Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 64.11

2.1.1.1 **Number of students admitted year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
410	382	222	222	309

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
530	530	450	450	450

File Description	Document
Upload supporting document	[View Document](#)
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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: 93.66

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
346	323	189	182	259

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
305	305	259	259	259

File Description	Document
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2.2 Student Teacher Ratio

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

Response: 21.31

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:

The college adopts following student centric methods.

A. Experiential Learning

1. In accordance with the CBCS syllabus students have to submit a community service project for two months, and undergo internship of 8 month in recognized firms. Internship program is occurred in two phases. This will develop the student-industry interaction.
2. Participation in Events: Students are encouraged to participate in various events and competitions.
3. Field Visits: Students are provided with field visits that are academically significant and relevant to their discipline.
4. Industrial Visits: To enable students to expose themselves to the industrial work culture and real time work experience industrial visits are organized for students.
5. Guest Lecture: Eminent personalities from industry and academia are invited and Guest lectures are arranged to supplement the teaching process and provide experiential learning.

B. Participative Learning

1. Mini Projects: A group of two to five students are assigned a topic so that they learn from each other and collectively present the project.
2. Practical: Under the guidance of Lecturers students in group undertake various practical experiments that enhance their participative learning.
3. Role play: Teachers adopt role play method especially in Commerce and Political science as well as

a part of skill development courses so that they can enhance empathy towards the roles of others.

4. Teamwork: Team works is encouraged while conducting special camps, institutional social responsibility programs such as Village Adoption, Tree plantation, Swatch Bharat and Health awareness camps through NSS, Red Cross etc.,

5. Participation in Events: Events of national importance, Events of awareness, Events of days of national importance, Events of Sports and Games and Cultural activities are organized.

6. Participation in administration: Students are involved in different administrative committees and are allowed to participate in decision making which expedite the progress of the college.

7. Project works: Project works are classified into two parts. Minor projects are assigned to students as a part of continuous internal assessment. Major project is undertaken by students as a part of cluster elective under CBCS pattern.

8. Lab Course: All science courses, Computer Science Course and Computer applications courses have laboratory hours for conducting experiments with 2 credits for each course with external evaluation

C. Problem solving Methodology

1. Theory Courses: All the courses with Science, Commerce and Economics have problem solving content in the curriculum.

2. Laboratory Courses: All the experiments in the laboratory courses are to be understood and conducted based on the problem-solving approach.

3. Project Works: Project works involve a research-based approach i.e. identifying a problem, searching for alternatives and finding the best solution in a systematic way.

4. Group Discussions: This method enhances the student's ability to participate in discussions &forum meetings and improve their communication& soft skills

5. Quizzes: Technical Quiz conducted in various disciplines as a part of events conducted in different occasions helps the students test their problem-solving abilities.

To enhance participative, leadership and organizing abilities of students, important days like Teachers Day, Independence Day, Republic Day, NSS Day, NCC Day, AP Formation Day, and Anniversaries of national heroes are celebrated

File Description	Document
Upload Additional information	[View Document](#)
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2.4 Teacher Profile and Quality

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

Response: 90.71

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
36	36	35	36	40

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: 54.82

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
23	17	18	18	15

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:

SCIM Government college follows transparent, student-centric and student- friendly methods in evaluation. The academic calendar which is given by University will be strictly followed for delivery of curriculum and also for the conduct of internal examinations.

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university. At the beginning of the semester, faculty members inform the students about various components in the assessment process during the semester. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within a week from the date of examination. The corrected answer scripts at random are verified by heads of the department to ensure the standard evaluation process. The corrected answer papers of the students are distributed to them for the verification by the students and any grievance

is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board. The marks obtained by the students in internal assessment tests are submitted to university periodically. Noting the values in observation and validating the theoretical aspects student must submit lab record regularly. For lab courses, the marks/grades for the students will be awarded by the the external examiners appointed by the university. The external examiners conduct practicals and viva voce and verify the records and award marks/grades. For the quality enhancement of the projects, the evaluation is done by External examiners appointed by the affiliating university along with the project guides. To ensure the transparency and curb the mall practices, the university has introduced jumbling system in the semester end examinations by alloting the students to the colleges other than the parent colleges.

Departmental Level: All the students are provided with the internal exam answer scripts and are given an opportunity to verify their marks awarded against their answers. Any objections in the internal evaluation are immediately addressed by the respective faculty member. With respect to assignments, Faculty evaluates assignments based on the rubric which is also shared with the students in the classrooms as well as in their class WhatsApp groups. The rubric consists of criteria- content, appropriate cognition level, timely submission, clarity, presentation of content, etc. The evaluated assignments are given back to students thus maintaining the transparency of the marks assigned and to resolve grievances if any.

College Level: The Institute appoints an Examinations committee for smooth conduct of examinations of affiliating university. If students face any type of problem, it is resolved by the institution and observer appointed by the university. The grievances during the conduct of online/theory examinations are considered and discussed in consultation with the Principal. If they feel that the grivence is beyond their jurisdiciton they forward it to the university for its redressal.

File Description	Document
Upload Additional information	[View Document](#)
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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:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication including website of the college and is displayed in the departments and classrooms.

CO-PO Attainment Process

Process of Calculating COs Attainment:

COs attainment is evaluated through, Direct and Indirect Attainments.

Direct Attainment: Direct Attainment for a course is calculated considering Internal and External exams.

Direct attainment of CO is calculated considering 15% of internal marks, 10% of marks awarded to Quiz/ Assignment/ Seminar/ Mini Projects etc., and 75% of external marks. CO direct attainment= [(0.15*(Average of internal marks of the CO/15) +(0.1*Average of Assignment/ Quiz marks)+ (0.75*(Average of external marks of the CO/75)]

For practical courses, project work and one external examination are conducted.
Indirect Attainment of CO: Indirect attainment for a course is calculated from the feedback taken at the end of each semester, from the students who attended the course. The levels of accomplishing the outcomes of each course are considered to be point 4 for substantial, 3 for good, 2 for moderate and 1 for low.

The assessment is done from the responses given by the students using the following formula.

CO indirect attainment = (4*A+3*B+2*C+1*D)/(4*(A+B+C+D)) where A, B, C, and D are the number of students choosing substantial, good, moderate and low options for the corresponding CO.

CO attainment: CO attainment of a course is evaluated considering 90% of direct attainment and 10% of indirect attainment.

COs and Pos Mapping

POs are attained through program specific Core Courses. Each Course addresses a sub-set of POs to varying levels (strengths) (1, 2 or 3). Strength of mapping is defined at three levels: Low (1), Medium (2) and Strong (3)A simple method is to relate the level of PO with the number of hours devoted to the COs which address the given PO. If >40% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 3. If 25% to 40% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 2. If 5% to 25% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 1. If < 5% of classroom sessions address a particular PO, it is considered that PO is not addressed.

PO Attainment

PO attainments are normalized to 1, that is, if a PO is addressed at the level of 3 and attainments of CO associated with that PO is 100%, then attainment of that PO is 1. Thus the average of the attainments of relevant COs is computed and this value is then scaled by the mapping strength.

File Description	Document
Upload Additional information	[View Document](#)
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2.6.2 Pass percentage of Students during last five years

Response: 69.9

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
156	113	149	122	122

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
185	178	185	187	212

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: 3.84

File Description	Document
Upload database of all students on roll	[View Document](#)