



6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The institution reviews teaching – learning process through feedback and result analysis of the students periodically through IQAC. The standard feedback systems were maintained to collect the views of students about teaching – learning process. This feedback is analysed by the IQAC and it is forwarded to the concern department for the corrective measures action. In addition to this, the department will conduct Class Representative Meeting periodically with set of students in the class to get the views of teaching – learning process.

The learning outcomes were assessed periodically through Continuous Internal Evaluation, End Semester Examinations, Laboratories, Internships, Project work, Project Based Learning etc.,

At the initiatives taken by the IQAC, the slow learners and advanced learners are identified and suitable steps to improve and mould them respectively are taken. To identify the slow learners, among the other steps, the students first mid examination marks and previous semester marks are considered.

Results analysis is thoroughly done to verify the areas of weakness, and steps are taken to bridge the gaps in teaching-learning processes. Before allocating subjects to teachers, as a precaution the teachers are identified and sponsored to concerned Faculty Development Programmes to sharpen their knowledge in the domain concerned. This activity is done well in advance ahead of a semester so as to avoid confusion in allocation of subjects. The students are advised and encouraged and, offered certification courses useful to improve their skill and increase employability.

Outcome based question paper setting:

In the syllabus book itself, the Course Objectives, and Course Outcomes, among other things, are given explicitly as suggested by the affiliating University, and as per the AICTE norms using the Bloom's taxonomy.

The teachers are expected to keep the objectives of the course content in view, and the teaching plans are prepared accordingly. The syllabus is divided into five units, and strictly to be completed in the given time and to achieve the objectives set for.

While teaching-learning process is taken up as per the course objectives, the course outcomes are taken as basis. Since the Course Objectives, Course Outcomes, Programme Outcomes, Programme Specific Outcomes, are interlinked, it is our conscious effort while setting the question paper and forming the questions to test whether the set outcomes are achieved. The outcome based question paper setting is in place and it is well received and attainment is seen to be satisfactory.

While the attainment of Course Outcomes is calculated, analysis is done question-wise - taking other parameters also into consideration. It will be evidently known whether we could achieve the outcome looking at the attempts made by the students to a specific question, and number of students attempted a



particular question or otherwise, and so on.

Campus Recruitment & Training

The students entering into the B.Tech. study are from various backgrounds and they had studied different syllabuses up to their higher secondary education. Therefore, it is solely a new horizon for them with lot of hopes and desires with a complex mixture of the society, they have not seen so far. Initially, during the orientation programme, steps are initiated to make them understand the College environment, ambience and scope for study. To allay their apprehensions, and to bring togetherness and we-feeling, many a different programmes are conducted for First Years. The engineering education has since been considered prestigious in our society, the students are to be equipped with soft skills and linguistic capabilities apart from the technical knowledge of their subject.

It is evident that in our institution, there are more number of students from the rural areas and, backward classes communities lacking knowledge in spoken language of English. Therefore, we hire certain agencies to take CRT classes from the B.Tech. First Year itself allocating slots in the time-table on par with the prescribed subjects. In CRT classes the behaviour, procedures at interviews, mock face-offs, apart from special focus on English speaking, preparation of resume, and general industry trends in our country, and abroad, regarding GRE, IELTS, including processing of passports, Visa, etc are taken care of.

The role of Training & Placement cell, of course, is very crucial and important as far as preparation of our students in facing interviews, and recruitment processes. Their role is important in disseminating the information about various companies, industry including that of government advertisements, etc. The placement cell invite famous personalities to deliver motivational lectures inspiring the students to come up in various facets of life viz., psychological, philosophical, ethical, hard work, societal involvement, financial and family matters, and patriotism, work life balance, facing failures, etc.


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