

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.**

Ans: The institution has the following vision, mission and objectives:

- To provide opportunities to the students and teachers to promote intellectual climate conducive to the pursuit of knowledge, scholarship and excellence.
- To develop an integrated personality of the students in body, mind and spirit by evoking in them a sense of positive self-concept and self-esteem.
- To make students culturally adaptable, socially adjustable, economically stable, mature and globally sensitive.
- To enable young women to be self-reliant and to empower them with information, knowledge and skills to face the challenges of the world with confidence.
- To create opportunities for knowledge-exchange and information-sharing by initiating new projects and programmes.
- To facilitate moral and spiritual development of the students and strengthen their value system.

To fulfil the above vision and mission, a lot of activities and initiatives are regularly undertaken by the institution such as:

To promote intellectual climate and provide opportunities for students and teachers to interact and keep abreast with current academic issues, various seminars and workshops are regularly conducted by the college. Teachers and students are encouraged to participate in such academic ventures of other colleges of the state as well as of other states.

Career and Guidance Cell works to provide counselling to students regarding employment opportunities. At the same time, it also helps them to develop the integrated personality and evoke a sense of positive self-concept. Seminars, talks and several training camps are organised for their physical and spiritual backup.

Students' Union "Jagriti" encourages students to participate in the University Youth Festival and also in different academic and cultural events regularly organised by other colleges or the University. The Department of Physical Education also plays a vital role in inculcating sportsman spirit and overall development of the personality of the students by making them participate in various local, state and intra-inter university games.

To make students culturally adaptable, socially adjustable and economically stable, and also for women empowerment, Equal Opportunity Centre established under the XI plan of UGC has left no stone unturned and managed to organise several student-centred activities.

Another cell N.R.C. (Network Resource Centre) is also helping students to compete with the present global changes.

For knowledge development and facilitating moral and spiritual development, more or less every department of the institution is organising guest-lectures, different types of competitions like essay-writing, poster-presentation, drawing and debate competitions, Sanskrit shloka-path etc. To fulfil the same purpose, our

faculty prepares the students to participate in college level as well as inter-collegiate activities and competitions.

The above mentioned vision and mission are fulfilled by the students through the concentrated efforts of the faculty and communicated to the stakeholders regularly.

Our missions are clearly mentioned in the prospectus. During regular assembly sessions also, they are communicated to the students by the Principal and Assembly-In-Charge. Everyday, one of the faculty members addresses the students on social and moral values and also discusses the current happenings around the country and the world.

As a measure to follow-up and collect the feedback, our Principal regularly organizes meetings of the faculty members and staff and the same is communicated by the teachers in the classroom.

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 examples.

Ans: For the execution and effective implementation of the curriculum following steps have been taken:

- A Time-Table Committee is formed, which, after holding several discussions with the faculty members, prepares a time table for the college at undergraduate level.
- The respective P.G. departments prepare and execute the time table for post graduate classes.
 - i. Special care is taken that there are no clashes with the timings of the classes held by different subject teachers.
 - ii. Any other inconvenience of the teachers and students regarding the execution of curriculum to be taught etc. is sorted out and genuine demands for the same are catered by the committee.
- Every subject teacher prepares the unit plan of their syllabus to be taught for the session. A copy of the time table, unit plan etc. is also submitted to the principal of the institution and IQAC.
- From time to time resource persons are invited and lectures are held in different subjects which helps the students enrich and enhance the knowledge and gain conceptual clarity regarding their subjects.
- The Dept. of Drawing and Painting, through models, demonstrations, posters and slogans, the Dept. of Music, through stage performances and the Dept. of Home-Science and other subjects, through charts, graphs and practical demonstrations try their best to effectively and clearly communicate the course content.

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

Ans: The university always keeps the institution updated on its website regarding:

- Academic calendar / any change in academic calendar.
- Pattern / schedule of examination.
- Format of the forthcoming question papers (especially if any change has been made). For ex. question papers for some subjects were changed from descriptive to objective pattern in the year 2013-14.

- The institution and the respective faculty have always been informed about any such change by the university well in time. As a result, the teachers help the students prepare well and keep abreast with the changed curricular format.
- The university always lends a helping hand and stands by the side of the institution whenever needed.

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.

Ans:

- The college, through its website keeps abreast with the latest modifications etc. regarding curriculum, execution and conduction of practical and theory examinations etc.
- Model papers of the changed format of the curriculum are provided to the students for prior practice.
- Time table, tutorials, unit plans are strictly followed by the faculty throughout the academic session.
- To broaden the spectrum of knowledge, departmental lectures or lectures on contemporary topics etc. are held by eminent resources persons of respective fields.
- The Principal, through her regular meetings with the teachers, keeps a tab on the progress of curriculum. She ensures that all the topics of the curriculum are covered well in time.
- The Principal as well as the management, keeps taking the feedback from the students regarding the regularity of the classes taken and the coverage of the syllabus.
- Adequate practice sessions are conducted before the final examinations start.

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

Ans:

- In the last academic session, as per university rules, curriculum assigned for pre-Ph.d. course was systematically allocated to guest and internal faculty and carried out in the institution.
- Pre-Ph.d. classes (orientation programme) for Ph.d. aspirants ran successfully in Home Science, Drawing and Painting and Music. Lectures of resource persons from different colleges/universities were organized in Research Methodology and Computer Applications.
- Students go through various assignments, tutorials, internal examinations etc. The queries or doubts of the students at every level are taken well care of by the faculty.
- The University has recently made some modifications in the examination pattern and the teachers are required to make the necessary changes in their delivery of lectures. The college has organised a short class / lecture by Ms. Saraswati Misra on 18th November 2013, for Hindi students on how to prepare the syllabus according to the changed pattern of examination.

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, stakeholders feedback provided, specific suggestions etc.)**

Ans: The curriculum design and development process in the college is done totally by the University. Some of the senior faculty members of the college have largely contributed in curriculum designing and upgrading by the university as they have been the conveners / members of Board of Studies of their respective subjects. They are:

2010-11

S No	Name	University
1	Dr. B.R. Agrawal	<ul style="list-style-type: none"> Member, Permanent Committee of CSJM University, Kanpur for Physical Education and Recreation
2	Dr. Geeta Mathur	<ul style="list-style-type: none"> Convenor, Home Science, CSJM University, Kanpur
3	Mrs. Seema Ghosh	<ul style="list-style-type: none"> Member Board of Academic Council Member, Permanent Committee of CSJM University, Kanpur for Physical Education and Recreation

2011-12

S No	Name	University
1	Dr. B.R. Agrawal	<ul style="list-style-type: none"> Member, Permanent Committee of Sports & Entertainment, CSJM University, Kanpur
2	Dr. Geeta Mathur	<ul style="list-style-type: none"> Convenor, Board of Studies, Home Science, CSJM University, Kanpur
3	Dr. Rekha Shukla	<ul style="list-style-type: none"> Member, Board of Studies, Sanskrit, CSJM University, Kanpur
4	Dr. Niranjana Shukla	<ul style="list-style-type: none"> Member, Board of Studies, Psychology, CSJM University, Kanpur

2012-13

S No	Name	University
1	Dr. B.R. Agrawal	<ul style="list-style-type: none"> Member, Permanent Committee of Sports & Entertainment, CSJM University, Kanpur
2	Dr. Niranjana Shukla	<ul style="list-style-type: none"> Convenor, Board of Studies, Psychology, CSJM University, Kanpur
3	Dr. Rekha Shukla	<ul style="list-style-type: none"> Member, Board of Studies, Sanskrit, CSJM University, Kanpur

2013-14

S No	Name	University
1	Dr. B.R. Agrawal	<ul style="list-style-type: none"> Member, Permanent Committee of Sports & Entertainment, CSJM University, Kanpur Member, Committee of University Examinations
2	Dr. Niranjana Shukla	<ul style="list-style-type: none"> Convenor, Board of Studies, Psychology, CSJM University, Kanpur
3	Dr. Rekha Shukla	<ul style="list-style-type: none"> Member, Board of Studies, Sanskrit, CSJM University, Kanpur
4	Dr. Sushma Pathak	<ul style="list-style-type: none"> Member, Board of Studies, Music, CSJM University,

		Kanpur
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2014-15

S No	Name	University
1	Dr. B.R. Agrawal	<ul style="list-style-type: none">• Member, Permanent Committee of Sports & Entertainment, CSJM University, Kanpur• Ex-convener, Admission Committee and Member, Examination Committee.
2	Dr. Niranjana Shukla	<ul style="list-style-type: none">• Convener, Board of Studies, Psychology, CSJM University, Kanpur
3	Dr. Rekha Shukla	<ul style="list-style-type: none">• Member, Board of Studies, Sanskrit, CSJM University, Kanpur
4	Dr. Sushma Pathak	<ul style="list-style-type: none">• Member, Board of Studies, Music, CSJM University, Kanpur

These faculty members remain in constant consultation with not only the teachers of their own subjects but also with those of other subjects to seek their opinion regarding curriculum designing and development. Students through their feedback, alumnae through the committee of alumnae and academic peers through their meetings convey effectively their ideas on curriculum and its designing and development. All this is conveyed to the University Academic Council or the Board of Studies through those senior members who are the members of these bodies. For instance, Dr. Niranjana Shukla of the Department of Psychology and Dr. Geeta Mathur of the Department of Home Science were the conveners of their respective subjects in the session 2011-12 and have contributed in the designing of the unified syllabi meant for the state universities on the whole at the U.G. level of CSJM University. Dr. Shukla has also contributed to some innovative changes in the examination pattern of around six subjects in the session 2013-14.

1.1.7. Does the institution develop curriculum for any of the course 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.

Ans: No

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

Ans:

- The University Vice Chancellor and the Principal take rounds from time to time to keep a check on the smooth and systematic working of the faculty.
- Efforts are made by the establishment for healthy teacher-taught rapport in the campus.
- From time to time students’ feedback is taken and any apparent problem between the teachers and students (if any) is dealt with, effectively.
- The lecture registers containing attendance of students is submitted to the Principal and produced when needed.
- The Principal enquires from the Heads of the Departments about the progress of the syllabus taught from time to time.
- Year wise record of results is maintained. List of meritorious students is tabulated and these documents are provided when needed.

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.**

Ans: Our institution is having only the Arts faculty.

Subjects at U.G. level:

1. Education
2. Sociology
3. Economics
4. Home Science
5. Psychology
6. Drawing & Painting
7. History
8. Hindi Literature
9. Hindi Language
10. English Literature
11. English Language
12. Sanskrit
13. Political Science
14. Physical Education
15. Music
 - (i) Tabla
 - (ii) Sitar
 - (iii) Vocal

Subject at P.G. level:

1. Hindi
2. Sanskrit
3. Psychology
4. Home Science
5. Drawing & Painting
6. Music

As the study centre of **Rajarshi Tandon Open University, Allahabad**, our college is running various courses. They are:

Degree Courses (PG): MA in Sociology
MA in Education
MA in English
MA in Economics
MLIS
MJ

Degree Courses (UG): B.A.
B. Com.
B.B.A.

B.C.A.
B.L.I.S.
UGSS

Certificate Courses under UP Rajarshi Tandon Open University:

- 1) Certificate in Post-harvest Technology and Value Addition
- 2) Certificate in Cultivation of Medicinal and Aromatic Plants
- 3) Certificate in Livestock Production System
- 4) Certificate in Tourism Studies
- 5) Certificate in Childcare and Nutrition
- 6) Certificate in Nutrition and Food
- 7) Certificate in Consumer Protection
- 8) Certificate in Human Rights
- 9) Certificate in Disaster Management
- 10) Certificate in HIV and Family Education
- 11) Certificate in Women Empowerment and Development
- 12) Certificate in Yoga
- 13) Certificate in Carpet and Textile Technology
- 14) Certificate in Taxation and Export Import Management
- 15) Certificate in Applied Criminology
- 16) Certificate in Fashion Designing
- 17) Certificate in Textile Designing
- 18) Certificate in Rural Journalism and Mass Communication
- 19) Certificate in Computer Course
- 20) Certificate in Education Testing
- 21) Certificate in Research Method
- 22) Certificate in Jyotirvigyan
- 23) Certificate in Indian Heritage
- 24) Certificate in Sanskrit
- 25) Certificate in E-Business
- 26) Certificate in Communication & Information Technology

Diploma Courses:

PG Level – PGDJMC, PGDCA
UG Level – Dietetics & Nutrition
Diploma in Early Childhood Care & Education
Diploma in Health Education & Nutrition

Certificate Courses financed by UGC:

- a) Journalism and Mass Communication, approved by UGC with seed money to run for five years.
- b) Our institution has received financial support under U.G.C. XI Plan period to start a Diploma course in Dietetics. It is under the supervision of Dr. Geeta Mathur, Head, Department of Home-Science.

1.2.2. **Does the institution offer programmes that facilitate twining / dual degree? If “yes”, give details.**

Ans: No, the institution does not offer any dual degree as it is not permitted by the University. Enrolment in programmes that facilitate twin degree courses are against the rules of the University.

1.2.3. **Give details on the various institutional provisions with respect 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 issue may cover the following and beyond:**

Ans: **Range of core / elective options offered by the university and those opted by the college:**

Core Options: The University has provided the paper of Environmental Studies as the core option for all the undergraduate students. It is taken by the students in any of the three years during U.G. It is a qualifying paper without which one cannot complete his/her Under Graduate Degree.

Elective Options: The College has only arts faculty at U.G. and P.G. level programmes. It offers a range of 15 subjects from amongst which the students have to elect three subjects of their choice. These subjects have already been enumerated in Q. no. 1.2.1.

In the third year of U.G., of the three subjects chosen in B.A. I, one has to be dropped. In the remaining two subjects of their choice, one paper is added in each subject. The third year course is meant as a Bridge Course because out of these two only, they can choose for their master's degree.

To maintain internal balance and avoid overloading of students in subjects like Sociology, Education, English etc., the college has a Career Counselling Cell which helps students choose subjects according to their calibre, marks obtained in class XII and their future career plans. The Cell also tells the students about the usefulness of offbeat subject and the ones which have been driven to periphery such as Music, Sanskrit, Physical Education etc.

- **Courses offered in Modular form :** N.A.
- **Credit transfer and accumulation facility :** N.A.
- **Lateral and vertical mobility within and across programmes and courses:**
The University has made a provision that if a P.G. student has qualified the B.Ed. entrance exam during the first year of her P.G., she can drop the exam of second year and do her B.Ed. first. Once the exams of B.Ed are done, she can come back to her P.G. programme and appear for her second year P.G. examination.
- **Enrichment Courses :** Various certificate/diploma and skill development courses are offered by U.P. Rajarshi Tandon Distance Education learning programme, the list of which is attached with question no. 1.2.1.

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.**

Ans: Yes, the institution offers self-finance programme for Post-Graduation in Home Science. Till 2012-13, an entrance test was conducted by CSJM University and the selected students' list was sent to the college for admission. But after that session the college has been instructed to take the admissions on its own. So henceforth, the department is taking admission on merit basis. Our institution has 60 seats. The curriculum of self-finance P.G. programme in Home Science is the same as that of regular P.G. programme in the subject in other colleges. Fee structure is entirely different in the self-finance course. The students have to pay Rs. 6500/- per annum with concessions on request of needy students varying from 25% to 50%.

Self-financed teachers are selected by the panel of experts appointed by the V.C. of the University, as per the norms of the U.G.C. There is presently one teacher (Dr. Richa Saxena) who is approved by the University. Till 26th November 2013, there was Dr. Madhulika Sharma, also approved by the University. In November 2013, she had to resign due to her postdoctoral work. Dr. Ruchi Katiyar replaced her. If and when the University fails to approve a teacher on time, the Management Board recruits faculty in the interest of students. Teachers thus, appointed have to fulfil the qualifications prescribed by the U.G.C.

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

Ans: Various committees such as Adult Education, Social Development and Environmental Awareness have been formed with the objective to help people living below poverty line to raise their standards of living and to enhance their social support and approval. Literacy programmes such as "Each One-Teach One", "Each One-Plant One", lectures and campaigns on ill-effects of drugs, tobacco-chewing, alcoholism, awareness against unhygienic environment, pollution etc. are carried out. Apart from this, the lower economic classes are also trained in vocational skills like sculpture, carpentry, making pickles, crochet work, knitting, sewing etc.

The Committee of Environmental Awareness makes efforts to enlighten the students on current issues such as global warming, proper disposal of waste products, plantation of more trees, measures to control air-water-sound pollution etc. The members of the Committee of Community and Social Development also educate the students about certain self-help skills like basket-knitting, candle-making etc.

The Committee of Civil Defence (A Voluntary Organization established in 1968 by the Parliament of India), trains students to deal with such emergencies like natural calamities, accidents, wars, bomb-blasts etc. In the year 2010-11, 40 students were trained by the personnels of Civil Defence. In 2011-12, 50 and in 2012-13, which was also the Golden Jubilee year of civil defence, approximately 100 students were trained. It was followed by participation in a mock-drill.

To encourage and develop the entrepreneurial skills among students, the institution organised a programme on 2nd December, 2011 entitled "Women Entrepreneurship Development Programme". The programme was organised by the Department of Home Science in collaboration with National Research Development Corporation. The Chief-guest on this occasion was Smt. Rama Rani Tripathi (Manager, NRDC). The ex-students of the college and the current owner of a Restaurant in the city Mrs. Shilpi Mehrotra was honoured for her efforts in the field of entrepreneurship. Participating students were given stationary and certificates by NRDC, New Delhi. Several other such programmes have also been conducted which will be described subsequently in the report.

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 course / combination of their choice? If “yes”, how does the institution take advantage of such provision for the benefit of students?

Ans: The University does not provide any course on Distance Education. However, within the college, face to face teaching is conducted in routine classroom sessions where interaction between teacher-student and amongst the peer groups is done and distance mode of Education is carried out in various disciplines through correspondence course under the aegis of Rajarshi Tandon Open University. Detailed list of these courses has already been enumerated in Q. No. 1.2.1.

In order to choose the course and combinations of their choice, the students from amongst the three subjects of their choice, drop one subject in B.A. III and pass the last year of their U.G. with the remaining two subjects of their choice. The third year course is meant as the Bridge Course because out of these two only they can choose one for their master’s degree.

A student has an ample opportunity of combining face-to-face (regular programme) and distance education programme (under UPRTOU). Besides pursuing regular programmes, students can join any one of the distance education programme as per their choice. These programmes definitely carry relevance in employment market.

Flexibility of the subjects to move from one discipline to another: None at U.G. level.

Flexibility with reference to time frame: The students of both U.G., as well as P.G. level have some degree of flexibility with reference to the time frame. The students who have passed the first two years of U.G. programme but, due to some reasons, could not appear in their third year examination, have the relaxation of one year gap and can pass their final year in the fourth year.

Similarly, a student who has qualified B.Ed. entrance examination after M.A. I can first do her B.Ed. course and appear for M.A. II examination after the completion of B.Ed.

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?

Ans: The vision and the mission of the institution amply supplement the University’s curriculum to ensure academic progress, goals and objectives. The efforts made by the institution are:

1) To provide opportunities to the students and teachers to promote intellectual climate conducive in the pursuit of knowledge, scholarship and excellence.

Day to day teacher-students interaction, group-discussions, sessional-work and tutorials help the students to achieve conceptual clarity, practical vision and excellence in their respective subjects.

Moreover, guest-lectures from resource persons and eminent scholars of their respective fields are held at departmental levels. Workshops and seminars are

conducted to help students and teachers promote intellectual climate and open up new horizons of knowledge.

2) To develop an integrated personality of the students in body, mind and spirit and to evoke a sense of positive self-concept and self-esteem of students.

In order to promote overall development of the personality of students, they are enrolled in crash courses organized by the institution such as Judo-Karate and Civil-defence and other training programmes for self-defence, classes providing guidelines for preparation of competitive courses etc.

To evoke a sense of positive self-concept in the students, Career and Guidance Cell works to provide counselling to the students regarding employment opportunities etc.

3) To make students culturally and socially adaptable, economically stable and globally sensitive. To enable young women to be self-reliant and to empower them with information.

Students' union "Jagriti" encourages students to participate in the University Youth Festival and also in different academic and cultural events regularly organised by other colleges too. This boosts up their self-confidence and cultural adaptability.

To make students socially adjustable and economically stable and also for women empowerment, Equal Opportunity Centre established under the XI plan of U.G.C. lends a helping hand. Another Cell, N.R.C. (Network Resource Centre) also helps students capable of competing with the present global changes.

4) To create opportunities for knowledge exchange and sharing by initiating new projects and programmes and to facilitate moral and spiritual development of the students and strengthening their value system.

For knowledge development and to facilitate moral and spiritual development, every department organises activities like guest-lectures, different types of competitions like essay writing, poster presentation, drawing and debate competitions, Sanskrit shloka-path etc. To fulfil the same purpose, the faculty prepares the students to participate in college as well as inter-collegiate activities.

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?

Ans: There is a provision of short term course in Dietetics. Workshops like those by Pidilite, 'O' level computer course, Workshops in Drawing and Painting, short-term programmes for communication skills in Sanskrit, certificate course in Journalism etc. are only some of the programmes organised by the college to enrich the curriculum and enhance the experiences of the students. They are equally relevant in the dynamic employment market. The college also organizes, from time to time, seminars and workshops etc. to enhance the experience of the students and keep them abreast with the dynamic global market.

1.3.3. Enumerate the efforts made by the institution to integrate the cross cutting issues such as gender, climate change, human rights, environmental education, ICT etc. into the curriculum.

Ans: A compulsory paper of Environmental studies has to be qualified by the students at U.G. level. The students have the option to clear this exam in any of the three years of graduation, but it is a qualifying paper and passing this exam is mandatory to get the bachelors' degree. Moreover, from time to time lectures and workshops etc. on current environmental issues and awareness are held by the respective committees to update the students on various topics.

Topics for gender issues (equality and empowerment of women) etc. and human rights are dealt at length in subjects like Sociology, Education, Political Science. Issues like Feminism, Social Deconstructionism etc. including psychology of the society behind depriving the second sex from entering the main stream are discussed with the students during classroom teaching and discussion-sessions. A detailed description of all such co-curricular activities organised by various departments will be provided subsequently in the report.

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

Ans: For ensuring the holistic development of students, various extension activities are introduced which help the students develop strong moral and ethical values and enrich them with conceptual clarity and better life experiences. The courses run by UP Rajarshi Tandon Open University are some such courses which ensure holistic development of the students.

The details of extension activities of NSS, NCC and Equal Opportunity Centre are discussed in Criteria III.

Value added course introduced by the institution to develop life skills / career training and better career options and employable skills are discussed at length in Criteria V.

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

Ans: The management along with the Principal and the faculty, organizes periodic meetings and the problems of the faculty, students etc., if any, are sorted out. The students' representatives try to redress the grievances of the students and convey their feedback to the teachers. Parent-Teacher Meetings are also held where suggestions from parents regarding the discipline, academic atmosphere of the college, students' overall development are welcomed.

Feedback from parent and old students are sought and tried to be implemented in order to meet the purpose of curriculum enrichment.

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

Ans: For monitoring and evaluating the quality of enrichment programmes, following steps are taken:

- Sessional work report is submitted to the Principal for evaluation.
- Reports of various committees formed for extension activities are also submitted to evaluate the activities organized by the respective committees throughout the session.

- Feedback regarding the implementation of curriculum / enrichment programmes etc. is taken by the Principal from the HODs.
- Feedback forms have been prepared by the faculty itself and are handed over to students in every session to seek their opinion about the teachers, curriculum as well as the academic ambience of the college.
- The faculty/students are encouraged to enhance their performance/achievements in different academic activities of the college.

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?**

Ans: The Principal, Heads of different departments or other senior teachers who have achieved excellence in their specific fields are appointed as conveners or members of Board of Studies of their respective subjects formed by the university and they play active role in the design and development of the curriculum. They also prepare strategy for the implementation of the curriculum prepared by the university. Further details have already been provided in Q.no.1.1.6

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?**

Ans: The Department of Education has developed its own feedback forms which are distributed to students at the end of every session to take their opinion about their curriculum, method of teaching, administrative framework, infrastructural support and the general atmosphere of the college. Once their opinion is taken, the Department then analyses the data and conveys it to the Principal who, along with the Management of the college, teachers and office-bearers, chalks out the strategies to bring required changes necessary for the satisfaction of the students. The university is not conveyed these issues as it is purely an internal matter of the college and it is the duty of the institution to introduce new changes necessary for the general upliftment of the students and teachers alike. Certain changes or suggestions which are worth communicating to the university are done so during the meetings of Board of Studies. For instance, during sessions 2012-13 and 2013-14, even the literature papers were set on objective pattern. This was found inappropriate by the stakeholders as literature and language are subjects which are meant to inculcate communication skills and expressions. Their opinion was conveyed to the Honourable Vice-Chancellor and it was duly taken into consideration by him. It is decided for the forthcoming exams that necessary changes will be undertaken in the pattern of the question papers of these subjects.

Parent-teacher association is also involved to understand the expectations, hopes and aspirations of the students. Their opinions, suggestions etc. are sought and kept in mind before planning the strategy for maintaining discipline in college and create more congenial atmosphere for academic pursuits.

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 course / programmes?

Ans: One certificate course in journalism is running under the UGC XI Plan period. The course is running on the grant obtained from UGC. It is a career-oriented programme which helps students obtain proficiency and career-options in print and electronic media.

The college also received financial support from UGC for a certificate course in Dietetics. It has also been running since 2013-14. It is an enrichment programme which adds value to the subject of Home-Science.