

CRITERION – I

CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How are the institutional vision / mission reflected in the academic programmes of the College?

Vision: “To provide distinct environment of excellence in education with humane values and social commitment”

All the academic and extension programmes of the college are a perfect embodiment of the vision, mission and core values of the college, which pave a way for the holistic development of students who are empowered to meet the global dynamics with a strong traditional and value based orientation.

The individual departments in the college too have their department -specific vision and mission, which is in perfect alignment with the college vision and mission, thus ensuring that all the programmes at the macro and micro level reflect the college vision.

The key concepts in the mission statements are used as indicators to enlist all the programmes that are directly related to them.

Mission:

*To develop knowledge citizens with multidisciplinary **global competencies***

Global competencies – are ensured thus

- Emerging areas are included in the Curriculum to make it globally relevant.
- Soft skills, Computer skills, Communication skills, Technical skills, employability skills are offered
- Several certificate and add on courses give the cutting edge to deal with global challenges
- Campus Recruitment Training
- Entrepreneurial Development Cell imparts Entrepreneurial Skills
- International cultural exchange programme, International Guest Lectures etc.,
- The presence of international students on the campus gives an experience of cosmopolitanism.

*To integrate in the students the **ennobling virtues** of truth, fairness, tolerance and co-operation that leads them to serve the underprivileged.*

- Seminars/Workshops on Social issues
- Gender sensitizing activities – Women empowerment cell
- Josephite Service Scheme(JSS), National Service Scheme(NSS), Red Cross involve the students in community development activities
- Inclusive admission policy to provide equity to the disadvantaged students
- Consultancy services

To sensitize in the Josephites a sense of appreciation of traditional and cultural inheritance of the nation.

- Value education is integrated into the curriculum
- Value-based education with thrust on discipline and moral values
- Indian Heritage and culture, Environmental Studies and Science and Civilization are mandatory Papers for all UG students
- Celebration of Independence Day, Teacher's Day, National Education Day, Republic Day, National Science Day, Energy Awareness Day, Ethnic Day etc.,

To create and maintain an environment of excellence in education through technological advancements & effective pedagogy and methods of evaluation.

- Wi-fi campus, LCD equipped class room, Library, AV room, Mass Com studio, labs, ICT backed teaching aids
- Differentiated teaching techniques for slow & advanced learners, Innovative teaching – learning and evaluation, Faculty Development Programmes, seminars, workshops, Use of MOODLE(Learning Management Software)
- Projects beyond curriculum to promote research spirit
- Experiential learning through field trips, internships, etc.

*To provide **life skills** towards a successful career, home and society*

- Personality Development activities
- Value Education
- Counseling & Mentoring
- Clubs, Fests
- Leadership Programmes
- Orientation Programmes/motivational talks
- Guest Lecturers / Seminars / Workshops
- Placement Cell – Pre-placement training

Our Core Values - Trust in Divinity, Foster Integrity, Acquire Competencies, Strive for Excellence, Serve the Society - permeate through all our academic programmes, making for a distinct environment of excellence in education.

1.1.2 Describe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc)

A need - based approach is central to the design and development of the curriculum. The College sought Autonomy in 2011 and sent teams of senior faculty to various Autonomous Colleges for gaining insights into the effective design and development of the curriculum.

Curriculum design and development is done through a well defined process which is prefaced by a meticulous need based assessment.

The Mechanism used to design and develop the curriculum consists of five steps.

Step I:

- Emerging areas/global demand/thrust areas are identified through academic platforms like orientation, refresher courses, seminars and workshops.
- UGC Model Curriculum is used as reference
- Feedback of faculty, students, alumnae and parents is considered to evaluate the utility content of the curriculum
- Expert opinion is taken from university professors, BOS members, external examiners and Industrialists
- The curricula of premier educational institutions is studied
- Recruiters and the college placement cell give indications on employability elements to be included in curriculum
- The recommendations/ the minutes of the previous BOS meetings forms the basis for curriculum design and development
- Income and expenditure analysis is done before starting a new course

Then curriculum is developed by describing the learning goals and outcomes of the academic programmes. This involves showing how the program of study fits together and how it is designed to help the student achieve the program goals.

Step II:

The curriculum is consolidated after the individual departments carry a discussion on the viability of the curriculum.

Step III:

The curriculum is designed in consultation with the Boards of Studies which comprises a University Nominee, Subject Experts, an Industrialist, an Alumnus and Faculty.

Step IV:

The approved syllabus is placed before the Academic Council for ratification. The Council has discriminatory powers to give its recommendations/modifications.

Step V:

The ratified syllabus is placed before the Governing Body for final resolutions.

1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

Industry:

The College has maintained a robust industry - academia interface to bridge the gap between the two to make the curriculum industry relevant. Industrialists are involved in all the four stages of curriculum design.

- The college follows the practice of having one or two industrialists as members of the Board of Studies and their suggestions considered in framing the syllabus help us meet the requirements of the industry. The Academic Council (the final authority for approving the syllabi) also includes an industrialist as an external expert.

- Industrialists are also members of the Governing Body of the College
- The Think Tank of industrialists is drawn upon at seminars, workshops and conferences to include relevant topics in the revised curriculum.

MOUs with Industries help in exploring different avenues for updating the curriculum. Following is the list of our MOUs with industry.

- The Department of Mass Communication has MOU with Deccan Chronicle and The Hindu
- The Department of Commerce with National Stock Exchange.
- The Department of Mathematics with Click Institute.
- The Department of Physics and Electronics with Prayog Lab Private Limited
- The Department of Physics and Electronics with BSNL, Hyderabad
- The Department of Computer Science with BSNL, Hyderabad
- The Department of Management with Emobitise Technologies

Research Bodies:

The Departments invite scientists / researchers / academicians from premier research institutions for identifying the emerging areas recent trends and global needs for making suitable modifications in the curriculum. Our College has involved some of research institutions like DRDO (Defense and Research Development Organization), NIN (National Institute of Nutrition), IICT (Indian Institute of Chemical Technology) for curriculum designing where members from these prestigious institutions are also part of the Board of studies of some of the departments.

Civil Society:

Our Governing Body / Academic Council have a fair representation of eminent people from various walks of life. On the eve of fests, exhibitions and College Day, the opinion of eminent guests is solicited. Feedback is also obtained from alumnae/parents and relevant suggestions are incorporated in the curriculum.

By involving these stakeholders in the curriculum design, the college ensures that the curriculum developed incorporates components for employability, research, emerging trends and social relevance. As a result, the curriculum is made effective. It offers scope for in-depth knowledge and equips the learner to compete with success at the vertical and horizontal levels.

1.1.4 How are the following aspects ensured through curriculum design and development? Employability, innovation and research.

Employability, Innovation and Research are aspects sought to be promoted through curriculum design and development.

Employability:

Employability is marked as the chief outcome of all the courses planned. With the advent of autonomy new courses with high job potential like B.A (Mass Comm. & Journalism), B.Sc (Networking and Hardware, Applied Electronics, Mathematics), BBA and MCJ were introduced. At the same time the curriculum of the existing courses B.Com

(Computers), B.Com(Hons), B.Sc(MECs), B.Sc(MSCs), B.Sc(MPCs) were also revamped to promote employability:

- For instance, the revised General English curriculum lays emphasis on employability skills viz., resume building, presentation skills, group discussion skills, interview skills and email correspondence.
- Interdisciplinary papers – Entrepreneurial Development for Science students, Public relations for Management students, Renewable energy sources for commerce students etc.- compliment knowledge in their domain areas.
- Mandatory computer paper for all UG students.
- Internships and projects are mandatory components in the curriculum.
- Entrepreneurial Development Cell makes students aware of the procedures/resources for setting up their individual business
- Pre-placement sessions include mock interviews, resume workshops, JAMs, aptitude tests.

Several certificate courses and add-on courses are introduced to give a boost to the employability quotient of the student.

Innovation:

With the advent of Autonomy the first innovative measure taken up by the college was to go beyond the existing conventional UG courses and introduce new courses like **B.Sc (NHAEM), B.Com (Professional), B.A (Mass Communication & Journalism), B.A (Journalism, Psychology, English Literature), BBA and MCJ**. Unique papers were introduced in emerging areas viz. ‘AVR Micro Controller in Embedded System’ in **BSc (Electronics)**; ‘Event Management’ in **BBA**; ‘Corporate Governance, ‘Right To Information’, ‘Inflation Accounting’, ‘Management Reporting’, ‘Cost Audit’ in **B.Com course** etc. Some theory papers in commerce also included the practical component.

Under Autonomy the college discovered a huge scope for innovation through adopting skill - based modules that include

- Projects/activities
- Internships
- Hands-on experience through field visit/industrial visits/outdoor shooting
 - ✓ Mass-communication students were involved in an international documentary film ‘Journey’ a production by SVD communications, Rome and production of the feature film ‘The Seed’ by JMJ Society.
 - ✓ Students’ participation in the reality show ‘Sye ante Sye’ of Z-Telugu.
 - ✓ The Science students were given hands-on-experience for setting up and configuration of WAN using routers at BSNL, mini projects on AM receiver, Touch Alarm, Rain Detector, Cell Phone Detector, Soldering Iron, Component tester, 3A Variable Power Supply, Solar System Model, Periscope and kaleidoscope.
 - ✓ Industrial visits to Hartex Rubber, IICT, NTPC, Vizag Steel Plant and shipyard, Hindustan Machine Tools Limited, BOSCH Ltd., Mother Dairy, Hindustan Beverages Pvt Ltd. Times of India, Vijaya Diary, DRDL, All India Radio etc.,

- Interdisciplinary Mandatory papers - Environment Studies, Indian Heritage and Culture, Science and Civilization, Consumable Energy Resources, Basics in Accountancy for science students- pave an innovative way for integrated knowledge.
- Language laboratories have been set up to promote communication skills in English
- Psychology Lab has been set up to make the students understand the psychological concepts and principles for conducting psychological experiments.
- The scope of curriculum is extended through various Add - on Courses/Certificate Courses that add muscle to the existing academic programmes.

Research:

- Research aspect is ensured in curriculum design and development mainly through project work/internships. Project is made a mandatory component for all the UG students in the final year to inculcate research aptitude. Each final year student at the UG level (except B.Com General Students) takes up a project in the final semester valued for 100 marks and graded.
- Guest lectures on research methodologies impart knowledge on project guidelines and selection of topics in emerging areas.
- In-house research supervisors constantly monitor the students' projects. Various Academia – Industry linkages help the students in gaining easy access to data.
- Paper on research methodology and statistical applications is part of the curriculum in BBA and B.Com Courses
- The students are encouraged to present papers at Regional/National seminars.
- Students are encouraged to do research on topics given as assignments by guided use of library, newspapers, magazines, and internet.
- In addition to the in-house projects advanced learners are encouraged to conduct surveys and project works on the current issues.
- Mini Projects, Case studies, Surveys etc. to inculcate Research aptitude in students.

1.1.5 How does College ensure that the curriculum developed addresses the needs of the society and have relevance to the regional / national developmental needs?

The curriculum designed and developed by the institution seeks to address the needs of society, and have relevance to regional and national development needs. The institution ensures that the curriculum bears a definite thrust on regional/national development through emphasis on right knowledge, attitude and skills among the students.

- The curriculum is consciously developed to promote global competencies viz., communication skills in English, soft skills, computer skills, latest technologies, Cosmopolitanism etc.,
- Providing skilled human resources to the nation's workforce.
- Curriculum is consciously developed to impart values and also sensitize the students to environmental, ethical, social, regional and national issues.
- Students are equipped with Life skills to proactively deal with life's challenges.
- Developing leadership of high caliber and integrity
- Promoting scientific temperament and entrepreneurship among students
- Inclusive academic environment to promote equity among all marginalized students.

- The institution promotes community and national development by ensuring student participation in extension activities and outreach programmes centered around, community development through NSS, JSS, REDCROSS.
- Inculcating and reinforcing essential values integral to national development, community service, social harmony, family relationships, religious tolerance and individual well-being.
- Celebrations like Independence Day, Republic Day, Women's Day, Aids Awareness Day, Science Day, and Mathematics Day promote awareness among students.

Extension activities like visit to the old age homes, orphanages, and rural development programmes help to develop responsible, sensitive, and caring citizens of the nation.

1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

The college follows the guidelines issued by the statutory regulatory bodies through Board of Studies, Academic Council and Governing Body of the college during curriculum revision. Regulatory Body meetings are held annually and their suggestions/recommendations are duly followed to suitably modify the curriculum for the upcoming year, making it level- appropriate and industry - relevant. Development and restructuring of curricula follows the guidelines of the University Grants Commission (UGC), the Andhra Pradesh State Council for Higher Education (APSCHE) and Osmania University.

The Department of Commerce contributed to the Osmania University (OU) curricular reforms through organizing **Workshop on New Curriculum** in collaboration with OU in 2009. (Pre-Autonomy). 169 faculty from 40 different colleges gained insights into the revised curriculum in subjects like Accounting Package in Tally, Taxation, Business Statistics and Banking and Insurance. In 2010 (Pre-Autonomy) the Department of Commerce collaborated with OU and organized a **Workshop on New Curriculum in Business Economics** for Degree college teachers of twin cities.

The suggestions made by the Department of Commerce on Cost and Management Accounting Paper were incorporated by the OU Board of Studies Commerce in 2010 – 2011. Two faculty from Department of Commerce developed training material for the new curriculum introduced by OU in 2010 – 2011(pre-autonomy)

1.2 Academic Flexibility

1.2.1 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options b. Enrichment courses c. Courses offered in modular form
d. Credit transfer and accumulation facility e. Lateral and vertical mobility within and across programmes and courses.

a) Core / Elective options :

Core papers are mandatory to the students in all the courses.

Elective Options:

Elective options offer academic flexibility. Areas of specialization enable the students to pursue higher studies and enhance their employability.

Departments offer a minimum of two options for each major elective paper in semester V (one paper) and semester VI (two papers)

Departments	Semester V	Semester VI
Department of Mathematics	Numerical Analysis-I, Integral Transforms-I, Discrete Mathematics, Special functions	Numerical Analysis-II, Integral Transforms-II, Number Theory, Operations Research
Department of Computer Science	Web Programming-I / Computer Networks	Web Programming –II / Operating System
Department of Commerce	Accountancy Advanced Corporate Accounting-I & Management Accounting-I Finance Financial Management –I & Investment management-I	Accountancy Advanced Corporate Accounting-II & Management Accounting-II Finance Financial Management –II & Investment management-II

b) Enrichment courses

Enrichment courses are open to all students of the college, irrespective of their core options. Apart from major elective courses, the students (based on their ability) can opt for any one of the enrichment courses other than their domain area. This includes a variety of Certificate and Inter disciplinary papers.

Each student is expected to complete at least two certificate courses by the time of completion of graduation.

Certificate Courses:

S.No	Department	Name of the Certificate Course
1	Department of Business Management	Digital Marketing in collaboration with Emobitise Technologies

2	Department of Business Management	Aptitude
3	Department of Computer Science	Microsoft Office Specialist – Excel in collaboration with Certified Microsoft Professional.
4	Department of Computer Science	BSNL Certified Networking Engineer in collaboration with BSNL - RTTC (Regional Telecom Training Center), Gachibowli, Hyderabad
5	Department of Computer Science	Basic Hardware & Networking Technology
6	Department of English	Certificate Course in Pitman's Speed Typing in collaboration with Jaya School of Education, Abids
7	Department of English	Certificate in Handwriting in collaboration with Jaya School of Education, Abids
8	Department of Physics & Electronics	Access Control Systems-Techno Electronic Security
9	Department of Physics & Electronics	Mobile phone Hardware-SIDDU technical Institute, DSNR, Hyderabad
10	Department of Physics & Electronics	PCB Designing -Certificate from EFY Centre, Delhi,
11	Department of Physics & Electronics	Optic Fiber cable laying & Splicing -BSNL, RTTC, Telecom Nagar, Hyd.
12	Department of Commerce	E-Commerce in collaboration with Impact Education
13	Department of Mass Communication & Journalism	Basics of Photography
14	Department of Mass Communication & Journalism	Film Editing - U lead Movie Factory
15	Department of Mathematics & Statistics	Numerical Ability
16	Department of Mathematics & Statistics	Statistical Package for Social Sciences (SPSS)
17	Department of French	Junior Diploma in French
18	Youth Red Cross Wing	First Aid Certificate Course

Inter disciplinary Papers:

S.No	Name of the Department	Inter- disciplinary Subject/Paper Offered For Other Departments
1	Department of Physics & Electronics	Science of Electricity
2	Department of Physics & Electronics	Renewable Energy Sources
3	Department of Mathematics & Statistics	Fundamentals of Statistics
4	Department of Mathematics & Statistics	General Mathematics-I
5	Department of Mathematics & Statistics	General Mathematics-II
6	Department of Computer Science	E-Commerce for Business Strategy
7	Department of Commerce	Elementary Economics
8	Department of Commerce	Basics of Accounting
9	Department of Commerce	Introduction to Commerce
10	Department of Mass Communication	Anchoring & Soft Skills
11	Department of Business Management	Entrepreneurial Development
12	Department of Commerce	Money Currency & Banking
13	Department of Mass Communications	Public Relations

Courses offered in modular form

All Certificate Courses are offered in modular form

c) Credit transfer and accumulation facility

No credit transfer and accumulation facility, as the Autonomy commenced only in 2011.

d) Lateral and vertical mobility within and across programmes and courses

Lateral mobility: No

Vertical mobility: All UG students are eligible for admission into M.Com (General), M.Com (Finance), MCJ, MBA and MCA to move up vertically.

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.

Courses targeting foreign students have not been developed so far. However some courses like BBA, B.Com (Computers), B.Sc (NHAEM, MECs, MSCs) are widely attracting the international students.

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

At present the college does not offer any dual degree and twinning programmes. However the college has got AICTE approval for the Dual degree programme - BM + MAM (Bachelor of Management -3 years; Bachelor of Applied Management (4 years) and Masters in Applied Management-5 years) and B.Sc +MCA 5 year course.

1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

All the programmes offered by the college are self-financed

S No	Name of the Course	Programme	Admission Eligibility
1	BA(Mass Communication & Journalism)	UG	10+2
2	BA(Journalism, Psychology, English Literature)	UG	10+2
3	B.Sc (MPCs)	UG	10+2 with Mathematics & Physics
4	B.Sc (MECs)	UG	10+2 with Mathematics & Physics
5	B.Sc (MSCs)	UG	10+2 with Mathematics & Physics
6	B.Sc (NHAEM)	UG	10+2 with Mathematics & Physics
7	B.Sc (MPC)	UG	10+2 with Mathematics & Physics
8	B.Com(General)	UG	10+2
9	B.Com(Computers)	UG	10+2
10	B.Com(Professional)	UG	10+2
11	B.Com(Honors)	UG	10+2
12	BBA	UG	10+2
13	M.Com(General)	PG	Degree
14	M.Com(Finance)	PG	Degree
15	MCJ (Master of Communication & Journalism)	PG	Degree

Fee structure is affordable and Teacher Qualification & salary are as per State Government norms.

1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?

No, the college has not yet adopted the choice based credit system.

1.2.6 What percentage of programmes offered by the College follows? * Annual system * Semester system * Trimester system

The college has been following semester system for all UG programs since 2011. PG however has always followed the semester system as per University guidelines.

1.2.7 What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?

Policy:

- The college promotes interdisciplinary programmes that prepare students for diversified career opportunities.
- An inter-disciplinary paper is mandatory in the second year of all courses.
- Each department in UG offers at least one inter disciplinary course to students in other streams in Semesters III and IV. A student can opt for any inter-disciplinary course.

Outcome:

- Interdisciplinary Programmes are introduced to enhance the employability, provide wider options for students to pursue higher studies and research and also help them in clearing competitive examinations.
- A Multi- disciplinary approach broadens the student's perspectives in the domain area.

1.3 Curriculum Enrichment

1.3.1. How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

With the advent of Autonomy in 2011 all the programmes were redesigned to make them socially relevant, job oriented and knowledge intensive. Major syllabus revision is done once in three years. However Curriculum is reviewed annually to include suitable modifications in consultation with the Board of Studies and Academic Council. Need - based changes are introduced into the curriculum, taking into consideration Student performance, Social dynamics, Emerging areas and employability.

1.3.2. How many new programmes have been introduced UG and PG level during the last four years? Mention details.

The College introduced 8 new programmes during the last four years.

The College introduced **Two** Inter-disciplinary Programmes in 2012, **five** programs in emerging areas in 2011 and 2012 and **18** Certificate Courses in 2012-2013.

Inter-disciplinary programmes:

1. BA (Journalism, Psychology, English literature) in 2012
2. B.Sc (Networking & Hardware, Applied Electronics, Mathematics) in 2012

Programmes in emerging areas:

At UG Level:

1. BBA (Bachelor of Business Administration) in 2011
2. BA (Mass Communication and Journalism) in 2011
3. B.Com Professional in 2012:

At PG Level:

1. MCJ (Master of Communication & Journalism) in 2012
2. M.Com (Finance) in the year 2012

Certificate Courses

Kindly refer 1.2.1 b

1.3.1 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?

The prime strategy adopted for revision of the existing programmes is to have periodic consultations with Expert committee and Board of Studies for their opinions/suggestions and recommendations.

Major syllabus revision is done once in three years after a batch completes its course. However BOS of the individual Departments meet once a year to review the Syllabi. Revisions are proposed on the basis of feedback from the previous semesters, demand and success analysis, industry needs and academic advancements in the subject. The revised curriculum is presented to Academic Council and Governing Body for ratification.

Approximately **20 percent of the courses** underwent a curricular revision in 2013 based on the feedback of students, faculty and experts.

The following modifications/revisions were made in 2013.

- A few papers of Department in Mass Communication underwent changes.

Content revision

- ✓ Topics included were: different types of reporting - sports reporting etc, in the Print journalism subject.
- ✓ 'In Design topics' were introduced in the fourth unit of the Photojournalism subject.
- ✓ Contents of Unit-I and Unit-II of Public Relations paper were interchanged.
- ✓ 'Supreme Court and Press Council's guidelines for reporters' were added to the Media Laws.
- ✓ 'Basics of Marketing and Integrated Marketing Communication' was added to the Advertising subject.

Change in nomenclature of the courses

- ✓ 'Corporate Communication' changed to 'Corporate Organizational and Business Communication'.
- ✓ 'Writing for the Media' changed to 'Writing for Radio & Television'.
- The Department of Commerce has revised the curriculum for B.Com Honors and introduced Research Methodology in the 4th semester and Industrial Relations in the 6th semester.
- Functional English for B.Com I Honors, Professionals & BBA – 2013-14 underwent a few changes as per the need.

1.3.2 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

The college offers various value added courses to promote holistic development of the students and make them industry ready. The College has embarked upon career oriented courses like Basic Hardware Technology, Microsoft Certificate Course, BSNL Network Engineers, Photography, Film Editing, PCB Designing, Mobile Phone Hardware (Refer 1.2.1b) which are in collaboration with training partners having domain expertise in respective areas. Each Department makes it mandatory for students to take a minimum of one interdisciplinary paper and two certificate courses. Mandatory computer paper for all UG courses across streams adds value to the domain knowledge of students. All learners have access to value added programs like Communication Skills/Soft Skills as these are part of the English curriculum which is offered to all UG students.

Apart from the courses of regular study, the students are trained in Personality Development programmes, interpersonal relationship building and team dynamics etc through pre-placement training.

All the students are made aware of the value added courses and their timings by the Deans, HODs and Course coordinators. Nominal Fee is collected for the value-added courses and they are scheduled after the regular working hours (1.30 to 4.00 p.m. for students) so that all students have easy access to the courses.

1.3.3 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The Programs developed in consonance with National Skills Development Corporation (NSDC) and other agencies are **Mass Communication & Journalism course**; Certificate courses like **Fiber optic cable laying and splicing, Microsoft certification course, E-Commerce NCCMP with National Stock Exchange and SPSS (Statistical Package for Social Sciences), Photography and Film editing**.

The College caters to the skill development needs of the students through:

- Certificate Courses & Inter-disciplinary papers
- Career guidance, pre-placement Training in Aptitude and Communication
- Entrepreneurial Development Cell concentrates on imparting entrepreneurial skills
- Communication Skills and Soft Skills courses
- Specially designed courses for independent research work and minor projects focuses on developing higher order skills, namely, analytical skills, negotiating skills, communication skills, creativity, synthesis and soft skills.

1.4 Feedback System

1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes. The college has a well structured mechanism to obtain feedback from students

regarding the curriculum. A comprehensive feedback format is designed following the NAAC guidelines. The Feedback from students is scheduled at three levels:

- **Entry level:** The Entry level feedback is aimed at gauging the expectations of the students.
- **Mid level:** The Institution obtains formal feedback of the course at the end of each semester
- **Exit level:** The exit level feedback assesses whether expectations of the students have been successfully met. Their feedback on relevance/utility of the course is considered.
- Informal feedback from students is also obtained during counseling sessions. Suggestions posted by the students in the suggestion box are also considered.
- The Feedback from students is analysed in the departmental meetings, HODs meeting, BOS meetings and changes are incorporated as per the need in the academic review of the curriculum.

The feedback is used by the management to enhance the 'Distinct environment' of excellence in education by ensuring operational corrections/remedial practices. It is predominantly used to enhance the learning methodologies, standardization of curricula, evaluation and teaching learning practices.

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

Faculty enrichment initiatives of the college invite resource persons of national and international eminence and their suggestions on curriculum are sought. Eminent scholars/industrial experts of national and international importance, who form a part of regulatory bodies of the college, also post their suggestions online.

- Our faculty/curriculum developers on their visits to other reputed Autonomous institutions seek feedback through informal discussion with Academic peers.
- Suggestions are received from resource persons and other participants at seminars/workshops/conferences organized at the State/ National levels.

These feedback mechanisms have helped us in evolving curriculum in emerging areas and global demand contributing to National development.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

Curriculum enrichment is ensured through a well structured mechanism setup to gather feedback from various stakeholders.

➤ **Alumni:**

Feedback from alumni is gathered at alumni meets. This is also supplemented by feedback given through e-mails, phone calls and on their visits to the college. An

alumnus being a member of the BOS plays an influential role in curriculum enrichment through their valuable opinions on the utility of the course.

➤ **Employers / Industries:**

During On Campus Placement Drives, the college Placement cell receives crucial inputs from recruiters about the expected skills set for enhancing the employability of the students. The report of our alumni performance by the recruiters adds to our understanding of the gaps in curriculum.

The Industry representation on the BOS / Academic Council/ Governing Body makes a way for valuable feedback /suggestions during the review meets of the regulatory body ensuring an industry-relevant curriculum. Formal feedback is received from the industries where our students go for internship.

➤ **Community:**

Extension activities and outreach programmes provide a platform for interaction with the community. The college uses this opportunity to obtain feedback about the institution. Parents give a feedback about curriculum and other aspects at Parent-Teacher's Meet. Eminent people in the Governing Body and Academic Council give feedback and offer suggestions.

Regular Feedback from the stake holders gives an insight regarding the necessary changes required within the existing syllabus as well as an up-gradation of the curriculum according to current industry demands. The feedback received from the stakeholders is reviewed at the departmental level and the suggestions are then presented first in the Board of Studies and then in the Academic Council and for the final approval to the Governing Body.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

IQAC monitors the quality sustenance and enhancement mechanism of the college. Quality sustenance is ensured by periodic quality checks through Departmental meetings and staff meetings, academic audits, and review meetings with regulatory bodies. The Faculty development initiatives of the college widen the knowledge base of the faculty and keep them abreast of the latest advancement in the subject which in turn contributes to effective curriculum development. Easy access to e-resources /DELNET/well stacked library ensures regular knowledge updates and quality enrichment.

Feedback from stakeholders and consultations with expert bodies helps in making the curriculum updated, level- appropriate and industry relevant.

Thus the institution takes ample steps in designing and developing appropriate curriculum to cater to the diversified needs of the student community and thereby enhancing their global competency potential.