

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?

Ans. The college ensures publicity and transparency in the admission process through

Prospectus: Every applicant is given a prospectus along with application form.

- Advertisement in local news papers.
- Distribution of pamphlets and conducting orientation classes for students during intermediate annual examinations at different examination centers in Bichkunda town and neighboring junior colleges.
- Display of Banners at public places.
- Scrolling in local channels
- Website.

Transparency: An admission committee is formed comprising of senior faculty members to look after the admission process, functioning under the direct supervision of the principal and coordinated by academic coordinator.

- The application forms are serially numbered and the filled in applications are received by the admission committee members.
- After scrutiny of the applications, names of the selected candidates are notified on the notice board.
- All enquiries relating to the admissions are answered by the admission committee convener or its members
- Admission process is taken up as per the schedule given by the university.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Ans. The admission process is systematically administered based on almanac and admission guidelines given by university.

- As per the University directives the criteria of reservation for admission of students into various courses is followed. The admissions in to various courses are given based on merit cum reservations basis.
- The admission schedule i.e. Date of sale of application forms, last date for submission of filled in application forms, and registration fee etc. is notified on the notice board.
- The criterion of reservation for admission of students into various courses offered by the college is as follows:

Reservation category	% of seats allocated as per TU norms
SC	15
ST	6
BC-A	7
BC-B	10
BC-C	1
BC-D	7
BC-E	4
PHC	3
NCC	2
Games&Sports	2
Women	33
Miscellaneous	3

- Application forms are sorted out as per the above criteria and 1st list of admitted candidates is published as per the schedule given by the University.
- In case of any vacancy in the first list notified, a second list is displayed, and the process is repeated until all seats are filled.
- We do not insist on cut off percentage for entry into our institution in order to fulfill our obligation 'Education for all'.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Ans. For getting admission into various courses the student must have passed the qualifying exam (12th Standard) with minimum 36% marks. Table exhibited below shows the lowest and highest marks obtained by the students in the qualifying examination who were admitted by us in various courses.

2011-2012

COURSE	LOWEST % ADMITTED	HIGHEST % ADMITTED
B.A(HEP) T/M	42	72
B.COM T/M	38	65
B.Sc MPC T/M	39	68
B.Sc BZC T/M	48	74

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If yes, what is the outcome of such an effort and how has it contributed to the improvement of the process?

Ans. Yes, maintaining the individual profiles of the students and also monitoring their growth regularly. It has resulted in inclusion of disadvantaged sections of the society and given access and opportunity of education to all.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

Ans. The institution commits towards SC, ST, OBC, Women, Differently able and Minority community i.e

- Admission process caters to all of the above mentioned categories of students by giving admission into degree courses, duly following all the norms regarding reservation policy given by the Govt. of Andhra Pradesh.
- The students are properly guided by the institution in getting scholarships from government departments such as Social Welfare, Minority Welfare, scholarships to children of Beedi workers etc.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Details of various programmes offered by our institution and demand ratio for the last four years.

Programme	No. of applications	No of students admitted	Demand Ratio
UG			
B.A. HEP			
2011-12	83	66	1:1.25
2010-11	104	88	1:1.18
2009-10	96	80	1:1.20
2008-09	82	59	1:1.39
B.Com. T/M.			
2011-12	58	47	1:1.23
2010-11	49	39	1:1.25
2009-10	47	40	1:1.17
2008-09	42	21	1:2

B.Sc MPC			
2011-12	66	47	1:1.40
2010-11	63	52	1:1.21
2009-10	65	36	1:1.80
2008-09	60	28	1:2.14
B.Sc BZC			
2011-12	98	89	1:1.10
2010-11	86	57	1:1.50
2009-10	72	59	1:1.22
2008-09	74	60	1:1.23

The Government Degree College was established in 1988 at Bichkunda which is located in very poor backward area and adjacent to two states (Karnataka and Maharashtra) in Nizamabad district .It is the only government college rendering service to the students of five mandals.(Bichkunda, Jukkal, Madnoor, pitlam and Nizamsagar). There is one private degree college in Bichkunda town. The staff members are making efforts to motivate the students of surrounding junior colleges to join in this college.

2.2 Catering to Diverse Needs of Students

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

Ans. The institution adheres to the government policies with regard to the needs of differently- abled students by:

- Providing reservation in getting admission into various courses as per the reservation policy of government of Andhra Pradesh.
- The differently abled students are assisted in getting the financial assistance from government agencies in the form of scholarships and fee reimbursement.
- Concessional travelling bus passes to travel in RTC buses at concessional fares.
- Depending upon their disability they are provided with physical facilities such as comfortable seating in the lecture hall and ramps facility wherever they need.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Ans. Yes the institution assesses the students' needs in terms of knowledge and skills before the commencement of the programme. Conducting an induction programme before the commencement of the course in order to make the students acquainted with the course chosen, the examination pattern, course pattern and the facilities available in our institution like library, NSS, Computer labs etc.

The class teachers through formal and informal interactions at the time of admission assess the needs of the students in terms of knowledge and skills and advise them accordingly.

Bridge courses are conducting in the first week of commencement of the course for students admitted into courses which require additional knowledge. For example: knowledge on accountancy is imparted to the students from non commerce stream.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.

Ans. The strategies drawn and deployed by the institution to assess and bridge the knowledge gap of the enrolled students are:

- The subject teacher assesses the capacity of the students on the basis of question answer sessions, internal assessment tests etc. and reports to the HOD for appropriate action.
- Remedial coaching classes are conducted, additional assignments are given, and simple and comprehensive notes are provided by teachers to slow learners so as to enhance their confidence level and improve learning abilities.
- The students from Science and Arts joining B.Com courses are given special coaching on basics of Commerce and accountancy.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Ans. The institution sensitizes the staff and students on issues of gender through women empowerment cell. The admission process ensures for the inclusion of students from various sections of society and environmental issues through NSS activities by involving staff and students.

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

Ans. The following strategies are adopted for advanced learners:

- The subject teacher identifies the advanced learners through regular interactions with students in class room and through conduct of internal examinations and student seminars analyzing the marks secured by them.

The college responds to the special educational/learning needs of advanced learners by

- Advanced learners are made as team leaders for various curricular, co curricular and extracurricular activities
- Advanced learners are given additional work, study projects, and career counseling.
- Meritorious students from final year are encouraged to solve University question papers and these are assessed by individual subject teachers.
- They are also encouraged to present seminar papers and minor study projects.
- They are being encouraged by giving cash prizes and awards.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

Ans. The institution collects the data and information on the academic performance of the students at the risk of drop out from subject teachers, peer groups. After collection of data on drop outs, detailed analysis is made at the department level and reasons thereon are discussed and necessary measures to improve their academic performance are implemented.

- They will be given remedial coaching, extra tutorial classes and assignments.
- Introduction of proctor system to provide necessary counseling and guidance.
- Sanctioning conveyance allowance under UGC schemes to SC, ST, OBC Minority and Physically Challenged students from economically weaker sections coming from a distance of 10 k.m from the college, on priority basis.

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, evaluation blue print, etc.)

Ans. The teaching program schedule and methodologies are planned and organized well in advance as per the guidelines of the Commissioner of Collegiate Education, Andhra Pradesh and affiliating university.

- The college is an affiliated college and follows the academic almanac provided by the affiliating University.
- The Principal of the college conducts staff council meeting on the first day of the academic year to discuss and plan the activities for the year.
- In charges of various departments convene departmental meetings in their respective departments to discuss and plan the schedule of the departmental activities for the current academic year. Allotment of papers, workload and departmental time-table etc, are also discussed and finalized.
- Teaching plan. The teachers of all departments prepare the annual and monthly teaching plans for the subjects allotted to them and submit to the HOD with in a period of one week of the beginning of the academic year. A copy of the teaching plan is submitted to the principal also.
- Time Table. Class-wise and lecturer-wise time table is prepared at the beginning of the year. It is displayed on the college notice board. A copy of the time table is supplied to HOD of concerned departments.
- The teachers take the classes as per the work-load assigned to them and maintain teaching diaries and attendance registers of students.

Evaluation Blue Print:

- Students are sensitized on evaluation blue print viz. Examination schedules of unit tests, terminal tests, pre-final tests, university annual examinations and scheme of marking etc are informed to the students well in advance by way of circulating notices in the class rooms and display on the college notice board.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

Ans. The college has an IQAC committee consisting of all in charges of departments of the college. It plays a vital role in improvement of quality and achieving excellence in both academic and administrative aspects.

- IQAC chalks out plan of action in the beginning of the year for enhancement of quality in all aspects and its implementation.
- Sets bench marks and standards for the achievement of both qualitative and quantitative aspects.
- Provides guidance and supervises the implementation of planned activities for overall development of the institution viz. students and suggests measures for realization of set goals and targets.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Ans. Experimental learning methodologies for participative learning are extensively used in addition to face to face method.

- Lecture method of teaching is supplemented by use of group discussions, presentations, industrial tours and visits to research centers.
- Peer- teaching and peer evaluation.
- Question answer sessions at the end of each lecture.
- Group discussions to develop inter personal skills.
- Workshops, seminars and guidance lectures.
- Debate, elocution and essay writing competitions etc.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Ans. The following measures are adopted by our institution for nurturing and promoting critical thinking, creativity and scientific temper among students to transform them into life-long learners and innovators.

1. By involving the students in small individual and group projects on current topics of scientific importance. The institution nurtures critical thinking, creativity and scientific temper among students.
2. By conducting various competitions like Essay writing, Quiz, elocution, and rangoli (for girls) competitions.
3. By motivating the students to contribute articles and poems to the college news letter. They are encouraged to participate in painting and drawings competitions on contemporary issues like environment, pollution, health and hygiene etc.
4. By organizing extension lectures, speeches by eminent persons on topics of scientific importance.
5. By involving the students in extension activities of the college NSS, Red Ribbon Club, Eco Club etc, and motivating them to participate actively in the

programmes like clean and green, tree plantation and development of green belt in the college campus, aids awareness, consumer awareness, pollution control etc.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Ans. The institution has the following facilities to be used by the faculty for effective teaching.

- All the faculty members are given training by the department of computer science in utilizing the ICT facilities available in the college like use of computers,.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Ans. The students and faculty are exposed to advanced level of knowledge and skills

- By conducting seminars and workshops on topics of latest development in science & technology and modern methods of teaching and learning.
- Expert and guest lectures are arranged by inviting eminent academicians to expose our faculty and students to advance level of teaching and learning.
- Faculty members are permitted to attend orientation and refresher courses at academic staff colleges of various Universities to upgrade their knowledge and skills in teaching with latest developments.

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Ans. Proctor system is functioning in the college to provide support and guidance on academic, personal and psycho-social matters.

- A faculty member is appointed as ward councilor for each class to provide guidance and counseling in academic and other matters.
- Special counseling sessions are conducted by inviting counseling psychologist during examination periods to reduce stress and anxiety among students.
- Career guidance lectures are conducted through career guidance cell to guide the students in the matters of higher studies, career options and career development.
- Counseling is given by the staff for slow learners to come up in academics on par with others.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Ans. Peer teaching, peer evaluation, role play and other student centric practices are adopted to make the teaching learning process interesting. Case study method is adopted in some subjects to develop critical thinking among students.. As a result, improvement in the standard of students is noticed.

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

Ans. Though librarian post is not sanctioned Library is effectively used to augment Teaching – Learning in the following way:

- The college library has oldest book collection as well as new books. The range of collection of books stands at 1,485 volumes.
- Each department gets one journal and magazine to acquire on current awareness in the respective subject
- Library has a good reference books section, which can be utilized by the faculty members and students.

2.3.10 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.

Ans. The institution does not face any challenges in completing the curriculum within the planned time frame and calendar.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

Ans. The college IQAC sets standards and benchmarks for achievement of the quality of teaching learning for the institution. Both macro and micro level action plans are chalked out for enhancement of quality in teaching learning at the beginning of the academic year.

The IQAC closely monitors the implementation of academic plans and suggests remedial measures to set the cycle of teaching learning on track.

The quality of teaching is evaluated on the basis of

- Results achieved by our students in terminal examinations and
- Feedback received from the students
- Academic audit from CCE, Govt. of Andhra Pradesh.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	1						
M.Phil.					1		
PG					3		
Temporary teachers(Contract Lecturers+ minimum Scale)							
Ph.D.							
M.Phil.					3	1	
PG					3	2	
Guest lecturers							
Ph.D.							
M.Phil.							
PG							

- The institution is a government funded college; therefore recruitment of staff and other service matters are dealt as per the rules and regulations of government.
- Contract lecturers are appointed in the existing vacancies by the head office.

2.4.2 **How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.**

Ans. The institution is not offering such programmes, hence such problem does not arise.

2.4.3 **Provide details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.**

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	01
HRD programmes	Nil

Academic Staff Development Programmes	Number of faculty nominated
Orientation programmes	01
Staff training conducted by the university	01
Staff training conducted by other institutions	03
Summer / winter schools, workshops, etc.	02

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- ❖ Teaching learning methods/approaches:
- ❖ Handling new curriculum:
- ❖ Content/knowledge management: NIL
- ❖ Selection, development and use of enrichment materials: Nil
- ❖ Assessment: Nil
- ❖ Cross cutting issues: Nil
- ❖ Audio Visual Aids/multimedia: NIL
- ❖ OER's: Nil
- ❖ Teaching learning material development, selection and use
Nil

c) **Percentage of faculty**

- * **invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies:** Nil
- * participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies: 10 percent
- * Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies. 10 percent

2.4.4 **What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)**

Ans.

- The college is not having 2f & 12B status of UGC therefore receives research grants does not arise
- Faculty members are encouraged to take up minor and major research projects.
- Faculty members are given “on duty ‘for participation in Orientation and Refresher courses.

2.4.5 **Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.**

Ans. Efforts are being made to create better academic environment in the institution so as to encourage many young teachers to compete for recognition and best teacher awards.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Ans. Teacher evaluation is done at the end of every year by the students without identifying the student's name. The feedback received from students is discussed and analyzed in the staff council meetings and appropriate measures are taken so as to improve the quality of teaching - learning process.

Pareto Analysis system is introduced in this college to improve the quality of imparting instructions in a logically consistent fashion. Under this system a common error committed by majority of the students in answering a particular question, is attributed to lack of conceptual clarity or defective instruction. When an examiner who undertakes the valuation of scripts happens to come across such an errors, it is desirable he may deem fit to rectify the defect.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Ans. the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes. Conduct of induction programme for the first year students at the beginning of the year to make them aware of the evaluation process. During the course of the programme, students are provided with complete information on blue print of scheme of examination for both theory and practical exams. Information on home examinations i.e, unit tests, terminal tests, evaluation process etc, is also provided to them so as to enable them to have better idea on the entire evaluation process.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

Ans. The major evaluation reforms of the university that the institution has adopted are

1. Conduct of practical examination for commerce students in all subjects on par with science students.
2. Computer Based Test in English for I & II year students of all streams
3. Inclusion of subjects IHC, Science & Technology and Environmental studies for I, II and III year respectively.
4. The reforms instituted by the institution in evaluation process are
- Assignments.

- Seminars.
- Self study projects.
- Case studies.
- Class interaction.
- Peer teaching.
- Group discussions.
- Question – Answer sessions etc.

The college adopts PARETO analysis to find fault of conceptual teaching of the teachers.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Ans. By providing the necessary infrastructure and adhering to the rules and regulations of the affiliating University we ensure effective implementation of evaluation reforms. Reforms initiated by the institution are monitored by the academic coordinator under the supervision and guidance of the principal of the college.

2.5.4 Provide details on the formative and summative evaluation approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system.

Ans. As a part of our evaluation process the college maintains record of academic performance of students from the entry level to the completion of the course. Separate registers are maintained for entering the marks scored by the students in the internal exams conducted by the institution and marks secured in the university annual exams. This will certainly help in measuring the achievement made by the students

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Ans. The college conducts internal exams as per the academic plan prepared by the IQAC. The marks secured by the students are entered in the marks registers by subject teachers in all departments.

- Marks secured by the students are directly communicated to the students by the teacher in the class room; the teachers also counsel and guide the students for better performance.
- The progress and performance of the students in internal and external examinations is discussed at length in the staff council meeting and measures to improve the performance of the students are initiated.
- Program wise college results for the last four years

Year	B.A.		B.Com.		B.Sc.	
	Coll.Avg.	Univ.Avg	Coll.Avg.	Univ.Avg	Coll.Avg.	Univ.Avg
2008-09	68%	51%	0%	60 %		55%
2009-10	67%	52%	0%	62 %		56%
2010-11	43%	55 %	7%	65%	14%	55%
2011-12	16%	52 %	7%	62%	39%	60%

2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weight ages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Ans. Significant improvements have been made in ensuring rigor and transparency in the internal assessment during the last four years.

- Brief presentations and seminar presentations are made compulsory to develop subject content and communication skills.
- Peer teaching, interactive sessions and group discussions are further strengthened to inculcate critical thinking and decision making abilities.
- Transparency is maintained by communicating in advance the method of evaluation to the students in the form of scheme of marking and scheme of examination and blue print.

2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If ‘yes’ provide details on the process and cite a few examples.

Ans. Yes, the teachers identify the advanced and slow learners based on evaluation. Remedial measures to improve the performance of slow learners are taken up. Towards this end, programmes such as remedial classes, assignments, additional classes are arranged. Course toppers are awarded with appreciation certificate and prizes on important occasions.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Ans. There is a provision for recounting and revaluation at University level. All the grievances with regard to evaluation reported by the students are brought to the notice of the University for taking corrective action.

At the college level the students can address their grievances to the academic coordinator for redressal.

2.6 Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’ give details on how the students and staff are made aware of these?

Ans. Yes. The learning outcomes are clearly stated in the vision and mission and objectives of the institution. The goals and objectives are brought to the notice of the

stake holders through the prospectus and by displaying college charter at the college entrance.

- The students and staff are made aware of the learning outcomes on the occasion of celebrating important festivals days and functions.
- The staff in particular is sensitized to this issue during staff council and IQAC meetings.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Ans. The teaching, learning and assessment strategies of the institution are very much structured to facilitate the achievement of the intended learning outcomes as follows.

- By providing the student support facilities, such as library, free access to computer with internet.
- The blended method of teaching i.e., chalk and talk is supported by use of modern tools and techniques like industrial visits, group discussions, presentations, case studies, small projects etc.
- Constituting various committees under the supervision of the principal with specific purpose, goes a long way in achieving the intended learning outcomes.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

- By involving the students in group discussions, individual and group projects on contemporary and emerging areas, presentations, visits to research centers for developing research attitude and creative thinking.
- Arranging career guidance lectures on higher studies and career opportunities by inviting experts from industry and universities.
- Encouraging the students to appear for various competitive examinations by providing library, computer with internet and other facilities.
- The students are taught not only the courseware for academic purpose but also they are sensitized to the various social issues affecting the society through NSS, , Women empowerment Cell, RRC, Echo Club etc. for a holistic development.

2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

- The intended data is collected from parents, alumni, experts from industry and the same is analyzed in order to overcome the barriers of learning.
- Internal assessment and external examination results are also analyzed to assess the student learning outcomes.
- In the departmental and staff council meetings future action plan is chalked out for overcoming the barriers of learning.
- Measures like remedial coaching, assignments, extra classes and doubt clarifying sessions are conducted for slow learners.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes. The institution monitors and ensures the achievement of learning outcomes by the success ratio.

- The academic coordinator and his team monitor the achievement of the learning outcomes by keeping a record of both internal and external assessment of the students.
- Department wise and subject wise analysis of performance of assessment is done to ensure the achievement of learning outcomes.

2.6.6 What is the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The college ensures attainment of the following attributes among the graduates in consonance with the attributes specified by the university.

- To develop scientific temper and critical thinking.
- To infuse sense of social responsibility.
- To inculcate the spirit of nationalism and patriotism.
- To develop entrepreneurial skills.