculum with thrust on employability skills.
- ➢ Word of mouth publicity through successful Alumni.
- ➢ Increased college reputation with Mega youth fests like CinEvolution, Josephiesta etc.,
- ➢ Enhanced reputation among academicians with regular conduct of seminars/guest lectures.
- ➢ University ranks
- ➢ Commerce and Science have been ranked among top colleges in twin cities by India Today Magazine.

The College has emerged as a trusted name for discipline & value based /holistic education.

2.1.7   Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.

Yes. M.Sc (Mathematics) Course was discontinued in the year 2009 – 2010 because of poor demand. M.Com Course was suspended for one year in the year 2010-2011 as there was no demand for the course during that year. However the M.Com course was resumed in the following year as the college once again opted to go through Osmania University Counseling for admissions.

2.2   Catering to Student Diversity

2.2.1   Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes. It is a tradition at St. Joseph's to welcome the new batch of students with a two day orientation programme.

On the First Day:
The Principal, Vice Principal, Director and the HODs offer orientation on:

- ➢ College History , Vision & Mission
- ➢ Core values of the College
- ➢ Campus culture
- ➢ Rules and Regulations
- ➢ Student support services
- ➢ Extension services
- ➢ Overview of Autonomy
- ➢ Presentation on "Evaluation Process Under Autonomy" by Controller of Examination

Conducive ambience for effective learning is set as resource persons conduct motivational sessions/talks/activities on

- ➢ Goal setting
- ➢ Personality development
- ➢ Effective communication for success

- ➢ Soft skills
- ➢ Fundamentals of Success
- ➢ Professionalism and life skills

On the second Day
Respective departments conduct orientation on:
- ➢ Department history, vision and mission
- ➢ Course objectives
- ➢ Departmental activities and clubs
- ➢ Department achievement
- ➢ Faculty
- ➢ Available resources/infrastructure
- ➢ Examination system

Students are introduced to each other through an ice breaking session, which is followed by the campus tour.

Feedback from parents on the orientation programme has helped the college to enhance the quality of the programmes. Student Induction Programme gained a new dimension with College Interface Day introduced from the year 2012. It gives a platform for the parents to state the reasons for choosing the college and also their expectations from the college.

2.2.2 Does the College have a mechanism through which the "differential requirements of student population" are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Yes, the college has a mechanism through which the differential requirements of student population are analysed soon after admission in the following ways:

- ➢ Student profiles which include details like academic, socio-economic background, special talents, and abilities of the students help the class-in-charge/mentor to identify differential requirements of the students and plan suitable strategies to address them.
- ➢ At the entry level the departments conduct diagnostic tests to assess the standards of the students and plan bridge courses to suitably fill the gaps.
- ➢ The Department of Business Management on uses the strategy of management games to assess students' knowledge, needs and skills before the commencement of the teaching programme
- ➢ The Department of English conducts an entry level test (ELST) for students across the streams and based on their performance identifies slow learners for the Bridge course which aims to give basics in all the four language skills (LSRW).

The major academic concerns are identified and addressed
- ➢ Department of Commerce and Management conduct a bridge course for students coming from other streams.
- ➢ Department of Mathematics and Statistics conducts a bridge course after identifying the weak students based on their performance in the entry level test
- ➢ Adopting Bilingual teaching to cater to inadequacy in English Competence.

> ➢ Arranging Remedial and Peer teaching to help students with poor academic performance.

Wherever informal discussions with advisors reveal difficulty on the part of the new comer to adjust to the academic and social demands of the campus, academic and professional counseling is offered.

2.2.3 Does the College provide Bridge/Remedial /Add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

Yes. Bridge courses are planned to fill the gaps in their existing knowledge and pave way for conceptual learning. The course is well structured and planned in the zero hour i.e. from 1.30 to 2.30 PM.

Bridge course:
> ➢ Department of Commerce conducts a 3 week bridge course for students coming from other streams on: Basics in Accountancy, Introduction to Commerce, Elementary Economics.
> ➢ Department of Mathematics and Statistics conducts a ten day bridge course for students on Basics of Differentiation and Integration.
> ➢ Department of Management conducts a ten day bridge course for students on Basics in Accountancy
> ➢ Department of Physics and Electronics conducts a ten day bridge course for students on Fundamentals in Physics, Basics in Electricity and Semi conductors.
> ➢ The Department of English based on the student performance in ELST conducts a 20 hour module on basics in the four skills (LSRW) for the slow learners.

Remedial:
All the departments conduct remedial classes for students after monitoring their performance in Continuous internal assessments after class hours from 1.30p.m - 2.30 P.M for groups as well as individuals.

Add-on Courses:

The college conducts 18 add on courses / certificate courses after college hours 1:30 pm onwards. Details enclosed in Criterion I - 1.2.1 b

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.

Yes. The college has a streamlined mechanism to analyze the academic growth of disadvantaged sections of society and address their needs accordingly. The class teacher who maintains the student profile identifies the disadvantaged students and constantly monitors their academic growth, making an assessment at regular intervals, viz - entry level, Internal Assessment- I, Internal Assessment- II and end semester performances. Customized strategies are then adopted to address the special needs of students belonging to different categories.

The analysis yielded the following results:

➢ It is observed that the physically handicapped students find it difficult to learn through homogenous classroom teaching procedures. The mentor identifies the nature of each individual's problem and addresses them effectively. For instance, a student with poor vision who has difficulty reading from the board is facilitated with a magnifier screen for his lab work.

➢ The Socio- economically disadvantaged students receive financial assistance through free ships, fee concessions, facility to pay fee in installments, and the college also facilitates these students in applying for scholarships sponsored by government/other agencies

➢ The International students who face a problem with English as medium of instruction are given a foundation course in English through Easy English module.

Other strategies for slow learners:

➢ Tutorials / remedials are conducted for these students after class hours to clarify doubts, re explain the critical topics for an improved performance.

➢ Bilingual explanation is given whenever it is necessary.

➢ Poor performance due to frequent absenteeism is dealt by sending SMS and registered letters to the parents of such students.

➢ Counseling and mentoring sessions conducted in a friendly way help the students to overcome their psychological problems and achieve their goals successfully.

These measures make the learners feel educationally, financially and socially comfortable once they enter the portals of College. This way, the disadvantaged sections of the society are given due attention and are streamlined into the academic mainstream.

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

The advanced learners are identified by the concerned faculty based on

➢ Student profile maintained

➢ Their performance in internal assessment tests, end-semester examination,

➢ Student-teacher interaction.

➢ Active participation, involvement, performance in the classroom/academic clubs/ seminars, etc.

The advanced learners of the college are promoted thus:

➢ Advanced reading lists are provided to widen their horizon.

➢ The research aptitude among the advanced learners is given a thrust by providing them with access to British Library and DELNET – E-journals. They are also given inputs on reference skills, research methodology and research design. They are also given access and guidance on the use of SPSS software for data analysis.

➢ They are intellectually stimulated with various advanced projects, challenging assignment and tasks for their advancement.

➢ They are encouraged to present papers, write research articles and assist in preparation of college magazine.

➢ They are usually made the class representatives for proactive leadership through

which classroom dynamics are positively influenced.

➢ Peer teaching and group presentations are encouraged by teachers
➢ Appointing them as club leaders gives the scope for honing their social / event management skills.
➢ They are given the lead to plan and organise fests/events, departmental seminars/conferences. This gives them an opportunity to interface with the academia and industry experts.
➢ They are groomed to represent the college in inter-collegiate events/Youth festivals at state and national levels, thus fostering their competitive spirit.

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

Yes. The Institution fosters an inclusive academic ambience for the differently- abled. An assessment is made of their special needs and they are provided with the following amenities/facilities:

➢ The College has a friendly environment to the needs of differently abled students.
➢ Mobility devices like Wheel-chairs, ramps and lifts are available.
➢ Care is taken to allot ground-floor class rooms or classrooms that have elevator accessibility.
➢ Class In charges and classmates play an important role in creating a comfort zone for such students.
➢ Scribe is provided during examinations for visually challenged students

2.3 Teaching-Learning Process

2.3.1 How does the College Plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc).

The institution has a meticulously organized and clearly planned teaching, learning and evaluation schedule, well integrated into the total institutional scheme. At the end of each academic year, the management holds consultations with the faculty and the examination section to plan the Almanac for the forthcoming academic year. Dates are fixed for the commencement and last date of instruction, the continuous assessment tests, semester–end examinations,college fests and Examination dates. Committees are also formed to take charge of different activities. Department wise timetables prepared well in advance are also displayed on the notice boards for the students.

The academic calendar thus prepared is printed in the college hand-book. The hand-book is made available to each student and faculty at the beginning of the academic year. Each department has a well defined semester planner, monthly planner, and individual unit planners to ensure smooth functioning of the semester.

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes. The course outlines and the course schedules are drawn well ahead of the course commencement. Each faculty has an individually drafted Unit Planner, which reflects how each unit is taught by indicating the time frame along with a mention of methodologies/ references used and modes of evaluation practiced. The course outlines are given orally to the students by the course teacher in the introductory class.

2.3.3 Which are the courses following predominantly the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

Most of the courses follow lecture method in combination with other teaching methods. The extent of the lecture method varies from course to course. However there has been a paradigm shift in teaching from purely chalk and talk methods to adopting a judicious mix of lecture method and ICT backed teaching.

Lecture methods too are made more participatory with student seminars, focused group discussions, problem solving sessions, debates, film/book, reviews, role play, case study, quiz and oral presentations by students.

The college has been extensively using technology in teaching but not in total exclusion of lecture method, realizing the critical importance of human contact in the lecture method which provides a nurturing environment for effective learning. In addition to classroom interactions, following are the other methods of learning experiences provided to the students:

- Seminars/ workshops /guest lectures
- Presentations
- Assignments
- Project work
- Internship
- Field work
- Industrial visit
- Outdoor shooting
- Use of audio-visual aids
- Student editorials
- Exhibitions
- Use of e-resources
- Peer learning

2.3.4 How is 'learning' made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning. Besides facilitating life-long learning and knowledge management

Student centered methods are an integral part of the pedagogy adopted by the faculty. The institution has made a conscious effort to shift from the traditional teacher –centric approach to a student-centric one.

Experiential learning, participative learning, and problem solving methodologies are used for enhancing learning experiences. The teacher's role is that of a facilitator who promotes self management of knowledge, holistic development and skill formation through participatory learning activities such as:

- ➢ **Individualized activities:** Internship/Project Work, Mini-projects, Seminars, Case studies, student presentations, paper presentations, internet research etc.
- ➢ **Group activities:** Group seminars, Peer teaching, Tutorials, Group discussion, Model making, organizing exhibitions, Intercollegiate and interdepartmental competitions, Interactive guest lectures, Brainstorming, Role play, Documentary and short film-making, Field survey/Field work/Field trips, Debates, Quizzes, College magazine–designing, Poetry competitions, excursions, industrial visits etc.,
- ➢ **Academic clubs** of the departments organize activities to facilitate the creative academic pursuits of the students individually and collectively. Academic clubs also promote collaborative learning, team spirit and organization skills.
- ➢ **Newspaper** based assignments promote social awareness and also give working knowledge of the theoretical concepts learnt
- ➢ **Book and film reviews** promote critical and evaluative skills among students. Inculcation of book reading habits makes the student a lifelong learner.
- ➢ **Free access** to the internet and DELNET (e-journals) make them self-reliant and independent learners.

2.3.5 What is the College policy on inviting experts/people of eminence to provide lectures/ seminars for students?

Every department on an average conducts two / three guest lecturers each semester. A budget is earmarked for the same. Guest lectures on various topics are reflected in the semester planner. State level/National seminars are conducted by inviting eminent resource persons from reputed National& International institutes/industries/research bodies/social circles. Each department in consultation with the head of the institution chooses the Resource Persons who are rewarded with an Honorarium and 'Mementos of Appreciation'. 2% of the recurring expenditure is the allotted budget.

2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

The following are the technologies and facilities used by the faculty for effective teaching:
- ➢ All departments are well equipped with ICT-enabled facilities for teaching-like computers, OHPs, LCD projectors, internet facility
- ➢ A well-equipped mass communication studio is available for training the students in production, film editing, film shooting, online editing, etc.
- ➢ Software used exclusively for teaching and research include SPSS , Adobe web bundle - CS2 and Macromedia Studio – 8, Adobe Pagemaker 7, Corel Draw X3,Graphics Switch, Sigma Plot, Maya 8.5, Final cut studio 7, Avid pro tools 10, Discovery studio 2.0,K-VAN software

- ➢ English Language Lab is equipped with DVD players, computers and interactive CDs that are used for the screening of documentaries and information visuals set up with an aim of equipping the learners of English with a good command of the language for communication purposes. K-VAN lab software is used for teaching, practicing and testing of English language skills.
- ➢ E-Library resources and online content are used by teachers where the courses need updated information.
- ➢ Skype videoconferencing facility is available
- ➢ MOODLE open source software is used by teacher to post notes and assignments and it also facilities submission of assignments.
- ➢ Workshops and seminars are held by the college and the faculty is also encouraged to attend seminars and conferences.
- ➢ Screening documentaries and feature films
- ➢ Faculty uses e-learning resources like NPTEL Videos/pdf and open e-learning resources like MIT etc

2.3.7 **Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho- socio guidance? If yes, give details of the process and the number of students who have benefited.**

Yes, there is a provision for the services of counselor / mentors.

The class teacher system is a long standing tradition of the college. Every faculty member is a class teacher for a class of students whom she consistently monitors for academic and personal issues over the period of study. The class teacher looks into matters regarding the academic performance, discipline, completion of academic requirements, health follow-ups and grievances if any. The class teacher is the first person whom the student approaches for any personal or academic guidance. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students.

Apart from class in-charges, mentors are appointed for small groups in order to facilitate individual care and attention. The mentors constantly collaborate with other subject teachers and disciplinary in-charges for effective counseling. Thursdays and Saturdays are allotted for the advisors to meet the parents of the advisees.

The Psycho-social needs of the student community are specifically addressed by trained counselors.

Students from rural background are motivated to boost their confidence levels and be part of the main stream. In addition, integrated development of the students is also ensured by value-education classes conducted by Priests. Principal and Vice – Principal along with HoDs & Deans form the Grievance cell and address the behavioral problems among students.

2.3.8 **Are there any innovative teaching approaches/ methods / practices adopted / put to use by the faculty during the last four years? if yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?**

The management constantly motivates the faculty to go beyond the tried and tested teaching methods to explore and innovate so that there is effective learning. The dynamics of globalisation, evolving new technologies, explosion of knowledge on one hand and rapidly changing attitudes, learning interests and goals of students on the other hand, have made innovation essential for the teacher. Incentives given by management for faculty research also encourage the faculty to explore new approaches to teaching. (Kindly refer to the answer given for 2.3.6)

The innovative quotient of the teacher is reflected in the individual unit planner where the teacher states the diversified methodologies/teaching aids employed in teaching. The impact of innovative teaching is studied through student feedback which seeks the students' opinion on innovativeness of the teacher.

Teaching innovations are brought to the notice of the IQAC, which in turn presents them to the management and the faculty at General staff-meetings/meetings of HODs, so that the best teaching practices may be adopted more widely and suggestions for improvement be made.

Best teachers from every department are awarded with a cash prize of Rs.5000 (I Prize), Rs.3000 (II Prize) and Rs. 2000 (III Prize). Teaching diaries which have detailed teaching plans also form one of the criteria to award the best teacher on College Day. The innovative teachers receive due appreciation by the Principal in staff meetings.

2.3.9 **How does the college create a culture of instilling and nurturing creativity and scientific temper among the learners?**

To promote scientific temperament among students the college has made project work an integral part of the curriculum. The students are encouraged to make live models like Fire Alarm, Smoke Alarm, Heat Sensor with Cooling Fan, Sound Alarm, Street Light Automatic on and off using LDR, Ultra Sonic Sensor, Unmanned Railway level Crossing System, Electronic Voting System using Embedded System etc., which are exhibited in Science exhibitions organized by faculty and students of the Department of Physics and Electronics. Added to this students are engaged in lab to land programme wherein they exhibit/demonstrate concepts of science to students from neighboring schools.

College strives to instill and nurture creativity and scientific temper among the learners through providing opportunities for the following:

Instilling creativity through:
- ➢ Field work / Internship, industrial visits
- ➢ Interaction with scientists, eminent academicians
- ➢ Seminars
- ➢ Creative Assignments
- ➢ Research paper presentation at the Regional / National level
- ➢ Academic Club Activities
- ➢ **Informatic Exhib** - A Computer Fair, tracing the origins and growth of Information Technology, is conducted every year with exhibits/demonstrations of

hardware computer components by students for promoting awareness of evolving technologies to their peers.

- C.V.Raman's birthday is celebrated on 9th Nov as Science Day where students participate in events like poster/model presentations, power point presentations on **Science and Everyday** as well as **Eco-Consciousness**. To promote community – neighborhood network Exhibitions on a larger scale are conducted for Telugu medium schools in the neighborhood.
- To commemorate the 40th anniversary of Apollo-11 Mission the Students of the Science Club organized an exhibition with the theme Apollo-11 Mission. Posters/Models and PowerPoint Presentations were exhibited on Milky Way, Universe Blackholes and Apollo-11 mission.
- To enhance the mathematical insights and to promote the research aptitude in students, the Department of Mathematics encouraged the students to do research on history of mathematicians and their contributions by celebrating the year of mathematics in the year 2012.
- English literary club nurtures creativity through Drama Club, Book Lovers Club, Movie Club, Papyrus Club, Student Editorial and articles for college magazine
- Essay-writing, Elocution, Poetry-Writing competitions promote creative writing skills
- Participating in Academic activities at Regional and National level
- Leadership skill and management skill of the students are promoted through various cultural fests and academic programmes.
- Conducting Exhibitions for school children
- To sharpen the critical thinking among students, group discussions, presentations are held in the class.
- Alternative learning is ensured through students' participation in co-curricular, extra-curricular and extension activities where the faculty members and the students interact informally.
- The College observes various special days Science Day, National Education Day, Mathematics Day, Aids Day, and students are encouraged to participate in various activities organized during these days.

2.3.10 Does the college consider student projects a mandatory part of the learning programme? If so, for how many programs it is mandatory?

The college considers **student projects** an essential part of the learning programme. It is mandatory course requirement for almost all UG and PG programmes. Every UG/PG student completes a project in the last two semesters as part of the academic Programme. Mini projects are also made a part of skill-based tests.

2.3.11 What efforts are made to facilitate the faculty in learning /handling computer- aided teaching/learning materials? What are the facilities available in the college for such efforts?

The college faculty is well facilitated in the extensive use of technology for effective teaching.

- Department of Computer Science conducts faculty training sessions on MS Office

at the beginning of every academic year.

➢ Internet facilities are available in every department, in computer labs and in some of the classrooms.
➢ Departments are also provided with systems/laptops/pen drives
➢ Faculty is encouraged to use MOODLE – learning management system for posting notes/assignments.
➢ Lab assistants aid the teacher in trouble shooting the technical hassles.
➢ Operating systems are periodically updated making it convenient for the faculty to use the latest applications.
➢ Mass comm. Lab has high end computers.

2.3.12 Does the college have a mechanism for evaluation of teachers by the students/ alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching –learning process?

Yes, the institution has a structured feedback system for evaluation of teachers. The feedback is well structured and the questionnaire is comprehensively formulated to evaluate the teacher on various aspects such as Punctuality, approachability, subject knowledge innovativeness, communication skills etc.

Formal feedback is taken at the end of each semester. Feedback is also taken from the final year students on their exit and also from the alumni at alumni meets. The feedback is consolidated and analyzed in terms of the strengths and weaknesses of the teacher. Informal feedback is also received through interaction with students by the Head of the Department and Institution.

Feedback process is handled with confidentiality and sensitivity. The feedback is analyzed by the Head of the Institution and discussed with HOD. Each faculty then has a one-to-one interaction with the principal wherein suitable suggestions are given for improvement.

2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes, elaborate on the challenges encountered and the institutional approaches to, overcome these.

There are generally no challenges in completing the curriculum within the planned time frame and calendar, yet contingency measures are in place to meet the disruptions in schedules due to unforeseen circumstances. Whenever necessary, departments take responsibility to put in extra sessions to complete the curriculum on schedule. When working days were lost due to political disturbances in the state, vacations had to be reduced to complete the curriculum and practical examinations were held on Sundays. Second Saturdays were made working days.

2.3.14 How are library resources used to augment the teaching-learning process?

➢ The college has a well stacked general library and departmental libraries that cater to the needs of the teachers to take books for reference
➢ The library manages to cater to the needs of teachers and students with access to

books, magazines, journals and e-journals. CDs are also available
- ➢ Multiple copies of necessary text books in all disciplines are available. The books from the Department libraries and General Library are issued to the students.
- ➢ A separate section in the library houses projects for reference purpose
- ➢ Exclusive reading rooms are provided
- ➢ Students are allowed to retain books for exams.
- ➢ The students and the teachers have been given username and passwords to use INFLIBNET/DELNET facility.
- ➢ Books for Competitive Examinations are issued to the students/teachers under the special issue scheme.
- ➢ The Librarian helps the departments to purchase the latest edition of the books as per the requirement of the teachers.
- ➢ Book bank facility is available for the economically disadvantaged.
- ➢ Provisions for ordering books online (Mass Communication text books) are also given.
- ➢ Book exhibitions on campus facilitate Faculty members to select the books of their choice which is needed for teaching.
- ➢ Reprographic facilities are also available for the teachers and students.
- ➢ The staff and students are given free membership to British Library
- ➢ To provide effective utilization Library is open to all students and members of the staff on all working days except Sundays and Government Holidays. Library works for extended hours from 8.30 – 5.00 pm

2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

The IQAC is responsible for continuously **monitoring, evaluating and reporting on the quality of teaching**, teaching methods used, classroom environment and the effect on student performance.

- ➢ The HOD of each department ensures the effectiveness of the process by weekly checks of the teaching diaries, academic records, monthly appraisals and syllabus completion statements submitted by the faculty. The effectiveness is further ensured through cross verification by the head of the institution
- ➢ Self – appraisals and Monthly appraisals, submitted by the individual teachers gives a clear indication of the teachers' contributions in various categories - academic, administrative and extension activities.
- ➢ Syllabus completion statements are also periodically submitted by the individual teachers in order to ensure timely completion of the syllabus Departmental meetings are conducted when ever needed. The minutes are documented and signed by Principal.
- ➢ Result analysis is submitted by the individual faculty
- ➢ Feedback is taken from the students at the end of every semester for teacher evaluation.
- ➢ Resource persons are invited for special lectures to reorient the teachers to new teaching methods and update them with the latest in their subjects.
- ➢ The College has a conducive learning environment.

> ➤ The "Best Teacher of the Year Award" is given by the management for every department after evaluating the performance of faculty every year.

Thus the regulatory mechanism of timely checks on teacher quality has the double advantage of improving not only teacher but also student performances.

2.4   Teacher Quality

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

The college has well qualified, adequate faculty. The institution ensures that the teaching positions against the sanctioned posts are filled in reasonable time.

Faculty strength of the college as on 2013- 2014:

- ✓ Sanctioned Strength   : 75
- ✓ Filled against the sanctioned strength   : 75
- ✓ Percentage of faculty from outside state   : 12

2.4.2   How are the members of the faculty selected?

The college has a well defined procedure for faculty recruitment.

- ➤ The existing vacancies are advertised by the college in leading regional and English newspapers inviting applications from eligible candidates. The notification is also put up on the college website.
- ➤ All the applications are screened and the short listed eligible candidates are informed to attend interview along with the original certificates.
- ➤ The short listed eligible candidates are interviewed by selection committee comprising subject experts nominated by Osmania University, Principal, Director and Head of the Department.
- ➤ The selection of the candidate in the interview is based on an objective evaluation sheet with the following parameters:
  - ✓ Academic qualification
  - ✓ Teaching experience
  - ✓ Publications
  - ✓ Performance in the interview
  - ✓ Teaching aptitude
- ➤ After the interview, the candidate is selected on the basis of the teaching demonstration given.

2.4.3   Furnish details of the faculty

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	2	-	2	3	-	-	07
M.Phil.	-	-	7	9	3	6	25

PG	-	-	-	-	13	30	43
Temporary teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

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2.4.4 **What percentage of the teachers has completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?**

- ✓ Percentage of the teachers completed UGC-NET/SLET exams : 10%
- ✓ Percentage of teachers with PG as the highest qualification : 57%

2.4.5 **Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.**

Yes, the college encourages diversity in its faculty recruitment.

Department	% of Faculty who are product of the same college	% of Faculty from other colleges within the State	% of Faculty from other States college	% of Faculty from abroad
Commerce	4%	85%	11%	Nil
Management	Nil	83%	17%	Nil
Computer Science	20%	60%	20%	Nil
Physics & Electronics	Nil	75%	25%	Nil
Mathematics & Statistics	Nil	100%	Nil	Nil
Mass Communication & Psychology	Nil	50%	50%	Nil
English	Nil	71%	29%	Nil
Languages	Nil	100%	Nil	Nil

2.4.6 **Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?**

Yes. The institution has always had the required number of qualified and competent

teachers to handle all the courses in all departments. The management has sustained the admirable practice of filling all vacancies promptly. At present there are 75 faculty members. The management has continued this best practice which helps in the sustenance and enhancement of quality in all aspects. In the last four years the following faculty members were appointed:

Year	No. of faculty appointed
2009- 10	14
2010 - 11	09
2011-12	15
2012 -13	22

2.4.7   How many visiting Professors are on the rolls of the College?
There are seven visiting professors on the rolls of the college in Departments of Management, Mass Communication and Physics and Electronics.

2.4.8   What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/international conferences/Seminars, in-service training, organizing national/international conferences etc.)

The following are the Policies/Systems to recharge teachers:

➢ Faculty Orientation Programme is conducted at the beginning of the academic year where eminent resource persons empower the teachers with strategies to effectively deal with the dynamics /challenges of teaching profession.
➢ The college conducts seminars/workshops and training programme every year.
➢ Guest lectures by resources persons from various areas of specialization are organized giving faculty scope to update their knowledge.
➢ Faculty members are sent for national/ international programmes/ refresher courses every year; financial assistance and leave is granted for them.
➢ The staff is given free membership to prestigious bodies/libraries like Hyderabad Management Association, All India Management Schools Association, British Library etc., for their academic enrichment.
➢ In-house training session on MS Word is conducted by the department of Computer Science at the beginning of every year. Faculty enrichment programmes like computer awareness programme, presentation skills etc. are organized by internal resource persons from other departments.
➢ Faculty is encouraged to present paper presentations and publish in reputed journals.
➢ Seed money of **Rs 10,000 – Rs 15,000** is granted for pursuit of research
➢ Appreciation award **(Rs10,000)** is given on completion of PhD.
➢ Concessions are granted during research - flexi-work hours to meet the guide and subsidized photo copying facilities
➢ Staff recognition Awards on the Annual day for their contribution to institution
➢ The management has recently adopted the healthy practice of announcing monthly awards in various categories viz., best activity of the month (departmental award), Mr /Ms Punctual etc., as a motivational strategy.

2.4.9 Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.

Dr.S.Brinda was awarded as Best Commerce Faculty by Institute of Practical Accountancy in the year 2008.

2.4.10 Provide the number of faculty who has undergone staff development programmes during the last four years. (Add any other programme if necessary).

Year	2009-10	2010-11	2011-12	2012-13
Staff Development Programmes				
Refresher Course	1	--	--	2
HRD Programmes	0	--	--	--
Orientation Programmes	9	4	12	10
Staff Training Conducted by the College	57	56	61	65
Staff Training Conducted by University/ Other Colleges	34	32	41	44
Summer / Winter Schools / Workshops Etc	0	--	--	--

2.4.11 What percentage of the faculty have
  * **been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies**
  * **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies**
  * **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies**
  * **teaching experience in other universities / national institutions and others**
  * **industrial engagement**
  * **international experience in teaching**

  ➢ Percentage of the faculty invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies : **14%**
  ➢ Percentage of the faculty participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies invited : **62%**
  ➢ Percentage of the faculty presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies : 42**%**

  ➢ Percentage of faculty having teaching experience in Other universities / national institutions and others : **20 %**

> ➢ Percentage of faculty having industrial engagement   **: 11%**

> ➢ Percentage of faculty having international experience
> in teaching   **: 4%**

2.4.12 How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?
* ∗ **Curricular Development**
* ∗ **Teaching-learning methods**
* ∗ **Examination reforms**
* ∗ **Content / knowledge management**
* ∗ **Any other (please specify)**

The Institution organizes in-service academic development programmes at regular intervals for its faculty. Resource persons are invited from eclectic fields viz., - academicians, psychologists, priests, industrialists, administrators - for a multifaceted enrichment of the teacher.

Academic development programmes provide an opportunity to recharge the faculty, promote skill development, enhance awareness of key issues, promote research interests, to equip the staff to face the current dynamics and challenges of teaching, increase staff interaction etc., thus promoting personal, professional and organizational effectiveness.

A Glimpse into our academic development programmes.

> ➢ **Curriculum development and design:** It is mandatory for each course to have a BOS meeting every academic year. Curriculum development and design workshops are conducted by the college in collaboration with Osmania University. The process is more decentralized, with broad outlines and approaches being laid out by the college, with the follow up and actual implementation being left to the discretion of the departments.
> ➢ **Seminars on the teaching-learning process** are organized for sharing ideas on new teaching techniques / emerging technologies/new perspectives.
> ➢ Prior to the commencement of the academic year the examination staff interface with the examination cell coordinators of reputed colleges for guidance on effective examination process.
> ➢ A scope for proactive examination reforms is generated by organizing an interface of staff with experienced / eminent people viz., OU controller of examinations, additional controller of examination, who are invited on the Result Declaration Day to give suggestions on measures to be taken for the effective conduct of exams.
> ➢ **In-house training sessions** on use of web resources/MS office, Communication Skills, Presentation Skills, Professionalism etc., are conducted by the college faculty for their peers.

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

Yes, one of the best practices of the college is promoting innovative pedagogy. The following are a few of the innovative teaching practices/ methodologies used in the past five years.

- ➢ Seminars/Guest lectures, experiential learning - Fields visits/industrial visits, Hands- on experience- internships, projects, tutorials classes and project works for enhanced practical exposure.
- ➢ Creative assignment, Newspaper cuttings, models, personal narratives, book reviews
- ➢ Activity - based teaching Management games, Role - Play, case study , group discussions, debates
- ➢ The use of pictures of everyday activities, persons, real objects, newspaper reports and articles from magazines to teach oral and written skills
- ➢ power point presentations
- ➢ Differentiated teaching techniques for advanced, slow and differently-abled learners
- ➢ Language cell is setup for counseling students on common errors in English, level appropriate reading list, resume building, tips on interviews etc.
- ➢ Using examples from real life situations and contemporary issues.

Following are the ICT aids which help the teacher in the exploration of the new avenues in teaching:
- ➢ **"Moodle"** Open Source software, a learning management system, helps the teacher to post notes and assignments.
- ➢ Free internet access to the teachers in the departments and computer labs.
- ➢ Well equipped language laboratories, Audio Visual packages using Computers and Projectors.
- ➢ National Programme on Technology Enhanced Learning (NPTEL): NPTEL Videos as teaching tool , simulations/animations, Lecture videos, handouts and assignments of various NPTEL courses are made available to students
- ➢ Open Educational Resources (OERs): The educational resources in the form of lecture videos, audio lectures, demonstrations and handouts are used.

Faculty members are duly recognized annually by the college through cash prize and mementos.

2.4.14 Does the College have a mechanism to encourage
  * **Mobility of faculty between institutions for teaching?**
  * **Faculty exchange programmes with national and international bodies?**
If yes, how have these schemes helped in enriching quality of the faculty?
Yes, the College has a mechanism to encourage mobility of faculty between institutions for teaching. Our faculty were invited for guest lectures by UGC- Staff Refresher Course, Nizam College, NTPC, Dr. Ambedkar University, Osmania University, OU Distance mode of education centre, AP productivity council and Catholic Association of India.

The mechanism enriches the faculty in the following ways:
- ➢ Exposure to other learning environments
- ➢ Interaction with faculty of other institutions helps in learning about their

curriculum, teaching methodologies, best practices etc.,

2.5 Evaluation Process and Reforms

2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?

The Institution disseminates the evaluation processes to all its stakeholders in the following ways:
- Admission process and Prospectus
- Presentations given on the orientation day by the Principal, the Controller of examinations and the respective HODs.
- College Interface Day
- Details of the examination systems, components of evaluation, the dates for the two Internal Examinations and registration for end semester and supplementary examinations are printed in the college handbook, issued to each student and in the college website www.josephscollege.ac.in
- Regular class rooms notices to students.
- Parent- teacher meetings
- Evaluation processes are clearly spelt out to the members of BOS and Academic Council. Suggestions for improvement are also solicited.

2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?

Pre-Autonomy where the examination system was governed by Osmania University, the scope for continuous assessment, though not mandatory, was created through slip tests, two term exams and a Pre-final examination.

The advent of autonomy introduced major examination reforms in the college, predominantly seen in a shift from paper-based testing to skills -based testing.
- Shift from year wise scheme to semester system gave scope for continuous internal assessments
- The introduction of continuous internal assessment with innovative methods of evaluation like presentations/seminars, creative assignments/mini projects have created a learning atmosphere right through the year focusing the attention of the students on incremental learning and internalization.
- Regularly the question paper pattern is reviewed and suitably modified in consultation with BOS members who meet at the end of the academic year.
- Publication of online results

Positive Impact
- The semester system eased the pressure on the students as the content is divided into semesters and also permits intense study of limited portions for study.
- Continuous internal assessments give the teacher a scope to periodically monitor the academic performance of the student and accordingly identify suitable/timely

strategies for improvement.

➢ Autonomy has made different modes of evaluation available to the teacher via skill- based tests, giving scope to test not just knowledge but also multiple intelligence like creative thinking, soft skills etc.,

Transparency and pre-audit reflect the positive impact on the system.

2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?

The continuous internal assessment of students has been a major introduction that revolutionalized the teaching – learning & evaluation process making it more flexible and progressive.

Continuous evaluation of students is done throughout the semester by conducting two internal assessment tests and a skill based test which comprises assignments, presentations/seminars, etc., in addition to practical examinations, project work and viva-voce. The continuous assessment enables the teacher to monitor the student performance and mentor him for improvement.

Internals answer sheets are given to the students to understand the nature of mistakes committed. This gives the teacher the scope to discuss the paper with the student and give suggestions for improvement.

2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigor of the internal assessment process?

40% is allotted for Continuous Internal Assessment.

The Continuous Internal assessment (CIA) evaluation pattern for UG

Continuous Internal Assessment Test (CIA) 1	30 Marks
Continuous Internal Assessment Test (CIA) 2	30 Marks
Average of Continous Internal Assessment Test (CIA 1+ CIA 2)/2	30 marks
Skilled Based Test (Assignments + Presentations/mini-projects)	10 Marks
TOTAL	40 arks

The PG Courses are non-autonomous and hence are governed by Osmania University norms. Internal Assessment Test carries 20 Marks and External 80 Marks.

Mechanisms strategized to ensure rigour of CIA:

➢ Internal evaluation pattern is evolved by the Board of Studies concerned and approved by the Academic Council
➢ Internal Assessment tests are centralized and are conducted as per the schedule spelt out in the Almanac/Handbook.

- ➢ The internal assessment time tables are displayed on the notice board/website well in advance.
- ➢ Internal assessment tests are well organized with seating arrangement/invigilators list planned well in advance.
- ➢ Skill based tests are also scheduled and rubrics/key/scheme of evaluation is well spelt out and the breakup of marks is explained to the students.
- ➢ The answer scripts are valued in a week's time and shown to the students. The scheme of valuation is explained to them. The teacher discusses the answer scripts individually giving scope for possible re-evaluation.
- ➢ The marks obtained by students are recorded and the consolidated CIA marks are shown to the students for verification.
- ➢ The Head of the department counter signs the internal marks and sends it to the controller's office for the data entry.
- ➢ Internal practical exams for lab courses are scheduled and comprise several criteria such as record work, viva voce, programme execution, etc.

2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

Yes, the college adheres to the declared examination schedules unless there is an emergency due to unforeseen holidays declared by the government and under such circumstances examinations are rescheduled and promptly communicated to the students via SMS, website etc.,

2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.

The average time taken by the College for declaration of examination results is 30 days from the date of last examination. The results are officially released by the college on the Result Declaration Day by OU Controller of Examinations. They are also uploaded on the college website and displayed on the college notice board.

2.5.7 Does the college have an integrated examination platform for the following processes?
  * **Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.**
  * **Examination process – Examination material management, logistics.**
  * **Post examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification.**

The college has an integrated examination platform for the entire examination process. The dates for the CIA and end semester examination are fixed at the beginning of the academic year in the almanac.

The office of the Controller of Examinations is ably assisted by the Chief Superintendent of examinations for the smooth conduct of all the examination-related processes.

Pre-Examination Process: The Examination Branch collaborates with the administrative office for preparation of the nominal list of students who satisfy attendance criteria to take semester – end examinations. Application forms are printed by the Examination Branch and forwarded to the Administrative Office. They are distributed to the departments and the duly filled-in forms are the basis for generating the list of candidates appearing for the subjects registered. The fee payable and the last date of submission of the filled-in applications to the controller's office are informed through notices and the college website. The students pay the examination fee directly in the college fee counter through challan.

The panel of **external examiners** is suggested by the Heads of the departments and approved by the BOS of departments and the final selection is done by the Controller of Examinations. Confidentiality is maintained, taking care not to leak information about the examiners and question papers. The paper setters are given well defined guidelines like syllabus and question paper model and are asked to give two sets of question papers along with the key, both in soft and hard copy.

The **schedule** of commencement of end semester examination is prepared by the Controller of Examination and is finalised in consultation with the Heads of the department, taking into consideration the dates given in the almanac. The approved examination schedule is displayed on the notice board and posted in the college website. It is also printed in the hall tickets issued to the students.

Nominal rolls of the candidates are generated to make arrangement for seating and for designating the squad members and required invigilators. Squad duty and room wise invigilation duty is assigned by the Chief Superintendent. After seeking Principal's approval the designated members are informed well in advance. It is binding on them to fulfil their invigilation duties on the given date.

Hall tickets are meticulously generated taking care to run an error check of the student details. Time tables are printed on the reverse side of the hall ticket. Eligible candidates with the required attendance are issued their hall tickets on the previous day of the commencement of the examination.

The seating plan is displayed on the notice boards at the college entrance.

Examination Process: The examination process is smooth and well coordinated by the examination branch. The hall arrangement, invigilator schedule, attendance particulars are looked into by the Chief Superintendent of Examinations. The Controller and squad are vigilant. The main and additional answer books and question papers are coded and made ready before the commencement of examination. The question papers and main answer books are handed over to the invigilators in the examination hall by the additional controller of examination. The hall tickets are verified and students are made to sign on the attendance sheet.

Post examination process

Internal Exams: After conducting the Internal examinations by the Controller's office answer scripts are handed over to the subject teacher for evaluation. After a week, answer scripts evaluated along with award lists are submitted in the controller's office.

End Semester Exams:

The first step in the post examination process is the coding of answer scripts which takes place after each examination. Answer scripts are then sent to the examiner cum paper setter by the Controller's office for evaluation along with Performa of award list, question paper and bill form.

Within 10 to 15 days the valued answer scripts along with award lists are collected by the Examination branch. The answer scripts are scrutinised by the internal evaluators and checked by the Controller and Additional controllers. Subject wise Moderation is exercised as per norms stipulated in the Examination manual.

Internal and external marks are recorded and final marks are generated and verified manually. The results are processed generically together with results analysis. Result committee headed by the Principal, Chief Superintendent, Controller of Examinations, Director, Deans & Head of the Departments review the results before the results are declared. Memorandum of Marks is issued within one month of results declaration.

2.5.8   Has the College introduced any reforms in its Ph.D. evaluation process?
The college is not a centre for PhD.

2.5.9   What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

Proposal to streamline operations at the examination branch are given immediate considerations. Expanded space with sound security arrangements has been provided to the examination branch. An air-conditioned strong room with double locking system for question paper storage, facilities for printing and storing answer scripts are some provisions made to improve the functioning of the examination branch.

The Examination branch is provided with necessary clerical assistance and also a computer programmer. The office is fully computerized with IBM compatible machines for processing data to make the system precise and time efficient. The high speed networked digital photocopiers and printers enable us to generate our Nominal lists, Time tables, Question papers, Memos and other formats related to the conduct of examinations and publication of results. The marks memo contains hologram of the college and security features were improved to make it tamper proof.

Other facilities provided are:
- ➢ 1 Cannon high end comprising scanner, Xerox and Printer
- ➢ IR 25-25 Copier
- ➢ RICOH Copier
- ➢ Dot matrix printer

Transparency, security of evaluation system and timely completion of the examination process is thus ensured by the Institution.

2.5.10   What is the mechanism for redressal of grievances with reference to evaluation?

The Institution has an effective mechanism for redressal of grievances pertaining to examinations. All the Grievances related to evaluation are promptly addressed by the Controller of Examinations as per the stipulated norms.

A student has the right to appeal in case he/she is not satisfied with the marks given in the internal assessment test. The student can seek clarification from the teacher concerned. If not satisfied, the student may appeal to the Principal. Grievance Cell examines the grievances and ensures justice to the student.

In cases of grievances pertaining to end semester examination there is a provision for revaluation and personal verification. The grievance cell looks into the complaints about valuation and takes necessary measures to redress them.

2.6   Student Performance and Learning Outcomes

2.6.1   Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?

Yes. The graduate attributes of the institution are clearly defined and articulated.
The learning outcomes/objectives are clearly stated for each course while course content is prepared and then it is passed through the Boards of Studies and Academic Council.
Course content with the learning outcomes is spelt out in the prospectus and placed on the college website. Each and every course has general objectives apart from the specific objectives of individual papers in the course.
The Staff members are made aware of the expected learning outcomes through orientation programs and are also reminded at frequent intervals of the desired learning outcomes in the departmental meetings.

The Staff members explain the outcome of the program in the orientation classes to make the students clear about their course objectives.

2.6.2   How does the institution monitor and ensure the achievement of learning outcomes?

The College has a set mechanism to monitor the student's learning outcomes throughout the semester by course teachers and class-in-charges. It is monitored and ensured in the following ways:

- The class test and assignments are regularly taken and the marks are recorded, which act as a ready reference for monitoring the academic progress of the students.
- The student's participation in the class and the marks scored in CIA, end semester exams and assignments help to identify the problems of the students Result analysis is done after each semester
- Suitable methodologies/approaches are outlined for effective realisation of learning objectives.
- The faculty members are also encouraged to conduct surprise tests, oral tests, to monitor the academic progress of each student
- Parents and guardians are kept informed about the academic performance of their wards
- Bridge courses and remedial classes wherever necessary are conducted at the department level
- Monitoring is done through student feedback which includes a component on the achievements of learning outcomes which is collected for each course at the end of each semester.
- Success in Competitive Exams, Placement record, and Feedback from alumni regarding their employment ensures the achievement of learning outcomes
- Feedback from Alumni gives insights into the utility of the course and suggestions posted also help in redrafting the learning outcomes for making the course relevant.
- The students are encouraged to attend inter-collegiate seminars and workshops to compare their learning outcomes with that of the others

2.6.3 How does the institution collect and analyze data on student learning outcomes and use it for overcoming barriers of learning?

The examination branch furnishes the statistical data on the examination results which is analysed by course teachers and HoDs. The final analysis takes into account the feedback on the exams given by the students. The observations from the analysis are discussed in the departmental meetings after which suitable measures for improvement are planned and executed. Data is also collected from the placement reports annually regarding number of students' recruited department wise. On Alumni day, information regarding current educational and employment status of the alumni is obtained through a Performa.

Measures are taken by the respective departments if recruitment rate is lower than expected. The evaluation results help us to assess the needs and performance levels of the students giving way to suitable modifications of curricular designing in order to make it level - appropriate and industry - relevant.

Student inadequacies in meeting the learning outcomes are dealt proactively through counselling and remedials for an improved performance in backlog examinations.

2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.

Name of the Course	2008-09		2009-10		2010-11		2011-12		2012-13	
	Appeared	%	Appeared	%	Appeared	%	Appeared	%	Appeared	%
B.Com (General)	121	84%	139	91%	142	95%	142	95%	139	95%
B.Com (Computers)	88	90%	101	96%	115	91%	110	96%	119	97%
B.Com (Hons)	37	95%	42	90%	36	94%	38	100%	24	83%
B.Sc (MPCs,MEC, MSCs)	69	55%	61	60%	104	46%	51	41%	77	37%
M.Com	--	--	14	93%	10	90%	--	---	21	91%

> **BBA & BA (Mass Comm.)** Courses started in the year **2011-2012**.
> First batch will graduate in 2013-14.

> **MCJ** started in the year **2012 - 2013**.
> First batch will graduate in 2013-14.

> **B.Com (Prof), B.Sc (NHAEM), B.A (Journalism, Psychology, English Literature)** started in the year **2012 - 2013.**

> First batch will graduate in 2014-2015.