

## Criterion II

### Teaching-Learning and Evaluation

#### 2.1 Student Enrolment and Profile

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

**Ans:** The prospectus of our college is revised from time-to-time for better information and this revised prospectus is provided to the students with comprehensive details about the subjects available, teaching faculty, non-teaching staff, vocational and professional courses and different committees in the college for academic and administrative works. It also contains detailed information about the fee-structure, scholarships, sports facilities and the other schemes run by the college and by the government for the welfare of the students.

The college has a website named 'jdgpgcollegekanpur.org'. All the information related to the admission, examination and extra-curricular activities are available there for the perusal of one and all. The website is a mirror of the college, management's missions and vision, faculty profile, students' achievements, alumnae record, organization and management, existing infrastructural facilities etc. It is updated from time-to-time to provide required information about scholarships, examinations, seminars and conferences guest-lectures etc.

The advertisements are generally made by CSJM University in the regional newspapers and local TV channels. Hence, the college does not need to advertise separately. All the regional newspapers publish college wise details of the dates and the other relevant information during the time of admission and at the time of examination.

Although the admission process is based upon merit only, the admission in PG, Home Science (self-finance course approved by CSJM University), was, till two years back, done by the University, which conducted the entrance test and provided the list of selected candidates to the college. Now, this process has been withdrawn by the university and the admission in this course is done by the college itself on merit.

To ensure transparency in the admission process, the institution:

- Strictly follows the norms of admission along with the reservation policy prescribed by the Government / University.
- Separate lists of General, OBC and SC/ST candidates are prepared wherein the cut-off percentage determined by the college along with the pass-percentage of the candidate is clearly mentioned.
- Every small detail about admission and its related matters is clearly displayed on the notice-board which is open to questioning by the students or guardians and further the convener of the admission committee, Principal and Board of Management promptly answer their queries.
- Various units from office to the Principal via admission committee are fully involved in the admission process and efforts are made to make the admission fully transparent.

- 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, entrance test and interview (iv) any other) to various programmes of the institution.**

**Ans:** The general criteria of admissions is primarily merit. No admission test or interview is conducted for the purpose. An admission committee is constituted at the college level, which has approximately fifteen members. Before the admission process begins, the committee is called for a meeting with the Principal as chairperson of IQAC. During the meeting, issues like cut-off percentage for General, OBC, SC/ST and minority candidates, combination of subjects to be offered to the students, and other details are discussed thoroughly. After the meeting, the decisions taken are intimated to the office staff for further action. Through the office, the forms for B.A.I are distributed to all the desiring candidates, along with the prospectus, which contains all the details related to the college, admissions, examinations etc. The office staff delivers and again receives the filled-in application forms. The office under the supervision of the admission committee, prepares a list of the selected candidates on the basis of their marks. In the last two sessions, the cut off for general candidates varied from 55% to 60%, for OBC candidates it varied from 50% to 55% and for SC candidates, it was more than 40% (according to the norms of CSJM University.). Then the list is displayed on the notice board for the perusal of students and guardians: In the next stage, the forms of selected candidates are handed over to the convener of the admission committee. Within the committee, there are three units for all the three categories – General, OBC and SC/ST. These units cross-check the forms like--marks in the previous year, categories, date of birth, combination of subjects etc. After the proper scrutiny and counselling (about subject combination etc.), the forms are signed over and given back to the concerned candidates. After the signature of the Principal, the students deposit their fees and obtain receipts for submission of admission forms and the admission process is completed. The students are then given their scholar numbers and admission numbers, sanctioned subject combinations, green-slips (receipts for any communication with the college). After the admission of the candidates of the first list are over, if there are still some vacant seats, the second list with reduced cut-off marks is prepared and the process of admission is repeated as before.

In regular courses like graduation and post-graduation, the college does not have the provision of entrance tests. The students are generally selected on the basis of their merit, i.e. the marks in intermediate (for U.G. Course) and graduation (for P.G. Course) respectively. However, the candidates desiring admission in the self-finance course of PG (Home-science) were required to appear in an entrance exam. Earlier, this exam was conducted by the university and a list of selected candidates was sent to the college. Since the last two years, this process has been withdrawn and the admissions are now done on merit basis by the college itself which then completes the admission process at its own level.

The professional and vocational courses in the college are mostly under the aegis of UP Rajarshi Tandon Open University, Allahabad. For admission in these courses, the desiring candidates are given the prospectus which also has an application form. The filled forms are collected and the candidate is selected for that particular course. A list of these candidates is sent to the University office in Allahabad. For the admission in certificate course in Journalism and diploma course in Dietetics sponsored and finance by UGC, the college again invites the applications of the desiring candidates. They are add-on courses.

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A brief admission test is conducted and the qualified candidates are given admission. To encourage the merit, a written and oral test is conducted to provide incentive to the meritorious students. Even students from other colleges are also admitted in this course,

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

**Ans:** Since the general criteria of admission is usually merit, the college, during the last two sessions, decided to fix a cut-off percentage for admission at UG as well as PG level. At UG level, it was 55% to 60% for general candidates, 50% to 55% for OBC candidates and 40% for SC/ST candidates (the cut-off percentage for SC/ST is according to the norms of the university).

There are six subjects at PG level in the college. The maximum cut-off percentage for each of these subjects is as under:

Psychology : 60% in the subject in BA-III

Hindi : 55%

Sanskrit : 45%

Music : 50%

Drawing & Painting : No cut off

Home Science : 45% in B.A. III, 50% in Home Science

**Home Science:** PG in Home Science is a Self finance course and for the admission in it, the university conducted an entrance exam and the criteria or percentage of selection was decided by the university itself. This procedure has been withdrawn by the university and admissions are given on merit basis in the department as per norms.

The other colleges of the affiliating University within the city have more or less the same cut off percentage fixed for the entrance at UG/PG level. For instance, Dayanand Anglo-Vedic College, Kanpur had 52% to 55% cut off marks for UG in 2014-15 and Dayanand Girls' College had 55% to 60% fixed for the purpose. Mahila Mahavidyalaya similarly fixed 60% for the first list, 55% for the second list and subsequently reduced the percentage subject to the availability of the seats.

**2.1.4. Is there a mechanism in the institution to review the admission process and students profile annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?**

**Ans:** There is an Admission Committee in the institution to review the admission process and students profile annually. The process is so transparent that it is also open to any review whatsoever from any agency viz. University, students, media or any of the stakeholders. The annual review of the process enables the institution to initiate student-friendly and teacher-friendly decision in the ensuing session.

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**

**Ans:** a) **SC/ST and OBC:**

The institution strictly follows the norms of reservation prescribed by the government at the time of admission. Students from disadvantaged community are given their dues not only at the time of admission but all round the year as per their needs in the form of financial aid, remedial coaching, coaching for entry into services etc. Departments run their own book-banks to help the disadvantaged sections of students. Aid from P.G.F. and S.W.F. are extended towards this community as per their request / applications.

b) **Women:**

The institution is itself a women's college.

c) **Differently-abled:**

The seats reserved for physically-handicapped and differently-abled students are on provisional basis. They are also given preference by way of relaxation in the cut-off percentage at the time of admission. Thus, 06 students in 2011-12, 04 students in 2012-13 and 01 student in 2013-14 in this category were given admission with special consideration for their handicap status. During examination, special care is taken in making seating arrangements to cater to their convenience.

d) **Economically weaker sections:**

Since the inception of the college was on the grounds of serving and educating the financially poor sections of the society and since a large percentage of students hail from this section, it is not always possible to give them financial help to all of them. Nevertheless, once admitted, they are extended as much of financial aid as possible. They are given scholarships, financial help from Poor Girls' Fund, fee redemption in M.A. (H.Sc.) etc. (details enclosed in criterion V).

e) **Minority Community:**

The institution is known for its community-friendly admission process. Almost every year, girls from Hindu and Muslim orphanages are admitted and taken care of in various ways by the faculty and administration.

f) **Any other:**

Although there is no separate quota for sports personnel during admission as per norms, the Principal and the Management of the college are nevertheless, always inclined to help any deserving sports candidate. Every year, students with bright sports career are admitted with relaxation in previous year's pass percentage.

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.

Ans:

Programmes	No. of applications received	No. of students admitted	Demand Ratio
<b>UG</b>			
2011-12	1062	920	0.88
2012-13	1601	1226	0.77
2013-14	1366	979	0.72
2014-15	1147	900	0.78
<b>PG</b>			
2011-12	286	260	0.91
2012-13	358	308	0.86
2013-14	342	250	0.73
2014-15	352	271	0.77
<b>Ph.d</b>			
2011-12	-	No admission since 2008	-
2012-13	-	No admission since 2008	-
2013-14	-	No admission since 2008	-
2014-15 (Pre-Ph.d programme)	-	20 (3 males, 17 females)	-
<b>Certificate course in Journalism</b>			
2011-12	-	04	-
2012-13	-	08	-
2013-14	-	02	-
2014-15	-	13	-
<b>Diploma in Dietetics</b>			
2013-14	-	08	-
2014-15	-	07	-

The data shows that there was an increase in the number of students seeking and getting admission in the college in UG programme in 2012-13 in comparison to 2011-12. But, the number decreased in 2013-14 and further decreased in 2014-15. However, the results shown in Criterion V indicate that in no year it is in anyway less than 90% and most of the times it is above 95%. Same is the case with PG Programme. Therefore, the reason behind the decreasing trend of admission cannot be attributed to the dissatisfaction of the people toward the studies of the college. The students who are taking admission here are not only scoring well but are also participation in extra and co-curricular activities (as shown in Criterion V). The trend can be attributed to the fact that there is undoubtedly the paucity of space in the institution. We also have a considerable gap in the student-teacher ratio as well as student-office staff ratio. This was the fact highlighted during peer team visit in 2006 and suggestion was made to either increase the number of teachers and staff or decrease the number of students to bring the ratio to a moderate level. This is the reason why the Principal and IQAC both believe that the number of students should be within a certain limit so that whatsoever number of students is coming in the college could be catered and handled effectively. Thus, it was a deliberate policy of the institution to keep the number of students less and within limits. The reasons for the dropout are enumerated in question no. 2.2.6.



## 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?

**Ans:** According to The Persons with Disabilities Act (Equal Opportunities, Protection of Rights and Full Participation Act) 1995, there are seven categories of Disabilities identified by the Government of India- blindness, low vision, leprosy cured, hearing impaired, loco-motor disability, mental retardation and mental illness. Of these seven categories, students belonging to blindness, leprosy, mental retardation or mental illness, have never, over the past five years sought admission in the college. However, there have been certain numbers of students with loco-motor disabilities who have been given admission in the college. There were six such students in 2011-12, four in 2012-2013 and one in 2013-2014. The college tries to fulfil the needs of these students as and when required. At the time of admission, they are given due consideration in their cut-off percentage and when there are long queues for admission or other such works, they are allowed to come directly to the concerned teacher or staff member. The college staircase has iron railing for their support and the corridors are wide enough to avoid their inconveniences. Once the session starts, the college tries to focus on their physical and academic requirements. Sometimes they are provided with books and other relevant study material or relaxation in their daily attendance. At the time of examination, if they find it difficult to come upstairs, their seats are arranged at the ground floor. If a girl is unable to write, she is allowed to take the help of a writer.

### 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 of the process.

**Ans:** There is no specific provision for assessing the students' knowledge and skills before the commencement of the programme. The institution does not conduct any entrance exam at the time of admission in U.G. or P.G. course. Earlier, the university conducted entrance exam for P.G. in Home Science and sent the selected number of students to the college. Now, the process has been discontinued. For other courses, there is no provision for entrance exams.

It is however, incumbent on the student to achieve the cut-off percentage as per the merit list to take admission in the college. At the time of scrutinizing the admission forms, the admission committee counsels the students about the choice of the subjects preferred at Graduation level. This is done on the basis of the marks obtained in class XII. The students are counselled (not forced) to prefer the subjects as per their aptitude, career plans etc. They are counselled to prefer subjects:

- a) which they had in Class XII or in which they had secured good marks in Class XII.
- b) which would help them in their choice of career.
- c) in which they have deep interest/aptitude.

### 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.

**Ans:** In order to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice, the college:

- has the facility of Bridge course. The university can send any candidate to attend the classes of BA III, which is the core of Bridge course. Such a candidate can attend the classes of BA III in the subject of her choice.
- has run remedial classes in the years 2011-12 and 2012-13 funded under the XI<sup>th</sup> plan period of UGC.
- The Department of Home-science has a provision of add-on course on Dietetics approved by UGC.
- has been running 'O' level computer course as enrichment course.

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

**Ans:** The college itself is a girls' college and was established for the purpose of girls' education. Its very existence in the area is the epitome of gender sensitization for the people of Kanpur. It nonetheless, undertakes several programmes which sensitize the staff and students on gender issues. They are described in detail in the subsequent criterions.

The issue of inclusion is equally important for the college. The doors of the college are open for all the sections of the society. Girls from any background of the society are part of the family of Juhari Devi College. There are no obstructions or restraints whatsoever on the basis of financial background, upper-lower-class, age, caste, religion or creed. On the contrary, the financially poor students are provided with the needed financial help not only by the college but also by the teachers at personal level. The admission process is strictly based on the Government policy of reservation. There is no discrimination whatsoever on any basis and girls from any section of the society. The Equal Opportunity Cell is an effective milestone in this direction.

The Committee of Environmental Awareness is constantly organizing such programmes which sensitize the students on environmental concerns. NSS, through such programmes like tree-plantation etc. is also serving the purpose. The details of all these activities are elaborately given in the subsequent criterions.

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

**Ans:** The advanced learners are primarily identified at the time of admission. Since the students are admitted on merit basis, it becomes clear in the beginning of the session that the students who have secured the top percentage in class-XII are advanced learners. Once the classes start, their attendance, participation in class-room activities, responses and eagerness to learn easily help the teachers to identify them as advanced learners. The annual results also confirm the fact.

To fulfil the learning needs of such students, the teachers provide high-quality reference books from their personal collection, exhort them to read as many books from the library as possible, attend seminars not only within the college but also outside it, give them extra time and attention and try to answer all their queries. They are also encouraged to prepare notes/projects and discuss them with the teachers.

**2.2.6. How does the institute collect, analyse and use the data and information on the academic performance (through the programme duration) of the students at risk of dropout (students from disadvantaged sections of society, physically challenged,**



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**slow learners, economically weaker sections etc., who may discontinue their studies if some sort of support is not provided) ?**

**Ans:** The institution does not have any specific mechanism to collect data about the students who are at the risk of drop-out. However, at the time of admission, the questions and entries in the admission form are the clear indicators of such students who are physically handicapped or financially weak or come from economically weaker or disadvantaged section of the society. As the session progresses, the slow learners come to the fore and can be easily identified by the teachers. The institution tries its level best to avoid them from dropping the course. The teachers encourage them psychologically to continue their studies and make a career for themselves so that they could come out of the vicious circle of their circumstances and become self-reliant. They counsel them at personal as well as professional level about the importance of studies, whether they make a career or not. As has been mentioned earlier, the physically challenged students are given relaxation in their cut-off percentage at the time of admission, provided as much of infrastructural facilities as possible and are relaxed from attending their classes everyday. Even at the time of examination they are provided with all the necessary help. They are given extra attention and help by the teachers. The slow-learners are similarly helped by such measures like remedial classes, tutorials and extra time even after the timetable. Economically weaker students are helped through Poor Girls' Fund, scholarships, fee-redemption etc. (for details kindly refer to criterion V). The faculty also provides books and reading material on their own. The institution goes to the extent of sending peons to the homes of the absentees during practical examinations. Parents are called by the teachers to exhort them to send their wards for studies. Even during Parent-Teacher meets they are counselled to encourage their daughters to sincerely pursue their higher studies and complete them.

But it should nevertheless be clearly stated here that despite the best of efforts by the college, there is still some percentage of students who, without much knowledge of the institution, drop their studies. The reason may perhaps lie in family constraints or other such problems which are beyond the control of the college.

## 2.3 Teaching Learning Process

### 2.3.1. **How does the college plan and organise the teaching, learning and evaluation schedules, academic calendar, teaching plan, evaluation blue-print etc.**

**Ans:** For teaching learning process the institution, at the beginning of the academic session, prepares an academic calendar which comprises the following details:

- Tentative dates of the academic and extracurricular activities to be organised during the session.
- Specific dates of programmes to be organized by various committees.
- Incorporation of the proposed dates of admission, classes and examinations.

At the beginning of the session the faculty is supposed to prepare its unit plans and is expected to abide by it during the academic session. Generally, each plan is divided into three units: first unit runs from July to September, second from October to December and the third includes the months of January and February for theory subjects and only January for practical subjects (as practical exams start from February).

For evaluation process, the institution can have no plans of its own as it comes strictly under the purview of the university. The CSJM University has a central evaluation system where the teachers from the affiliated colleges come to evaluate the answer sheets. Teachers are relieved from their respective colleges, on duty-leave for evaluation work so as to expedite the timely declaration of the annual results of the university.

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

**Ans:** The Internal Quality Assurance Cell is formed under the convener ship of the principal and it comprises of some senior teachers as well as the non-teaching staff.

- The IQAC keeps a check on the academic calendar, planning and implementation of the time table, syllabus and admission process.
- Every year the results of passed and failed students are kept as record. Meritorious students are short-listed and awarded by the institution.
- The IQAC emphasises and constantly strives to upgrade the methods of teaching by adopting innovative teaching methodologies.
- Efforts are made to motivate the faculty for conducting more and more group discussions, mock lectures, viva-voice classes etc., undertake research project, prepare seminar proposals and publish their research findings for the benefit of students.

### 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 students.**

**Ans:** With the introduction of technology, the teachers of the college have extended their role beyond the classroom. This technology has provided students with the opportunity via e-mails, global websites or other discussion forums to ask questions and also to

collaborate at national and international platforms in order to understand their course content.

The teaching is further made more student-centric by organising lectures, demonstrations, workshops, group-discussions etc. This has facilitated interactive as well as collaborative learning. Mock interviews, group discussions, role plays etc., enable the teacher to actively interact with the students and contribute in developing their communication skills enhancing their confidence level.

The seminars organised by the institution from time to time have also served to facilitate the learning by understanding the different dimensions and perspectives of a particular topic. It not only strengthens an interdisciplinary approach but also inculcates interactive and collaborative learning among students enabling them to refine their self-directional, communicative and informative 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?**

**Ans:** Debates and meets on topics of social and current affairs are organized from time to time at collegiate and intercollegiate level to nurture critical thinking. Various presentations and competitions like poster, essay and slogan-writing, rangoli etc., competitions and workshops organised by PIDILITE are held to enhance their creative temper. Students are encouraged to attend interdisciplinary seminars, symposiums etc. to develop scientific temper. Their participation in cultural events like theatre, mime and skits also ensures the development of their critical reasoning, analytical capacity and creative talents.

**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 Programmes on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education etc.**

**Ans:** Students are provided with technology lab for power point lecture presentation. Home-Science and Psychology departments have their specific laboratories which deal with practical classes and exams.

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

**Ans:** The college, from time to time, organizes expert-lectures, seminars and workshops in which the students are motivated to participate. These academic exercises have exposed students to more extensive as well as intensive details of their subjects. Interaction with their subject experts and discussions and debates with them have led the students to derive more advanced levels of knowledge and skills. The college has organized a number of interdisciplinary seminars which have provided multi-dimensional aspects of the same topic. This, as well as the interdisciplinary topics in MA Final dissertation, have exposed students to blended learning. For details of these guest-lectures, seminars, workshops, interdisciplinary topics of dissertation etc., kindly refer to criterion III.

2.3.7. **Detail (Process and the number of students/benefitted) on the academic, personal and psycho-social support and guidance services (professional counselling/ mentoring/ academic advice) provided to students.**

**Ans:** The institution constantly strives to upgrade the students on academic issues. Seminars at national level have registered a strong presence of students. Before the seminar begins, they are told by the teacher about the details of the topic, how it can be related to their syllabus, what academic benefits can be derived from it and the inter-disciplinary approach towards it. They are exhorted to attend the seminar in large numbers. The number of students who have attended these seminars are as under:

<b>Topics of the Seminars</b>	<b>No. of students who attended the seminar</b>
Life After Trauma (Psychology)	Approx. 75
Caste System in India: Historical, Political and Sociological Perspectives (History, Political-Science, Sociology)	Approx.80
Higher Education and Economic Development in India – In the Backdrop of Globalization (Economics and Education)	Approx.75
Samkaleen Samasyayen Evam Aadhunik Sanskrit Sahitya (Sanskrit)	Approx.30
Journalism in 21 <sup>st</sup> Century: Shifting Paradigms and Role of English in Hindi Journalism (English, Hindi and Journalism)	Approx.47
Trends in Centre-State Relations (Political-Science)	Approx.60
Human-Rights: Retrospects and Prospects (Education and Political-Science)	Approx.70
Lalit Kalaon mein Rasbodh ke Vividh Ayam (Music)	Approx.25

Similarly, a fairly good number of students have benefitted from the different workshops, guest-lectures, and inter-state seminars held from time-to-time in the college.

On personal issues the students can directly approach the teachers to seek solutions to their problems. Most of the students in the college come from middle, lower, and poor sections of the society where problems like poor financial condition, unemployment, alcoholism, mental-physical ailments, domestic-violence etc. are in abundance. The college has, time and again, organised talks and lectures of NGOs like ‘Sakhi-kendra-Mahila-manch’, UP Government’s services of 1090 etc. where such students can seek solutions to their problems. There is also a UP Police complaint-box hanging in the college in which these students can drop their applications or letters. Details of financial help extended by the college to poor students are given in Criterion V.

For academic advice and professional guidance the ‘Guidance and Counselling Cell’ organises various programmes every year (for details kindly see Criterion V). At the time of admission the Cell, as well as the teachers, provides academic advice about the choice of subjects the students should opt to derive maximum advantage in their career.

It is really very difficult to ascertain the exact number of students who have benefitted from these works as hardly anyone comes back to report the outcome of these advices or counselling extended by the college. We are nonetheless, confident that a fairly good number of students have been benefitted by the efforts made by the college.

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**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 students learning.**

**Ans:** For the last four years several innovative teaching approaches or methods have been introduced in the institution:

- As instructed by the NAAC team during its last visit, chalks and blackboards are replaced by whiteboards and markers in the classrooms.
- Teachers deliver lectures through power point presentations and slides on OHPs.
- Handouts and Xerox copies are distributed to the students as study materials.
- Internet facility is availed to impart knowledge and latest update on various issues and curriculum related topics.

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

**Ans:** Department of history takes regular aid from library by borrowing maps and globes to explain the concepts of Indian and European History. Other faculty members too use library resources such as internet facilities to help students find latest study material on various topics and use them as references in their curriculum. Latest edition of books etc. are also consulted by the teaching faculty and students.

**2.3.10. Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If “Yes” elaborate on the challenges encountered and the institutional approaches to overcome these?**

**Ans:** Due to the unit-plans and academic calendar prepared at the beginning of the session, the institution does not face any serious challenges in completing the curriculum within the planned time-frame and calendar. However, there are times when some unexpected holidays are declared by the district administration the course of that period is not covered. In such cases the teachers take extra-classes to cover the curriculum.

**2.3.11. How does the institution monitor and evaluate the quality of teaching learning?**

**Ans:** The IQAC is the foremost agency to keep a check on the quality of teaching and learning. It keeps on taking the feedback from the students and teachers upon the percentage of course covered after every few months. It also acquaints the faculty members about the latest teaching methodologies and checks and the extent to which they have been adopted. Teaching through group-discussions, mock-lectures, PPT presentations etc. was introduced at the behest of IQAC. The Secretary of the institution, as well as the principal, takes regular rounds to check the classes. Even the Vice-chancellor of CSJM University has taken rounds to check the quality of teaching and learning in the college. Regular feedback is taken from all the stakeholders on the matter. Unit plans are also adhered to.

## 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.

Ans:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teacher							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	-	15	-	9	24
M.Phil.	-	-	-	-	-	2	2
PG	-	-	-	-	-	2	2
Others	-	-	-	-	-	1	1
Temporary teacher							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-
Part-time teacher							
Ph.D.	-	-	-	-	-	2	2
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-
Nishchit Mandeya	1 (Female, Ph.D.)						1
Retired Teachers on Nishchit Mandeya	1 (Male, Ph.D.), 4 (Female, Ph.D.)						5

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 institutions in this direction and the outcome during the last three year.

Ans: After the retirement of permanent faculty members, the vacancies are documented in the Annual staff statement of the college and sent to the Director, Higher Education, Allahabad. When the admission process of students is complete, the college plans to recruit the teachers on the vacant posts on temporary basis. There are four ways in which these teachers are recruited:

- The college has appointed Dr. Kalpana Gaur in 'Nishchit Mandeya' category since the year 1998 who is still continuing in the Department of Drawing and Painting. She is getting the basic minimum grade of lecturer with all monthly allowances on Court's order.
- Till the year 2013-14, the Principal and the Management appointed temporary teachers on the vacant posts. Thus, temporary teachers were appointed in the years 2012-13, 2013-14. Their description is as under:

Departments	Teachers (2012-13)	Teachers (2013-14)
Drawing and Painting	Niharika Varshney	Sandhya Srivastava
Psychology	Gauri Maithyl (till November 2012) Sapna Gupta (from November onwards)	Saumya Srivastava
Music	Smt. Rochna Vishnoi (Vocal)	Smt. Rochna Vishnoi(Vocal), Ms. Sumanlata (Tabla)
Education	Ms. Swasti Mishra	Ms. Preeti Srivasatava

- As per the directives of Director, Higher Education Department, Allahabad, retired teachers have been re-appointed in 'Nishchit Mandeya' category from 2014-15 onwards. Dr. Mridula Rawal in the Dept. of Education, Dr. Manjeet Madhok in the Dept. of Drawing and Painting, Dr. Motilal Rathore in the Dept. of Music (Tabla) and Dr. Sushila Mishra in the Dept. of English have been appointed in this category.
- In the Dept. of Home-science, the PG programme is self-financed for which the teacher is approved by the University. Dr. Richa Saxena and Dr. Madhulika Sharma were selected in the year 2012-13. In November 2013 the latter had to leave due to her Post-doctoral work. Dr. Ruchi Katiyar replaced her in December 2013. Since then, she, along with Dr. Richa Saxena, has been working as self-financed teacher in the Department.
- Permanent posts are filled by the selected candidates from U.P. Higher Education Commission, Allahabad only.
- The college has been running several parallel courses or programmes under U.G.C. scheme or U.P. Rajarshi Tandon Open University. The details along with the faculty appointed and duly approved by UPRTOU are as follows:

### **COURSES BEING RUN UNDER U.P. RAJARSHI TANDON OPEN UNIVERSITY**

#### **2012 – 13**

#### **COURSES**

- 1) Bachelor of Library and Information Science
- 2) Master of Library and Information Science
- 3) M.A. (Education)
- 4) M.A. (Sociology)
- 5) Post Graduate Diploma in Journalism and Mass Communication
- 6) Bachelor of Computer Application

#### **COUNSELLOR/FACULTY APPOINTED**

- a) Dr. Virendra Singh (Ph.d., Library Science)
- b) Sri Ashwani Kumar (M.Phil., Library Science)
- c) Sri Prem Prakash (Master in Library Science, UGC NET qualified)
- d) Sri K.P. Singh (M.Lib., UGC NET qualified)
- a) Dr. Virendra Singh (Ph.d., Library Science)
- b) Sri Ashwani Kumar (M.Phil., Library Science)
- c) Sri Prem Prakash (Master in Library Science, UGC-NET qualified)
- d) Sri K.P. Singh (M.Lib. and UGC-NET qualified)
- a) Dr. Mridula Rawal (Retd., Faculty Member, Juhari Devi Girls' P.G. College)
- b) Smt. Usha Saxena (M.Ed.)
- c) Sri R.S. Tiwari (Lecturer, DAV College, Kanpur)
- a) Dr. Rajat Chaturvedi (Associate Prof., Juhari Devi Girls' P.G. College)
- a) Sri K.C. Agrawal (MBA & Sr. Journalist, 'The Pioneer')
- b) Km. Preeti Singh Rathour, (MJC, Ex-Reporter, Hindi Daily 'Hindustan')
- a) Sri Gyanendra Kumar Gupta (MCA)

#### **2013-14**

#### **COURSES**

- 1) Bachelor of Library and Information Science

#### **COUNSELLOR/FACULTY APPOINTED**

- a) Dr. Virendra Singh (Ph.d., Library Science)
- b) Sri Ashwani Kumar (M.Phil., Library Science)

- 2) Master of Library and Information Science
  - c) Sri Prem Prakash (Master in Library Science, UGC NET qualified)
  - d) Sri K.P. Singh (M.Lib., UGC NET qualified)
  - a) Dr. Virendra Singh (Ph.d., Library Science)
  - b) Sri Ashwani Kumar (M.Phil., Library Science)
- 3) M.A. (Education)
  - c) Sri Prem Prakash (Master in Library Science, UGC NET qualified)
  - d) Sri K.P. Singh (M.Lib. and UGC-NET qualified)
  - a) Dr. Mridula Rawal (Retd., Faculty Member, Juhari Devi Girls' P.G. College)
  - b) Smt. Usha Saxena (M.Ed.)
- 4) M.A. (Sociology)
  - c) Sri R.S. Tiwari (Lecturer, DAV College, Kanpur)
  - a) Dr. Rajat Chaturvedi (Associate Prof., Juhari Devi Girls' P.G. College)
- 5) Post Graduate Diploma in Journalism and Mass Communication
  - a) Sri K.C. Agrawal (MBA & Sr. Journalist, 'The Pioneer')
  - b) Km. Preeti Singh Rathour, (MJC, Ex-Reporter, Hindi Daily 'Hindustan')
- 6) Bachelor of Computer Application
  - a) Sri Gyanendra Kumar Gupta (MCA)

### 2014-15

#### COURSES

- 1) Bachelor of Library and Science
- 2) Master of Library and Information Science
- 3) M.A. (Education)
- 4) M.A. (Sociology)
- 5) Post Graduate Diploma in Journalism and Mass Communication
- 6) Bachelor of Computer Application
- 7) Diploma in Dietetics and Nutrition

#### COUNSELLOR/FACULTY APPOINTED

- a) Dr. Virendra Singh (Ph.d., Library Science)
- b) Sri Ashwani Kumar (M.Phil., Library Science)
- c) Sri Prem Prakash (Master in Library Science, UGC NET qualified)
- d) Sri K.P. Singh (M.Lib., UGC NET qualified)
- a) Dr. Virendra Singh (Ph.d., Library Science)
- b) Sri Ashwani Kumar (M.Phil., Library Science)
- c) Sri Prem Prakash (Master in Library Science, UGC-NET qualified)
- d) Sri K.P. Singh (M.Lib. and UGC-NET qualified)
- a) Dr. Mridula Rawal (Retd., Faculty Member, Juhari Devi Girls' P.G. College)
- b) Smt. Usha Saxena (M.Ed.)
- c) Sri R.S. Tiwari (Lecturer, DAV College, Kanpur)
- a) Dr. Rajat Chaturvedi (Associate Prof., Juhari Devi Girls' P.G. College)
- a) Sri K.C. Agrawal (MBA & Sr. Journalist, 'The Pioneer')
- b) Km. Preeti Singh Rathour, (MJC, Ex-Reporter, Hindi Daily 'Hindustan')
- a) Sri Gyanendra Kumar Gupta (MCA)
- a) Dr. Vijeta Agnihotri



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**CERTIFICATE COURSE IN JOURNALISM UNDER THE XI PLAN PERIOD OF UGC GRANT**

**2012-13**

- 1) Sri K.C. Agrawal (Sr. Journalist, English Daily 'The Pioneer')
- 2) Km. Preeti Singh Rathour, (Ex-Reporter, Hindi Daily 'Hindustan')
- 3) Sri O.P. Bajpai (Correspondent, Hindi Daily 'Dainik Jagran')

**2013-14**

- 1) Sri K.C. Agrawal (MBA & Sr. Journalist, English Daily 'The Pioneer')
- 2) Km. Preeti Singh Rathour, (MJC, Ex-Reporter, Hindi Daily 'Hindustan')
- 3) Sri O.P. Bajpai (Sr. Correspondent, Hindi Daily 'Dainik Jagran')

**2014-15**

- 1) Sri K.C. Agrawal (MBA & Sr. Journalist, English Daily 'The Pioneer')
- 2) Km. Preeti Singh Rathour, (MJC, Ex-Reporter, Hindi Daily 'Hindustan')

**DIPLOMA COURSE IN DIETETICS UNDER THE XI PLAN PERIOD OF UGC GRANT**

**2013-14**

- 1) Dr. Richa Saxena (Part Time Teacher – SFS)
- 2) Dr. Geeta Mathur (Asso. Professor, Dept. of Home Science)

**2014-15**

- 1) Dr. Geeta Mathur (Asso. Professor, Dept. of Home Science)
- 2) Dr. Richa Saxena (Part Time Teacher – SFS)
- 3) Dr. Ruchi Katiyar (Part Time Teacher – SFS)

The appointment of the counsellors / faculty for the courses of U.P. Rajarshi Tandon Open University is done through the college itself and the list of candidates is sent to UPRTOU for its approval. The list of courses being run in the college is extensively displayed on the website of U.P. Rajarshi Tandon Open University. The college receives the applications of the prospective counsellors and they are finally selected by the co-ordinator (U.P. Rajarshi Tandon Open University) in the college Dr. Virendra Singh and the Principal Dr. B.R. Agrawal. The names of the selected candidates are sent to the concerned University which approves their names and they are appointed on contractual basis.

For the appointment of the faculty for certificate course in Journalism and diploma course in Dietician (under the aegis of UGC), it is the Principal Dr. B.R. Agrawal, Convener (UGC) Dr. Geeta Mathur, co-ordinator Smt. Jaya Misra and some senior faculty members who take the responsibility for the appointment of the visiting faculty. Then the names of the faculty are approved by the members of the UGC Committee of the college and by the Secretary, Board of Management for the purpose, the core faculty that is the internal

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faculty also delivers some specific lecture on specific days and assist in the project work and field work.

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

**Ans:**

**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	1	1
HRD programmes	-	-	-	-
Orientation Programme	1	-	-	-
Staff training conducted by the university	-	-	-	-
Staff training conducted by other institutions	-	-	-	-
Summer / winter schools, workshops etc.	-	3	-	-

The Principal motivates and grants permission to the faculty and staff to attend staff development programme. Participation in these programmes is mandatory for API calculation under career advancement scheme. Whenever any faculty applies for the above programme, the Principal relieves her to attend the same. If the subject related course is not available, the faculty is granted permission to attend interdisciplinary programmes.

**b) Faculty Training programmes organised by the institution to Empower and enable the use of various tools and technology for improved teaching- learning.**

- **Teacher learning methods/ approaches-** None
- **Handling new curriculum-** None
- **Content/knowledge management-**None
- **Selection, development and use of enrichment material -** None
- **Assessments-** None
- **Cross cutting issues-**None
- **Audio video Aids/ multimedia-** UGC, NRC conducted training programme for teaching and non-teaching staff.
- **Teaching-learning material development, selection and use -** Teachers have developed their own PPT presentations and OHP slides to take classes in their respective subjects.

**c) Percentage of faculty**

- **Invited as resource persons in workshop/ seminar/ conferences organised by external professional agencies. – 50%**
- **Participated in external workshops/seminar/conferees recognised by national/international professional bodies. – 100%**
- **Presented papers in workshops/seminars/conferences conducted or recognised by professional agencies. – 100%**

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

**Ans:** The faculty is motivated and encouraged to apply for research grants, participate and present papers in international and national seminars, conferences and workshops, and for academic publications. Majority of them are actively involved in the participation, paper-presentation in seminars etc. 05 teachers have availed financial assistance from UGC for minor research project. They are given duty-leaves when they go to attend their seminars/conferences. The Principal has, to her credit, the publication of a bi-annual refereed research journal entitled 'Research Journal of English Studies and Social Sciences'. She constantly exhorts teachers to publish their research papers in this and other journals of international and national repute. The teachers are themselves aware of the importance of all these academic activities and are very active in this field.

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

**Ans:** A number of teachers have received awards in academics. For details kindly refer to Criterion III.

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

**Ans:** A feedback questionnaire has been developed by the Department of Education to get the feedback from students for evaluation of teachers. However, there is no procedure for evaluation by external peers. The feedback given by the students is analysed by IQAC and if anything is desired by any individual teacher, the IQAC gives necessary instructions to her. The faculty itself constantly strives to improvise upon the quality of teaching-learning process.

### **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 process?**

**Ans:** The evaluation process is entirely governed by the norms laid down by the university. Any change in it is sent by the university to the college either by e-mail or via website. The college downloads the information and the Principal ensures that all stakeholders get the information through meetings conducted by her. The students are informed about it by the teachers in the class.

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?**

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**Ans:** The University has changed the pattern of question papers in six subjects: Education, Political-Science, History, Economics, Sociology and Geography. The last subject is not offered in our institution. The pattern has been changed from descriptive type questions to multiple choice questions on OMR sheet in the first paper of theory exam only. The related faculty and students were informed well in time so that they could practice the changed pattern through model test-papers etc. which were provided by the faculty. The evaluation of these MCQs is computerised instead of manual. The students, at the time of examination, need to fill OMR sheets which are checked by computers. However, no reforms on evaluation process have been initiated by the institution on its own. In fact, it is beyond the purview of the college to introduce any such reform.

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

**Ans:** Since the institution cannot initiate any evaluation reform on its own, the only effective step it can take is to co-operate with the university as and when required. It makes sure that the reforms instructed by the university are followed properly. For this, proper conduction of theory and practical exams, sending the necessary information online and in hard copy on time to the university etc. are essential part of the duties of the college. Apart from this, relieving the faculty members to take practical and theory examinations and go for evaluation process in the university so as to help in the timely declaration of results is also an indispensable part of the duties of the college.

**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.**

**Ans:** For formative assessment, the teachers, from time to time, take class-tests, mock lectures etc. Apart from these, discussions in interactive groups, tutorials, viva-voce classes etc. help to assess the students at formative level and also to judge their calibre and preparation for summative assessments. Practical examinations at UG and PG level are conducted in the institution as per rules and instructions laid down by the university. For summative assessment, the university conducts the annual examination.

**2.5.5. Detail on the significant improvements made in ensuring rigor and transparency in the internal assessments during the last four years and weight age assigned for the overall development of students (weight age for behavioural aspects, independent learning communication skills, etc.)**

**Ans:** There are no formal assessments conducted by the teachers over the last four years. However, on the instructions of IQAC, there are class tests which are taken regularly by the teachers. This helps the students understand the pattern of question papers and the extent of their preparation.

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

**Ans:** There are no specific graduate attributes laid down by the college or the affiliating university. The institution follows its own vision and mission to train and mould the personality of the students to attain to their fullest. The detail of the vision and mission for which the institution strives for has been mentioned in Criterion I.

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

**Ans:** The college has two separate Grievance Redressal Cells for students and staff, but they are concerned only with the internal problems and conflicts among the students or staff. They have nothing to do with the issues related to evaluation. Evaluation grievances are forwarded by the institution to the university which deals with directly. The students who are not satisfied with their marks may apply for re-evaluation or back-paper. The university arranges for the same and declares the results on time. The University has started online facility of showing answer books of the students in case of any demand from them. Sometimes, the university also arranges for the left over practical exams for the welfare of the students. The different committees like admission, examination, sports and executive council members take a student friendly perspective while addressing their problems related to admission, evaluation, sports etc. The present Vice Chancellor is very keen to resolve students' issues in an amiable manner.

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## 2.6. Student Performance and Learning Outcomes

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

**Ans:** The learning outcomes are calculated by every department annually and submitted to the principal and IQAC. It comprises of the number and percentage of students passed (and failed) at UG and PG level number and percentage of I<sup>st</sup>, II<sup>nd</sup> and III<sup>rd</sup> divisioners. The record of meritorious and outstanding students is also preserved.

The IQAC discusses the results with the staff members in a meeting specially convened for the purpose. The success is lauded and the failure is analysed so that the drawbacks are covered for the next session. The students are informed about it from time-to-time by the teachers in the class. They are also addressed by the principal and explained at length about the learning outcomes and evaluation process.

### 2.6.2. Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the courses /programme. Provide an analysis of the students' results/achievements (programme/course wise for last four years) and patterns of achievement across the programmes/course offered.

**Ans:** The courses and the curriculum offered by the university are followed by the faculty under the supervision and close check kept by the principal along with the management of the institution and IQAC. It is ensured that the rules and regulations laid down by the university regarding the courses offered are followed religiously. The faculty abides by the instructions given to it regarding this matter by the head of the institution as well as the Board of Management.

The results for the last four years at UG and PG level are as under:

<b>Programmes</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
UG	96.5%	96.7%	98.8%	96.8%
PG	92.7%	97.7%	93.5%	96.8%

To the satisfaction of the IQAC and the management, the result almost every year is above 95% at both UG and PG level. This, despite the fact that there was a change in the question-paper pattern three years back. The students scored fairly well as they were tutored well by the teachers.

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

**Ans:** The college adopts following measures for the purpose:

- At the time of admission the teachers in the admission committee counsel the students about the relevance of different subjects offered by the college. These teachers go through the subjects they had in class XII, marks scored in them, interest of the students themselves and the career they want to opt for. They tell them about the social and

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economic relevance of their choice of subjects and the job openings which they can later tap.

- Once the admission is done the teachers in the respective subjects become the best guides in telling the students about the social and economic relevance of their courses. During their classes they tell the students about the different job-options or some extra diploma or certificate courses required for a particular line of career.
- Guidance and Counselling Cell in the college helps the students seek new avenues and scopes for enrolment in various courses and also arranges job-oriented seminars and workshops from time to time which helps the students in their placement.
- Departments like Home-Science, Drawing and Painting etc. and Equal Opportunity Centre established in the college under the merged scheme of XI plan period of UGC also tell about and train the students in different areas of entrepreneurship. The Equal Opportunity Centre trains the students for self-employment by conducting various short term courses like tailoring, stitching, making useful products out of waste material fabric, painting, textile painting etc.
- Apart from this, the alumnae of the college come and share their experiences with the students about the ways they adopted and the challenges they faced in establishing their business. All this enriches the students and gives them constructive ideas for their future.
- To develop innovation and research aptitude among the students, PG departments have, as a separate paper, dissertation which are research oriented and which gives them a fairly good idea about the research methodology and the various approaches towards it. Moreover, they are encouraged to participate in seminars, conferences and workshops etc. both in the college and at intercollegiate level. All these activities are integrated with subjects they are studying in the college.

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

**Ans:** The collection and analyses process of the data on student performance and learning outcome has been discussed at length in Q. No. 2.6.2.

To plan and overcome the barriers of learning:

- Extra classes and remedial classes are arranged for below average students and slow learners.
- Concepts are made more associative with day to day activities and are simplified.
- Teaching pedagogy which involves more of visual-media aids etc. are introduced to make learning more effective and interesting.
- Class-tests, interactive-sessions, tutorials etc. are conducted to help students sort out their problem and doubts and to develop more of conceptual clarity.

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

**Ans:** The question has already been discussed at length in Q. no. 2.6.2. and 2.6.3.



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**2.6.7. Does the institution and individual teachers use assessment / evaluation outcomes as an indicator for evaluating students performance, achievement of learning objectives and planning?**

**Ans:** Yes, the institution and individual teachers use assessment / evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning. Students are evaluated and their performance is assessed by the teachers both internally as well as externally (during their annual exams and at the time of practical examinations). Records of results are calculated every year and students are admitted to post-graduate classes on the basis of merit. The achievements of students during practical exam indicate their aptitude for fine arts, performing arts, cooking, designing etc. and their performance in the exam decides how these talents / skills can be further honed by organizing support-training / workshop session in these subjects. This enables them to decide their career option in the field of their expertise.