

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 33.31

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
63	36	140	174	140

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
280	270	270	420	420

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 51.57

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
57	31	93	140	107

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
140	135	135	210	210

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 14.06

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Learner-centric pedagogical strategies are implemented by the institution for effective communication of the subject knowledge to the students. Lessons are thought through PowerPoint presentations to make teaching-learning activity interesting besides oral presentation methods thoroughly.

Lecture method is a conventional method adopted all teachers especially language teacher.

This method is helpful to interpret, explain and receive the content of a text only for better understandability of the subject by the learner's. But this method is replaced by several student centric methodologies for communicative purpose.

Interactive method: The students are motivated to participate in group discussion, role-play subject quiz, educational games, questions and answers and current affairs etc.

Peer teaching: An intelligent student with effectively communicate skills is identified in every class and the student is asked to explain the subject to the fellow student.

Role-plays and JAM sessions: The students are engaged in participative learning by their involvement in class room discussion, Debates, presentations, role play, JAM sessions. Students participate in reading, writing, listening, speaking and thinking activities.

Experimental learning: This is helpful to reinforce the practical concepts of acquired knowledge.

The language departments organize quiz analysis of poems, short story writing and poetry recitation to refine individual language skills field trips, industrial visits help the students to gain hands on experience, socio-political awareness is created by conducting debates to meet the challenges of contemporary society.

Ecological awareness is provided by Eco-club by organizing botanical tours and celebrating significant environmental days. Well-equipped language, science, commerce and computer labs around experimental learning experience to the students.

Problem solving: Pair work is one of the methods used to work with another person. Puzzles, games and activities enhance the critical thinking and problem solving abilities to the students. Charts and models used in science and departments help developing conceptual knowledge.

Provision of Learning Resources: ICT enabled teaching helps the students to overcome their barriers of rural background Internet facilities to promote the habit of self-learning skills in students is provided computer lab, Digital class rooms, LED projectors are available to facilitate the E-Learning process teaching -learning process was carried out during the recent pandemic period by using students in online interactive sessions through Google meets, web- ex and zoom platforms. (Library as e-books and e-journals reference for students to access on line resources.)

Industrial visits/ Field visits: Industrial visit is a part of education during which students visit companies and get insight into the internal working environment of the company. It gives exposure to the practical working environment.

The use of ICT in education not only adds value to teaching by enhancing the effectiveness of learning but also makes teaching learning process more student-centric and dynamic. The entire institute has good IT Facilities wi-fi facilities, virtual classrooms and digital classrooms. The digital classroom for teaching in the form of videos is well used by the faculty. The virtual classroom is very much useful for science students for detailed explanation of the dissections.

File Description	Document
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Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 84.76

2.4.1.1 Number of sanctioned posts year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
21	21	21	21	21

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 44.94

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
10	8	07	8	7

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal Assessment

The college is affiliated to yogi Vemana university strictly follows the schedule of university for conduction of internal examination and evaluation. Internal examination is for 25 marks 10 marks for internal examination 05marks assignment ,05 marks seminar ,05 marks attendance after examination valuation of internal assessment answers scripts, the scripts are given to students to have an idea of their performance in the test if any grievances is found then it can be resolved immediately submitted by the concern faculty to the department. The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, mid semester tests. The mid test marks are allotted based on define strategies and displayed on notice board. Query if any, is discussed with faculty and HOD.

External Assessment:

The college follows strictly the guidelines and rules issued by the affiliating university while conducting end semester examinations. The institute appoints a senior faculty chief superintendent for smooth conduction of examinations of university. If students are facing any problems, they are solved by the institution by consulting university. The grievances during the conduction of theory examinations are considered and discussed in consultation with the principal and if necessary, forwarded to the university

by examination section.

Readdress of grievances at university level

Any grievances related university question paper like out of syllabus, repeated questions, improper split off marks, marks missed, wrong question numbers during semester exams are addressed to the principal after making analysis with concerned department heads. He proceeds the same to the university immediately to the concerned departments, once it is obtained through the principal. It is also conveyed to the students through class coordinators subject handling faculties.

The queries related to corrections in mark sheet results, other certificates issued by university are handled at Y.V.U examination section after forwarding such queries through college examination section. Students are allowed to apply for reevaluation, recounting challenged evaluation by paying necessary processing fee to university. If they are not satisfied with the university evolution through college students can apply for photocopy of their answer scripts and they may decide on reevaluation/ retotaling. In order the college as to maintain examination grievances policy.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Institution offers undergraduate arts, sciences, commerce programmes. The Institution adopts Yogi Vemana University's Program Outcomes, Program Specific Outcomes, and Course Outcomes and prepares them for all programmes and courses. After extensive consultation with all faculty, the concerned departments review and modify the Program Outcomes, Program Specific Outcomes, and Course Outcomes in accordance with the Outcome-Based Education objectives.

Program outcomes examine what a program or process can do, achieve, or accomplish for its improvement and support institutional vision, mission and objectives and the UGC guidelines on graduate attributes. The course outcomes result in the knowledge, skills, attitude and behaviour of the student attainment after the course. Dissemination: The admissions help desk is the first place where POs, PSOs, and COs are explained to students and parents. They are advised and counselled on the programmes and courses and their outcomes that will lay the foundation for future higher education, employment, and entrepreneurship opportunities. The induction and orientation programme and introductory classes familiarize students with the outcome's students. The syllabi and relevant

programme and course outcomes for all programmes and courses are posted on the Institution website, displayed on notice boards, and shared with stakeholders to raise awareness and emphasize the significance of achieving the outcomes. The hard copies are available in the library and departments for faculty and student reference.

Evaluating POs and COs:

The POs and COs are evaluated using both direct and indirect methods. Direct assessment includes internal and external exams, while co-curricular, extracurricular, outreach activities and viva voce feedback are indirect. Evaluation Process: The programme outcomes are assessed with the help of course outcomes through internal and external university exams and indirect evaluation through co-curricular, extracurricular, outreach activities, and personal interaction. Continuous Internal Assessment: The components of the Continuous Internal Assessment, including internal examinations, group discussions, quizzes, seminars and attendance, carry twenty-five per cent of the total marks. External Examinations: The external university end-semester examinations consist of practical and theory examinations, which account for seventy-five per cent of the total grade. Extracurricular, outreach, and exit survey: Paper presentations, participation in conferences, seminars, workshops, and webinars, and paper publication on health, social, economic, and ethical-moral issues are evaluated indirectly. Outcomes: Furthermore, the feedback from students, teachers, employers and alumni is also considered an evaluating indicator of the programme and course outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated.

This institution highlights results-based education that provides what students expect upon completion of course. Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the department following extensive consultation with all faculty, in strict conformity with the objectives of Outcome Based Education (OBE). Every course in every program has a clearly defined Cos and accordingly CO-PO mapped. Following the achievement of consensus, the information is extensively disseminated and popularized via various methods described below.

The Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are displayed on Website Department Notice Boards and discussed among employers and other stakeholders.

Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Each course contains COs and assessment criteria that must be met. Course results are mapped to POs. mapping questions to CO and CO to PO and PSO, student performance during exams each semester of the course is used to calculate PO and PSO performance levels. Course outcomes are assessed directly or indirectly. method the direct method consists of mid-term exams and end-of-semester exams. Indirect assessment is done through the end-of-course survey. Assessment of CO, PO, PSO.

Assessment of CO of courses:

The course outcome must correspond to at least one program outcome. These are skills, knowledge that students can demonstrate after the end of the course. CO achievement is calculated using the percentage of students who scored above 80% for each criterion measured. Achievement of PO and PSO All courses contributing to the PO are recognized and assessed through both direct and indirect assessment by COs. The achievement rate of each CO is compared with the goals set for each course, and if not achieved, the faculty provides opportunities for improvement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)**

Response: 78.66

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
80	76	75	58	39

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
80	119	94	65	59

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

File Description	Document
Upload database of all students on roll as per data template	View Document