**Criterion II – Teaching-Learning and Evaluation**

| **Metric**  **No.** | **Key Indicator - 2.1 Student Enrolment and Profile** |
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| **2.1.1**  **QnM** | **Enrolment of Students**  2.1.1.1: Number of students admitted (year-wise) during the year:   | **Year** | **2023-24** | | --- | --- | | **Number** | 1241 |   2.1.1.2: Number of sanctioned seats (year-wise) during the year:   | **Year** | **2023-24** | | --- | --- | | **Number** | 1875 |   **File Description:**  Upload the data template:   * Any additional information |
| **2.1.2**  **QnM** | ***Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year*** **(exclusive of supernumerary seats):**   | **Year** | **2023-24** | | --- | --- | | **Number** | 1536 |   **File Description:**  Upload the data template   * Any additional information |

| **Metric**  **No.** | **Key Indicator - 2.2 Catering to Student Diversity** |
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| **2.2.1**  **QlM** | ***The institution assesses students’ learning levels and organizes special programmes for both slow and advanced learners:***  **Present a write-up within a maximum of 200 words.**  The departments use monitoring and mentoring to keep track of slow learners’ progress. Along with teachers, some advanced learners are encouraged to mentor weak students and help them with explanations and notes. Revision classes and counseling sessions are held and additional teaching is taken up if required. Tutoring by peers, senior students, and mentors is offered. Corrected assignments and answer scripts are shared with each student and discussed to enable students to recognize their problem areas and improve.Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.  Following activities are done by teachers for students:  Slow learners: 1. Individual counselling. 2. Remedial Coaching 3. Extra notes. 4. Group discussion session. 5. Internal examination process. 6. Daily Home Assignments, Class Assignments. 7. Seminars and Group Discussions.8. Quizzes, Class Tests 9. Projects, Internships, Viva-voce examinations and attendance.In order to enhance their confidence level, the department conducts different activities such as NSS, Cultural, and Sports to develop their overall personality.  Advance learners: 1. Advance notes 2. Seminar sessions 3. Participative learning sessions i.e., Self-Discipline Day & Teachers Day 4. Experimental learning sessions i.e., Industrial Tour 5. Projects 6. Assessments 7. Group discussion sessions 8. Internet facility. 9. Advance questions papers. In order to enhance their confidence level, the department conducts different activities such as NSS, Cultural, and Sports to develop their overall personality.   * Upload any additional information * Paste link for additional information |
| **2.2.2**  **QnM** | ***Student – Teacher (full-time) ratio:***   | **Year** | **2023-24** | | --- | --- | | **Number of Students** | **2073** | | **Number of teachers** | **84** |   Data Requirement:   * Total number of students in the institution * Total number of full-time teachers in the institution   Formula: Students: Teacher  **File Description:**   * Upload any additional information   **Note: Data template is not applicable to this metric.** |

| **Metric No.** | **Key Indicator - 2.3 Teaching - Learning Process** |
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| **2.3.1**  **QlM** | ***Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:***  Teachers prioritize ease of understanding and are adaptive as well as dynamic in their approach. Various pedagogies are used for the same. Teachers use concept based learning associated with case studies at preliminary stages. For more advanced understanding other methods like simulations, group discussions, animated videos, virtual lab videos etc are used. To enhance the participation and interest of students and encourage hands-on approach certain topics are demonstrated through presentations, role play, skit performance, poster presentation chart building, research paper compilations and game based learning like puzzle, quiz are also maneuvered. In case of practical based subjects, laboratories are also used as needed. ICT lectures and PPT Lectures are conducted to enhance Students understanding. Problems are created in the classroom itself so as to encompass different situations and accordingly solutions can be derived. Efforts for a multidisciplinary approach is also undertaken.  **File Description:**   * Upload any additional information * Link for additional Information |
| **2.3.2**  **QlM** | ***Teachers use ICT-enabled tools including online resources for effective teaching and learning:***  Today, students are accustomed to modern day technology. It has inadvertently deteriorated the attention span of students hence needed to develop pedagogy that can quickly make them understand and drive their interest too. Teachers have therefore availed the same technology in education in various ways. They use powerpoint presentations for consolidating large topics in brief. Interviews of experts from youtube, animated videos are also shown. To share study material and additional articles are provided through google classrooms. Certain subject specific tools are also used such as MapIT GIS, Google earth, QGIS etc for Geography, Writing pads in information technology, Google sheet , Microsoft Excel for problems solving courses like Accounting are also incorporated. Teachers have also used AI-enabled tools such as ChatGPT. Certain Apps like Windy App have also been used to enable easy learning.  **File Description:**   * Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process * Upload any additional information |
| **2.3.3**  **QnM** | ***Ratio of students to mentor for academic and other related issues:***  2.3.3.1: Number of mentors:  Number of students assigned to each mentor: 60   | **Year** | **2023-24** | | --- | --- | | **Number of mentors** | **84** |   Formula: Mentor: Mentee  **File Description**   * Upload year-wise number of students enrolled and full-time teachers on roll * Circulars with regard to assigning mentors to mentees   **Note: Data template is not applicable to this metric.** |
| **2.3.4**  **QlM** | ***Preparation and adherence to Academic Calendar and Teaching Plans by the institution:***  Before beginning of the academic year an academic calendar is prepared at institutional level which includes the number of teaching days available in the year. This is shared with all teachers through Programme or course coordinators. With reference to this academic calendar, Programme coordinators prepare an academic calendar at programme level which will include activities and competitions planned for the academic year. Programme coordinators will also instruct the teachers to prepare a teaching plan with available teaching days, courses allotted and lecture load per allotted course. Teaching plan is prepared for each term course wise. Programme coordinators regularly take updates from the teachers relating to their progress in relation to the teaching plan and note down any differences and reasons for the same. This supports the building of a teaching plan for the next term. |

| **Metric**  **No.** | **Key Indicator - 2.4 Teacher Profile and Quality** |
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| **2.4.1**  **QnM** | ***Number of full-time teachers against sanctioned posts during the year:***   | **Year** | **2023-24** | | --- | --- | | **Number** | **14** |   Data Requirement:   * Number of full-time teachers * Number of sanctioned posts   **File Description:**  Upload the data template:   * Year-wise full-time teachers and sanctioned posts for the year * List of the faculty members authenticated by the Head of HEI * Any additional information |
| **2.4.2**  **QnM** | ***Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / D'Litt during the year:***   | **Year** | **2023-24** | | --- | --- | | **Number** | **14** |   Data Requirement:   * List of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / D'Litt.   **File Description:**  Upload the data template:   * List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years * Any additional information |
| **2.4.3**  **QnM** | ***Total teaching experience of full-time teachers in the same institution:***  ***(Full-time teachers’ total teaching experience in the current institution***)   | **Year** | **2023-24** | | --- | --- | | **Number** | **18** |     Data Requirement:   * Name and number of full-time teachers and their years of teaching experience in the institution   **File Description:**  Upload the data template:   * List of teachers including their PAN, designation, Department and details of their experience * Any additional information |

| **Metric**  **No.** | **Key Indicator - 2.5 Evaluation Process and Reforms** |
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| **2.5.1**  **QnM** | ***Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year***  Number of days from the date of last semester-end / year-end examination till the declaration of results year-wise during the year:   | **Year** | **2023-24** | | --- | --- | | **Number** | **38** |   Data Requirement:   * Semester-wise/ year-wise * Date of the last semester-end / year-end (for non-semester) examinations * Date of declaration of results of semester-end/ year-end examinations * Number of days taken for declaration of results for semester-end/ year-end examinations   **File Description:**  Upload the data template:   * List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result * Any additional information |
| **2.5.2**  **QnM** | ***Number of students’ complaints/grievances against evaluation against the total number who appeared in the examinations during the year:***   | **Year** | **2023-24** | | --- | --- | | **Number** |  |   **File Description:**   * Upload the number of complaints and total number of students who appeared for exams during the year * Upload any additional information   **Note: Data template is not applicable to this metric.** |
| **2.5.3**  **QlM** | ***IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution:***  Describe the examination reforms with reference to the following within a minimum of 200 words   1. **Processes integrating IT**: The examination system is implemented with ReSo examination software. It caters to all requirements of pre and post examination activities like creating student profile, result preparation and grade card & passing certificate printing. The centralized IT enabled paper setting system is followed to maintain a high level of secrecy in question paper setting work for Semester End Examination. 2. **Continuous internal assessment system**: Under autonomy, the college implemented a continuous evaluation system for all Undergraduate and Postgraduate programmes. It included formative assessment (40 Marks) and Summative assessment (60 Marks). The formative assessment consisted of two internal tests (Multiple choice questions/Assignment/Open book test/Project, etc) of 20 marks each.  * Examination procedures * Processes/Procedures integrating IT * Continuous Internal Assessment System   **File Description:**   * Upload any additional information * Paste link for additional Information |

| **Metric No.** | **Key Indicator - 2.6 Student Performance and Learning Outcomes** |
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| **2.6.1**  **QlM** | ***Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students:***  Describe Course Outcomes (COs) for all courses and the mechanism of communication to teachers and students within a maximum of 200 words.  Programme and Course outcomes for all the programmes offered by college are properly framed and displayed on the college website. For every subject, in the beginning of the first year, an induction programme is conducted and students are briefed about programme outcomes and course outcomes.   * Upload COs for all Courses (you may refer to the exemplars in the Glossary)   **File Description**   * Upload COs for all courses (exemplars from the Glossary) * Upload any additional information * Link for additional Information |
| **2.6.2**  **QlM** | ***Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:***  Describe the method of measuring the attainment of POs, PSOs and COs and the level of attainment of POs , PSOs and COsin not more than 200 words.  Institutions check the level of attainment of Programme outcomes and course outcomes for all the undergraduate and postgraduate programmes in order to understand the gap between what is taught and what is understood by the students. Attainment of Course outcomes: Course outcomes is measured by summing up the marks scored by the students for a particular course and dividing the same by the number of students who appeared for the examination of that particular course. For the courses, where formative assessment is a part of prescribed curriculum of the course, marks scored by the students in formative as well as summative assessment are taken together to calculate the marks scored by the students in that respective course. Attainment of Programme Outcomes: Programme outcomes is measured by summing up the Course outcomes of all the courses offered at the final year (in semester V & VI for UG & Semester III & IV of PG) divided by total number of courses offered at the final year of that particular programme.  **File Description**   * Upload any additional information * Paste link for additional Information |
| **2.6.3**  **QnM** | **Pass Percentage of students:**  **2.6.3.1:** Total number of final year students who passed in the examinations conducted by Institution:   | **Year** | **2023-24** | | --- | --- | | **Number** | **1049** |   **2.6.3.2:** Total number of final year students who appeared for the examinations   | **Year** | **2023-24** | | --- | --- | | **Number** | **1167** |     Data Requirement:   * Programme Code * Name of the Programme * Number of students who appeared * Number of students who passed * Pass percentage   **File Description**  Upload the data template:   * Upload list of Programmes and number of students appear for and passed in the final year examinations * Upload any additional information * Paste link for the annual report |

| **Metric**  **No.** | **Key Indicator - 2.7 Student Satisfaction Survey** |
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| **2.7.1**  **QnM** | ***Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink:*** |