CRITERION I: CURRICULAR ASPECTS

1.1   Curriculum Planning and Implementation

1.1.1   State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Vision :

- To elevate the college into one of the best learning centres.

- To empower every individual with honesty, sincerity, integrity and knowledge.

Mission :

- To Achieve excellence in education with the philosophy that Education is a prime contributor to the development of self, society and diverse human enterprises.

Objectives :

- Encourage training, research and publications in different areas of educational interest.

- Enhance the commitment of faculty, staff, and students to diversity, social justice, and democratic citizenship.

- Sustain a caring, supportive ambience throughout the College.

- Take every opportunity to enhance personal and professional growth and development.

- Integrate teaching, research, and service to the society.

- Faculty development activities that ensure good knowledge and teaching methodologies

- Mentoring and interaction between faculty and students

- Encourage undergraduate education in pure sciences, commerce and management and provide quality inputs to higher institutes of learning

- Provide holistic development of a student

Mode of Communication to teachers :

- During orientation workshops / Induction program to new recruits the Mission, Vision and the Objectives of the institution is clearly explained by the Principal. During the interaction of the Staff and the Management members, the Mission is repeatedly stressed.

- Programs and discussions are conducted among the staff members to review the mission and vision of the college. The faculty rededicate themselves to the cause of education to contribute for the upliftment of different cross-sections of society and thereby achieving the social purpose of education.

Excellence in education is aimed at by planning various curricular, co-curricular and extension activities of the college for the academic year. A balance of curricular and extra curricular activities is planned.

Mode of Communication to students and their parents:

The mission and vision is very clearly stated in the College Prospectus as well as the institutional website. On the day of inauguration of I semester classes the vision, mission and policy of the college is clearly explained by the Principal to the gathering. The Principal also addresses the parents and students about their role in the college activities, in respect of academic achievements and contribution to the society

Mode of Communication to Non-teaching staff :

The role of non-teaching staff in achieving the vision and mission is briefed during the periodic meetings with the Principal. The pro-active involvement of the non-teaching staff is stressed upon to attain the desired goals.

Mode of Communication to other stakeholders :

Copies of Prospectus, Newsletter and the College Magazine are given to other stakeholders like the alumni, the laboratory equipment suppliers, the officials of Bangalore University, Department of Collegiate Education and the auditors. This ensures that the mission and vision of the college is understood by other stakeholders also.
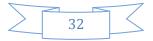
1.1.2   How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- The action plans for effective implementation of the curriculum is evolved by the Bangalore University to which the college is affiliated. Many subjects have teachers' fora of their own. Usually, these teachers fora initiate a discussion on the blow – up of the curriculum for each of the semesters spread over different periods of time. Content enrichment programmes are also initiated by the affiliating university. Faculty members of different departments are deputed to workshops on curriculum blow – up and content enrichment. Resource persons for these curriculum workshops will be drawn from the Senior faculty members of the UG departments belonging to different affiliated colleges, PG departments of the Bangalore University, Christ University, Indian Institute of Science, and other research institutes located in Bangalore. Many of the office bearers to different teachers' fora are housed in our college. Usually, the initiative for curriculum implementation for the university is conducted in this college for different subjects. The faculty members of the college take active role in dissemination of curriculum completion as regards to its contents as well as time required to complete the portions.

- The HODs of different departments convene meeting of their respective departments at the start of every academic year and

evolve an academic planner for the coverage of the portions. The evolution of academic planner contains components for coverage of portions over different weeks as well as for different tests to be administered based on the calendar of events for every semester. The faculty members ensure that the syllabus is covered in respective weeks by engaging extra classes during weekends to compensate for general holidays and loss of classes.

- Invited guest lectures are arranged periodically to enforce the curriculum learning by experts drawn from industry, research institutes, commercial establishments, etc.

- Remedial coaching classes are conducted, particularly in Science streams, to strengthen the learning process by weak learners. Usually these are the UGC sponsored remedial coaching classes. Tests are administered frequently and motivate these weak learners to feel confident of facing the examination.

- Study materials are provided wherever necessary by keeping in view the question paper pattern of the university and the requirements of other competitive examinations. Question banks are prepared by different departments to help boost the morale and confidence of the students.

- The teaching – learning committee in the college monitors the coverage of the syllabus in addition to the monitoring by different HODs. Periodic review meetings are held in the respective departments regarding the syllabus completion. Shortfall, if any, in completing the syllabus is seriously taken note of and corrective measures are suggested at the beginning of subsequent semesters.

Example :

Physics Curriculum design for the UG of the Bangalore University was initiated by the Bangalore University First Grade College Physics Teachers' Forum. The Secretary of this forum is Prof. H S Balakrishna belonging to the Physics department of the college. Several workshops have been initiated by this forum in different colleges of the university as well as in this college for the design, blow – up and content enrichment. Some of the senior faculty members of the department like Dr. P Nagaraju, Prof. H S Balakrishna, Dr. A S Govind, and Dr. K S Suresh were on the board for the curriculum design. These members have also served as resource persons during the deliberations of the blow – up design and the content enrichment. The college conducted two – day workshop for the blow – up of III semester and IV semester syllabus of Bangalore University as well as the laboratory experiments. Hands – on experience on the experiments were provided. Three day content enrichment programme on "Computational Physics" which was introduced for the first time in the university was conducted in the college.

Department of Physics conducts meeting to distribute the syllabus amongst its members during the end of the semester for the forthcoming semester. The idea envisaged is to ensure that the teacher is well equipped during the semester end vacation for the syllabus to be taught in the following semester. Study material as well as question bank is made ready before the college commences functioning in the following semester. Laboratory manuals are made ready for both odd and even semesters on an annual basis and distributed to students to ensure uniformity of coverage and standardization of procedures for different experiments.

Academic planner is evolved at the beginning of every semester by a debate keeping in view the calendar of events. The faculty members

are made aware of the syllabus to be completed at different time intervals. The staff and the students are made aware of the syllabus for the unit tests so that it is compelling on the faculty for timely completion of the curriculum.

Subsequent to the evaluation of answer scripts, corrective measures are suggested for different category of students.

Remedial coaching is introduced to weak learners and the strategies to face the examination are discussed. Frequent tests are administered to boost the confidence level of the students. Corrective measures are suggested and learning interventions are made at appropriate time intervals.

The syllabus completion is reviewed every one and half months including the semester end introspection. Corrective measures are adopted by discussion and debates to overcome the past debacles.
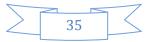
Similarly content enrichment programmes and syllabus blow – up workshops were conducted in the college for the benefit of teachers of electronics and that of Zoology. Kannada text book evolution workshop was conducted in the college on behalf of the Bangalore University.

1.1.3   What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

• Teachers are given unconditional support from the institute to enhance the subject knowledge by deputing them to attend various workshops, conferences and seminars. Teachers are also deputed to refresher and orientation courses for enhancing the subject knowledge.

- Periodically, the books relevant to different courses and relevant to the present curriculum needs are added to the library. Subscription to inflibnet and broadband internet connectivity with the NME ICT connectivity enables the teachers to access different e – books and journals to continuously update their knowledge and thus, effectively disseminate the knowledge to students in the classes. In addition, study materials prepared by the faculty of various departments are made accessible to the students in the concerned department and library.

- The institution takes an active role in organizing workshops whenever the curriculum is revised/ updated. Many departments of the institution have organized content enrichment and syllabus blow – up workshops.

- Hands – on experimentation techniques are developed by inviting experts from research institutes and industries whenever the curriculum revision occurs.

- Lab manuals and question banks are prepared and issued to students.

- Working models and experiments are demonstrated to ensure that the students comprehend the concepts laid out in the syllabus effectively.

- Some of the class rooms and laboratories are made ICT ready. This enables the teachers to effectively deliver the lecture using multimedia presentations which would reinforce the concepts clearly to the students.

- Workshops on ICT are organized frequently, on demand basis, by the Computer Science department to bring proficiency in the use of ICT for classroom teaching.

- Teachers are also encouraged to interact with the academicians in the research institutes and the industry experts so as to be

on a par with the related latest developments in the practices and skill requirements prevalent with the changing times.

- Field trips, student projects and research work, particularly in life science departments, which are part of the curriculum are frequently conducted. Adequate facilities in the form of laboratory space, adequate laboratory staff, equipment and consumables, etc., are provided.

- Every department has a departmental library and computer with broadband internet connectivity which enables them to prepare notes, multimedia presentations, etc.

1.1.4   Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The following initiatives are taken by the college for effective delivery of the curriculum contents designed by the Bangalore University.

- Conventional chalk – and – talk method is used to augment the lectures in the class rooms mostly.

- About 15% of the teachers engage classes through multimedia presentations interleaved with the usual chalk and talk strategy. About seven class rooms have been made ICT ready at this point of time. Gradually, the remaining rooms are also converted to ICT ready as and when the funds are available.

- Worksheets are prepared in some departments like English for effective teaching – learning. Assignments are provided to students in some departments. Many departments have question banks made ready covering the entire curriculum for different semesters.

- Multimedia resources, animations, video and online resources are used in the classrooms to make the classes more effective.
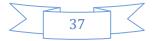
- Laboratory departments supplement the practical classes through the actual demonstrations of the experiments and explaining them in bilingual mode.

- Student seminars, student project works, field visits, etc. are organized on curriculum contents so that the learning becomes student centric.

- Invited Guest lectures by eminent professors and industry experts, quiz, debate, etc. are conducted to expose the students to the latest developments in the subject of interest.

- Periodic debates and seminars are held in a few departments of the college for getting a better insight into the subject. One of the methods of Peer review in the college is through this process.

- The individual departments and the library is equipped with computers having internet connectivity to enrich in the subject matter with the available online resources.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

Institution – Industry Interaction

- The interaction with the industry is mainly through the field visits to certain selected industries. The Department of Microbiology organizes student projects in some food processing industries like KC Das, Sericulture Research Institute, National Institute of Immunology, New Delhi, VSIX Analytical laboratory, Lalbagh Biocentre, Hulimavu, etc.

- The department of electronics has signed an MOU with Silicon Smith India Ltd., Karnataka German Technical Training Institute (KGTTI), Govt. of Karnataka; *Vasundhara Engineering and Automation services*, which provides students to gain on field knowledge and industry exposure. Student Research Projects

under SPICE program of VGST, Govt. of Karnataka are being conducted in electronics department. The department of electronics has an electronics club "Vidyunmana Vijaya", a Platform by the students for enriching their knowledge. Under this umbrella, several invited talks by industry experts are organized. Alumni of the electronics department and the college working in different industries provide insights into the recent developments through lectures, debates, quiz competitions, trouble shooting the electronic circuits, etc.

- The department of Biotechnology had deputed about 25 students to carry out a project in Microbial Technology and Recombinant DNA technology at Sridhar Bhat's Laboratory in Dec 2012. Invited talks from industry experts is regularly organized,

- The life sciences departments have formed the Nature's Club in the college under which invited lectures and field visits are arranged. The main activity of the nature's club is to inculcate the value of the ecosystem and biodiversity. Some of the important activities of the nature club include lectures on water resource conservation, forest conservation, student competitions on preserving the ecosystem, visits to various national parks, visits to sea shores to collect and study the various aquatic forms of life, etc. The specimen collection exhibition is conducted annually in the month of September.

- The department of Computer Science has an MOU with tetcos, a network solution provider. The department is offering add – on courses with the faculty being drawn from this company to provide and disseminate the information through the industry experts. The department also organizes invited guest lectures from industry experts on a regular basis.

The experience gained through such interactions with the experts in the field has lead to the introduction and design new experiments in the Bangalore University Curriculum. The procedures developed are shared by other colleges of the university.

Institution – University Network

- Interaction with university is mainly through the research where the resources of the university are shared by some of our faculty belonging to different departments. Interaction with some of the research institutes in Bangalore like Indian Institute of Science, Raman Research institute, Indian Institute of Astrophysics, etc. are through the invited lectures on topics of recent developments, sharing expertise in conducting the national level seminars and conferences, sharing research resources, etc.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

- Several intervention strategies are adopted by the institution and the faculty for design and development of the curricula. Some of these intervention strategies are from the English Department through the FOCET (Forum of College English Teachers); from Electronics Department through CETA (College Electronics teachers Association) and Physics Department through Bangalore University First Grade College Physics Teachers Forum.

Curriculum Development.

- Workshops are conducted to discuss the blow-up of the syllabus. Workshops on experiments to be taught in the practical classes along with the necessary procedures are discussed and developed. Such workshops have been conducted by Physics, Mathematics, Electronics and Computer Science Departments for the benefit of all the affiliated colleges of

Bangalore University. Intra-departmental workshops are conducted by other departments for the curricular development.

- The HODs of each department in consultation with the staff members plan the coverage of the syllabus and the syllabus is unitized.

- Student feedback is collected on the effectiveness of the syllabus coverage. Self appraisal of teachers is also collected. The inputs from these in respect of syllabus coverage are discussed by the HODs with the respective staff members.

The list of faculty members on the Boards of Studies of Bangalore University and other institutions are given below.

Sl. No.	Name of the faculty	Department	Member of BOS during	University / Institution appointed
1	Prof. A R Ramesh Babu	Chemistry	2012 – till date	Jyothi Nivas College (Autonomous)
2.	Dr. P Nagaraju	Physics	2010 – 2014	Bangalore University Tumkur University Mysore University NMKRV Autonomous College Christ University St. Joseph's College
3.	Prof. Shivappa Notagar	Chemistry	2011 – till date	NMKRV Autonomous College
4.	Dr. R K Chandranatha	Botany	2012 – till date	Bangalore University
		Environment Science and Public Health	2012 – till date	Bangalore University

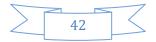| Sl. No.	Name of the faculty	Department	Member of BOS during	University / Institution appointed
		Botany	2010 – 2013	Member of Board of Management in Karnataka State Open University
5	Prof. K S Shailaja	Botany	2014 – 15	Bangalore University
6	Dr. A S Govind	Physics	2013 – 15	Mysore University
7	Dr. N Sathyananda	Botany	2011 – 12	Bangalore University
8.	Prof. H K Nagaraja	Mathematics	2011 – 13	Bangalore University
9	Dr. C Vinutha	Zoology	2014 – 15	Bangalore University
10	Dr. D Radhakrishna	Mathematics	2013 – 14	Apex University, Pasighat Arunachal Pradesh
11	Prof. R Mallikarjun Setty	Electronics	2010 – 11	Tumkur University
			2010-11	Member BOS, Bangalore University,
			2010-14	Member BOS, Christ University
			2010-14	Member BOS, National College, Autonomous, Basavanagudi,
			2010-14	Member BOS, Mount Carmel College, Autonomous,
			2010-14	Member BOS, Jyothi Nivas College, Autonomous,
			2010-14	Member BOS, NMKRV Autonomous.
12	Dr. M Subramanya Bhat	Electronics	2013 – 14	Member, BOS in Kristu Jayanthi College
13	Prof. S M Mruthyunjaya Swamy	Electronics	2013 – 14	BOs, Bangalore University
14	Prof. H K Gundu Rao	Computer Science	From 2005 onwards	Bangalore University

VIJAYA COLLEGE

Sl. No.	Name of the faculty	Department	Member of BOS during	University / Institution appointed
			From 2007 onwards	Tumkur University
			2012 onwards	St. Joseph's College
			2013 Onwards	National College
			2011 – 13	Mysore University
			2013 – 14	CMR University
15	Dr. M R Ramesh	Statistics	1997 – 2015	Bangalore University
16	Dr. Nagaraja Rao Chillale	Statistics	2007 – 08; 2010 – 13	Bangalore University
			2013 – 14	Yuvaraja College, Mysore University
17	Prof. R Prakash	Statistics	2013 – 14	Bangalore University
			2014 – 15	Christ University
			2014 – 15	Mount Carmel College (Autonomous)
18	Prof. Gopalakrishna	Biotechnology	2014 – 15	Bangalore University
19.	Dr. Manjunatha Bhatta	Sanskrit	2010 – 14	National College, NMKRV College Kuvempu University
20	Dr. Kumudavalli	Sanskrit	2014 – 15	Bangalore University
21	Prof. S Ramaprasad	Sanskrit	2014 – 15	National College Tumkur University
21.	Dr. M Surya Prasada	Hindi	2011 – 13	Bangalore University

VIJAYA COLLEGE

1.1.7   Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

Yes.

The college develops curriculum for Add – On courses which are approved by the Bangalore University. The process of development of the curriculum includes Needs Assessment,

Target Student Audience, Job Prospects, Continuing Education needs, etc. The college has developed curriculum for the following add – on Courses

➢ Network Simulation at Certificate and Diploma level

➢ Electronics Product Design and Its Applications at Certificate, Diploma and Advanced Diploma levels.

➢ Bio – Informatics

➢ Communication English

Needs Assessment for designing curriculum with respect to Add – on Courses

• The strengths and weaknesses with respect to academic requirements of all students for improving student achievement and meeting challenging academic standards is first identified.

• Goals of learning are prioritized and plans are drawn to allocate funds and resources. Students, parents, teachers, administrators, Chairman of the PG department at Bangalore University, the Director, College Development Council, Registrar and other faculty members are included in gathering data.

• The utility of the learning outcomes from the course is weighed and the prospects for further education and employment opportunities is studied by interacting with the potential employers, mostly industries in the vicinity of the college

• Short term and long term goals are evolved.

• By considering the funds available, resources available, the needs of the students and employers, the curriculum is evolved.

• This curriculum is debated in the meeting with the Chairperson of PG department, Bangalore University, the Director, CDC, BU, Registrar BU, and faculty members of the college.

• The syllabus after approval is implemented for teaching – learning in the college.

- Feedback is collected from students and faculty after the completion of the course and the necessary changes and improvements are introduced into the syllabus.

1.1.8   How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

In order to ensure that the objectives of the curriculum are achieved in the course of implementation, the institution adopts the following measures:

- Stress is laid on imparting the fundamentals of each subject. The individual departments ensure that the syllabus is equally distributed throughout the entire semester so that the speed and pace of coverage would enable the students to comprehend the subject matter comfortably.

- Administering frequent and regular tests and assignments by individual teachers, the departments and the college ensure continuous assessment of students and corrective interventions provided at appropriate time schedules. The departments hold meetings periodically to assess the progress in the syllabus coverage and adopt necessary steps to remedy any lapses.

- Depending on the student performance in the tests, remedial measures are adopted by individual departments to address the needs of weak learners.

- Sufficient exposure to the experimentation techniques is provided and the experiments are repeated to ensure that students properly learn the methodology and techniques involved.

- Field Trips and Industrial visits are also conducted by some departments as per curricular requirements.

- The student seminars help to enhance their oratory skills and self confidence. Personal contacts with faculty from other institutions and timely assistance from alumni play a vital role

in the actual process of enrollment into an institution of higher learning.

- The class teachers and HODs ensure that students are informally counseled, mentored and a feedback is collected. This ensures the required progress of students in academic and personality traits.

- Parents and teachers meetings are organized to update the parents with the welfare of the students as well as to seek their cooperation in the process.

In short, the   analysis and assessment of the effectiveness of the curriculum and its stated objectives being fulfilled are carried out in two primary modes every year.

- ➢ The departmental meetings and the general body meetings are held to collect information about the fulfillment of the stated objectives of the curriculum being met in regard to its completion and the student satisfaction.

- ➢ The second method is mainly the data based analysis which is done with the help of information about examination results, rate of progression to higher studies and number of placements.

1.2   **Academic Flexibility**

1.2.1   Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

The different add – on courses offered by the institution are the following with the goals mentioned against each of them.

1.   Network Simulation – Certificate and Diploma Level

a.   Goals and Objectives :
Enable students to
- gain fundamental knowledge of computer and tele - communication   networks
- appreciate various trade offs and choices in current networking technologies
- learn to design and analyze protocols via programming, modelling and simulations
- prepare students for studying advanced topics and career in the field of networks.

The course is suitable for those who have strong and genuine interest in computer networks.

b.   Student Enrolment :

Usually, the student enrolment is done at the beginning of the academic year. Enrolment is open to computer science students and it is optional. Classes will be conducted after the regular class hours and during the week ends.

c.   Faculty engaging the course

Most of the classes are handled by the staff of computer science department. In the initial years, based on an MOU with tetcos, a network solutions provider, the course was being run. The faculty are now oriented to handle the classes independently. Some of the classes are being engaged by industry experts so that the students get a touch of the industry expertise.

d.   Student Learning Outcomes

At the end of this course, students are able to understand the fundamental principles of computer hardware and networking, and each student should would be be able to:

- to know the hardware components of computer and its function

- install OS and application software, Fault finding and repairing
- know the basic architecture of computer networks in general and the Internet in particular
- know the software functions and/or hardware components at each of the 5-layer protocol stack.
- know the prevailing communications and LAN and Wireless LAN technologies
- know how to do networking lab and perform computer simulation using simulation software
- start reading more advanced/research-oriented networking material

e.   **Employment opportunities**

Many of the output students from the course have been placed by various network solution providers in the city.

2.   **Electronics Product Design and Its applications**

a.   **Goals and Objectives**

The objective of the course is to enable students to

- Acquire the basic concepts of Electronic components and circuits used in different gadgets
- Appreciate different tradeoffs and choices in current technologies
- Study the design and analysis of domestic and industry based circuits
- prepare students for studying advanced topics and career in the field of Electronics

The course is suitable for those who have genuine interest and experimentation skills in Electronics .

The approval was given to the syllabus for certificate, diploma and advanced diploma level courses on 27-09-2010 by the CDC

Director, the Dean of Science and the Head of the Dept. of Electronics of Bangalore University Bangalore.

b.   Student Enrolment

Usually, the student enrolment is done at the beginning of the academic year. Enrolment is open to electronics and computer science students and it is optional. Classes will be conducted after the regular class hours and during the week ends.

c.   Faculty for the course

MOUs have been made with two industry training institutes

i.   Vasundara Automation and Engineering Services (VAES)

                    and

ii.   Karnataka German Technical Training Institute(KGTTI)

The courses are conducted by these organizations.

d.   Learning Outcomes

Students, after going through the course, are in a position to understand the details of product design process and the knowledge of applying it for different situations. The student would have learnt the following.

- The circuit components of different gadgets and their functions .

- The Power supply design and construction. The Printed circuit board design and fabrication.

- The Micro controller programming and design of embedded systems.

- The Use of programming languages and simulation softwares.

e.   Employment Opportunities

From reliable sources it is learnt that there is a wide scope for electronics and related sector in India with several crores of rupees of investments. A student undergoing such a job oriented course will definitely find employment in public and

private sector. Even there are chances of getting opportunities in other countries. With the facility of Govt. funding and the subsidy offered, one can run own industry in this field giving employment to others also.

3.   Bio – Informatics

a.   Goals and Objectives

The objective of the course is to introduce students to

- The fundamentals of evolution, molecular biology, and molecular evolution
- Apply knowledge to many of the basic predictive methods that are of common use in the field
- Provide students with a practical and hands – on experience with common bioinformatics tools and databases

Students will be trained in the basic theory and application of programs used for database searching, protein and DNA sequence analysis, prediction of protein function, and building phylogenetic trees.

b.   Student Enrolment

Usually, the student enrolment is done at the beginning of the academic year. Enrolment is open to life science students and it is optional. Classes will be conducted after the regular class hours and during the week ends.

c.   Faculty for the course

Faculty for the course is drawn from Vittal Mallya Institute of Scientific Research Foundation who are pioneers in training Bioinformatics research

d.   Learning Outcomes

After completing this course, a student would have a good working knowledge basic bioinformatics tools and databases such as BLAST, multiple alignment, and phylogenetic tree construction. Further students will understand the basic theory behind these

procedures and be able to critically analyze the results of their analysis using such tools.

e.   Employment Opportunities

The students completing the course would find placements in Bioinformatics research institutions as scientists and also in Pharmaceutical industries.

4.   Communication English Skills

a.   Goals and Objectives

- To give students knowledge about the correct usage of English with an emphasis on reading skills in order to be able to study effectively and think logically
- To practice writing skills at the sentence and paragraph levels with correct grammatical structures
- To practice listening and speaking skills so as to be able to communicate in daily situations effectively
- To enable students to acquire enough English skills to further their studies at advanced levels
- To enrich the students with required vocabulary in business world

b.   Student Enrolment

Usually, the student enrolment is done at the beginning of the semester. Enrolment is open to all the students and it is optional. Classes will be conducted after the regular class hours.
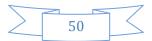
c.   Faculty for the course

In – house faculty have been conducting the classes with communication software support from Young India Films Ltd.

d.   Learning Outcomes

Students will demonstrate competency with the following skills:

1.   Fluency in spoken English
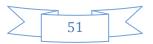2.   Effective use of the writing process as presented in the given text.

3. Effective understanding of the passage of a text

4. Development of paragraph topics mainly through effective use of detailed example(s).

5. Correct use of selected homonyms

6. Correct subject/verb agreement.

7. Correct and effective use of a variety of sentence structures:

   o Eliminate fragments.

   o Eliminate run-ons, to include comma splices.

   o Correctly write simple sentences.

   o Correctly write compound sentences.

   o Correctly write complex sentences.

8. Correct use of irregular verbs.

9. Correct use of pronoun case.

10. Correct use of commas in the following instances:

   o To set off introductory elements.

   o To join items in a series.

   o To join independent clauses in conjunction with coordinating conjunctions.

   o To set off non-essential interrupters.

Students will also demonstrate competency with the following skills:

▪ The students will be able to effectively prepare and write a memorandum.

▪ The students will be able to effectively prepare and write a resume and a cover letter to accompany the resume.

▪ The students will be able to effectively prepare and write a customer business letters.

▪ The students will be able to revise their writing by adhering to the rules of Standard British English, including grammar, punctuation, and capitalization.
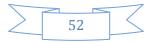
e. **Employment Opportunities**

Employment is guaranteed across wide range of industries for diverse group of learners. Employment in BPO voice sector is also open to students who complete this course.

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

NO

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- Range of Core / Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

a. Range of Core / Elective options offered by the University and those opted by the college

The college offers UG and PG programmes in terms of degrees and certificate /diploma/ advanced diploma level career oriented add-on programmes. There are several course combinations which the student can select. After admission, if any student wants to change the course combination, the student is allowed the change within the stipulated time frame and based on the availability of seats, after satisfying the Bangalore University regulations. Some of the course options available are the following.

- **B.Sc. Degree Courses** :
  - ➢ Physics, Chemistry, Mathematics
  - ➢ Chemistry Botany, Zoology
  - ➢ Physics, Mathematics, Computer Science,
  - ➢ Physics, Mathematics, Electronics
  - ➢ Mathematics, Economics, Statistics
  - ➢ Mathematics, Electronics, Computer Science
  - ➢ Statistics, Mathematics, Computer Science
  - ➢ Biochemistry, Genetics, Microbiology
  - ➢ Chemistry, Zoology, Biotechnology
  - ➢ Chemistry, Botany, Biotechnology

- **B.Com. Degree Course :**

- **BBM (Bachelor of Business Management) Degree course**

- **BCA (Bachelor of Computer Applications) Degree Course**

- **PG Degree Courses :**
  - ➢ **M.Sc. in Mathematics**
  - ➢ **M.Sc. in Physics**
  - ➢ **M.Sc. in Chemistry**
  - ➢ **M.Com.**

- Certificate Level Courses :
  - ➢ Network Simulation
  - ➢ Software Testing
  - ➢ Electronics Product Design and Its Applications
  - ➢ Bio – Informatics
  - ➢ Communication English

b. **Elective options**

Choice based elective options are offered in the I Semester B.Com. in respect of subjects 'Company Law and Secretarial Practice' and 'Business Mathematics'. During the V and VI semesters of the B.Com. course, the students are given the options of selecting any of the following electives.

❖ Accounts and Taxation

❖ Finance

❖ Marketing

Depending on the number of students opting for the course any one or two of the electives are provided in the college

For the BBM course, the following electives are available

❖ Finance

❖ Marketing

c. **Choice Based Credit System and range of subject options**

The Bangalore University has introduced CBCS from the year 2014 – 15 for all the above mentioned courses (both UG and PG). The present first semester students are under the CBCS scheme. All the courses fall under the CBCS system.

d. **Courses offered in modular form**

• Placement Cell organized modular courses (short term course)

For final year students, training programme in

➢ "**communication skills**" and

➢ "CORPORATE TRAINING CLASSES"

have been arranged regularly. Some of the courses were conducted by People Skills India Pvt. Ltd under NSDC Modular Employable Skills (MES) programme.

- Courses organized by Department of Computer Science

  The course have been conducted for 2 hours a day during the week ends. The details are given below.
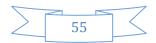
2012 – 13

Title of the Course	Dates held	Conducted by
Testing course	3/2/13 to 30/3/13	Jai Gopi K conducted 20 hrs course on Manual and Automation Testing for B.Sc. and BCA students(80 students)
Dot Net Training	Aug 12-Nov 12	Jai Gopi K conducted training on VB.net for Final year BCA Students

2013 – 14

Title of the Course	Dates held	Conducted by
Floor Associate Course	15 June 2013 – 27 July 2013	40 students of B.Sc, BCA and B.Com participated in the course conducted by Centum Learning a venture of Bharati Walmart
JSP and My SQL training for BCA	01-12-2013 - April 2014	➢ Pradeep T N (ME)Soft/w Eng: IBM India Pvt Ltd., ➢ Ashok Babu (ME) S/w Eng., Cognizant Technology solutions.
Computer Animation certified by NSDC under STAR Scheme	1-10-13 to 1-11-13	Karthik of ILFS/Skill's division

Add on courses

Computer Science Department offers the 'Network Simulation' and 'Software Testing' course to the students of the college. Electronics Department offers the 'Electronic Product Design and its applications' add-on course in electronics.

Biotechnology department offers 'Bio – Informatics' add – on course.

English department offers the 'Communication English' add – on course.

Interdisciplinary courses

The Bangalore University syllabus specifies the following inter-disciplinary courses as compulsory subjects :

➢ Computer Fundamentals

➢ Indian Constitution

➢ Human Rights and Environmental Science

➢ Personality Development for BCA students

➢ Fundamentals of Accountancy for BCA students

➢ Basic Electronics and Digital Electronics for BCA students

➢ Operations Research for Computer Science students

➢ Optimization Techniques for Computer Science students

➢ Numerical Methods and Statistical Techniques for BCA students

➢ Computational Physics for B.Sc. Physics students

Additional programs are conducted in the following subjects :

➢ Personality Development Skills

➢ Arithmetic and Logical skills

Flexibility to the students to move from one discipline to another

The Bangalore University regulations do not permit for movement from one discipline to another. However, limited mobility is permitted where only one subject change is involved from movement between the courses.

Flexibility to pursue the programme with reference to the time frame (flexible time for completion)

Generally, the Bangalore University encourages completion of the course with no specific time frames set. Usually, the syllabus is revised once in five years till which time one can pursue the course without any difficulty. In the case of syllabus or change in the course pattern, students can complete the course by getting readmitted.

e. **Lateral and vertical mobility within and across programmes and courses**

Lateral mobility is not permissible under the present University framework; however, vertical mobility takes place as a natural course of promotion from one year to the next.
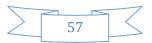
f. **Enrichment Courses**

➢ Communication English to enrich the reading, writing, speaking and listening skills of students

➢ Personality Development Skill programme to groom the students to become employable after the graduation

➢ Arithmetic and Logic Skill enhancement programme to train students to meet the requirements of competitive examinations for selection to a job or higher studies.

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc

Yes.

Self-Financed Courses :

➢ **B.Sc. Degree :**

o Chemistry, Zoology Biotechnology

o Chemistry, Botany, Biotechnology

- o Biochemistry, Genetics, Microbiology
- o Statistics, Mathematics, Computer Science
- o Mathematics, Electronics, Computer Science

➤ **PG Courses**
- o M.Sc. in Mathematics
- o M.Sc. in Physics
- o M.Sc. in Chemistry
- o M.Com.

➤ **BBM**

➤ **BCA**

There is no difference in the fee structure, admission policy and teacher qualification for these self financed courses. Uniform procedures are followed for all the courses. The salary of these teachers is different from those of the aided teachers. The Basic Pay is fixed as per the UGC Pay Scale criterion but the allowances are modified by the Management rules and regulations.

1.2.5   Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

YES.

Name of the Course	Level at which course is offered	Outcome and Beneficiaries
Network Simulation	Certificate and Diploma level	This certification or diploma course enables students to be well trained in handling the network issues which has a wide market from domestic to commercial applications. Many of the students who completed this course have found placements with network solution providers including the retail market giants.
Electronics Product	Certificate,	Students, after going through the course, are in a position to

Name of the Course	Level at which course is offered	Outcome and Beneficiaries
Design and Its Applications	Diploma and Advanced Diploma levels	understand the details of product design process and the knowledge of applying it for different situations. Employment options are available in hard core electronics industries.
Bio – Informatics	Certificate level	Students would have developed a good working knowledge of basic bioinformatics tools and databases such as BLAST, multiple alignment, and phylogenetic tree construction. Pharmacy industries and Biotechnology research institutes can employ these graduates
Communication English	Certificate level	Students would have enhanced the reading, writing, listening and speaking skills. They would be able to develop resume and communicate effectively.

a.   Communication skills,

b.   Leadership skills,

c.   Team building

d.   Presentation skills

e.   Computational skills

f.   Time management skills.

1.2.6   Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their "choice". If 'yes', how does the institution take advantage of such provision for the benefit of students?

The university does not provide the flexibility of combining the conventional face-to-face and Distance Mode of Education. Thus the college has no such option.
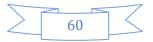
1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?
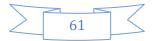
The college ensures that the academic program and the institutional goals and objectives are integrated through co – curricular and extra – curricular activities incorporated in the academic calendar. The following is a brief overview of the efforts on integrating the university's curriculum with the institutional efforts.

➢ Apart from the routine curriculum delivery, the various committees in the college engage students in Quiz, Debates, Creative Writing, essay writing, lecture competitions, Seminar Presentations, Peer learning, Poster Presentations, etc.

➢ Debugging and coding competitions are introduced by Computer Science department at the inter – collegiate level.

➢ Circuit building, trouble shooting of circuits, etc. are launched every year by electronics department under the banner 'Vidyunmana Vijaya' at the inter – collegiate level.

➢ Commemorative occasions such as World Environment Day, International AIDS Day, Anti-Tobacco Day, International Women's Day, Earth Day etc. are celebrated to create awareness amongst the students.

➢ Students are encouraged to enroll in different Add-on courses and participate in Workshops, Seminars, Conferences, Invited lectures, etc., for a holistic development of the student.

➢ Some departments organize Field Trips, Institutional and Industrial visits , etc.

> Soft Skills, Computer Skills, and Communication skills are imparted. Such activities help keep the objectives of the institution in providing holistic education.

> Exhibitions on topics related to course material are held regularly by various departments of the college.

> Product Launch, Mock Stock, Stress Interview, Business Quiz, Corporate selling initiatives, etc. are made by Commerce and Management department under the banner 'VINYAAS".

1.3.2   What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

> The faculty members of the college in different Boards of studies of the university ensure that the necessary changes in the curricular framework of the university is dynamically altered regularly to meet the demands of the employment market.

> The vibrant placement cell of the college ensures that the students are given timely Career Counselling guidance and invites companies for campus placement process.

> The departments consciously provide the students with important communicative skills, literary skills, basic numeracy skills, guidance to face competitive examinations, etc. that will increase their employability in the job market.

> The different committees in the college, HODs, the placement cell ensure that there is a conscious effort in motivating the students to acquire required Communication Skills, Soft Skills, written and spoken skills which enhance the employability of the output graduates.

> Students are given exposure to the necessary computer literacy skills and are trained to acquire knowledge in the
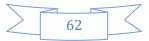
office management tools like MS – Word, MS – Excel, etc. One of the compulsory subjects in the course of UG study is Computer Fundamentals and Information Technology.

➢ Life science students attend Bio-REAP programmes at Jawaharlal Nehru Planetarium, an event conducted in collaboration with Indian Institute of Science, Bangalore

➢ With the objective of enhancing the efficacy of the students in different spheres of life, sessions are held on Self Awareness, developing Positive Attitudes, Character Building, Conflict management, Time management and Stress Management.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Gender Issues

➢ Gender issues are highlighted through various invited lectures organized by the Women Empowerment Cell of the college. Value and ethical education is stressed as a need of the day in every occasion by many teachers during the regular course curriculum completion.

➢ The Women Empowerment Cell of the college also deals with this issue by organizing gender sensitization programmes to both teachers and students.

➢ Women Scientists from ISRO - **Mrs.Anuradha,** Project Director, **Mrs.Pramoda Hegde,** Mission Director **and Mrs.T.K.Anuradha Prakash,** Operations Director of Communication Satellite G SAT -12 – called **the 'Space Girls'** were felicitated on 10th September 2011 to inspire the girl students about achievements of women. The Indian Space Girls shared their experiences, thrills, joys

and excitement that they experienced in launching the satellite with the girl students of the college.

➢   A lecture on **"insights into the epigenetic regulation of ageing and cancer development in women" by Dr. Kayvan Zinabadi from Boston, America** and visiting scientist of Indian Institute of Science, Bangalore was organized on 18th Feb 2012. The event was attended by a large number of girl students and their doubts regarding cervical cancer were clarified. The speaker stressed on the need for maintenance of personal hygiene.

➢   A lecture on "**Understanding Feminism and its Rights**" by Dr.Nalini Dwarkanath, Centre for Counselling and Support, Indian Institute of Science, Bangalore was organized on 06th April 2013. She gave an insight into the gender discrimination that is existing in the present scenario. The session was interactive. The speaker also addressed the issue of divorce that is bogging our society and the steps to be adopted in dealing with the issue.

➢   An **Health awareness programme** for girl students was organized by **Appolo Health and lifestyle ltd.** On 07th March 2014.

➢   To raise voice against the atrocities on women, a **Dance – Drama** depicting the **Nirbhaya case** was enacted by the final year CBZ students on 15th August 2013.

➢   Following Practitioner Personalities were invited to the college to address the women prospects and problems in caring.

   ☐ Dr. Srimani Gopal, veteran Gynaecologist,

   ☐ Dr Vishalakshi, Psychiatrist,

   ☐ Dr. Srinath oncology surgeon ,

   ☐ Dr. Srinath , Director, Dhvanyaloka institute.

> ➢ During 2014-15, Smt. Mini Tejaswini rightfully acknowledged and presented ideas in the form of a paper presentation titled "**New vistas for newer generation**." She spoke on the next industry to thrive globally after information technology would be the farming industry.
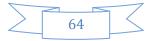
Climate Change Issues

➢ Climate change issues are addressed through the curriculum by the compulsory subject 'Environment and Public Health' during the second year of the UG course.

➢ Climate change issues are introduced as a quiz competition held by the Science Committee

➢ Invited lectures on climate change has been arranged

Environmental Education

➢ 'Environment and Public Health' is a compulsory paper introduced by Bangalore University during the second year of the course. Environment protection, pollution issues, disaster management, etc. are part of the curriculum.

➢ Every year the college invites resource persons during World Environment Day to sensitize students to issues related to Environment Conservation.

➢ A tree plantation programme is also conducted every year in the college.

➢ Awareness about Rain Water harvesting in the neighborhood of the college.

Human Rights

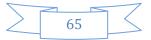➢ The English department organizes invited lectures on Human Rights periodically

➤ The university has introduced a compulsory paper on 'Indian Constitution and Human Rights' through which various forms of human rights are made aware of.

Information Communication Technology

➤ Encouraging the teaching staff to use modern teaching aids like Multimedia projectors, audio-video aids, Slide projector, OHP and internet access in teaching and learning, availability of CD-ROMs in the library, uploading teaching content on the institutional website, etc. are some measures to implement ICT in the system.

➤ Provision for ICT related and oriented courses – B.Sc. (Computer Science, Electronics); BCA.

➤ Curricular provision for compulsory paper on '***Computer Fundamentals***' by the Bangalore University

➤ Efforts on computerization of Library, Office administration, introduction of EDP section, maintenance of student and staff database

➤ Institutional website

➤ Equipping every department with a computer having internet connectivity which enables both students and teachers to access the e – resources.

➤ Commissioning of about 20 computers with a separate e – library for browsing and accessing e – resources through the internet.

➤ NME – ICT connectivity with the VPN bandwidth for internet access to wide range of e – resources.

➤ About seven class rooms equipped with the LCD projector having internet connectivity so that e – resources can be directly accessed even in the class rooms.

➤ Science and Commerce departments are equipped with the LCD projector so that the teachers are encouraged to use the multimedia content for presentations in the respective

classes. Nearly 20% of the teaching is through multimedia presentations.

➢ Bioinformatics add on course is fully dependent on the ICT for delivery and completion of the course. Hands – on experience are provided to students in the computer laboratory using the internet resources.

➢ The university has introduced a compulsory subject of 'Computer Fundamentals' to create computer savvy graduates.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

§ moral and ethical values

§ employable and life skills

§ better career options

§ community orientation

Moral and Ethical Values

• Value orientation is embedded into the system of education imparted in the college for students by arranging invited lectures, demonstrating the importance of ethical and moral values through various programs and by conducting soft skills and personality development programs.

Employable and Life Skills

• Various events conducted in the college like extracurricular activities in Cultural, literary, science and commerce along with programs on Personality development, Communication Skills, Corporate culture etiquette, field visits to industries, Project work, exhibitions, student seminars, assignments and class tests ensure the wholesome development of student.
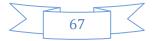
- Employable skills like that of Soft Skills, Computer Skills, Communication Skills, Numerical ability skills, Logic reasoning skills, etc. are imparted to final year students to enhance the employability rate.

- Skills such as Time Management, Conflict Management, stress management and Goal Setting are also imparted.

- An invited talk by Dr. Jagadish, Psychiatrist was conducted on July 5, 2011 on the Topic "**Removing Examination Anxiety and Stress**"

- An invited lecture on **'Yoga for Health and Personality Development'** was delivered by renowned Physician and Chief Yoga Therapist **Dr.Nagarathna Raghuram** of **Swami Vivekananda Yoga Research Foundation** on 9th September 2011. A few exercises was taught to students to relieve from stress and also as a regular exercise for healthy body.

- A **Lecture cum Demostration of Yoga and Pranayama by "Matha Vinutha" of Sreedhara Gudda Meditation centre** was organized on 21st September 2013. She demonstrated a few yoga exercises to improve concentration and bust the stress.

Better Career Options

- Different department takes the students for field visits and industrial visits which enables them to broaden their perspectives thereby giving them an insight on their (academic/career) options.

- The Career Counselling and Placement Cell assists students in identifying career options after graduation. The cell has organized a few invited lectures creating awareness on the career options available to the students in the first year. This

helps the students to plan and make informed choices on their future career options.

- Some departments maintain a departmental wall magazine where students compile news articles on research findings, events and diverse themes related to the subject. Advertisements/ Newspaper clippings/ job opportunities and career guidance information are also displayed.

- A Workshop for students was conducted at Shanti Dhama (school giving vedic and academic education to the students including tribal children of surrounding villages near Kanakapura) an initiative to improve "word power and power of imagination"

Community Orientation

- NSS and NCC wings of the college conduct the community orientation programmes in the college.

- NSS and NCC collect clothes, notebooks, monetary contributions, etc. to be handed over to the under – privileged sections of the society

- NSS wing conducts camps in a village adopted every year with regards to cleanliness, hygienity, general health, eye – check up, dental check up, etc.

- Road formation in the village adopted, resolution of conflicts with respect to sharing the common resources, etc. have been a regular community orientation service held by NSS.

- NSS wing conducts adult literacy programmes.

- NCC of the college has adopted the blind school, SOS Village on Bannerghatta Road and has been contributing monetary assistance through the donations raised by it. Fruits and vegetables are also distributed periodically to the inmates of these institutions.
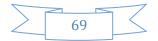
- NCC wing of the college helps the BBMP (Bruhat Bangalore Mahanagara Palike) in oral pulse immunization programme every year.

- NCC wing of the college has actively tied up with the Bangalore Traffic police for providing the traffic management during events of VIP visits, mass movements, etc.

- Extension activities under NSS and NCC like Blood donation, Planting saplings in the neighborhood, special camps, Participation in immunization programs, conduct of HIV/AIDS Prevention day with competitions and lectures, conduct of National festivals like Independence Day and Republic Day foster the concept of community development and National development.

- During the workshop for students conducted at Shanti Dhama, a dance – drama and street play were enacted by the students condemning the atrocities on women.

Other Activities

- Life Science students have taken the initiative to collect and dispose biodegradable waste in the vermicomposting unit located in the college campus.

- Students of electronics and Computer Science as well as the faculty have taken initiative to dispose e – waste which would be recycled by an organization identified by the management.

1.3.5   Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

a.   Feedback from Students :
Student feedback is obtained with respect to teaching, learning, evaluation and student support services. Feedback on 'Campus Experience' is obtained from outgoing students.

b. ***Feedback from Alumni :***

Through the conduct of annual meetings and during their visits to the college through informal meetings, the feedback is collected.

c. ***Feedback from Parents :***

Through discussions when they visit the college and during the interaction with the subject teachers and class teachers, the feedback is collected.

d. ***Feedback from Employers / Industries.***

During interactions when the companies participate in the college for Campus Recruitment activity.
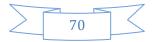
e. ***Feedback from Community***

Through the media reports, alumni and the general public who approach the college for admissions.

f. ***Feedback from Faculty:***

Self appraisal of teachers gives an insight into the feedback on curriculum. The performance appraisal of the faculty by the HODs and the Principal gives a direct proof of teaching effectiveness and the curriculum feedback.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

- Feedback from the students and the faculty are collected with respect to the usefulness of the syllabus, industry demands, and the satisfaction level.

- The feedback forms are analyzed and the data pertaining to the placements and progression to higher studies is obtained. This information is debated in the advisory committee consisting of senior of faculty members, Principal, Vice – Principal and the Dean and Joint Secretary.

- The committee monitors and evaluates the efficiency and success of these enrichment programs. Suitable amendments
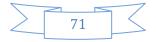
are introduced in the enrichment programs to meet the desired objectives.

- This report is discussed in the Managing Committee meeting which meets every second Saturday of the month.

1.4   Feedback System

1.4.1   What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- Need assessment of the curricula is done by the institution through feedback, corridor discussions among the peers, through self appraisals of the faculty, industry interactions, model national curriculum developed by the UGC and so on. This information is passed on to the relevant Board of Studies for necessary changes in the curriculum being designed.

- Trend analysis with identification of thrust areas, review of affordability of change and feasibility is carried out.

- Seminars and Workshops are conducted for evolving a model syllabus based on various inputs in the college (which is generally sponsored by the Management) where subject experts from central research institutes and Members of Board of Studies are drawn as resource persons.

- Many of the faculty members of the college are appointed as the Members of Boards of Studies in the Bangalore University and also other universities and autonomous institutions. They contribute to the curriculum design in the University. The efforts of the faculty of English department have resulted in the introduction of 'Communication Skills' as a textual study for UG courses.

- Feedback accumulated over a year is propagated to the university through faculties who are members of the different Board of Under- Graduate Studies so that the changes in the curriculum are brought about.

1.4.2   Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?
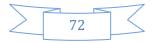
Yes.

The feedbacks are analyzed by a Committee of senior teachers and the outcome is communicated to the Principal and respective HODs in respect of curriculum feedback. These are communicated to the Chairpersons of Boards of Studies for necessary changes and inclusion of the suggestions while designing or modifying the existing syllabus. In some cases, such feedback by the faculty of the college has resulted in changes in the Physics, Mathematics, Electronics, Computer Science, Botany, Zoology and English syllabus.

1.4.3   How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Four new programmes were introduced by the college in the last four years. The new programmes introduced are listed below.

Name of the Programme	Year of Introduction
M.Sc. in Mathematics	2011
M.Sc. in Physics	2012
M.Sc. in Chemistry	2013
M.Com.	2013

The college has been in existence for the past seven decades since the pre – independence era. The college caters to higher education for the economically and socially under – privileged classes. There has been a growing demand for higher education in the city and in the country in general. Unless opportunities are available for higher education, the enrolment ratio lies low.   The college having necessary

infrastructure and robust financial health condition decided to introduce these courses in the college for the benefit of the students of Bangalore South.

Any other relevant information about curriculum aspects:

- Implementation of Choice Based Credit system for all the courses from 2014 – 15 onwards

- Feedback from different stakeholders and suggestions for its implementation

- Thrust on ICT enabled courses, ICT competence

- Conduct of Workshops in curriculum planning and development for the benefit of teachers of affiliated colleges

- Introduction of add-on courses

- Guest lectures are organized periodically by eminent speakers from Bangalore University, other affiliated colleges, Indian Institute of Science, Raman Research Institute, etc.

- Feedback from students and academic peers are propagated to the University for modifications or introduction in the new syllabus.

- Many faculty members are involved in the syllabus design as members of Board of studies in Bangalore University, other universities and autonomous institutions. Many faculty members are also involved in the examination work as either Chairpersons or Members of Board of Examiners of Bangalore University, other universities and autonomous institutions. The college encourages such participation by providing leave facility.

- Wide range of course combinations in B.Sc. offered in the college in addition to the courses such as B.Com., BCA and BBM.

- Four PG programmes in existence

- College offers value added courses like Career oriented program on 'Network Simulation', 'Embedded Systems' and 'Software Testing'.