CRITERION I
CURRICULAR ASPECTS

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

Vision:
- Empowerment of youth by providing quality education to make them competent, self-reliant and responsible society builders, professionals and citizens.

Mission:
- “Knowledge for universal welfare” (GYANAM SARVAHITHAYA) - Emancipation of backwardness, poverty and mental constraints of the youth of the downtrodden sections of society by providing higher education, life skills and personality development for a better living.

The College has been striving hard to promote academic excellence, to inculcate human values and social responsibilities, to bridge the gap between rural and urban divide, to mould the students as good citizens of India.

BJR Govt. Degree College has a College website, Face book page, blog and e-Magazine and conducts orientation classes for fresher’s and parents every year after the admission process is completed.

Objectives:
- To facilitate learning of knowledge and skills by students through a variety of courses, activities and programs.
- To conduct diverse and learner oriented curricular, co-curricular and extra-curricular activities.
- To develop multiple linkages with formal, informal, academic, community development and welfare organizations.
- To provide value-education and education in personality and all round development and attempt to bridge the rural and urban divide.
- To impart Knowledge and job-oriented employment and behavior related skills and empower the underprivileged to realize their aspirations.
- To meet contemporary regional and national needs and anticipate future social and economic development and equip students accordingly.
- To empower women students from marginalized sections through higher education.
- To develop responsible and productive citizens.

How these are communicated to students and stake holders:
- Provides information through posters and notices at departmental notice boards.
We have “bjrgdc - facebook page” to communicate text and picture information, SMS services are used to convey message along with e-mail services.

The vision, mission, objectives are displayed in college – near office, also on college brochure, handbook and college Website.

1.1.2 - How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- Annual academic plan, department wise, with syllabus division including and integrating various activities of department and other departments is prepared in the beginning of the academic year.
- College as well as departments has curricular, co-curricular and extra-curricular plans, at different levels. The action plan and academic plan is printed in student hand book for implementation.
- Scheduling of the syllabus is done and exhibited on notice board in the department through which the students know the schedule of topics to be discussed during the week.
- Syllabus is divided into units. Units are subdivided into sub units and sub-units have topics and a lesson plan, synopsis with evaluation plan is reviewed every week by the HODs and noted in the teaching diaries. A monthly review of implementation is conducted by the Principal.

However while opting and introducing new courses the college takes utmost care to the needs of the society and global trends. For example time to time new UG courses/ Certificate course are introduced.

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

1. a) ICT equipment, Computers are provided to the department with internet facility and LCD Projector.
   b) Teachers are encouraged to maintain departmental library.
   c) Encouraged to attend workshop/ training/ orientation / refresher courses to update knowledge and latest developments in the society.
   d) Encouraged to develop contacts and good will with subject experts for conducting guest lectures.
   e) Providing financial assistance for conducting seminars / workshops.
   f) Encouraged to apply for MRP to the UGC.
2. a) Support from College planning and development council.
b) Funding from different sources like: UGC, State Govt., Philanthropists and alumni.

3. Eminent Academicians/ Renowned Scholars are invited to college to guide the faculty and students regarding the latest trends in Subjects and other fields of study.

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

The following initiatives are taken up by the institution for effective curriculum delivery:

- Apart from regular classes, guest lectures and extension lectures are arranged.
- Field trips are arranged for gaining practical knowledge.
- Student study projects are assigned to students for gaining advanced knowledge in the Subject.
- Seminars, workshops, quiz programmes are arranged.
- Unit tests, Half Yearly, and pre-final tests are conducted to assess the knowledge of the students.
- Different awareness programmes co-related to Environment, HIV, Health, Child & Women literacy, and career opportunities are organized.
- DRC – arrangement for examinations, guest/extension lectures through DRC.
- Departmental library, Internet, MANA TV, video lessons facilities are provided.

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

The institution for effective operationalization of the curriculum takes the following measures:

- Invite/Involves experts from the industries, research bodies and university academicians.
- Enters into agreements / collaboration and MOUs with institutions like National Institute of Nutrition, Hyderabad Central University, Telugu University., for conducting various certificate courses, add on courses seminars.

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

- Summary and statistics of feedback from the Students, Stakeholders, and Teachers is informed to the CCE and university to design & develop the curriculum.
- First year English syllabus has been modified because of the feedback from the institution by the university authorities from this academic year.
- Based on feedback from stakeholders, new courses like B.A, HEP (E/M), B.SC, MPC, English Medium, were introduced during the year.
- B.A (Mass communication, Political Science and English literature) will start from the academic year 2015-16.

The following faculty are members of BOS of Autonomous Colleges/University, Academic Council, DRC and other institutions:

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<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>1.</td>
<td>Dr. Ghanshyam</td>
<td>GDC Nalgonda., Siddartha, Vijayawada, APOSS Editor, UG GDC (W), Begumpet, St. Anns College for Women, Hyd</td>
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<td>2</td>
<td>D. Narmada</td>
<td>Botany for DRC</td>
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<td>3</td>
<td>Syed Fareeduddin, M.Ravindranath</td>
<td>Physics for DRC</td>
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<td>4</td>
<td>Dr Viplav Duth Shukla</td>
<td>City College &amp; Begumpet Womens</td>
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<td>5</td>
<td>Dr. Krishna Murthy</td>
<td>Telugu for DRC</td>
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<td>7</td>
<td>E. Pavani</td>
<td>City college, Practical Examiner as external</td>
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<td>8</td>
<td>Dr. R Praveen K Reddy</td>
<td>Govt. City college, BOS</td>
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<td>9</td>
<td>P. Ravichandra</td>
<td>BOS - NG College Nalgonda, GDCW Begumpet</td>
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<tr>
<td>10</td>
<td>K. Srinivas Rao</td>
<td>Computer Science for DRC</td>
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1.1.7 - Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (Needs Assessment, design, development and planning) and the courses for which the curriculum has been developed.

Faculty of the college was drafted by Commissionerate of Collegiate Education for developing curriculum-

Ms. Bangla Bharathi, Lecturer in English, was drafted by CCE to design and head a team of 8 teachers to develop 40 hour ‘soft-skills course’ for JKC students including Trainer and Student material and worksheets.
Mr. P. Ravichandra, Lecturer in Computers, was drafted by CCE to design and develop 60 hour ‘computer-skills course’ for JKC students including trainer and student material cum worksheets. Ms. Bangla Bharathi, Lecturer in English, was drafted by Chairperson, BOS, Center for Distance Education, Osmania University, to contribute and design a self-explanatory, course material for MA (ELT), CDE students on structural and Functional Notional Syllabi in ELT.

At unit level the college is conducting certificate course in Computer Hardware, Certificate course in Refrigeration, also planning to start new courses such as Computer Net-working, Translation studies, Tally, and taxation.

1.1.8 - How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation? Manual for Self-Study - Affiliated Colleges

**College Level**: Final year result analysis

**Departmental Level**: I & II year result analysis for pass and promoted students.

**Subject/Lecturer wise** analysis is done using in-house exam performance and comparing with annual examination results.

Important topics related are given as assignments.

Unit test and assignments model questions were given at time of syllabus distribution.

All the content from the curriculum is thoroughly taught by using practical sessions and other related information collected from the internet.

Care is taken that every student maintains record for practical work and running notes.

Guidance is given and the topics that are difficult to students are revised every week after the college hours in the corresponding departments.

All the students “class wise” are given opportunity to surf the internet to learn and prepare for assignments and projects on topics after the classroom session.

Academic Coordinator/class teachers discuss with students regularly to know their academic difficulties/ issues related to their scholarship disbursement from the district level authorities.

Women lecturers counsel the girl students for their grievances/ issues.

NSS coordinators and vice-principal spend lot of time to motivate and regulate their learning.

1.2- Academic Flexibility

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

The institute offered 4 certificate courses in 2013-14 under skill development- 1) Basics of Nail Art, 2) Basics of Photoshop, 3) Basics in First Aid, 4) Water Analysis.
**Goals:**

- To make students acquire additional skills to help them become self-sustainable and start small enterprise if need arises.
- To meet the ever increasing demand of qualified and skilled manpower

**Objectives:**

- Make our students earn amount for minimum needs immediately in the market
- To prepare the students face competition and marketable by adding new dimensions of skills.
- Enhancement of quality education to students, avenues for jobs to students, value addition to the existing programmes.

**Skill development courses:**

- The Vocational Certificate Courses offered in collaboration with SIVE- in 2013-14 are aimed at skill development.

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

No. Neither Commissioner of Collegiate Education nor affiliated University has dual degree programs. But certificate courses and special training is given alongside regular courses.

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

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

Out of various options offered by the University under various programmes, the college has opted the following options:

**Options opted for B.com. Commerce:**

- B.Com (General): Advance Corporate Accounting, Management Accounting
- B.com. Computers And Computer Applications- CMA and MAC

**Options opted for B.sc:**

- MPCs: Web Technologies in Computer Science
• **MPC**: Special Functions in Mathematics
  
  ❖ Coaching for entrance tests for PG courses.
  ❖ Coaching for competitive exams for getting jobs.
  ❖ Certificate courses for enriching skills, value addition to existing programmes.

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

Yes,

* B.Com (Computers)
* B.Com (Computer Applications)
* B.Sc (MSCs) and B.Sc (MPCs)

The self financed courses with Computer combination have a great demand from the stakeholders. The admission process, curriculum, teacher qualification and salary are similar to that of conventional courses. But, as they are job oriented courses fee structure differs and these courses have higher fee than the conventional courses. Each student has to pay Rs. 3000 per annum in addition to the normal college fees as prescribed by the University.

Regarding curriculum of restructured courses, the University prescribes the syllabus that differs as mentioned below.

The students of B.Com (computers) and (computer applications) have to study all the papers but B.Com (General) students have to learn additional computer papers to meet the requirement and get an opportunity to get jobs in computerized institutions.

Conventional courses of B.Sc, like MPC, additional computer combination with computer science (MPCs) and Statistics (MSCs) is introduced to provide better opportunities in ITES jobs and higher education.

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

The following Skill orientation programmes are conducted to provide additional skills relevant to global employment markets.

❖ Soft skills by Antaryaami, an NGO- 2010-11
❖ Communications skills certificate via MANA TV - 2010-11
❖ Multimedia course by ZICA Multimedia Solutions – 2012-13
❖ Basics in Nail Art- 2013-14 for Girl students on self grooming
❖ B.SC – BZC, MPC – Water Analysis- 2013-14
❖ Basic course in Photoshop, HTML- 2014-15
❖ NSS – Basics in First Aid- 2014-15

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

- NO. There is no such provision with the university.

1.3 - Curriculum Enrichment

1.3.1 - Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated.

The College, based on the need and demands from the stakeholders, provides following listed facilities and timely inputs, drives, workshops, training programmes, etc..

- Drives like art of living (to supplement/ Additional Modules of Osmania University curriculum of Human Values and Professional Ethics - HVPE), female literacy, AIDS awareness etc organized from time to time under the banner of NSS to address the needs of society.
- Conducting guest, extension lectures, seminars, co-curricular and extra-curricular activities, workshops and trainings, debates, at college and at state level related to curriculum.
- Collaboration with National Institute of Nutrition, Hyderabad Central University, Telugu University.

1.3.2 - What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

The College provides a platform to students to express their experience of the curriculum on the Facebook page, feedback, classroom interaction and Group Discussions, based on the academic and employment interest of students the following efforts are made by the institution -

- Organized workshops (Voice modulation and Microphone etiquette for a career in Voice industry, photography), Training programmes in Accounting packages. Career awareness programmes on ICWA, CA and other computer skills, Goal Setting.
- The college is going to introduce a new UG job oriented course in 2015-16 in B.A- Mass Communications.
- Student Study Projects, assignments and writing articles & Class room seminars, organized co-curricular and extracurricular activities, visiting industries, scientific organizations like central and state government CCMB, BDL, AP Fisheries, Forensic Laboratory (CDFD).

1.3.3 - Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?
Women Empowerment Cell is constituted for creating awareness on Gender issues, equality and prevention of harassment at workplace and respond to social events by conducting a protest rally and candle light march (Case of Nirbhaya), observe special events on Women Equality Day, Girl child Protection day, Female literacy drive, Anti-dowry campaign.

Conducted seminars, lectures by experts to focus on climate change, wild life and bio diversity, address the need of environment conservation on ozone day, Forest Day, Green Cops, eco-friendly festivals, reducing Pollution and TB.

Organized different awareness programmes to safeguard Human Rights, observed Consumers Protection day, World Aids day, Earth Day, Education Day, Suicide prevention day.

Provided ICT facility and audio-visual aids for the visually challenged and differently abled students. The college also encouraged and involved the students in preparing the audio lessons for visually challenged school children for Samrita Trust.

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

- Compulsory subjects/ value-added papers are introduced by the University on Indian Heritage and Culture, Environmental Studies, Science and Civilization; Computer based Test for General English and Computer Skills for non-computer course students in first and second year students in their degree course.
- Newly introduced course Human Values and Ethics in the first year degree course had a good impact on the students and they are learning more about the standards understood and followed by them in the interpersonal and social relations throughout their life.

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

- Course Curriculum is as per Osmania University – Feedback to suggest to the BOS of university and CCE
- Based on the feedback from the students and stake holders of the college, university has changed the General English first year and second year course content. The faculty is invited to be a part of the panel to develop curriculum of General English. Osmania University has introduced CBT for English in Annual Practical Examinations.
- Workshops/ training programmes/ certificate courses are planned based on the feedback of the stakeholders and new courses are introduced at UG level.
- New courses in B.Sc (MPCs), (MSCs), B.Com (Computer Applications), (Computers).
- B.A (HEP) English Medium and B.Sc (MPC) English Medium were started during the academic year 2013-14
1.3.6- How does the institution monitor and evaluate the quality of its enrichment programmes?

The college has committees that monitor and evaluate the programmes.

- **IAQA- (Internal Academic Quality Assurance) Cell**, Academic Coordinator, and Class Teachers monitor the activities and programmes.
- Academic committee is constituted for monitoring and evaluating the quality of this committee is having students and their parents from various programs.

**Convenor:** Dr. Ghanshyam, Lecturer in Hindi.

**Members:**
1. Dr. R. Praveen Kumar Reddy, Lecturer in Commerce
2. Dr. Viplav Dutt Shukla, Lecturer in Chemistry
3. Sri P. Ravichandra, Lecturer in Computer
4. Smt. E. Pavani, Lecturer in Economics

- Quarterly internal academic audit is conducted by the academic coordinator in all the departments wherein verification of academic records such as Teaching Notes, Project Record program list, Teaching Dairy, student progression report and giving suggestions to every teaching member.
- Academic Audit Committee deputed by the CCE will visit the college and verify the Academic records maintained in the college and offer suggestions wherever necessary.

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?

This feedback system is very much accepted the students, teachers and stakeholders, due to these reports the university has changed course content of the first year English paper and mode of CBT examination. Based on the alumni and stakeholder feedback the College applied for new courses in Mass Communications (job oriented) in B.A, student feedback requesting for an E/M in H.E.P and B.Sc. MPC English medium and the University has given affiliation to the said courses.

- Different committees of the institution like IEQA, Academic Staff council, development committees, ICT cell, grievance redressal cell, library advisory committee, suggest measures for improvement in the teaching method for completion of the course and various development initiatives to be taken. These suggestions/deliberations are forwarded to the head of the institution for needful action.
- The faculty members are associated with different advisory bodies like the Academic council/Research council etc., members of BOS
- The following faculty are members of BOS of Autonomous Colleges/ University, Academic Council, DRC and other institutions:
1.4.2 - Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes

- Through student-teacher meet
- Through meeting with community members & Academicians
- Through parent-teacher meet
- Through alumni association
- Suggestions & views from all these sources are discussed and analyzed by the feedback evaluation cell at a meeting chaired by the principal from time to time and resolutions are forwarded to university for needful action.
- Feedback from stakeholders like Alumni, Retired Employees, Parents and Students are obtained, analysed and conclusions are passed on to the university, CCE for necessary actions for changes in policy matters and for introduction of new programmes in the college.

1.4.3 - How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?) Any other relevant information regarding curricular aspects which the college would like to include.

- * B.Com.(Computers) * B.Com.(Computer Applications) * B.Sc.(MPCs) & MSCs, B. Sc, M.P.C(English Medium) BA, HEP(English Medium).
- Sanctioned obtained from the CCE and Osmania University to start B.A. (Mass Communication., Political Science., English Literature) from the Academic Year 2014-15