



## CRITERION II: TEACHING -LEARNING AND EVALUATION

### 2.1 Student Enrollment and Profile

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

The college being established in the pre-Independence era has spread its roots very well in the society and is a popular household name for higher education in the Bangalore City, Bangalore suburbs and more particularly in Bangalore South. The niche carved by the college for itself and being known for discipline and quality education over decades draws students in large numbers for admission. The wide publicity to the admission process of the college is ensured through the Prospectus; institutional website; advertisement in leading dailies and through word of mouth.

##### a. Prospectus

The college prospectus contains updated information about various courses offered and the student services available such as library services, sports, scholarship details, Placement cell activities and so on. The admission regulations and student discipline expected are also provided. The Prospectus contains the names of the faculty in each department with their qualifications. The vision, mission and objectives of the college are clearly stated. All this information is expected to give enough insight into the legacy and the commitment of the college to foster quality education which encourages students to seek admission to the college.

##### b. Institutional Website

The institutional website [www.vijayacollege.ac.in](http://www.vijayacollege.ac.in) gives details about the courses offered, career opportunities existing, brief course content, rules and regulations of admissions, scholarship details, library services offered, sports facilities, infrastructural facilities, departmental details, etc. A virtual tour of the college through photographs speaks of the facilities and activities in existence. The



details about the faculty profile, percentage of passes with ranks in the last year are also mentioned. These would motivate any student to seek admission to the college.

**c. Advertisement in Regional/ National Newspapers**

The advertisement to the admission process in the college is given in leading dailies with the details of different courses being offered.

**d. Any other (specify)**

The admission process in the college is also publicized by the alumni of the college who have utmost satisfaction of having studied in the college. The alumni are the brand ambassadors promoting the demand for admissions. Different members of the same family like siblings or different generations of the same family like for instance father-son-grandson, etc. seeking admission to the college is very common.

The transparency in admissions is maintained with the different activities being independently managed by an admission committee formed with a separate chairperson for the committee. The details are described under “Best Practices” followed by the college.

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.

**A. General**

- Admission to B.Sc. courses is based on *interview, academic record and counseling* after assessing the student’s aptitude and proficiency. No particular cut off percentages are set since highly meritorious candidates do not sustain in the course as they aspire for professional courses. In some cases, they are given time frames of a



day or two to reflect on the counseling offered and report back for the admission.

- **Admission to B.Com. Course is based on merit.** Students who have studied in any of the BHS HES institutions are given 15% weightage while preparing the merit list. Several admission lists (usually three), till all the seats are filled, are announced on merit among the applicants. The cut off percentage is relative and the percentages for admission to the different years are given below.

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	78.0	86.3	65.8	69.83	76.16	68	76.79	75.64
2012 - 13	76.0	87.3	67.8	70.83	74.16	67.16	74.79	77.64
2013 - 14	76.6	87	69.5	76.8	71	56.8	77.3	70.25
2014 - 15	75.1	86.16	70.3	72	70	71	77.3	76.1

### B. Professional

- **Admission to BCA and BBM courses is based on merit**

#### Admission to BCA :

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	66.17	71	69	67	49	47	70	64
2012 - 13	76.17	73.83	71.34	48.33	48.5	-	68	65
2013 - 14	55	57.5	54	55.6	44	42	56.5	49.66
2014 - 15	49	47.5	44	43	43	42	53	48

#### Admission to BBM :

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	69	72	74	45	40	37	65	72



Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2012 - 13	72	74	77	48	40	-	67	79
2013 - 14	50	64.6	45.3	50.5	49	76.3	53.67	65.8
2014 - 15	48	49	43	42	36	37	49	45

### C. PG courses

The admissions to PG courses are based on merit as per the Karnataka Education Act. 50% of the total seats for all the categories are filled through the Bangalore University Centralized admission process based on merit. Remaining 50% of the seats are filled by the college management 'BHS Higher Education Society' based on merit and payment basis.

### D. Vocational

No vocational courses are being offered in the college.

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.

### (a) Course : B.Com.

Maximum Cut – off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	84	85.83	81	79	41.7	39	72	79.8
2012 - 13	83	84.83	79	69	39.7	-	71.02	78.8
2013 - 14	89.8	89.83	80.16	78.33	79.33	81	79.96	74.4
2014 - 15	89.16	92.83	80.66	82.33	77.83	84.33	83.2	82.7



Minimum Cut – off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	78.0	86.3	65.8	69.83	76.16	68	76.79	75.64
2012 - 13	76.0	87.3	67.8	70.83	74.16	67.16	74.79	77.64
2013 - 14	76.6	87	69.5	76.8	71	56.8	77.3	70.25
2014 - 15	75.1	86.16	70.3	72	70	71	77.3	76.1

**(b) Course : BBM**

Maximum Cut – Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	81	83	78	72	41	39	76	77
2012 - 13	83	84.83	79	69	39.7	-	78.3	78.8
2013 - 14	84	83	75	67	45	41	73	72
2014 - 15	79	76	65	62	39	38	71	70

Minimum Cut – Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	69	72	74	45	40	37	65	72
2012 - 13	72	74	77	48	40	-	67	79
2013 - 14	50	64.6	45.3	50.5	49	76.3	53.67	65.8
2014 - 15	48	49	43	42	36	37	49	45

**(c) Course : BCA**

Maximum Cut – Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	71	86.8	79.2	68.5	67.83	65.23	72.64	69
2012 - 13	69	85.8	78.16	58.5	56.83	58.5	70.64	70.96



2013 - 14	76	77	79	75	69	63	71	67
2014 - 15	68	67	56	54	65	62	66	64

Minimum Cut - Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	66.17	71	69	67	49	47	70	64
2012 - 13	76.17	73.83	71.34	48.33	48.5	-	68	65
2013 - 14	55	57.5	54	55.6	44	42	56.5	49.66
2014 - 15	49	47.5	44	43	43	42	53	48

#### (d) Course : B.Sc.

Students to B.Sc. course are admitted based on counseling and first - cum - first serve basis. Most of the input students have score in the range 35% to 50%. Occasionally, students with scores in the range of 80% to 90% have also sought admission. No specific score ranges for B.Sc. admissions are maintained.

#### (e) Course : M.Sc. (Mathematics)

Maximum Cut - Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	84.62	78.16	--	--	--	--	83.87	78.0
2012 - 13	90.75	92.25	59.38	59.25	--	--	79.5	88.6
2013 - 14	79.13	76.87	61.25	52.63	66.00	--	82.25	75.37
2014 - 15	88.62	78.0	63.63	83.0	--	--	82.87	75.75

Minimum Cut - Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011 - 12	77.66	62.75	--	--	--	--	60.5	54.75



Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2012 - 13	65.88	67.25	89.38	59.25	--	--	60.94	65.25
2013 - 14	70.75	60.5	56.24	52.63	66.0	--	59.63	54.25
2014 - 15	53.63	52.63	52.63	45.5	--	--	50.5	50.75

**(f) Course : M.Sc. (Physics)**

Maximum Cut - Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2012 - 13	72	73	-	-	-	-	72	71
2013 - 14	84	75.37	65	54	-	87	75	78.12
2014 - 15	70	82.25	60	-	-	69	71	87.6

Minimum Cut - Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2012 - 13	63	65	-	-	-	-	59	62
2013 - 14	82	75	60	53	-	-	72.25	69.5
2014 - 15	57.5	60	65	-	-	-	50	59.63

**(g) M.Sc. (Chemistry)**

Maximum Cut - Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2013 - 14	72.7%	88%	-	72.5%	-	-	83%	84%
2014 - 15	64.1%	81.5%	-	64%	57.19%	-	64.5%	66.6%



## Minimum Cut – Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2013 - 14	72.2%	66%	-	71.3%	-	-	61.7%	66.3%
2014 - 15	56.9%	81.5%	-	63.6%	57.19%	-	53.2%	56.9%

(h) M.Com.

## Maximum Cut – Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2013 - 14	87%	93.1%	78.7%	-	65.3%	-	86.4%	85.8%
2014 - 15	77.7%	74.1%	78.2%	73.3%	63%	-	73.4%	82.6%

## Minimum Cut – Off

Academic Year	GM		SC		ST		OBC (average of all categories)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2013 - 14	66.9%	68.5%	61.4%	-	65.3%	-	65.5%	61.2%
2014 - 15	51.4%	69.2%	57.2%	73.3%	63%	-	54.5%	51.7%

## Consolidated Cut – off Percentages for different courses

Sl.No.	Course	Year	Minimum Cut - off	Maximum Cut - off	Other Colleges
1	B.Com.	2011 - 12	68%	85.83%	Lesser in other colleges of the city. The college is most preferred for commerce course.
		2012 - 13	67.16%	84.83%	
		2013 - 14	56.8%	89.83%	
		2014 - 15	70%	92.83%	
2	BCA	2011 - 12	47%	86.8%	Lesser in other colleges
		2012 - 13	48.3%	85.8%	





Sl.No.	Course	Year	Minimum Cut - off	Maximum Cut - off	Other Colleges
		2013 – 14	42%	79%	
		2014 – 15	42%	68%	
3	BBM	2011 - 12	37%	83%	Lesser in other colleges
		2012 – 13	40%	84.83%	
		2013 – 14	49%	84%	
		2014 – 15	36%	79%	
4	M.Sc.(Maths)	2011 - 12	54.75%	84.62%	Most preferred college for M.Sc. Maths next to university
		2012 – 13	59.25%	92.25%	
		2013 – 14	52.63%	82.25%	
		2014 – 15	45.5%	88.62%	
5	M.Sc.(Physics)	2012 – 13	59	73	College is preferred for M.Sc. Physics next to university
		2013 – 14	53	87	
		2014 – 15	50	87.6	
6	M.Sc.(Chemistry)	2013 – 14	61.7%	88%	
		2014 – 15	53.2%	81.5%	
7	M.Com.	2013 – 14	61.21%	93.11%	Most preferred next to university
		2014 – 15	51.39%	82.57%	
8	B.Sc.	No Cut – off prescribed. Admission based on Interview, Counselling and First – Cum- First serve basis			Many colleges in Bangalore South have wound up many B.Sc. courses. This is the only college in Bangalore attracting large number of students for admission to science sections.



- 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?

YES.

The Admission Committee is formed much before the II PUC results are announced. The admission committee prepares a calendar of events every year and decides the probable dates of the process of the publicity, announcement and admission to first list, subsequent list, personal interviews and counseling for admission to B.Sc. course, etc. In the case of PG admissions, the PG admission committee prepares a calendar to suit the calendar of events announced by the university.

Meetings are held to plan out the selection process. Review meetings are held at the end of each selection list to adopt corrective measures for any of the lapses in the previous selection list. The admission committee ensures that the process of admission is streamlined, fast and accurate. The process of review has enabled the college to generate the identity cards to the students at the time of admission then and there. Separate help desks are put up to manage the admission process. Tokens are issued to students to avoid rush and minimize wait time.

The entire admission process is automated. The admission process is made more student friendly and least stressful. The feedback from the faculty members at the helpdesk, office staff, document scrutiny staff, etc. is analyzed and the necessary changes are brought about in the admission process of subsequent years. As a result of all these feedbacks, the process of admission is made smoother and faster with automation in place. The day book entries are automatically generated at the end of each day's

admission process. This has minimized the efforts of the cashier and accelerated the verification process.

Student profiles of those seeking admission in the college is maintained. Based on the inputs of student profiles,

- the intake to certain courses has been gradually increased
- in the first list 15% more than the actual number of seats is announced so that the admission process could be completed earlier and deserving candidates get the choice of admission in the college.

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

- \* SC/ST
- \* OBC
- \* Women
- \* Differently abled
- \* Economically weaker sections
- \* Minority community
- \* Any other

The college believes that education is the fundamental mechanism for social inclusion and has adopted the **needs-blind admission policy** which is also in consonance with the Knowledge commission recommendations. Equity of access to education is adopted as one of the mandates of the college.

The Management is guided by the following golden words in the noble task of making education accessible to all masses:

*“I expect to pass through the world but once.*

*Any good therefore that I can do or*

*Any kindness that I can show to any fellow creature*

*Let me do it now; let me not defer or neglect it*

*For I shall not pass this way again”*



Every human being craves for happiness. Happiness is found along the way and not at the end of the road of the journey of human life.

#### **A. Students from disadvantaged community**

Seats are reserved under each of the categories like SC/ST or OBC as per the Karnataka State Govt. norms. Wherever the merit of students from SC/ST is higher compared to general merit students, the seats are announced from the general merit quota but at the reduced fees meant for these category students, thereby promoting a greater concern for equity of access to education. The fee structure is highly reduced and is as per the government norms. One of the mandates adopted by the college is to prioritize access to higher education.

#### **B. Women**

The gender equity is ensured by reserving 50% of the seats for women candidates exclusively in every category. Merit list is prepared from among the women candidates. Between a male and a female candidate with equal score, preference is given to female candidate for admission. The statistics over different years show clearly that the college has been successful in ensuring gender equity.

#### **C. Differently-abled**

Students with different abilities are advised to meet the Principal in person and establish the nature of infirmity with the necessary document. Based on the satisfactory presentation, seats are provided without looking into merit.

#### **E. Economically-weaker sections**

Based on documentary evidence and as per the Karnataka State Govt. norms, seats are reserved for such sections of the society. Fee concessions and merit-cum-means scholarships are provided to such students.



### F. Sports personnel

Students desirous of claiming admission under special categories like Sports, NCC, or excellence in cultural activities are suggested to submit a copy of the application with necessary documents to either the Principal or Sports Director in person. Based on being satisfied with the documentary evidence, admissions are provided.

### G. Minority Community.

Students belonging to Muslim community, Christian and Jain Community are given admission under the category – 2B as per the norms of the Karnataka State Government. Other minority groups are also provided admissions based on the Karnataka State government norms. These students should have submitted necessary documents for claiming the reservation.

### H. Any other (specify)

Students from outside the state are encouraged to join the college and such of those students are required to meet the Principal in person and seek admission. Subject to eligibility certificate and migration certificate issued by the concerned universities, admission is made either on the basis of merit or from the Management quota. Admissions are also provided under the management quota to satisfy the bureaucratic pressures like that from the Officers and Syndicate Members of Bangalore University, Education Department of Karnataka, Police Officers, IAS Officers of the Karnataka Govt. Secretariat, etc.

The following table gives the distribution of students for the year **2014 – 15.**

Course	SC/ST	OBC	Girls	Differently Abled	Minority
B.Sc.	176	395	437	0	26



Course	SC/ST	OBC	Girls	Differently Abled	Minority
<b>B.Com.</b>	242	543	537	2	45
<b>BCA</b>	22	63	80	0	7
<b>BBM</b>	37	54	58	0	2
<b>M.Sc.</b>	25	102	91	0	2
<b>M.Com.</b>	7	27	24	0	3
<b>TOTAL</b>	<b>509</b>	<b>1184</b>	<b>1227</b>	<b>2</b>	<b>85</b>

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.

**Demand Ratio for Seats:**

**UG courses**

Course	Academic Year	No. of Applications Received	No. Admitted	Demand Ratio
<b>B.Com.</b>	<b>2011 - 12</b>	<b>1665</b>	<b>304</b>	<b>1: 5.3</b>
	<b>2012 - 13</b>	<b>1758</b>	<b>355</b>	<b>1 : 5</b>
	<b>2013 - 14</b>	<b>1630</b>	<b>400</b>	<b>1 : 4.1</b>
	<b>2014 - 15</b>	<b>1663</b>	<b>400</b>	<b>1: 4.2</b>
<b>BCA</b>	<b>2011 - 12</b>	<b>225</b>	<b>51</b>	<b>1 : 4.4</b>
	<b>2012 - 13</b>	<b>212</b>	<b>37</b>	<b>1 : 5.7</b>
	<b>2013 - 14</b>	<b>190</b>	<b>66</b>	<b>1 : 2.9</b>
	<b>2014 - 15</b>	<b>207</b>	<b>62</b>	<b>1 : 3.4</b>
<b>BBM</b>	<b>2011 - 12</b>	<b>190</b>	<b>49</b>	<b>1 : 3.9</b>
	<b>2012- 13</b>	<b>174</b>	<b>39</b>	<b>1 : 4.5</b>
	<b>2013 - 14</b>	<b>124</b>	<b>68</b>	<b>1 : 1.8</b>
	<b>2014 - 15</b>	<b>196</b>	<b>62</b>	<b>1 : 3.2</b>



Course	Academic Year	No. of Applications Received	No. Admitted	Demand Ratio
B.Sc.	2011 - 12	888	888	1 : 1
	2012- 13	832	832	1 : 1
	2013 - 14	850	850	1 : 1
	2014 - 15	850	850	1 : 1

The trend of admissions over four years show that in courses like B.Com., BCA and BBM there has been an increasing enrolment whereas for B.Sc. course the strength has been fairly a constant.

#### PG Courses

Course	Academic Year	No. of Applications Received	No. Admitted (40%)	Demand Ratio	Total admitted including University selections
M.Sc. MATHS	2011 - 12	30	8	1 : 3.75	18
	2012 - 13	103	16	1 : 6.4	40
	2013 - 14	50	16	1 : 3.1	40
	2014 - 15	44	11	1 : 4	27
M.Sc. PHYSICS	2012 - 13	56	13	1 : 4.3	30
	2013 - 14	77	13	1 : 5.9	30
	2014 - 15	80	15	1 : 5.33	30
M.Sc. CHEMISTRY	2013 - 14	37	11	1 : 3.4	27
	2014 - 15	27	4		16



Course	Academic Year	No. of Applications Received	No. Admitted (40%)	Demand Ratio	Total admitted including University selections
M.Com.	2013 - 14	117	12	1 : 9.3	30
	2014 - 15	85	15	1 : 5.7	30

M.Sc. Maths has shown an increasing trend in admissions except for 2014 – 15 where the total number of students seeking admission in the university has been lower than the actual available seats.

M.Sc. Physics has fairly a constant admission trend.

M.Sc. chemistry has shown a decline in the admissions for reasons unknown to us.

M.Com. has a fairly constant demand and trend has remained a constant owing to fixed intake strength.

### Enrolment to Add – on Courses.

#### Certificate Level Courses

Course/Year	2011 - 12	2012 - 13	2013 - 14	2014 - 15
Network Simulation	40	27	25	15
Electronics Product Design	27	24	28	22
Bioinformatics	-	52	20	-
Communication English Skills			24	21





### Skill Development Courses : Certificate Level

Course/Year	2011 - 12	2012 - 13	2013 - 14	2014 - 15
Software Testing	-	80	-	-
VB.Net		48	48	51
C# Programming		48	48	51

### Diploma Level

Course/Year	2011 - 12	2012 - 13	2013 - 14	2014 - 15
Network Simulation	21	20	-	-
Electronics Product Design	11	14	17	15
Bioinformatics	-	-	10	11

### Advanced Diploma

Course/Year	2011 - 12	2012 - 13	2013 - 14	2014 - 15
Electronics Product Design	-	10	16	15

The trend shows a decline in the student strength for the different courses owing to increase in the number of additional courses to be taken up as per the university regulations. Students do not prefer to attend the classes beyond 5:00 pm or week ends. Therefore, there has been decreasing trend in enrolment. Alternate strategies to attract the students by altering the time table is being worked out.



## 2.2 Catering to Student Diversity

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

Differently-abled students are given admissions in the college irrespective of their merit. The concerned students or parents can meet the Principal or Admission Committee chairperson, establish the nature of infirmity and the process of admission is through. Physically challenged students are provided class rooms in the ground floor itself. Their functional mobility is helped by the peers, faculty and non-teaching staff. Special care and concern is showered by the faculty and the peers to provide an environment of joyous learning. The librarians and the staff help differently-abled students in meeting their requirements of books and study material from the library. Extra care is taken by the respective departments to provide additional coaching if demanded beyond the regular class hours. Differently – abled students are provided scribes to enable them write the examinations with extra time provided as per the university norms.

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.

YES

- The merit and performance of students in the qualifying examination gives a measure of understanding the knowledge and skills of the students
- Department of Mathematics conducts bridge courses to first semester students to fill the gaps in learning and orients them to the learning needs of degree course.
- The learning needs of the new students being admitted is assessed by the faculty of different departments based on the queries about



the nature and scope of the subject they wish to enroll. This process allows the concerned departments to address the learning needs by properly designing the lecture classes to meet the deficiencies in the students.

- 2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?
- Students of Commerce or Arts streams seeking admission to BCA course are given a bridge course in Mathematics so that they cope with the course content in Mathematics.
  - Orientation class is conducted by each Department before the commencement of the regular syllabus.
  - The performance of students in the assignment and internal test, which are a part of continuous internal assessment helps in understanding the students' ability to comprehend the subject.
  - The PG department of Chemistry conducts a bridge course in Mathematics to enable the students to have a better grasp and comprehend the concepts of Quantum Chemistry.
- 2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?
- The Women Empowerment Committee of the college monitors the progress of gender equality during admissions. The Women Empowerment Committee also addresses the issues of gender sensitization to both teachers and students. This committee also monitors the facilities extended in the Girls' hostel existing in the campus. The committee also ensures that good facilities are provided in the Ladies' room of the college with a lady attender being posted to monitor the activities of the girl students and ensure safety to these students. The women cell is the main agency organizing



awareness programs on gender issues. National Service Scheme (NSS) has also organized classes for this purpose.

- The marginalized sections of students are brought to the main stream through the activities held by the SC/ST cell of the college and the Equal Opportunity Center in the college. Various meetings are held in the college to sensitize the staff and students on inclusive development.
- Environmental awareness are created through the activities of NSS, NCC and the Nature Club in the college. Environmental issues are also stressed during the dissemination of the curriculum on the compulsory paper titled '[Environment Science and Public Health](#)'.

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

- *Advanced learners* are encouraged to go to library and refer specific books to acquire more knowledge. These advanced learners are also advised to download information from suggested websites on the internet. The commerce students are advised to keep track of stock market proceedings; developments in finance and economic sectors of the country; assets, liabilities and profit declarations of companies; income tax and business law changes, etc. from newspapers, business magazines and internet. The science students are suggested to collect interesting science news items from news papers or any other periodicals and journals. Both science and commerce students are encouraged to deliver lectures on the topics they have collected information on or present posters on display notice boards. Students in English classes were allowed to make presentations with regard to Communication Skills and mock interviews on various topics which in turn boosted their self confidence, expression, etc.



- *Advanced learners in electronics, computer science and Biotechnology streams* are advised to enroll for the career oriented add-on courses being run in the college. These students are given additional project works. Students found good in chemistry are offered to take up simple project works.
- Advanced learners are also advised to take up higher studies in reputed institutions like Indian Institute of Science, Indian Institutes of Technology, Indian Institutes of Management, Several B-Schools affiliated to Visvesvariah Technological University (VTU), etc. where they are expected to qualify in entrance tests conducted by each agency. Guidance and motivation necessary for such entrance tests including JAM (Joint Admission test for M.Sc.) are provided by the faculty. A few courses are conducted to improve the numerical ability skills, vocabulary skills, etc. by the Placement and Career Counseling Cell of the college. Large number of students opt for B-Schools affiliated to VTU and a few have taken up higher studies in IITs, IISc., ISI, etc.
- *Merit certificates, prizes, cash awards and appreciation certificates are issued to the toppers in the university examinations at the annual college day celebration.*
- *Cash prize is instituted by Department of Physics to identify the topper in each of the semesters. The prize is awarded during the college annual day celebration.*
- Students of computer science stream (both B.Sc. and BCA) and BBM students execute a compulsory project work. Students with different paces of learning are suggested different levels of project work complexities so that it suits the requirements of all categories of learners.
- All students are expected to complete the assignment given and submit it within a stipulated time frame.



- 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. who may discontinue their studies if some sort of support is not provided)?

The faculty members of the college have the abilities to identify slow and weak learners based on the interaction in the class room, problem solving skills, ability to answer the assignment questions and performance in the test.

Background checks are carried on the students identified to be weak learners or found to be irregular in classes. The possible factors affecting the student learning motives or being irregular to classes is carried out in one-on-one meetings or in some cases, with the presence of the parents, so as to get a better understanding of the situation and thence to formulate a better course of remedial measure/s.

In the case of economically weaker sections, students are provided support in terms of Mid – day meal scheme launched by the faculty so that they don't drop out of the course. Further, the BHS Higher Education Society has instituted Poor Students Scholarship where an economically weak student gets an annual scholarship of Rs.10,000=00. The fees of these students are generally borne by the faculty of the college.

*Slow learners and academically weak students* are counseled and offered guidance to refer the examination question papers of previous years and identify the frequently repeated questions. They are made to answer these oft repeated questions in each topic. Remedial coaching classes are also held for such students. These students are often provided with bilingual explanations and discussions. Question banks are made available to all students so that



the academic pursuits are not compromised either due to being academically a slow learner or for economical reasons.

## 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.)

- The calendar of events for each semester is drawn in accordance with the calendar of the Bangalore University. The functional aspects are discussed with the HODs of the college.
- The HODs are required to submit an academic planning calendar in consultation with the departmental staff members at the start of each semester. *The syllabi are unitized* according to the teaching schedule before the commencement of the academic session. The HODs periodically review the syllabus coverage and corrective measures are adopted during departmental staff meetings.
- *Student attendance is reviewed every month and the class teachers counsel the students with attendance shortage and motivate them to attend further classes.* In special cases, the parents are summoned to discuss the problems regarding attendance, performance and discipline. Attendance shortage lists are announced twice in every semester. Weightage is provided for the attendance to determine the internal assessment score.
- *Assignment questions are provided at the end of each unit and the completed assignments are expected to be submitted within a time schedule specified. Based on the correctness and sincerity in answering the questions, weightage is provided for the determination of internal assessment marks.*
- The Examination Committee in consultation with the Principal draw schedules for submission of question papers for internal test, the time-table for the test and coordinate the conduct till the evaluation



of answer scripts. The marks obtained by the students in the test are also a determinant of the internal assessment score.

- Evaluation methods are very clearly communicated to students at the beginning of the sessions through periodic classroom announcements by the faculty and also through the college prospectus and website.
- Valued answer scripts are distributed to the students and corrective measures are suggested for improvement by the faculty concerned and also the class teachers.

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

IQAC is the main agency of enhancing the quality of teaching – learning process.

- IQAC initiative has been responsible for the creation of Board for Teaching – Learning processes and Board of Advisors for PG. The two boards are responsible to oversee the quality of teaching – learning process.
- The efforts of the IQAC to float ICT ready class rooms has enabled nearly seven class rooms being equipped with LCD projectors and internet connectivity to some class rooms. Some of the departments acquired the LCD projectors and Smart Board for effective transaction of the teaching – learning process.
- Training on Teaching pedagogy using ICT has been provided to a small cross – section of teachers. Efforts are underway to orient all the teachers to switch to ICT methodology of teaching. It is expected that by 2018, all the teachers would be using only ICT in teaching – learning process.
- The IQAC initiated the computer science department to conduct programmes to train teachers in the use of power point presentations and creation of digital learning resources.





- IQAC has influenced the management to increase the budget allocation to laboratory departments to acquire new apparatus and also for all the departments to subscribe for more books and journals.
- Frequent introspection debates on students' performance in the university examinations have resulted in improved efficacy in the academic process.

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?

- Learning is made student-centric by encouraging seminar presentations, taking up field visits, developing project work in real-life situations, conducting exhibitions, interactive sessions, etc.
- University curriculum enforces student-centric approach through the mandatory project work for students of Microbiology, Biotechnology, Electronics, Computer Science(B.Sc.), Computer Applications(BCA) and Management (BBM) students.
- Answering the assignment questions and motivating them to refer the study material in the Library and download relevant material from the internet.
- Learning is made student-centric in B.Com. through the competitions in Share Market transactions, Income tax transactions, Branding a logo, Business quiz, etc.
- **Science exhibitions** provide a platform for honing their creativity.
- Encouraging writing **Literary Articles, Poems, Essays and reports for the College Magazine in different languages.**



- The English Language Lab hones the communication skills of the students in terms of writing, listening, reading and speaking skills.

#### 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?

The different committees in the college motivate the students to develop the critical thinking, creativity and scientific temper among the students. The lecture competitions, extempore speaking, debates and quiz are some of the important activities of all the committees which encourage students to apply their mind on a particular topic whereby the critical thinking is naturally nurtured. During the Vinyaas programme of Commerce and Management department, several competitions like Stock Market Transactions, Shares and Debentures transactions, Product Launch, etc. promotes the student to use the best hidden talent to showcase oneself to out beat the other. The best talent is thereby brought out in a student. During Science exhibitions, the required creativity is naturally brought out to show case one's talent. During the college science activities and intercollegiate science competitions, the students exhibit their creativity, innovativeness and inquisitiveness in bringing out a new concept. This nurtures the student to develop innovative ideas.

The discussions and exhibitions organized by the committees provide the students opportunities to develop rational thinking. They get chances to listen to arguments against and in favor of an issue and get acquainted with the practice of right to disagree. The Nature Club, Physics Club, Electronics club (Vidyunmana Vijaya), the Women Empowerment Committee (Dhwani), The Theater Club, etc. are the main structures to promote creative thinking and develop scientific temper. Various workshops organized by the



teachers have also paved way for students to develop a sense of inquiry.

- 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.
- Every department in the college has been equipped with a computer and internet connectivity. The teachers use the different e – resources for preparing the lecture notes. Teachers of different departments also use the NPTEL material to hone up their subject skills through the lecture modules from that portal. NPTEL resources has been procured from Indian Institute of Technology, Chennai and relevant modules are uploaded in the library for easy access by both students and faculty.
  - Students of both UG and PG are advised to register themselves on the Sakshat Virtual laboratory portal of NPTEL/MHRD (NME – ICT project) and go through the experimentation process relevant to the ones conducted in their syllabi. Some of the teachers also have registered on this portal for purposes of reviewing the procedure and adopting new techniques in experimentation.
  - The college has a separate e – library equipped with 20 computers and internet connectivity. The college has subscribed to INFLIBNET where many teachers have their own user – ids and passwords for accessing the e – resources.
  - The college has 20 NME – ICT connections provided in a few departments, library and office. With the help of this connectivity many e – resources are browsed by students and staff.
  - The college library has listed several open educational resources along with the website link ids to enable student and staff to easily



access these materials. Most widely used open educational resource material is that of the MIT open courseware.

- Some of the class rooms are provided with LCD projectors and internet connectivity which are used by teachers for multimedia presentations in the class and thus making teaching – learning more effective.
- Some of the lecture notes, question papers and other materials are uploaded onto the college website where a student can access these and make benefit out of it. Efforts are underway to motivate the entire college staff to upload their teaching content to the website.
- English Language lab is equipped with communication English software and all the eighteen computers are networked and provided with internet connectivity to enhance the teaching – learning of Communication skills effectively.
- The PG department of Mathematics is equipped with about 20 computers and internet connectivity. These systems are loaded with mathematics software, MS – Office, compilers, etc. so that the PG students can prepare their own reading content with the help of e – resources. This also enables them to make presentation preparations for seminar sessions.

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

College is doing its best to combine internet facilities and digital media with traditional classroom method of teaching. Internet connectivity with facilities for audio visual demonstration is partly extended to auditorium, Laboratories and class rooms as part of blended learning programme. Teachers and students are encouraged to take part in Seminars and Workshops. The college invites persons of eminence from research institutes and



industries to deliver lectures on topics of latest interest. Seminars and workshops are being organized by different departments to enhance the teaching – learning experience.

Students are taken on field visits, visits to research institutions and industrial visits to gain insight into the actual place of work. This also enables the students and teachers to acquire blended learning opportunities.

Few add – on courses help the students to have a blend of theoretical knowledge with practical experimentation skills learnt.

Student seminars organized by a few departments and all the PG departments encourage them to prepare power point presentations with animations which has helped students gain experiential and student – centered learning.

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?

Class teacher is appointed for every class. Class teacher plays the role of a mentor. The students are counseled one – on – one basis to evaluate and assess the psychological, emotional, social and learning difficulties. Wherever required, the students are sent for clinical psychological counseling by experts/professionals. The individual teachers are also provide academic counseling to enhance their improvement in the tests. In certain cases, parents are also summoned to the college and advice is provided to both student and parent together.

Number of students counseled in different years is provided below.



Year	Academic Counselling		Personal Counselling		Psychological Counselling		Socio - Economical Counselling		TOTAL
	M*	F	M	F	M	F	M	F	
2011 - 12	25	24	12	10	10	04	08	09	102
2012 - 13	18	19	11	12	06	03	05	08	82
2013 - 14	22	27	13	09	03	02	04	03	83
2014 - 15	23	22	16	18	04	03	08	12	106
<b>TOTAL</b>	<b>88</b>	<b>92</b>	<b>52</b>	<b>49</b>	<b>23</b>	<b>12</b>	<b>25</b>	<b>32</b>	<b>373</b>

\* M = Male; F = Female

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?

Innovative teaching methods adopted are the following.

- Multimedia presentations and ICT in class rooms.
- Project – based learning
- Departmental seminars
- Use of Web resources
- Encouraging the use of NPTEL resources in the library.

Some of the efforts made by the college to encourage the faculty to adopt new innovative practices are the following.

- Every department equipped with the computer and internet connectivity
- Access to INFLIBNET
- Subscription to large number of journals
- Some class rooms being made ICT ready
- Provision for ICT resources in the college budget
- Encouraging the laboratories to acquire smart boards for laboratory teaching purposes.



- Floating English Language Lab for fostering better knowledge of the English language and helping the students to acquire communication skills including documentation skills
- Floating PG computer lab to encourage PG students and staff to access e – resources.
- Stacking library with new books and CDs for use by the faculty to adapt to new pedagogic styles.

### **Impact on student learning**

The feedback analysis has shown that the new innovative methods of teaching has a profound impact on the comprehension of the concepts, the underlying philosophy of intended learning, visual aids in understanding the subject content, etc. The satisfaction level expressed and improvements in the test performance are important measures of the impact on student learning.

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

The faculty of different departments make extensive use of the resources in the departmental library as well as the main library. The main library is stacked with more than 60,000 volumes including the latest books and CDs added to the library. The text books, reference books, e – resources in the library are utilized by the faculty in preparing lecture notes, assignments, question papers for the tests, preparation of question bank, etc.

Students use the library resources for preparing answers to the assignment questions, preparation of notes for student seminar presentations in the respective departments, etc. Question papers of previous examinations are preserved in the library for reference purposes by both teachers and students. Students use the library resources for accessing the NPTEL virtual class room courses.



SC/ST students are provided three books additionally from the SC/ST book bank unit of the main library. These books can be retained till the examinations are complete. Thus, the underprivileged students have greater access to resources to augment their learning needs.

The library books can be borrowed and returned on any working day any number of times without any restrictions of whatsoever kind.

Separate reference section exists where students and teachers can make references peacefully from morning till evening during the working hours.

- 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.

Till date the faculty members of the College have been able to complete the courses assigned to them on time. However, occasionally when the course content is not covered by the end of the session due to unforeseen events like bandhs, curfews or unscheduled holidays, the faculty arrange for additional classes to complete the course requirement.

On the other hand, several faculty members make it a practice to take extra lectures from the beginning of the academic session in anticipation of such unforeseen events causing a problem to their course completion. Extra practical classes are also taken by the faculty members of the respective departments for the completion of the course content according to the departmental needs.

In certain departments, the classes are commenced about 10 days before the actual reopening to make up for possible losses in the classes during the term days.





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

The quality of teaching – learning is monitored by the Board for Teaching – Learning process of the college. The pace of coverage and the required amount of information being disseminated or not is monitored by the respective heads of departments and the class teachers. The student feedback analysis also gives a measure of the quality of delivery of the teaching content in the classes. The performance of students in the university examination is yet another measure for evaluating the quality of teaching – learning process in the college.

## 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

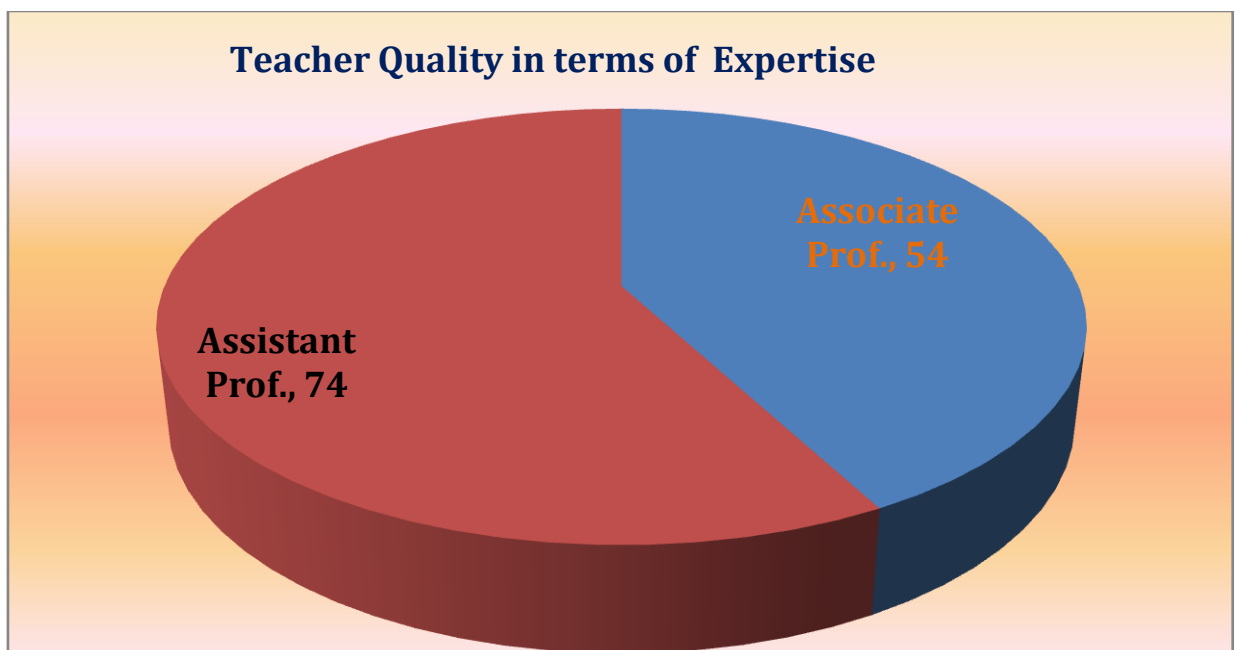
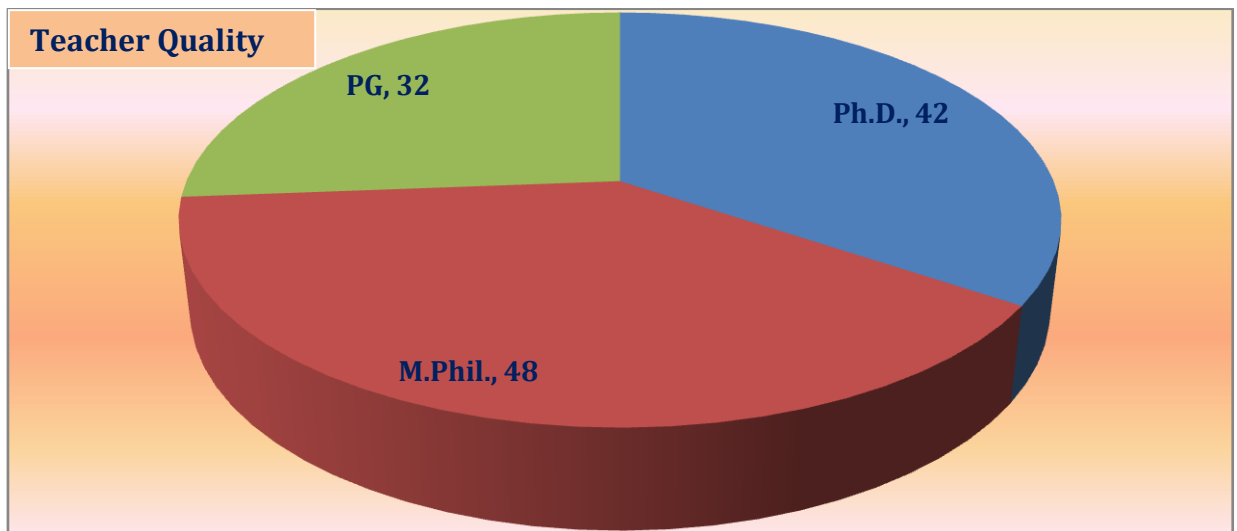
The following is the distribution of teachers in different departments of the college as per the qualifications.

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent Teachers</b>							
Ph.D.	0	0	13	7	16	6	42
M.Phil.	0	0	12	8	5	23	48
PG (M.Sc./ MA/ M.Com.)	0	0	2	5	10	15	32



Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
<b>Temporary Teachers</b>							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	1	0	1
PG (M.Sc./ MA/ M.Com.)	0	0	0	0	0	0	0

**Grand Total : 122**





- The well described job profile at the time of recruitment, the salary package offered, the promotional prospects and the encouragement to research by the faculty are some of the strategies adopted to attract talent to the institution.
- The orientation program to the new recruits helps them understand the vision, mission and the quality objectives of the institution. The policies for feedback, corrective measures adopted and the promotional benefits are made very clear during the orientation. The salary increments provided on par with the UGC basic scales and promotional prospects are some of the measures which encourage retention of the talent in the institution.
- Academic freedom and functional freedom given to the faculty and other staff establishes a moral loyalty binding on the part of the employees. The flexible timings for those who register for research leading to M.Phil. and Ph.D. is yet another motivating factor for retention measures.
- Grant of maternity leave even to the new recruits during the probationary period with full salary incentive is yet another strong factor for women candidates to be bound to the organization both morally and loyally. There are instances where teachers preferred to stay in the institution even though they were offered placement by Karnataka Public Service Commission for the Posts like that of KAS officers and teachers' posts in Govt. colleges.

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.

The growing demand for new and emerging areas of study, are augmented by conducting invited guest lectures with the experts



from industry and research institutions. Workshops and seminars on selected themes are conducted wherever necessary. Since the management had established some of the recent courses (like Biotechnology, Genetics, Microbiology) in the other campus (Jayanagar 4<sup>th</sup> Block), the teachers from that institution were transferred to set up and establish a strong foundation for the new courses. The presence of experienced faculty has helped the institution to find a good direction in these emerging fields.

Computer Science and electronics were established in 1986 and the institution has been a pioneer in setting up a good example for other institutions in terms of attracting talent and their retention. These fields have senior faculty at present who motivate, mentor and orient the new recruits to the desired objectives of teaching – learning.

- 2.4.3 Providing 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 Programme	Number of faculty nominated			
	2011 - 12	2012 - 13	2013 - 14	2014 - 15
Refresher courses		1	2	1
HRD programmes	1	1		
Orientation programmes	1			
Staff training conducted by the university	No Such Programmes were conducted by the Bangalore University in the past four years			
Staff training conducted by other institutions		2	7	4
Summer / winter schools, workshops, etc.	29	39	46	18

- 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**
  - ICT Teaching pedagogy skills to teachers conducted by Dept. of Computer Science
  - Various guest lectures conducted in the college by professors of eminence from reputed institutions
  - Workshop on Crystallography, Statistical Mechanics and Quantum Mechanics on Sept 19<sup>th</sup>, 20<sup>th</sup>, 2014
- **Handling new curriculum**

Many of the senior teachers are on boards of studies which is vested with the responsibility of designing the syllabus for the university. Hence, the changes being brought about is well known to most of the staff and naturally it helps in getting prepared ahead of time for the oncoming syllabus. Workshops have been conducted in the college to empower the teachers of the college and teachers of other colleges to handle the revised curriculum. Some of these conducted by the college and financially supported by BHS Higher Education Society is provided below.

<b>Title of the Workshop / Seminar / Conference Conducted</b>	<b>Department</b>	<b>Date</b>	<b>No. of participants attended</b>	<b>Brief outline of the entire program</b>
Workshop on Revised Biochemistry Syllabus (CBCS)	Biochemistry	20 <sup>th</sup> and 21 <sup>st</sup> February 2015	<b>35</b>	Blow - up and contents to be covered for the revised syllabus of Biochemistry.
One day workshop on New Syllabus in Sanskrit	Sanskrit	31 <sup>st</sup> Jan 2015	<b>78</b>	Syllabus discussion and extent of portions coverage for II semester revised syllabus of all course
Workshop on Computational Physics for Physics teachers of Bangalore university	Physics	NOV. 11 <sup>th</sup> to 13 <sup>th</sup> , 2014	105	Orientation to Physics Teachers of Bangalore University to handle the Computational Physics subject introduced in the curriculum



Title of the Workshop / Seminar / Conference Conducted	Department	Date	No. of participants attended	Brief outline of the entire program
Two day Work shop for Teachers (UG), Bangalore University on Revised Curriculum of VI Semester Zoology Practicals.	Zoology	February 01-02, 2013	90	
One day workshop on Practical Curriculum: Alternative to Dissection	Zoology	July 07,2012	85	
Organized content enrichment programme and blow – up syllabus for III Semester and IV Semester Syllabus of Bangalore University Physics Teachers	Physics	July 16, 17 <sup>th</sup> 2011	120	Curriculum Content orientation
VI semester B.Sc. syllabus blowup discussion	Electronics	17 <sup>th</sup> December 2011	25	Comprehensive version of the VI Sem Electronics ☐ Verilog & Instrumentation syllabus is discussed.
B.Sc. New syllabus discussion	Electronics	02-12-2009	25	In view of introducing C language, Microcontrollers and Verilog HDL in B.Sc., Electronics Syllabus, discussions were conducted and initiated by industry expert Smt. Sujatha.

▪ **Content / Knowledge Management:**

The college understands very well that knowledge management stems from the integration of people, processes and technologies to achieve the common goals of education. The knowledge management in the college focuses on the following issues:

- Human resource development and good citizenship are the primary issues focused on where content enrichment along with a blend of life



skills fulfils the objectives of the institution. The old Latin tag goes :  
'**Non schola sed vita discimus**' ( ' We learn not for school but for life').

- Needs of students are constantly evaluated and monitored through formal and informal discussions and other feedback mechanisms with student groups.
- Not only is student performance at the university examinations considered to be central to the mission but also preparing the student to achieve lifelong learning experience which is supplemented by various extension programs and co-curricular programs held in the college.
- Statistical data regarding performance outcomes of diverse student groups (like *GM, SC/ST,OBC, gender wise performance*) in different course combinations are generated and circulated to all the faculty for further action. The performance measures are also discussed in the staff meeting with the Principal.
- Student management skills required in classes are provided during the orientation programs to the new recruits
- New and changing pedagogical methods are discussed and programs organized for adopting the new techniques without sacrificing the primary objective of quality education. Different techniques are adopted for different student demographic groups (like multimedia presentations to all categories of students supplemented by slow, friendly and remedial coaching to weak students and imparting language skills to students from rural background, etc.). Teachers are provided access to teaching-aids like OHP, multimedia projector, slide projector, etc.
- Safety and security of students along with their health procedures is given due consideration.
- **Value added courses are introduced for bright students**
- Placement services offered on the campus while meritorious students counseled to pursue higher education



- The HODs, the Principal and the top Management expect accountability from every faculty member with regard to student performance.
- Feedback from teachers and students has been helping the system to undertake periodic improvements.
- The efficiency of administrative services and the effectiveness of academic programs is ensured through collection and organization of quantitative data in such areas as student information, finance, accounting, enrollment planning and measures of student performance outcomes, to name a few.
- **Student information is shared through the intranet connectivity existing in the college campus**
- The administrative staff and the teaching staff are oriented periodically about the use of and the new developments in the computer technology.
- EDP section in the college ensures the maintenance of student records up to date.
- Education process in the system is dynamic where teachers are encouraged to participate periodically in seminars, workshops and conferences. The college faculties are also encouraged to conduct such events.
- **Teaching content is being standardized through the cyclic process of discussions among the departmental staff, collecting relevant teaching material and uploading them to the website.** The objective of this practice is to implement standard and improved teaching-learning process and safeguarding information from decay with the consequent retirement/exit of a teacher.
- Teamwork of the faculties across different departments and also the administrative staff is encouraged in the conduct of events. Harmony is fostered through such associations. Sharing of information occurs during such gatherings.





- A bottom up approach is adopted for democratization of data and information sharing which has been inducing people at every level to contribute, to participate, to interact, to grow, and to learn- while mastering higher order skill sets.
- Information sharing and knowledge management has led to an improved decision making throughout the organization to advance and improve student learning.
- **Knowledge management is providing a framework for understanding the improvements of educational outcomes.**
  - **Selection, development and use of enrichment materials**
    - Computers are installed in each and every department so as to encourage the teaching staff to prepare instructional material and power point presentations.
    - Access to INFLIBNET resources, e – books and e – journals is also facilitated
    - LCD projectors are provided to most of the departments and some of the class rooms have been converted ICT ready
    - Electronic mail is used by some teachers to communicate the study material and assignments as well as clarifying doubts through the mail.
    - NPTEL resources are installed in the library for access by both students and teachers
    - Some of the study material and lecture notes are uploaded on the college website
    - Advanced learners and talented learners are provided opportunities to showcase their creativity through seminars and project works by forming small groups of three to four students.
    - Student enrichment programmes include invited guest lectures and field visits.

The gifted student is therefore able to achieve more.



- **Assessment**

- The assessment of teachers is done in three phases : assessment by students, assessment by peers and self – assessment.
- The assessment of individual staff is done exclusively by the Head of Department and a confidential report is sent to the management.
- The outcome of each of them is communicated to the individual teachers and corrective mechanisms are suggested to improve performance.

- **Cross cutting issues**

Some of the programs held under the auspices of Women Empowerment Cell is given below which demonstrates the concerns of the college in societal issues.

- Felicitation to **Space Girls** on 10/09/2011. Three women scientists from **ISRO**-
  - **Mrs.Anuradha**, Project Director, ISRO
  - **Mrs.Pramoda Hegde**, Mission Director and
  - **Mrs.T.K.Anuradha Prakash**, Operations Director of Communication Satellite G SAT -12,

the trio called '**Space Girls**', were felicitated for their achievement in successfully launching the satellite at Sriharikota. The Indian Space Girls shared their experiences, thrills, joys and excitement that they experienced in launching the satellite.

- An invited lecture on "**Understanding Feminism and its Rights**" by **Dr.Nalini Dwarkanath**, Centre for Counselling and Support, Indian Institute of Science, Bangalore was organized on 06-04-2013. She gave an insight into the gender discrimination that is existing in the present scenario.



- Voice against the atrocities on women was raised through a **Dance - Drama** depicting the **Nirbhaya case** was enacted by the final year CBZ students on **15-08-2013**. The programme received lots of appreciation from the audience to such an extent, there was a request to repeat it and hence it was repeated in the college day programme.
- An **Health awareness programme** for girl students was organized by **Apollo Health and lifestyle ltd.** on 07-03-2014.
- **Posters and Placards** were displayed in the quadrangle on 15-08-2014 on **crime against women** to create social awareness on stopping such heinous crimes.

Programmes conducted under the auspices of NSS include the following

- Medical check up and eye check up camps organized by NSS during their annual camps.
- Awareness and programmes on HIV – AIDS
- A documentary film screening on “Character Building, Social Responsibility and Moral Values” on 15<sup>th</sup> July 2011
- Documentary film show was organized on 14<sup>th</sup> February 2012. Two films “Hasira Mele Benki” and “Nanda gudi” depicting the difficulties of the farmers were screened.

Programmes under NCC

- On 15<sup>th</sup> August 2011, the college cadets participated in “Go Green”, one day cycle expedition.
- Cadets are trained every year in communication skills, body language, interview talking skill etc.
- Several social and community activities are conducted by NCC and NSS which includes Rehabilitation of Blind in Ramanamaharishi School for Blind, SOS's Village, etc.



- World Human Rights day is conducted in the college on 10<sup>th</sup> December every year on a low profile as usually it coincides with the vacation period.
- **Audio Visual Aids/multimedia**
  - Availability of Overhead Projectors, Movie Projectors and Slide Projectors in the college
  - Availability of many multimedia projectors in laboratories and class rooms.
  - Many display Charts in the Laboratories
  - Crystal Model and other models like skeleton of a human being, collections of specimens in Botany and Zoology laboratories.
- **Open Educational Resources (OERs)**
  - Availability of NPTEL resources in the library for most of the subjects
  - Selected downloaded material of MIT Opencourse ware in library
  - Suggestion of access to selected links of websites in the library for access to open resources
  - Availability of about 780+ CD ROMs in the library containing digital content
- **Teaching learning material development, selection and use**
  - Some of the teachers have been developing digital content of teaching – learning notes which have also been uploaded on the college website
  - Some teachers are using PPT development tool for developing teaching content required for the class room teaching.

c) **Percentage of faculty**

<b>Activity</b>	<b>Number of teachers</b>	<b>Percentage</b>
invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies	14	11%
participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies	74	58%
presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies	41	32%

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.)

- The study leave or lien are granted to those teachers who are pursuing research as per the UGC norms.
- Teachers are asked to apply for exchange programmes to UGC as per the guidelines of UGC
- Teachers presenting papers or attending conferences are provided registration fee for such programmes. Leave is granted for the period of the workshop/conference, etc. The travel grant can be availed from UGC as per their norms.
- Those teachers who are desirous of initiating research can apply for 'seed money' for research with the management. Few of the teachers have been granted seed money in the past for research purposes.



- The time – table for the staff undertaking research are adjusted and flexible timings are allotted. The departmental adjustments are made so that the academic work functions smoothly.
- Limited grant is available for teachers to publish their research material in peer reviewed journals.

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.

- The institution does not have any of its faculty members receiving any award for excellence in teaching.

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?

Yes. The institute has introduced the evaluation of teachers by the students. A Feedback Proforma, regarding the performance of teachers, communication skill, presentation skill, the teaching content delivery, pace of coverage, etc. is administered to the students and collected. The feedback proforma also contains evaluation of the infrastructure of the institution. The feedback mechanism tests the various aspects of teaching-learning. The student can remain anonymous. Feedback is evaluated and measured for each individual on various parameters. A group of senior teachers and the Principal analyses the feedback received. The Principal goes through the feedback forms and critical analysis about a student's performance is made. The negative aspects are rectified by the Principal in due course of time.

Based on the feedback, if any particular teacher is found to have deficiencies, every effort is put to counsel the concerned teacher by the head of the department, Principal and the Dean with regard to adopting corrective measures.



## 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?

- The calendar of events prepared at the beginning of every semester has a component of the schedule for evaluation in the college as well as the evaluation process dates of the university. Schedules are drawn by respective departments with regards to the syllabus covered for each of the tests. Faculty is made aware of the last date for the question paper to be set for each of the internal tests. Students are asked to look at the website for the calendar of events.
- The students are informed about the evaluation methods by the teachers in the class room about the criterion for internal assessment and the question paper pattern, marks allotted for each division and the weightage for different topics.
- Students are suggested to refer question papers of previous examinations stored in the library and the respective departments to get a clear knowledge about the distribution of questions and the weightage for topics.
- The blue print of evaluation scheme is discussed in the class for different topics alongside the syllabus coverage and also after the conduct of the internal tests.

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?

- Continuous evaluation by introducing internal assessment in every subject is one of the reforms introduced by the Bangalore University ever since the semester scheme was introduced. Continuous evaluation is now introduced for the first year students in practical subjects (both UG and PG) from the academic year 2014 – 15. The



students admitted to the present academic year are under the CBCS (Choice Based Credit System) scheme.

- Internal assessment marks and approval of admission of students are made an online process.
- The generation of marks sheet is computerized and the evaluators are expected to enter the marks list in OMR sheets and encode the marks. This process has minimized errors and maximized the efficiency of declaring results. The processing of results has become fast and accurate. Results are declared much ahead of time compared to the previous years.
- The continuous evaluation is effectively implemented in the institution by giving weightages to different aspects like attendance in classes, submission of assignments, participation in student seminars in a few subjects and performance in class tests.

### 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?

- Evaluation reforms brought about by the university are informed to the students by the respective subject teachers during their class hours. The highlights of the reforms are notified on the college website. The present first year students were oriented with regards to the CBCS system.
- The blue print of weightage of marks in each subject is followed while preparing the question paper for internal test and preparatory examination.
- Workshops conducted on question paper pattern discussions, generation of model papers by the respective subject teachers' fora have also contributed for effective implementation of the evaluation reforms.
- Model question papers are prepared and propagated to the students.
- Regular notification regarding examination is also a feature of the teaching-learning and evaluation process of the institution
- The teachers of the college implement the reforms brought about by the parent university in letter and spirit.





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

### Formative Assessment

- The observation by the teacher during the delivery of the teaching content with respect to the interaction they establish in the class, their facial expressions (non – verbal communication) with regard to the satisfaction of the topics being taught, cross examining the understandability of the topic by raising a few simple questions pertaining to the topic, simple quiz questions on the topic, etc. are some of the formative assessment approaches adopted in the college
- Other formative assessment pointers include assignments on the topics taught, overall consistency of attendance in the class for a particular topic/teacher , informal feedbacks, formal feedbacks, corridor interactions with the students by the head, principal, senior staff, etc.
- Participation in the co – curricular and extra – curricular activities
- Participation in the workshops, seminars, invited guest lectures, etc.
- Assuming responsibilities during the various events in the college
- Identifying slow and advanced learners through informal testing procedures. This in turn leads the teachers to suggest the strengths and weaknesses of the students informally to hone up their subject specific skills

Based on the formative assessment indicators, teachers have been modifying constantly their way of delivering the teaching content, pace of coverage of certain aspects, etc. to satisfy the student and the requirements of the subject. A constant progress is being felt in the system.



### Summative Assessment

- Students are evaluated with respect to their performance in the unit tests and preparatory examinations held in the college. Depending on the performance, the students are counseled and suggested to adopt remedial measures.
- Students are evaluated in their performance in the class seminars and the project work.
- The summative assessment also includes the analysis of results of different students in terms of the gender, category and individual subjects. Appropriate remedial and corrective measures are constantly being suggested for further improvement.
- The lapses on part of the individual teachers are also subject to correction by the respective heads and the principal. The final report of result analysis is used for strengthening the individual teacher or a particular category of students in subsequent semesters.

The formative assessments lead to the identification of defects in the performance of students in physics, chemistry and mathematics in the first semester during Nov 2011. Intervention mechanisms like counseling, generating study material, question bank, examination specific questions being discussed, etc. were adopted. These measures have noticeably improved the results in subsequent years.

A few examples which have positively impacted the system are given below which is the average behavior of past three years.

Stream	Percentage of First Classes	Percentage of students securing >75%	Percentage of students securing >85%
Science	36.81%	8.61%	1.71%



Stream	Percentage of First Classes	Percentage of students securing >75%	Percentage of students securing >85%
Commerce	58.59%	15.57%	1.48%
BCA	48.41%	13.11%	2.32%
BBM	33.28%	3.08%	0.00%
<b>Overall</b>	<b>44.27%</b>	<b>10.09%</b>	<b>1.83%</b>

The percentage of first classes hold a testimony to the quality of teaching – learning – assessment process in the college. The percentage of first classes is quite high. Nearly 59% of the outgoing commerce graduates are first classes which is remarkable. The percentage of students with distinction is approximately 10% for the whole UG program and nearly 2% of outgoing students have scores greater than 85%. These are the category of students who have the potential to secure ranks in the university examination.

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

- Results of unit tests and preparatory Test Examination are regularly displayed in the departmental notice board.
- The evaluated answer scripts of unit tests and preparatory tests are given to the students indicating the mistakes committed by them. This enables the students to identify their subject strengths and weaknesses. This gives them an opportunity to correct themselves and improve their performance.
- The internal assessment marks are displayed on the departmental notice boards and time provided for them to approach for getting any mistakes rectified. This also enables the students to



understand the fair practice adopted by the college in awarding the internal assessment marks to different strata of students.

- The students are addressed individually regarding their performance in internal examinations of the College.
- Results of the university examination are summarized and displayed on the college website

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

Graduate attributes specified by the college are the **academic excellence, educationally competent learners, effective communication skills, scientific inquiry, critical thinking and being community oriented** which all students will have the opportunity to develop as part of their Vijaya College experience.

**A. Academic excellence**

Graduates of the college will be able to create new knowledge and opportunities for learning through the process of intensive and extensive study of chosen subjects.

In terms of academics, the teaching, tests, case studies, assignments, seminars, projects etc., are usually used as measures for developing cognitive ability.

**B. Educationally competent learners**

Graduates of the college will be able to work independently and sustainably, have academic skills and competencies needed for success, have a curiosity to learn and a desire to meet new challenges.

Several co – curricular activities in the college like Lecture competitions, Extempore speaking, debates, group discussions, etc. help to cultivate an independent and a challenging environment to succeed in terms of academic curiosity and assimilation of innovative ideas.



### **C. Communication Skills**

Graduates of the college will recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, being logical and creative thinkers and furthering their own learning.

Several programmes in the college like Soft skills, life long learning skills, communication skills, personality development skills, etc. help a student to cultivate the sense of communication with others, handling conflicts, etc. Also some of the programmes under 'Vinyaas' like the product launch, marketing strategies, Mad Ads, Business quiz, etc. promote the creativity and logical thinking in students required to handle the society outside after graduating from the college.

The programmes are designed to develop an ability for self reflection, discovery and personal development.

### **D. Scientific Inquiry**

Students are motivated to develop a sense of questioning through various events in the college including the theory and practical subjects being taught. Many science events and literary events hone up the needed attributes. The ability to identify a problem, collect relevant data and subsequent analysis has been encouraged during the student seminars and projects. This also inculcates a sense of inquisitiveness, ability to work as a team and independently.

### **E. Critical Thinking**

The students are motivated to participate in debates and lectures conducted in the college where the theme would be generally on contemporary social, political and economic issues. This nurtures an ability to critically appreciate the theme selected. Apart from debates and lectures, the students are also encouraged to make poster presentations and collage on a particular theme. This



develops and instills a sense of critical thinking component in the graduating students.

#### **F. Community Oriented**

Graduates of the college will be able to effect change, be socially aware and be responsive to the situations and environments in which they operate and are constantly involved in community life – in the bigger society.

Event management as volunteers in Science, Commerce, Cultural and Sports events help the students to gain an insight into the community belongingness. Visits under NSS and NCC to the less privileged/neglected society, such as orphanages, old age homes and schools for special education, etc.. help them to get the community orientation. Participation in Pulse immunization programme and traffic management in the city are other examples of community orientation. Raising funds, clothing, medicines, utensils, etc. to be provided to victims of natural calamities like that of flood, earthquakes, cloud burst, cyclones, etc. are again instances of developing community feeling. Planting trees, maintaining cleanliness, enabling hygienity of the environment and self during the NSS camps, organizing bold donations, etc. are other instances of community orientation.

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

- In respect of internal assessment, the marks are displayed on the notice board and time schedules are announced before which they are to address their grievances with the concerned HOD. After the grievance is heard, the internal marks is either corrected or the logic behind the evaluation is made clear. Normally, the matter of grievance related to evaluation is resolved to the satisfaction of student and teacher alike, at the level of the department. In case



the student is not satisfied, the grievance can be taken to the principal in person. The Principal intervenes in the matter and the matter is amicably settled. The number of such interventions has been negligible.

- Students can approach the concerned teacher who has evaluated the paper regarding specific grievances in the evaluation. The teacher either corrects the mistake or justifies the evaluation. Corrective measures are suggested during such interactions. The intervention of HOD or a senior faculty is also encouraged in case the student is not satisfied with the evaluation.
- ***The Bangalore University encourages transparency in evaluation by providing Xerox copies of valued answer scripts and allowing revaluation of the answer scripts.***
- The grievances pertaining to the university level examination evaluation are handled by the examination section of the college, the heads of departments and the Principal. In order to ease out the process of redressing the grievances at the university level, one of the faculty members is appointed as a liaison officer and the cases are solved by that faculty. The grievances are usually settled quickly in most of the cases.

## **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?

- The college being affiliated to Bangalore University, the involvement of the college in the process of curriculum design is minimal. Hence, it endorses the learning outcome stated by the affiliated university in the introductory part of the syllabus, the copies of which are available on the University website. Teachers enjoy access to the hard copies of the syllabus available at the departments and the college library. Students



are made aware of the learning outcome by way of introductory classes.

- Every student who goes through the educational process in the college would be expected to develop a well rounded personality. The outgoing students of the college will be able to
  - excel academically by integrating concepts and learning methods in their respective areas of study
  - think critically and apply logical reasoning to address political, social and economic challenges
  - have competence intellectually, morally and socially who can contribute to nation building
  - communicate ideas and values clearly, effectively while being sensitive to others' needs and expectations
  - apply knowledge to promote democratic values, secular values, equity and social justice
- The college embarks upon creating graduates /post graduates with holistic development and empowered with honesty, sincerity, integrity and knowledge. The college aims to groom students into confident, well equipped, culturally conscious, socially modern and globally competent persons through various curricular and co – curricular activities in the college

2.6.2 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.

The student attendance is monitored. The progress and performance of the students through the duration of the programme is monitored and communicated as follows to the students.

- The institution conducts internal tests and preparatory examination at the departmental levels. The evaluated answer



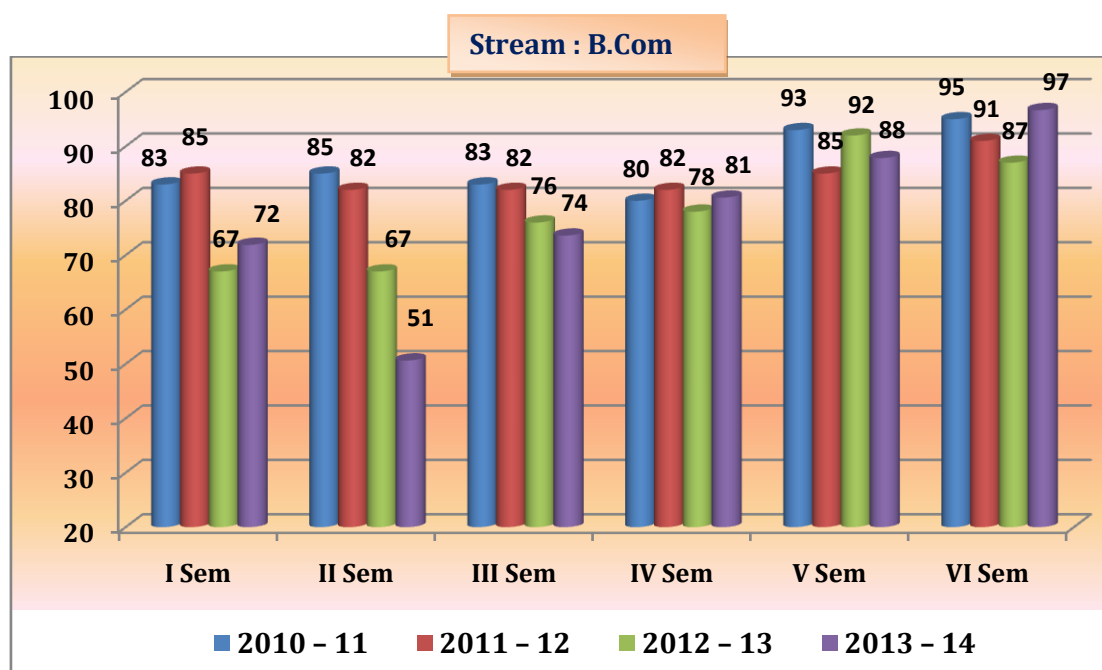
scripts are provided to the students and the corrective measures are suggested.

- Remedial coaching classes are conducted wherever necessary
- Discussions are held in the respective classes with regard to the performance and evaluation
- Assignment questions are provided from the question bank and compelled to answer them
- Student seminars are held in a few departments
- Feedback is collected from the students

### ANALYSIS OF STUDENT RESULTS : Past Four Years

#### 1. B.Com.

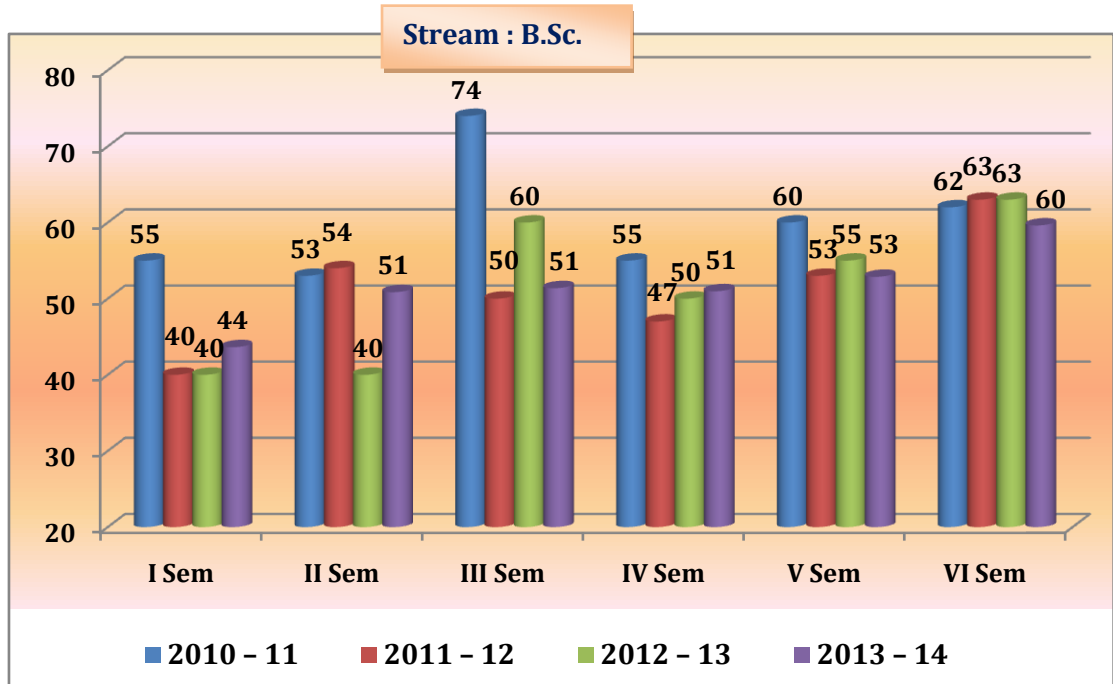
B.Com.	2010 - 11	2011 - 12	2012 - 13	2013 - 14
I Sem	83	85	67	72
II Sem	85	82	67	51
III Sem	83	82	76	74
IV Sem	80	82	78	81
V Sem	93	85	92	88
VI Sem	95	91	87	97





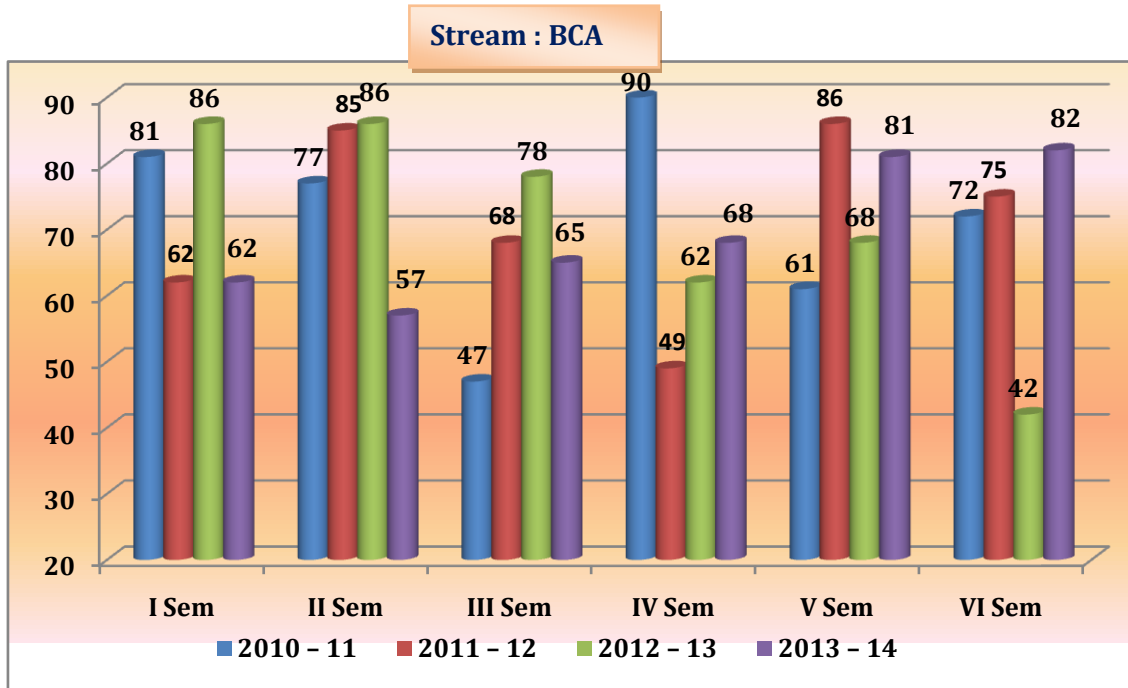
2. B.Sc.

B.Sc.	2010 - 11	2011 - 12	2012 - 13	2013 - 14
I Sem	55	40	40	44
II Sem	53	54	40	51
III Sem	74	50	60	51
IV Sem	55	47	50	51
V Sem	60	53	55	53
VI Sem	62	63	63	60



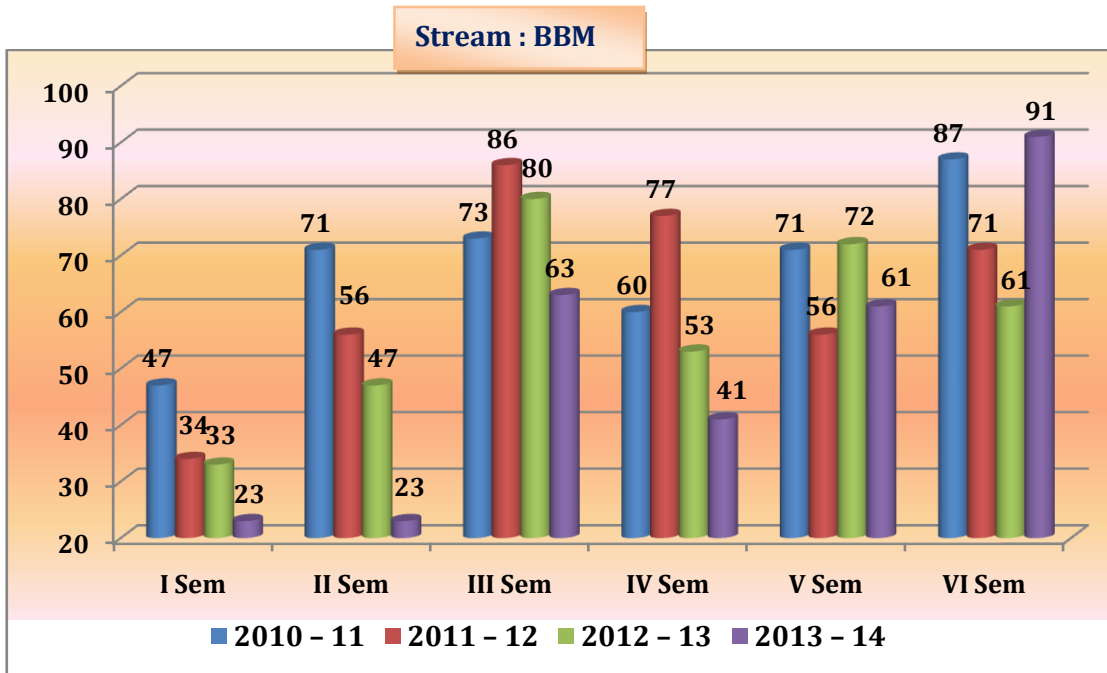
3. BCA

BCA	2010 - 11	2011 - 12	2012 - 13	2013 - 14
I Sem	81	62	86	62
II Sem	77	85	86	57
III Sem	47	68	78	65
IV Sem	90	49	62	68
V Sem	61	86	68	81
VI Sem	72	75	42	82



**4. BBM**

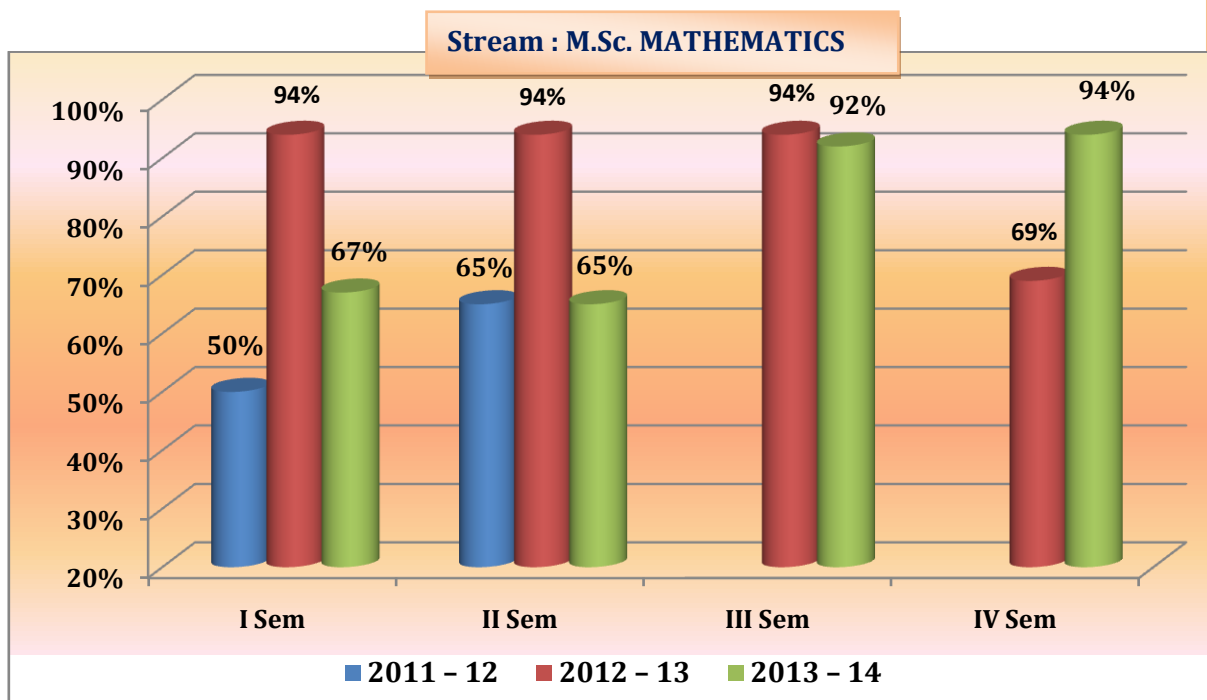
BBM	2010 - 11	2011 - 12	2012 - 13	2013 - 14
I Sem	47	34	33	23
II Sem	71	56	47	23
III Sem	73	86	80	63
IV Sem	60	77	53	41
V Sem	71	56	72	61
VI Sem	87	71	61	91





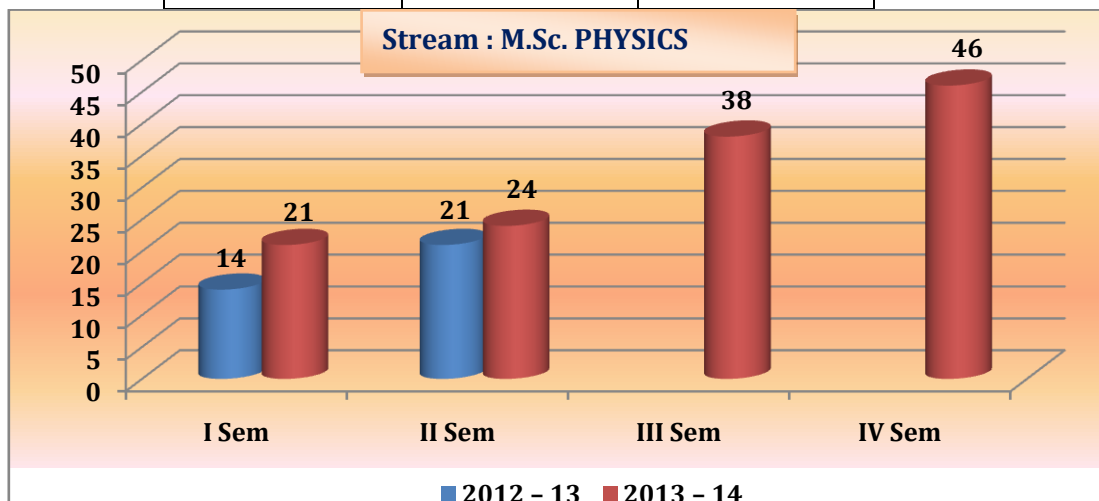
5. M.Sc. Mathematics

M.Sc. Maths	2011 - 12	2012 - 13	2013 - 14
I Sem	50%	94%	67%
II Sem	65%	94%	65%
III Sem	NA	94%	92%
IV Sem	NA	69%	94%



6. M.Sc. Physics

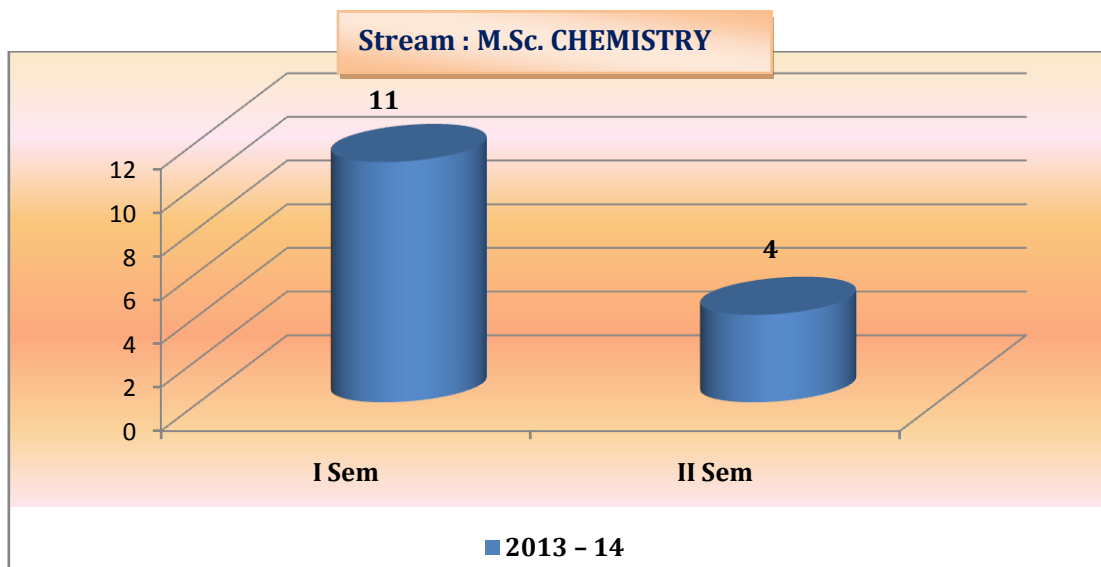
M.Sc. Physics	2012 - 13	2013 - 14
I Sem	14	21
II Sem	21	24
III Sem	NA	38
IV Sem	NA	46





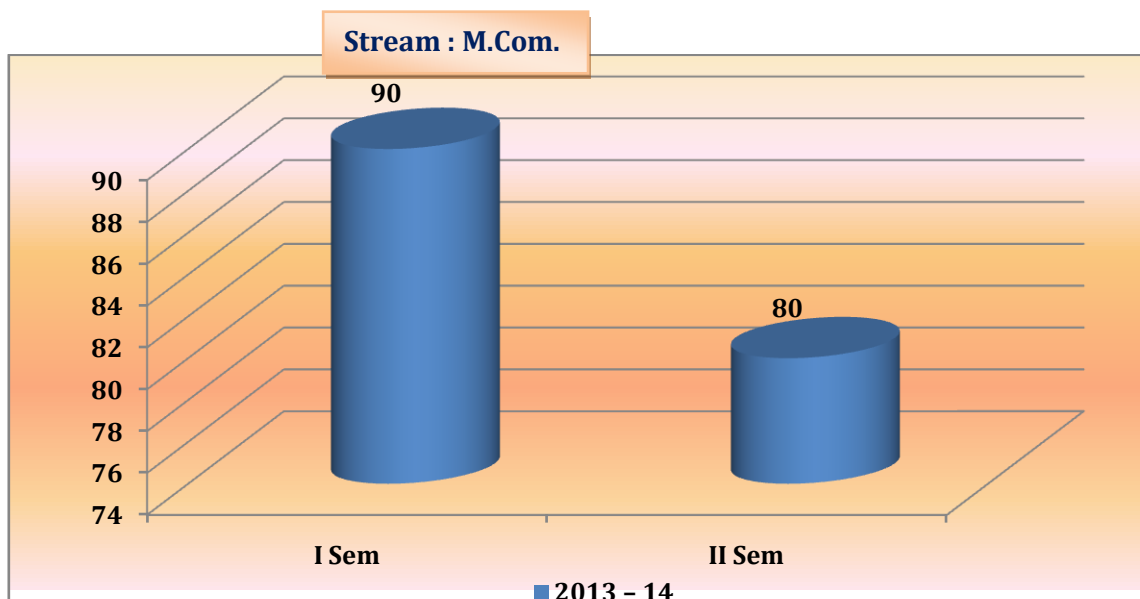
## 7. M.Sc. Chemistry

<b>M.Sc. Chemistry</b>	<b>2013 - 14</b>
I Sem	11
II Sem	4
III Sem	NA
IV Sem	NA



## 8. M.Com.

<b>M.Com</b>	<b>2013 - 14</b>
I Sem	90
II Sem	80
III Sem	NA
IV Sem	NA





## Student Achievements

Name of the Student	Class	Reg.No.	TOTAL Marks Secured	Percentage	Achievement
<b>2011 - 12</b>					
Murugan S	B.Sc. (SMCs)	08BVS70194	2230/2400	92.92%	3 <sup>rd</sup> Rank in the university examinations
Smitha B Rao	B.Sc. (CZBt)	08BVS70246	2200/2400	91.66%	7 <sup>th</sup> Rank in the university examinations
Nagashree B V	B.Com.	08BVC10085	Sanskrit 365/400 Total Marks : 2378/2800	91.25%; 84.92%	Gold Medal for Securing Highest marks in Sanskrit in the University examinations
<b>2012 - 13</b>					
Lakshmi N	B.Sc. (PCM)	09BVS75082	2232/2400	93%	8 <sup>th</sup> Rank in the university examinations
<b>2013 - 14</b>					
Suriya Banu S	B.Com.	10BVC11231	2552/2800	91.14%	4 <sup>th</sup> Rank in the university examinations
Swetha K S	BCA	10BVSB5007	2712/3100	87.48%	4 <sup>th</sup> Rank in university examinations
Suraj B	B.Sc. (MES)	10BVS75041	2118/2400	88.25%	Gold Medal for securing Highest marks in Economics in the university
<b>2014 - 15</b>					
Bindushree A	B.Sc. (CBZ)	11BVS75030	2178/2400	90.75%	10 <sup>th</sup> Rank in University examinations



Name of the Student	Class	Reg.No.	TOTAL Marks Secured	Percentage	Achievement
Arpitha J S	M.Sc. Maths	12BVSM3002	1742/2000	87.1%	2 <sup>nd</sup> Rank in University Examinations
Anjali C	M.Sc. Maths	12BVSM3001	1716/2000	85.8%	5 <sup>th</sup> Rank in University Examinations
<b>UGC – NET (2012 – 13)</b>					
Abhishek Bharadwaj	M.Sc. Maths	ROLL NO. : 400011			All India Rank 158 State Rank 018
<b>GATE (2013)</b>					
Abhishek Bharadwaj	M.Sc. Maths	REGN. NO. : 16351101	735	Score valid till March 2015	All India Rank 015

Students who have scored in Centums (100/100) in certain subjects :

Past three years

**a. SCIENCE STREAM**

Sl.NO.	Name of the Student	Subject	Class	Year
1	Lokesh N	MATHS IV	IV Sem	2011 - 12
2	ANJALI P	MATHS VI	VI Sem	2011 - 12
3	LAKSHMI N	MATHS VI	VI Sem	2011 - 12
4	GAVISIDDANA GOWDA	ECO VI	VI Sem	2011 - 12
5	KAVYASHREE B K	ECO VI	VI Sem	2011 - 12
6	SHWETHA N	ECO VI	VI Sem	2011 - 12
7	LOKESH N	MATHS V	V Sem	2012 - 13
8	ANAND T V	MATHS V	V Sem	2012 - 13
9	RAMYA	MATHS V	V Sem	2012 - 13
10	MEENAKSHI C	MATHS V	V Sem	2012 - 13
11	KIRITHI S	MATHS V	V Sem	2012 - 13
12	SUROJ B	ECO VI	V Sem	2012 - 13
13	UMASHANKAR	ECO VI	V Sem	2012 - 13
14	ROOPA R	MATHS VII	VI Sem	2012 - 13
15	SUROJ B	ECO VII	VI Sem	2012 - 13
16	PREETHAM M P	Maths IV	IV Sem	2013 - 14

**b. COMMERCE STREAM**

Sl.NO.	Name of the Student	Subject	Class	Year
1	SURIYA BANU S	Corporate Accounting	III Sem	2011 - 12
2	PRABHAKARA K	Corporate Accounting	III Sem	2011 - 12
3	AISHWRYA N	FINANCIAL A/CING	I Sem	2012 - 13
4	AISHWARYA N	CLSP	I Sem	2012 - 13
5	BHARGAVI N	CLSP	I Sem	2012 - 13
6	CHAITRA K	CLSP	I Sem	2012 - 13
7	HIMAJASHREE M R	CLSP	I Sem	2012 - 13
8	KAVYA J	CLSP	I Sem	2012 - 13
9	KEERTHI C	CLSP	I Sem	2012 - 13
10	MALA S	CLSP	I Sem	2012 - 13
11	MAMTHA N	CLSP	I Sem	2012 - 13
12	NAVEEN KUMAR N	CLSP	I Sem	2012 - 13
13	PRIYANKA J	CLSP	I Sem	2012 - 13
14	PUSHPA R	CLSP	I Sem	2012 - 13
15	RANJITH R	CLSP	I Sem	2012 - 13
16	SATISH P	CLSP	I Sem	2012 - 13
17	SINDHU BHAIRAVI G V	CLSP	I Sem	2012 - 13
18	SRIVIDYA M	CLSP	I Sem	2012 - 13
19	AISHWARYA R S	B. Statistics	II Sem	2012 - 13
20	DARSHAN R	B. Statistics	II Sem	2012 - 13





Sl.NO.	Name of the Student	Subject	Class	Year
21	DEVI SOWMYA L	B. Statistics	II Sem	2012 - 13
22	LATHASHREE G	B. Statistics	II Sem	2012 - 13
23	LAVANYA J K	B. Statistics	II Sem	2012 - 13
24	NOOR FATHIMA K	B. Statistics	II Sem	2012 - 13
25	PAVITHRA S	B. Statistics	II Sem	2012 - 13
26	POOJA S	B. Statistics	II Sem	2012 - 13
27	SANTOSH N	B. Statistics	II Sem	2012 - 13
28	SATHYA S	B. Statistics	II Sem	2012 - 13
29	SHRUTHI J	B. Statistics	II Sem	2012 - 13
30	UMESHA B	B. Statistics	II Sem	2012 - 13
31	VIDYASHREE B	B. Statistics	II Sem	2012 - 13
32	VYSHNAVI M	B. Statistics	II Sem	2012 - 13
33	HEMACHANDRA R	Corporate A/c	III Sem	2012 - 13
34	MAGESHWARI G	Corporate A/c	III Sem	2012 - 13
35	MYTHILI P	Corporate A/c	III Sem	2012 - 13
36	PURUSHOTHAM T	Corporate A/c	III Sem	2012 - 13
37	RAKESH M	Corporate A/c	III Sem	2012 - 13
38	SATHYA S	Corporate A/c	III Sem	2012 - 13
39	SOWMYASHREE R	Corporate A/c	III Sem	2012 - 13
40	UMESH K	Corporate A/c	III Sem	2012 - 13
41	ANITHA	Corporate A/c	IV Sem	2012 - 13



Sl.NO.	Name of the Student	Subject	Class	Year
42	BHASKAR MENASUMANE	Corporate A/c	IV Sem	2012 - 13
43	DAMODAR PAI	Corporate A/c	IV Sem	2012 - 13
44	DHANALAKSHMI	Corporate A/c	IV Sem	2012 - 13
45	DILIP S	Corporate A/c	IV Sem	2012 - 13
46	GEETHA K	Corporate A/c	IV Sem	2012 - 13
47	HARISH KUMAR A S	Corporate A/c	IV Sem	2012 - 13
48	KARTHIK K S	Corporate A/c	IV Sem	2012 - 13
49	KARTHIK R	Corporate A/c	IV Sem	2012 - 13
50	MADHUBALA B	Corporate A/c	IV Sem	2012 - 13
51	NIVEDITHA J	Corporate A/c	IV Sem	2012 - 13
52	RADHIKA K S	Corporate A/c	IV Sem	2012 - 13
53	RASHMI M	Corporate A/c	IV Sem	2012 - 13
54	RUHID PASHA	Corporate A/c	IV Sem	2012 - 13
55	SANDHYA SHENOY	Corporate A/c	IV Sem	2012 - 13
56	SELVAM S	Corporate A/c	IV Sem	2012 - 13
57	SOWMYA V	Corporate A/c	IV Sem	2012 - 13
58	SURIYA BANU	Corporate A/c	IV Sem	2012 - 13
59	SHALU AGARWAL S	Income Tax	V Sem	2012 - 13
60	YOGESH B	Income Tax	V Sem	2012 - 13



### Contrast in performance across programmes

Parameter	B.Sc.	B.Com.	BCA	BBM
Quality of students	Low input quality owing to diversified, alternative professional course options	Good input quality. Limited diversions	Mediocre input. Limited diversions. Employment opportunity main aim	Mediocre input. Limited diversions. Employment opportunity main aim
Peer Student group Cross - sections	Difference between high and low achievers is wide	Range between performers is narrow	Range between performers is narrow	Range between performers is narrow
Confidence Levels	Low	High	High	High
Pep up time required	Large	No such problems	No such problems	No such problems

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

The teaching, learning and assessment strategies of the institution are structured to facilitate the achievement of the intended learning outcomes through:

- Spacious, well-ventilated classrooms
- Some of the class rooms being made ICT ready
- Well-equipped laboratories
- Well-equipped library
- Equipping the library with a separate e – library for accessing e – resources
- Every department equipped with computer and internet connectivity for accessing e – resources
- Study material of selected topics uploaded on college website



- Question bank in many departments to ease the preparation for university examination
- Audio-visual teaching aids and LCD projectors
- Smart board in Zoology department on experimental basis
- Class tests, assignments, unit tests, preparatory examination and interactive sessions
- Student seminars and Projects
- Field visits, Research institution visits and industrial visits
- Invited Guest Lectures
- Social and community oriented programmes by NSS and NCC wings
- Several competitions under the different committees like Cultural and Literary Committee, Science Committee, Commerce Committee, Women empowerment cell, etc.
- College magazine and wall magazines in a few departments help present creative ideas and expressions
- Competent and well – qualified teaching staff

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

- Introduction of Career oriented add – on Courses in computer science, Electronics, Biotechnology and English. Introduction of CPT in Commerce department
- Separate Computer Laboratory for Computer-based learning in Physics
- Computer aided learning in Mathematics on a sharing basis in the Computer Laboratory of PG department and the UG BCA laboratory.



- Separate Computer center in the library for additional references to e – resources
- The College laboratories and libraries help the students to inculcate innovation by allowing them to explore and experiment innovatively
- The College magazine provides a platform to exhibit the innovative and creative aptitude of students and staff
- The college organizes various competitions, intra – and inter – collegiate, under the Science Committee, Cultural Committee, Commerce Committee ('Vinyaas'), Electronics Club ('Vidyunmana Vijaya'), Computer Science club, Nature Club, Physics club ('ALPHA'), NSS and NCC wings.
- The College organizes industrial visits and invited talks delivered by experts from research institutions and industries
- NSS wing and the alumni of the college organize sessions on developing entrepreneurship skills amongst students.
- The College NSS Wings regularly organize programmes to enhance the social relevance of the courses.
- Organizing seminars, project work and counselling on curriculum and employability options for students. Seminars and project works motivate the students to develop the research aptitude and innovation.
- Orientation workshops are conducted every year by the Placement and Career Counselling Cell for the benefit of final year students with regards to placements and career options
- Placement cell invites different companies for campus placements usually in the months of January and February every year.
- The entrepreneurship is already integrated into the curriculum of B.Com. and BBM.



- The compulsory paper 'Environment and Public Health' encourages students to understand the importance of conservation of the natural resources, inculcating the awareness on climate change, health and hygiene issues, etc.

#### 2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

- The college follows a system of continuous evaluation through written tests, assignments, seminars, projects and unit tests as per the norms of the Bangalore University.
- The university examination results are processed based on the course, subject, gender and category. The university results are discussed in the meeting with heads and then with the general body to improve and bring about corrective steps.
- Feedback on the teachers of each subject is collected from the students. The feedback is analyzed and the outcome is collected to implement corrective measures.
- The data on the number of students progressing to higher studies is also collected and analyzed to get an idea of the effectiveness of the teaching – learning process in the college
- The placements of the students is also analyzed to understand the quality of the output graduates from the college

The college takes the following measures to overcome barriers in learning.

- Question papers of the previous examinations in the relevant subjects are discussed by the teachers.
- Test Papers are evaluated and the scheme of evaluation discussed with the students.
- Minimum attendance of 75% is enforced as eligibility criteria.



- Remedial coaching is introduced to overcome the pitfalls in results.
- Peer learning is encouraged to motivate the shy students to excel in performance.
- Advanced learners are given special care to ensure better performance in the university examinations.

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

The college monitors the learning outcomes through the Teaching – Learning committee of the college. Mainly the indicators for learning outcomes happen to be the results of the university examination and their progression to higher studies or procuring placement in good companies.

The following measures are adopted in ensuring the achievement of learning outcomes.

- Administering unit tests, class tests, preparatory tests
- Discussing the errors committed in the tests and measures for rectification
- Student seminars, assignments, projects, participation in various competitions under the different committees
- Remedial coaching for academically weak learners
- Collecting feedback from the students

#### 2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes 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.

YES

The academic commitment of the college and the individual teachers is confined to monitoring the attendance, punctuality in



submission of assignments, performance in different tests in the college and during the student seminar presentations.

The social and moral development of the student is monitored and evaluated on the basis of the interactions of the student with teachers and fellow class mates not only during the academic sessions but also during their behavior in extra – curricular activities in the college. There is no quantification to this attitude but only judgment gives a qualitative reasoning about a student. Accordingly, such students are advised to change their attitude and if necessary are suggested for further professional counseling.

The transformation in the student after the completion of the courses/workshops on Personality development and Communication skills also give a measure of the learning outcome of a student.

Corridor discussions with the students and formal feedback from the students have been responsible for improvements in the system.

The Teaching – Learning committee conducts meetings regularly to evaluate the results, subject wise, class wise in order to chalk out action plans to improve the performance of the students.

**Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.**

- Student learning is enhanced by encouraging student seminars, project works in real-life situations, field visits to industries and pharmaceutical companies, biotechnology laboratories, botanical gardens, studying the life of aquatic animals, specimen collection, study tours, exhibitions, etc.





- Uploading the teaching content of a few subjects on to the website where difficult topics can be learnt by the students better.
- Teachers in commerce section make themselves available to the students everyday half an hour before the commencement of the class so that any student having a difficulty in learning or was absent to the previous class can meet the teacher concerned and get a recap of the topics taught so that continuity does not suffer. This practice has shown to improve the results as well as attendance of the commerce section appreciably.
- Many departments have generated question bank which helps the students identify the nature of questions and this serves as the assignment questions to be answered as and when the topics are covered.
- Use of audio-visual equipment, OHPs and Multimedia presentations in a few classes being used to teach certain topics.
- Self learning is encouraged through the use of internet, CD-ROMs, journals and periodicals.
- Internal test is compulsory for all the students. The students are not allowed to quit the examination hall after half an hour as per the university norms. They are to stay in the examination hall for the full length of the test duration. This practice has not only yielded good results in the university examinations but also ensured a a tranquil atmosphere conducive to the examination.
- Organization of seminars / workshops
- Statistical data generated on admission status, performance indicator in respect of diverse learners
- Faculty development through participation in seminars/ workshops/ conferences
- Guest lectures by eminent speakers on current trends in academics and social development.

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