

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 69.84

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1417	1317	1513	1425	1735

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2230	2094	2094	2094	2094

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 69.84

2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1417	1317	1513	1425	1735

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

2021-22	2020-21	2019-20	2018-19	2017-18
2230	2094	2094	2094	2094

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

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

Response: 88.71

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 using ICT tools

Response:

As far as learning process is concerned the various courses of the college are defined highlighting learning objectives and outcomes as well as program objectives and outcome. This provides a comprehensive understanding of the student's right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course.

For students various activities, discussions and debates on contemporary issues are encouraged and they get an opportunity to express their views. The Guest lectures are organized and competitions are held to involve students in activities that help to exhibit and hone their talents. The Credit Courses like Ability Enhancement, Generic and Skill Enhancement, Sports, Extracurricular activities like participation in NSS and NCC have been introduced to encourage students participate and learn.

To evaluate the students learning, internal assessments are so planned so as to encourage students to work independently. Seminars, one of the components of internal assessment, help students to present their assignments before the entire class. By this activity students learn the selected topic thoroughly and present as well and thus, they overcome their fear. Due to Covid-19 pandemic student centric methods, such as experiential learning, participative learning and problem solving methodologies have been restricted to some extent as per guidelines of U.G.C. and State government.

During Covid-19 period, it became essential for the students to learn and master the latest digital technologies. Teachers used technology with traditional mode of instruction to engage students in long-term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

In teaching and learning process, ICT Tools play a major role. It becomes compulsory for us to maintain the ICT Tools. We are arranging some ICT Tools for the same. Various ICT Tools and its uses are mentioned below.

ICT Tools:

1. Projectors- 10 LCD projectors.
2. Desktop and Laptops- Arranged at Computer Lab and in various departments of the faculties.
3. Printers- installed at Labs, in various departments.
4. Scanners- Multifunction Printers.
5. Seminar Rooms- 3 Seminar Halls.
6. Online Classes through Zoom, Google Meet, Cisco Webex, Microsoft Team.
7. Digital Library resources (DELNET, INFLIBNET etc).

Use of ICT:

Power Point presentations- Faculties uses power-point presentations in their online teaching using LCD projectors. Online search engines and websites to prepare effective presentations. By which students learning is more effective.

Online quiz- online quiz for students after the completion of each unit with the help of GOOGLE FORMS.

Video Conferencing- Students are counselled with the help of Zoom / Google meet applications.

Video lecture- Recording of video lectures is made available for long term learning.

File Description	Document
Upload Additional information	View Document
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: 75.56

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year

wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
45	45	45	45	45

File Description	Document
Upload supporting document	View Document

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

Response: 88.82

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	30	30	30	30

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

Mechanism to deal with internal evaluation or any examination related grievances is transparent, time bound and efficient. The criterion adopted is as directed by the university. Wherein several topics are discussed like new syllabus, scheme of marks, activities to be conducted for the internal assessments, guest lectures, seminars and suitable methods for teaching completion of the syllabus within prescribed time period. Teaching plan is given to students at the beginning of the session. The teachers come to know the exam date through notice and the timetable is displayed on the notice board for the students. The concerning teachers conduct four-unit test in each semester, also evaluate the paper and maintain the records of marks. The special attention is paid to university question paper pattern while setting the questions paper of unit tests. The directions suggested by the University are strictly followed to carry out

the internal assessment of each subject.

For the sake of assessment work of the students, the teachers give an assignment, conduct students' seminar presentation, viva and maintain regular attendance of the students. The college is affiliated with Gondwana University Gadchiroli, hence the college follows University norms and regulations. As per the University rules, the college follows the elevation pattern framed by the University. To measure student's achievements, the University has introduced the Choice Based Credit System to all UG and PG semesters which includes 20 marks for college internal assessment and 80 marks for university theory examination. The students of PG in final semester submit the project and give PPT presentation at the end of semester.

- **Class Assessment Test:** After valuation, result is displayed on particular dates mentioned in the academic calendar by faculty members. The record of their scores is kept by the faculty members.
- **Practical Examination:** The evaluation is done on the basis of students' performance, Practical Records, and Viva-Voce.
- **Assignments:** Assignment questions are discussed with students. The students submit their assignments in each semester.
- **Internal Assessment Marks:** Internal Assessment Marks are given to the students on the basis of their performance in unit tests, assignments and attendance.
- **Internal Assessments:** The evaluated answer sheets are shown to the students and their doubts are cleared. The correct answers are discussed. The record of performance is kept.
- **Assignments:** Faculty evaluates assignments based on the rubric which is also shared with the students. The rubric consists of criteria, timely submission, clarity, neatness, etc.
- **Lab experiments:** The students' performance in the lab experiments is evaluated by the faculty on the basis of the methods, the procedure, objectives and the result they reach to. The record of the performance is kept. Transparency is maintained to enable students to reflect on their strength and areas of improvement.
- **Project evaluation:** Internal evaluation of the project is conducted in front of the panel consisting of group of faculties. The rubric is designed for the presentations having criteria- quality of problem formulation, literature analysis, presentation, team work.

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 and attainment of POs and COs are evaluated

Response:

The requirements for what students must know and be able to do in order to successfully complete a course or programme are known as learning outcomes. It can also be viewed as the goal of the learning process in terms of gaining the necessary abilities and information. The curriculum includes them. Students must be given specific experiences and their attainment must be evaluated in order for learning outcomes to be met. Implementation is disregarded for a programme with unstated learning objectives and results that are not examined or assessed. Therefore, the evaluation procedure of the programme must include all of the stated learning outcomes. The results of student assessments show where learning has taken place and where it needs to be improved.

The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after consultation with all faculty and subject experts of the individual departments and the stakeholders will discuss the same and approve it after endorsement by the Head of Institution

After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified here under.

- Website
- Curriculum /regulations books
- Class rooms
- Department Notice Boards
- Laboratories
- Meetings/ Interactions with employers
- Parent meet
- Faculty
- meetings
- Alumni
- meetings
- Professional Body meetings
- Library

The college plans to deliver program and course content in such a way that the targeted outcomes of program and course can be achieved. The college analyses results and feedback forms collected from students for ensuring whether program outcomes, program specific outcomes and course outcomes are achieved or not.

While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, also inform the students and create awareness and emphasize the need to attain the outcomes. It represents the knowledge, skills and attitudes the students should have at the end of a course completion.

The institution evaluates 1) Program Outcomes 2) Program Specific Outcomes and 3) Course Outcomes. The college analyzes the progress and performance of the students in the internal and university

examinations. The Unit tests, home assignments, seminars, projects and preliminary examination in each semester are conducted. Along with the university examination group projects and seminars are conducted and evaluated. Besides this, outcome are evaluated through Field Visits. The results of the final year students show the outcomes of the program.

Institution also collects feedback forms from alumni, parents and other stakeholders so as to evaluate attainment of programme outcome. The learning outcomes are monitored through the performance and the results of students in internal and university examinations. Each department analyses the performance of their students in its Departmental Meeting. The Principal also takes its review in the Staff Meeting and directs the faculty to concentrate on increasing the quantum of their Course Outcomes. Three students of our Competitive Guidance Centre qualified NET, SLET and Civil Service exam respectively. 55 students shines in Gondwana university merit list from last five years.

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

2.6.2 Pass percentage of Students during last five years

Response: 84.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
1002	882	620	554	497

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

2021-22	2020-21	2019-20	2018-19	2017-18
1105	919	651	746	773

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.59

File Description	Document
Upload database of all students on roll	View Document