

# ACADEMIC AUDIT REPORT GURU NANAK FIRST GRADE COLLEGE, BIDAR



ACADEMIC SESSION : 2019-20

## **INTRODUCTION**

Guru Nanak First Grade College, Bidar was established by Sri Nanak Jhira Saheb Foundation in the year 1999, affiliated to Gulbarga University, Kalaburagi. This is one of the top most un-aided college in Hyderabad Karnataka region. The Foundation was established in March 1987 by the founder President Late Pant Ratan Shiromani Sardar Joga Singh ji for the upliftment of the economically and educationally backward people of Bidar district.

The college offers Three year Degree Courses in Science, Commerce, Computer Science, Management leading to the award of Bachelors Degree from Gulbarga University, Kalaburagi. The College has been co-educational since 1999.

The College has a very fine infrastructure, well equipped labs with latest technologies and instruments and a full fledged faculty. It is unique in a way that, teaching or learning here is challenging. The college aims at achieving academic excellence by imparting quality education. It also aims at training students to be selfreliant, responsible citizens and who in turn can contribute significantly to the continuous improvement of a just and equitable society.

### **Programs Run by the College :**

The college offers Bachelor's Degree in Science (B.Sc.), Commerce, (B.Com), Computer application (BCA), Business Management (BBM). It also offers Masters' Degree M.Sc. in Physics, Chemistry and Mathematics. The College has well established library and well-equipped laboratories.

## ACADEMIC STRENGTH

| 2019-20 |                        |       |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |       |  |
|---------|------------------------|-------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|-------|--|
| sl.No.  | Course                 | Total |       | SC   |       | ST   |       | I    |       | IIA  |       | IIB  |       | IIIA |       | IIIB |       | GM   |       | Total |  |
|         |                        | Boys  | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |       |  |
| 1.      | B.Sc. I Semester       | 41    | 60    | 6    | 8     | 5    | 3     | 1    | 2     | 2    | 7     | 5    | -     | 2    | 2     | 15   | 34    | 2    | 4     | 101   |  |
| 2.      | B.Sc. III Semester     | 49    | 59    | 10   | 9     | 6    | 6     | 2    | -     | 3    | 3     | 1    | 2     | 1    | -     | 24   | 34    | 2    | 5     | 108   |  |
| 3.      | B.Sc. V Semester       | 29    | 49    | 6    | 9     | 2    | 5     | -    | -     | 2    | 3     | -    | 2     | 1    | 2     | 17   | 26    | 1    | 2     | 78    |  |
| 4.      | B.C.A. I Semester      | 46    | 14    | 2    | 1     | 4    | -     | 2    | -     | 3    | 1     | 11   | -     | 1    | 1     | 21   | 11    | 2    | -     | 60    |  |
| 5.      | B.C.A. III Semester    | 43    | 21    | 6    | 2     | 5    | -     | 1    | -     | 1    | 1     | 5    | 1     | -    | 2     | 22   | 15    | 3    | -     | 64    |  |
| 6.      | B.C.A. V Semester      | 25    | 21    | 5    | -     | 2    | -     | 1    | -     | 2    | 2     | 1    | 2     | 1    | -     | 13   | 16    | -    | 1     | 46    |  |
| 7.      | B.B.M. I Semester      | 49    | 11    | 2    | 1     | -    | -     | 1    | -     | 1    | -     | 11   | 2     | -    | -     | 31   | 7     | 3    | 1     | 60    |  |
| 8.      | B.B.M. III Semester    | 25    | 10    | 3    | -     | 1    | -     | -    | 1     | -    | -     | 5    | 1     | -    | -     | 16   | 7     | -    | 1     | 35    |  |
| 9.      | B.B.M. V Semester      | 24    | -     | 2    | -     | 1    | -     | -    | -     | 2    | -     | 1    | -     | -    | -     | 16   | -     | 2    | -     | 24    |  |
| 10.     | B.Com. I Semester      | 30    | 13    | 5    | 3     | 2    | -     | -    | -     | 1    | -     | 8    | 2     | 3    | -     | 10   | 6     | 1    | 2     | 43    |  |
| 11.     | B.Com. III Semester    | 12    | 7     | 1    | 2     | 2    | -     | -    | -     | 1    | -     | 5    | -     | -    | -     | 2    | 5     | 1    | -     | 19    |  |
| 12.     | B.Com. V Semester      | 13    | 15    | 2    | -     | 1    | 1     | -    | -     | 3    | 2     | 1    | 1     | -    | -     | 6    | 10    | -    | 1     | 28    |  |
| 11.     | M.sc I sem Physics     | 2     | 20    | 1    | 2     | -    | 2     | -    | -     | -    | 2     | -    | 3     | -    | 2     | 1    | 8     | -    | 1     | 22    |  |
| 12.     | M.sc III sem Physics   | -     | 12    | 2    | -     | 1    | -     | -    | -     | -    | 2     | -    | -     | -    | -     | 6    | -     | -    | -     | 12    |  |
| 11.     | M.sc I sem Chemistry   | 6     | 9     | -    | 3     | -    | -     | -    | -     | 2    | 1     | -    | -     | 1    | -     | 3    | 5     | -    | -     | 15    |  |
| 12.     | M.sc I sem Mathematics | 1     | 9     | -    | 2     | 1    | -     | -    | -     | -    | -     | -    | 2     | -    | -     | 5    | -     | -    | -     | 10    |  |
|         |                        | 395   | 330   | 53   | 35    | 31   | 15    | 8    | 3     | 21   | 19    | 54   | 13    | 9    | 7     | 196  | 171   | 17   | 17    | 725   |  |



### **Acadmeic Audit Committee :**

Following Audit Committee was constituted to conduct Academic Audit of teachers for the Academic Year 2019-20.

| <b>Sl.No.</b> | <b>Name of the Staff</b>   | <b>Designation</b>     |
|---------------|--|------------------------|
| <b>1.</b>     | <b>Dr. Shyamala V Datta</b>  | <b>Chairman</b>        |
| <b>2.</b>     | <b>Dr. Rajshekhar Almaje, Principal<br/>Guru Nanak College of Education, Bidar</b> | <b>External Member</b> |
| <b>3.</b>     | <b>Mr. Sanjay Mainalli</b>   | <b>Member</b>          |
| <b>4.</b>     | <b>Smt. Priyadarshini</b>  | <b>Member</b>          |
| <b>5.</b>     | <b>Smt. Suvarna Kadwade</b>  | <b>Member</b>          |
| <b>6.</b>     | <b>Mr. Md. Inamur Rahman Khan</b>  | <b>Member</b>          |

### **The aim of the audit was to assess the following :**

- Methodology of teaching and learning adopted by teachers for the courses they are teaching.
- Examination and evaluation system in the college.
- Stocks of various departments and furniture in the college.
- Student related problems.

**Modes of Audit :**

The Audit team visited all the departments of the college on 09<sup>th</sup> March 2020 and inspected various departments and facilities and also interacted with the faculty members of each department.

As the aim of the visit was to assess the teaching learning process in the departments, the committee already prepared and circulated a proforma for the audit purpose among the faculty members. Before the audit team visit all the faculty members were requested to fill the required information in it.

The Proforma was prepared to collect the information related to classroom teaching and academic activities like proper register compilation, calendar of the events, Lesson Plans, Assignments, use of ICT tools and innovation practices adopted by the teachers.

Evaluation and Assessment methods by teachers in theory and laboratories were also included. Information regarding contribution of teachers in research, publications, participation in conferences/Workshop/FDP are also collected from individual teachers.

After the information collected from the available documents, the audit committee has put some observations in the report.

### Observations of the Committee

For the academic year 2019-20, the academic audit was conducted for 31 faculty members. The committee observed, that

1. Registers in the department, teaching plan were compiled.
2. Teacher's work done diaries, assignments, class test, consolidated attendance and test records.
3. No Major/Minor project have been taken by the faculty members.
4. The examination and evaluation process is transparent. The students are evaluated by conducting class test and internal assessment.
5. Stock and furniture verification committee in the college verifies the actual stock and stock registers in the various departments, which was observed by the audit committee.
6. The rules and regulations followed by each department for ensuring discipline were appreciated. They felt that the staffs of the department are having best expertise and experience.
7. The Library timings are sufficient. During examination time the library works for another 4 Hrs. extra.
8. Very minimal participation in extra-curricular and sports activities by the students.
9. Soft skills sessions are arranged for the students of final year.
10. The infrastructure of the college is well developed with the increase in student strength.
11. Numbers of Washrooms are sufficient for girls and boys and staff members. Maintenance of the washrooms is adequate.

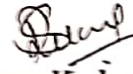
### Suggestions of the Committee

Following are the suggestions of the academic audit committee for improvement in future.

1. Use of ICT in classroom teaching may be improved and innovative practices may be adopted by the faculty.
2. Teachers should enhance their qualification by joining the Ph.D. program in their subject.
3. Students should be encouraged to use e-resources.
4. Students should be encouraged to attempt the competitive examinations.
5. Students should be encouraged to develop entrepreneurship skills.
6. To increase the number of Labs in PG section.



Mr. Md. Inamur Rahman Khan



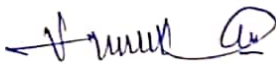
Smt. Suvarna Kadwade



Smt. Priyadarshini



Mr. Sanjay Mainalli  
IQAC Coordinator  
GNFGC, Bidar



External Member  
Dr. Rajshekhar Almaje



Chairperson  
Dr. Shyamala V Datta  
PRINCIPAL  
Guru Nanak First Grade College  
BIDAR



Format for Academic Audit

Annexure-1

Name of the Department: physics

Year of Establishment: 2002

Head of the Department: Mrs Priyadarshini

| Metric No | Description   | Response                 | Weightage                |
|-----------|---|--------------------------|--------------------------|
|           | Total No. of Seats (Major)  | 120+30                   |                          |
|           | Total No. of Students at present  | 75+21                    |                          |
|           | No. of sanctioned faculty positions   | 02+04                    |                          |
|           | No. of filled up faculty against sanctioned posts   | 02+04                    |                          |
|           | No. of other faculty  |                          |                          |
| 1.1.1.    | The Institution ensures effective curriculum delivery through a well-planned and documented process:<br>(Response-Yes/ No)<br>a. Lesson plan is maintained by the teachers<br>b. Course progress record is maintained by the teachers<br>c. Course completed in stipulated time<br>d. Feedback on teachers collected from the students<br>e. Internal examination results are analysed and necessary action taken | yes<br>yes<br>yes<br>yes | 10                       |
| 1.1.2.    | The institution adheres to the academic calendar including for the conduct of CIE (Response-Yes/ No)<br>a. Academic calendar is maintained for teaching<br>b. Academic calendar is maintained for CIE   | yes<br>yes               | 5                        |
| 1.2.2     | Number of Add on /Certificate programs offered during : 2019-20   | -                        | 10                       |
| 1.2.3     | No. of students enrolled in Certificate/ Add-on programs last year  | -                        | 10                       |
| 1.3.1.    | Following issues are integrated to curriculum:<br>(Response-Yes/ No)<br>a. Professional Ethics<br>b. Gender<br>c. Human Values<br>d. Environment and Sustainability   | yes<br>yes<br>yes<br>yes | 10                       |
| 1.3.2     | No. of courses that include experiential learning through project work/field work/internship  | 01                       | 10                       |
| 1.3.3     | No. of students undertaking project work/field work/internships   | 12                       | 10                       |
| 2.2.1     | Department assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners  | -                        | 30<br>QLM<br>(100 words) |
| 2.2.2     | Student- Full time teacher ratio  | 1:16                     | 20                       |



**Academic Audit Report 2019-20 : GURU NANAK FIRST GRADE COLLEGE, BIDAR**

|       |  |                         |                          |
|-------|--|-------------------------|--------------------------|
| 2.3.1 | Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences   | yes                     | 20<br>QLM<br>(100 words) |
| 2.3.2 | No. of Teachers use ICT enabled tools for effective teaching-learning process.   | 06                      | 15                       |
| 2.3.3 | Ratio of mentor to students for academic and other related issues  | 1:25+1:21               | 15                       |
| 2.4.2 | No. of Teachers with PhD   | 02                      | 20                       |
| 2.4.3 | Average teaching experience of full time teachers in the same institution  | 06                      | 20                       |
| 2.5.1 | Mechanism of internal assessment is transparent and robust in terms of frequency and mode  | Yes                     | 15<br>QLM<br>(100 words) |
| 2.5.2 | Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient   | Yes                     | 15<br>QLM<br>(100 words) |
| 2.6.1 | Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.  | Yes                     | 15<br>QLM<br>(100 words) |
| 2.6.2 | Attainment of Programme outcomes and course outcomes are evaluated by the institution.   | Yes                     | 15<br>QLM<br>(100 words) |
| 2.6.3 | Pass percentage of final year Students in the last year  | U.G + PG<br>100% + 53.8 | 30                       |
| 3.1.1 | Grants received from Government and non-governmental agencies for research projects / endowments   | -                       | 5                        |
| 3.1.2 | No. of research projects funded by government and non-government agencies  | -                       | 5                        |
| 3.1.3 | Number of Seminars/conferences/workshops conducted   | -                       | 5                        |
| 3.2.1 | Number of papers published per teacher in the Journals notified on UGC website   | -                       | 5                        |
| 3.2.2 | Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings  | -                       | 10                       |
| 3.3.1 | No. of Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development   | -                       | 10                       |
| 3.3.2 | Number of awards and recognitions received for extension activities from government / government recognised bodies   | -                       | 10                       |
| 3.3.3 | No. of Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs ) | -                       | 20                       |

**Academic Audit Report 2019-20 : GURU NANAK FIRST GRADE COLLEGE, BIDAR**

|       |  |    |                               |
|-------|--|----|-------------------------------|
| 3.3.4 | No. of students participating in extension activities at 3.3.3. above  | 15 | 20                            |
| 3.4.1 | No. of collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc  | 01 | 10                            |
| 3.4.2 | Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc.  | 01 | 10                            |
| 4.1.3 | No. of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS, etc  | 02 | 10                            |
| 5.1.3 | Capacity building and skills enhancement initiatives taken by the department include the following<br>1. Soft skills<br>2. Language and communication skills<br>3. Life skills (Yoga, physical fitness, health and hygiene)<br>4. ICT/computing skills<br>Options:<br>A. All of the above<br>B. 3 of the above<br>C. 2 of the above<br>D. 1 of the above<br>E. none of the above | -  | 10                            |
| 5.2.1 | No. of placement of outgoing students  | -  | 10                            |
| 5.2.2 | No. of students progressing to higher education  | -  | 15                            |
| 5.2.3 | No. of students qualifying in state/national/international level examinations during the last five years (eg: JAM/CLAT/GATE/GMAT/CAT/GRE/TOEFL/ Civil Services/State government examinations)  | -  | 5                             |
| 5.3.1 | Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level   | -  | 10                            |
| 5.3.3 | No. of number of sports and cultural events/competitions in which students of the Institution participated   | -  | 5                             |
| 6.3.3 | No. of number of professional development /administrative training programs organized  | -  | 5                             |
| 6.3.4 | of teachers undergoing online/face-to-face Faculty development Programmes (FDP)  | -  | 5                             |
| 7.2.1 | Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.   | -  | 20<br>QLM<br>(250 Words each) |



## **2.2.1 THE INSTITUTION ASSESSES THE LEARNING LEVELS OF THE STUDENTS AND ORGANISES SPECIAL PROGRAMMES FOR ADVANCED LEARNERS AND SLOW LEARNERS**

### **Slow And Advance Learners Identification**

After the admission of students into the programmes, the institution identifies the learning levels of the students based on qualifying marks and performance observed by the teachers in classroom.

According to that special programmes are organized for slow and advance learners. The brief details are given below:

**Identification of Slow and Advance Learner:** For identification of slow and advance learner by faculty members apply both quantitative and qualitative evaluation. Initial assessment of the student is carried out based on the marks of qualifying examinations 10+2 marks. Class room based performance is also analysed by the faculty members based on communication skills and interaction in classroom during teaching learning. First Internal marks are also considered for learning level identification.

### **Programmes for Slow Learners**

**1. Remedial Coaching:** Slow Learners are provided a remedial coaching by conducting some extra classes. Faculty members notify the time table and maintain the attendance of remedial classes. At the end outcome of remedial classes is measures through performance of the student before and after remedial coaching.

**2. Providing Extra Books/ Notes:** Slow learners are also given extra care by providing extra notes and books from the departmental collection.

**3. Personal Counselling:** Faculty members are also providing the personal counselling to needy students to clear their doubts on various concepts related to course. In addition to this, faculty also provide the tips and tricks for study and improve the concertation.

**4. Solved Question Papers/Question Bank:** Slow learners are also trained for university examination by providing them solved question papers and question bank so that they can practice well and get confident for writing exams.

### **Programmes for Advance Learners:**

**1. Extramural Projects:** Advance learners are given extramural projects which are beyond the prescribed curriculum. This activity enhances the scientific thinking skills and creativity among students.



**2. Industrial Training/ Internships:** Student are given opportunity to learn the industry skills by providing industrial training and internships with local industries and firms.

**3. Volunteer Opportunities in Event Organization:** Advance learners are also given opportunity groom their leadership qualities and organization skills by providing them volunteer opportunities during the events organized by colleges.

**4. Class Representatives:** Class toppers are also given opportunity to serve on students council as class representative and groom their leadership.

**5. Serving on Various Institutional Committees:** Advance learners are appointed as student members on various committees of the college such as IQAC, Student council etc.

**6. Peer Teacher:** Advance learners also encouraged to deliver the seminars in class and serve as peer teacher for slow learners

### 2.3.1 STUDENT CENTRIC METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING METHODOLOGIES ARE USED FOR ENHANCING LEARNING EXPERIENCES

Staff members encourage students to learn using a variety of teaching and learning methods, and the institution's teaching and learning process is student-centered. Teaching –Learning process of the institution is ICT enhanced and focused on outcome based education.

The following techniques were used to make sure that children were learning directly from experience and developing independent learning skills:

#### 1. Experiential Learning:

Industry Visits are regular part of our curriculum, students regularly visit the local industry to understand their functioning and required skills for employment.

Field Visits: Students visit the local forest area, historical places, archaeological sites, biodiversity spots to study the curriculum through direct practical learning.

Project Work: All Final Years Students of PG Programmes and Few UG programme undergo through the research oriented project training for a period of one semester.

#### 2. Participatory Learning:

Students participate in live demonstrations and real life case studies

Role plays are performed by students

Classroom Seminars are delivered by students

Groups discussion, quiz and interactive sessions

#### 3. Problem Solving Methodologies

Students are encouraged to apply their knowledge skills and aptitude by the means of problem solving methodologies.

Mini project, Minor projects and assignments on special topics such activities are introduced to enhance the problem skills of the students.

### **2.5.1 MECHANISM OF INTERNAL ASSESSMENT IS TRANSPARENT AND ROBUST IN TERMS OF FREQUENCY AND MODE**

The institution is affiliated to Gulbarga University, Kalaburagi and follows the academic calendar, examination and evaluation procedures as prescribed by the university for UG and Pg Programmes.

Gulbarga University Kalaburagi publishes the detailed syllabus for each programme on its website of academic section @ <https://gug.ac.in>. Every year institute organizes orientation programme for freshers during this programme college faculty explain all criteria of examination, passing scheme and grievance resolving mechanism.

Well in advance calendar of events is published on college website which given details about Internal examinations. The examination committee constituted by the college takes care of all examination related work at the institution. The institute also appoints the convener of examination committee who communicates all exam related matters to staff and students through notices.

Faculty members are informed to set the question paper for internal examination by considering CO statements and syllabus covered till that time period for realistic evaluation of the student.

The question papers are submitted to the examination section well in advance before commencement of examination as per the given deadline by examination committee convener.

Institute has also implemented a final examination like seating arrangements and each block has provided on invigilator.

For internal evaluation institution follows the Gulbarga University Kalaburagi norms for both theory and practical.

Lab examination for Basic. Science PG programmes are evaluated as per Lab Records, IA examination and day to day performance of the student in practical.

After the Internal Examination students are given opportunity to report their grievances if any and are resolved in time by the respective heads of the departments



### **2.5.2 MECHANISM TO DEAL WITH INTERNAL/EXTERNAL EXAMINATION RELATED GRIEVANCES IS TRANSPARENT, TIMEBOUND AND EFFICIENT**

As per the affiliating university rules, two internal assessments are conducted for the students of UG and PG in each semester. The internal assessment examinations are conducted similar to the university examination. The dates of these examinations are incorporated in the academic calendar distributed to the students at the beginning of each academic year which provides the students adequate time to plan and prepare for the same.

The college strictly follows rules & guidelines as issued by the affiliating university for conducting internals.

After the conduct of the internal examinations, the answer scripts are evaluated, which are then returned to the students to have an idea of their performance in the exam. If they come across any doubts, clarification is given by providing a set standard format answer scripts which is been written by a subject expert.

By adopting the criteria as per the direction of affiliating university, complete transparency is maintained in the internal assessment exam. Students and faculty members are made aware of the transparency to be maintained in the system of assessment. This further enhances the transparency and rapport between faculty members and students.

Any grievances related to internal exam question paper like out of syllabus, repeated questions, the improper split of marks, marks missed, delay in the distribution of Question paper & Answer sheets are addressed by the in-charge faculty and the Head of the department to the Principal.

The university examinations are scheduled and conducted by the university twice in the year in May-June and October November every years for odd and even semester respectively.

The rules, regulations regarding the conduct, valuation and grievances redressal systems are outlined in the college website and the institution ensures that all our students are aware of the same.

Students with grievances regarding their marks related university external examination can apply to the university for photo copy/re-evaluation and retotalling of their answer scripts through examination section of the college. Principal and concerned in-charge takes the follow up to the university for resolution of issues in time.

**2.6.1 PROGRAMME AND COURSE OUTCOMES FOR ALL PROGRAMMES OFFERED BY THE INSTITUTION ARE STATED AND DISPLAYED ON WEBSITE AND COMMUNICATED TO TEACHERS AND STUDENTS.**

The Guru Nanak First Grade College in Bidar offers a comprehensive and cutting-edge education, as well as innovation opportunities driven by active learning and state of the art facilities with a diverse faculty and staff.

The outcomes specified by the institutions for their programmes and courses serve as the basis for measuring the academic quality attained by the students. All professors complete the Course Outcomes (COs) at the start of the semester and submit them to the IQAC. Following improvement, IQAC creates the Programme Outcomes (POs), which are in line with the institution's vision, mission, and goals as well as the Gulbarga University, Kalaburagi prescribed curriculum.

POs are statements of knowledge, skills, and attitudes (attributes) that students of UG and PG programs must possess upon graduation. PO addresses the general aspect of skills, abilities, and knowledge for a particular program, as well as the skills and expertise that a UG/PG student needs upon completion of the program. Course outcomes are statements that clearly describe the important, observable and measurable knowledge, skills, and attitudes that students will acquire by the end of the course. These outcomes were drafted after discussions with all HOD's and faculty. PO's/CO's are first presented in IQAC and after approval are uploaded on college website and other avenues. Calendar of events, Session Plans, and other academic activities are planned in accordance with these stated CO's and PO's for their successful achievement.

**Communicating PO's and CO's :**

Displayed at Prominent Locations of the various Department Published on College website i.e.<https://gnfgc.ac.in>)

Published in print media such as institutes prospectus.

Presented to Students during Orientation Programmes and other student centric workshops

On the first day of commencement of classes all HOD's and respective teachers discuss and communicates about Programme and course outcomes with students.



## **2.6.2 ATTAINMENT OF PROGRAMME OUTCOMES AND COURSE OUTCOMES ARE EVALUATED BY THE INSTITUTION.**

Course and Programme Level attainment Institution has well established processes and procedures for teaching learning and assessment which accomplish the goal of outcome-based education in UG/PG programmes. The institution continuously efforts to nurture the skills, knowledge and aptitude among the students for better employment prospectus, research and problem-solving skills; , innovation and discovery of new knowledge to achieve the said outcomes.

### **Programme Outcomes :**

POs are statements about the knowledge, skills and attitudes (attributes) the graduate of a formal engineering program should have. POs deal with the general aspect of graduation for a particular programme, and the competencies and expertise a graduate will possess after completion of the programme.

### **Course Outcomes :**

The course outcomes are the statement that describes the knowledge & abilities developed in the student by the end of course (subject) teaching. The focus is on development of abilities rather than mere content. We have defined 5 to 7 outcomes for each course.

### **CO/PO Mapping**

The Program Outcomes are developed through the curriculum (curricular/cocurricular-extra-curricular activities).The program outcomes are attained through the course implementation. As an educator, one must know, "to which POs his/her course in contributing?". So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Course PO matrix is essential step in the OBE.The course-program outcomes matrix indicates the co-relation between the courses and program outcomes.The CO-PO matrix is the map of list of courses contributing to the development of respective POs.

Course Attainment Levels : CO attainment is defined/set at three levels; The CO attainment is based on end term examination assessment and internal assessment; The Co attainment is defined at three levels for UG/PG programme in ascending order. e.g. For end term and internal examination;

Level-1: 30% students scored more than class average

Level-2: 40% students score more than class average;

Level-3: 50% students score more than class average.



**Programme Attainment:**

PO attainment is defined at five levels in ascending order; The PO attainment is based on the average attainment level of corresponding courses (Direct Method)

The PO attainment levels are defined / set as stated below;

Level-1: Greater than 0.5 and less than 1.0 (0.5>1)- Poor

Level-2: 1.0>1.5-Average

Level-3: 1.5>2.0-Good

Level-4: 2.0>2.5-Very Good

Level-5: 2.5>3.0 -Excellent

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### **Slow And Advance Learners Identification**

After the admission of students into the programmes, the institution identifies the learning levels of the students based on qualifying marks and performance observed by the teachers in classroom.

According to that special programmes are organized for slow and advance learners. The brief details are given below:

**Identification of Slow and Advance Learner:** For identification of slow and advance learner by faculty members apply both quantitative and qualitative evaluation. Initial assessment of the student is carried out based on the marks of qualifying examinations 10+2 marks. Class room based performance is also analysed by the faculty members based on communication skills and interaction in classroom during teaching learning. First Internal marks are also considered for learning level identification.

### **Programmes for Slow Learners**

**1. Remedial Coaching:** Slow Learners are provided a remedial coaching by conducting some extra classes. Faculty members notify the time table and maintain the attendance of remedial classes. At the end outcome of remedial classes is measures through performance of the student before and after remedial coaching.

**2. Providing Extra Books/ Notes:** Slow learners are also given extra care by providing extra notes and books from the departmental collection.

**3. Personal Counselling:** Faculty members are also providing the personal counselling to needy students to clear their doubts on various concepts related to course. In addition to this, faculty also provide the tips and tricks for study and improve the concertation.

**4. Solved Question Papers/Question Bank:** Slow learners are also trained for university examination by providing them solved question papers and question bank so that they can practice well and get confident for writing exams.

### **Programmes for Advance Learners:**

**1. Extramural Projects:** Advance learners are given extramural projects which are beyond the prescribed curriculum. This activity enhances the scientific thinking skills and creativity among students.

**2. Industrial Training/ Internships:** Student are given opportunity to learn the industry skills by providing industrial training and internships with local industries and firms.

**3. Volunteer Opportunities in Event Organization:** Advance learners are also given opportunity groom their leadership qualities and organization skills by providing them volunteer opportunities during the events organized by colleges.

**4. Class Representatives:** Class toppers are also given opportunity to serve on students council as class representative and groom their leadership.

**5. Serving on Various Institutional Committees:** Advance learners are appointed as student members on various committees of the college such as IQAC, Student council etc.

**6. Peer Teacher:** Advance learners also encouraged to deliver the seminars in class and serve as peer teacher for slow learners



### 2.3.1 STUDENT CENTRIC METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING METHODOLOGIES ARE USED FOR ENHANCING LEARNING EXPERIENCES

Staff members encourage students to learn using a variety of teaching and learning methods, and the institution's teaching and learning process is student-centered. Teaching –Learning process of the institution is ICT enhanced and focused on outcome based education.

The following techniques were used to make sure that children were learning directly from experience and developing independent learning skills:

#### 1. Experiential Learning:

Industry Visits are regular part of our curriculum, students regularly visit the local industry to understand their functioning and required skills for employment.

Field Visits: Students visit the local forest area, historical places, archaeological sites, biodiversity spots to study the curriculum through direct practical learning.

Project Work: All Final Years Students of PG Programmes and Few UG programme undergo through the research oriented project training for a period of one semester.

#### 2. Participatory Learning:

Students participate in live demonstrations and real life case studies

Role plays are performed by students

Classroom Seminars are delivered by students

Groups discussion, quiz and interactive sessions

#### 3. Problem Solving Methodologies

Students are encouraged to apply their knowledge skills and aptitude by the means of problem solving methodologies.

Mini project, Minor projects and assignments on special topics such activities are introduced to enhance the problem skills of the students.

### **2.5.1 MECHANISM OF INTERNAL ASSESSMENT IS TRANSPARENT AND ROBUST IN TERMS OF FREQUENCY AND MODE**

The institution is affiliated to Gulbarga University, Kalaburagi and follows the academic calendar, examination and evaluation procedures as prescribed by the university for UG and Pg Programmes.

Gulbarga University Kalaburagi publishes the detailed syllabus for each programme on its website of academic section @ <https://gug.ac.in>. Every year institute organizes orientation programme for freshers during this programme college faculty explain all criteria of examination, passing scheme and grievance resolving mechanism.

Well in advance calendar of events is published on college website which given details about Internal examinations. The examination committee constituted by the college takes care of all examination related work at the institution. The institute also appoints the convener of examination committee who communicates all exam related matters to staff and students through notices.

Faculty members are informed to set the question paper for internal examination by considering CO statements and syllabus covered till that time period for realistic evaluation of the student.

The question papers are submitted to the examination section well in advance before commencement of examination as per the given deadline by examination committee convener.

Institute has also implemented a final examination like seating arrangements and each block has provided on invigilator.

For internal evaluation institution follows the Gulbarga University Kalaburagi norms for both theory and practical.

Lab examination for Basic. Science PG programmes are evaluated as per Lab Records, IA examination and day to day performance of the student in practical.

After the Internal Examination students are given opportunity to report their grievances if any and are resolved in time by the respective heads of the departments

### **2.5.2 MECHANISM TO DEAL WITH INTERNAL/EXTERNAL EXAMINATION RELATED GRIEVANCES IS TRANSPARENT, TIMEBOUND AND EFFICIENT**

As per the affiliating university rules, two internal assessments are conducted for the students of UG and PG in each semester. The internal assessment examinations are conducted similar to the university examination. The dates of these examinations are incorporated in the academic calendar distributed to the students at the beginning of each academic year which provides the students adequate time to plan and prepare for the same.

The college strictly follows rules & guidelines as issued by the affiliating university for conducting internals.

After the conduct of the internal examinations, the answer scripts are evaluated, which are then returned to the students to have an idea of their performance in the exam. If they come across any doubts, clarification is given by providing a set standard format answer scripts which is been written by a subject expert.

By adopting the criteria as per the direction of affiliating university, complete transparency is maintained in the internal assessment exam. Students and faculty members are made aware of the transparency to be maintained in the system of assessment. This further enhances the transparency and rapport between faculty members and students.

Any grievances related to internal exam question paper like out of syllabus, repeated questions, the improper split of marks, marks missed, delay in the distribution of Question paper & Answer sheets are addressed by the in-charge faculty and the Head of the department to the Principal.

The university examinations are scheduled and conducted by the university twice in the year in May-June and October November every years for odd and even semester respectively.

The rules, regulations regarding the conduct, valuation and grievances redressal systems are outlined in the college website and the institution ensures that all our students are aware of the same.

Students with grievances regarding their marks related university external examination can apply to the university for photo copy/re-evaluation and retotalling of their answer scripts through examination section of the college. Principal and concerned in-charge takes the follow up to the university for resolution of issues in time.



**2.6.1 PROGRAMME AND COURSE OUTCOMES FOR ALL PROGRAMMES OFFERED BY THE INSTITUTION ARE STATED AND DISPLAYED ON WEBSITE AND COMMUNICATED TO TEACHERS AND STUDENTS.**

The Guru Nanak First Grade College in Bidar offers a comprehensive and cutting-edge education, as well as innovation opportunities driven by active learning and state of the art facilities with a diverse faculty and staff.

The outcomes specified by the institutions for their programmes and courses serve as the basis for measuring the academic quality attained by the students. All professors complete the Course Outcomes (COs) at the start of the semester and submit them to the IQAC. Following improvement, IQAC creates the Programme Outcomes (POs), which are in line with the institution's vision, mission, and goals as well as the Gulbarga University, Kalaburagi prescribed curriculum.

POs are statements of knowledge, skills, and attitudes (attributes) that students of UG and PG programs must possess upon graduation. PO addresses the general aspect of skills, abilities, and knowledge for a particular program, as well as the skills and expertise that a UG/PG student needs upon completion of the program. Course outcomes are statements that clearly describe the important, observable and measurable knowledge, skills, and attitudes that students will acquire by the end of the course. These outcomes were drafted after discussions with all HOD's and faculty. PO's/CO's are first presented in IQAC and after approval are uploaded on college website and other avenues. Calendar of events, Session Plans, and other academic activities are planned in accordance with these stated CO's and PO's for their successful achievement.

**Communicating PO's and CO's :**

Displayed at Prominent Locations of the various Department Published on College website i.e.<https://gnfgc.ac.in>)

Published in print media such as institutes prospectus.

Presented to Students during Orientation Programmes and other student centric workshops

On the first day of commencement of classes all HOD's and respective teachers discuss and communicates about Programme and course outcomes with students.

## **2.6.2 ATTAINMENT OF PROGRAMME OUTCOMES AND COURSE OUTCOMES ARE EVALUATED BY THE INSTITUTION.**

Course and Programme Level attainment Institution has well established processes and procedures for teaching learning and assessment which accomplish the goal of outcome-based education in UG/PG programmes. The institution continuously efforts to nurture the skills, knowledge and aptitude among the students for better employment prospectus, research and problem-solving skills; , innovation and discovery of new knowledge to achieve the said outcomes.

### **Programme Outcomes :**

POs are statements about the knowledge, skills and attitudes (attributes) the graduate of a formal engineering program should have. POs deal with the general aspect of graduation for a particular programme, and the competencies and expertise a graduate will possess after completion of the programme.

### **Course Outcomes :**

The course outcomes are the statement that describes the knowledge & abilities developed in the student by the end of course (subject) teaching. The focus is on development of abilities rather than mere content. We have defined 5 to 7 outcomes for each course.

### **CO/PO Mapping**

The Program Outcomes are developed through the curriculum (curricular/cocurricular-extra-curricular activities).The program outcomes are attained through the course implementation. As an educator, one must know, "to which POs his/her course in contributing?". So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Course PO matrix is essential step in the OBE.The course-program outcomes matrix indicates the co-relation between the courses and program outcomes.The CO-PO matrix is the map of list of courses contributing to the development of respective POs.

Course Attainment Levels : CO attainment is defined/set at three levels; The CO attainment is based on end term examination assessment and internal assessment; The Co attainment is defined at three levels for UG/PG programme in ascending order. e.g. For end term and internal examination;

Level-1: 30% students scored more than class average

Level-2: 40% students score more than class average;

Level-3: 50% students score more than class average.

**Programme Attainment:**

PO attainment is defined at five levels in ascending order; The PO attainment is based on the average attainment level of corresponding courses (Direct Method)

The PO attainment levels are defined / set as stated below;

Level-1: Greater than 0.5 and less than 1.0 (0.5>1)- Poor

Level-2: 1.0>1.5-Average

Level-3: 1.5>2.0-Good

Level-4: 2.0>2.5-Very Good

Level-5: 2.5>3.0 -Excellent



**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**1 Best Practice: Merit Cum Means Scholarship**

**Title:** Merit Cum Means Scholarship

**Objective:** To help the bright students having financial difficulties

**Context:** No student should be refused access to higher education due to financial constraints. Students in financial need may require fee reductions, books, scholarships, and other assistance. Attempts to contact poor children at their homes and persuade them to pursue an education may be beneficial. This practice addresses these needs.

**The Practice:** Guru Nanak First Grade College, Bidar is run by the Sri Nanak Jhira Foundation (SNJF) which is charitable trust supported Gurudwara Sri Nanak Jhira Saheb Bidar. The institute is imparting quality education since 1999 to the needy people of Kalyan Karnatak Region( Hyderabad Karnataka Backward Region) . Every year at the beginning of the year during the admission process institute calls for the institute level scholarship from needy students. Students those who are getting marks more than 80% in their 10+2 examination are considered for institution level scholarship (fee Concession). Rs. 3000 and 5000 as scholarship amount is fixed by the management for the UG and PG students respectively.

**Evidence of Success:** Increased enrollment of meritorious students in the college is evidence of success. Problems encountered and resources required: Funds from the management are required to award the scholarship.

**2 Best Practices: Governance through Enterprise Resource Management**

**Title:** Governance through Enterprise Resource Management

**Objective:** To make workflow more efficient to stream line the day to day operations digitally to reduce the paperwork. **Context:** Guru Nanak First Grade College is one of the popular private colleges in Hyderabad Karnataka Area. The institute has the Wi-Fi campus with Bandwidth of 60 MBPS which supports the hassle free access to digital environment. The college has initiated the effective use of ICT in its management

**Practice:** To address the objective of streamlined and transparent governance college has adopted the CAMU ERP. The CAMU's College Management System provides the solution to digitize and streamline the day-to-day operations of college. From student enrolment system to admission management and online class management to finance management and human resource management, as well as every other process of college operations are integrated

successfully. It also helps to digitize routine work of the campus such as student attendance management system, student record management system, student profile management system, student record keeping system, student mark management system, student fee management, and other small and big operations. Implementation of ERP helped for the effective management and academic reforms.

**Evidence of Success:** Availability of data for better planning and control. Enforcement of policies centrally.

**Problems encountered and resources required:** Trained manpower with ICT Skills, ICT infrastructure with good bandwidth. Funds for Annual Maintenance of ERP.