

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
803	645	659	691	650

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1010	674	674	674	674

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](#)

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: 87.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
306	262	237	250	231

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

2022-23	2021-22	2020-21	2019-20	2018-19
390	272	272	271	271

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: 12.95

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:

This institution consistently fosters an active learning environment for its students by introducing interactive learning tools and methods, which include experiential learning, participative learning, and problem-solving methodologies. This approach helps transform students from passive recipients into active and engaged learners, ultimately boosting their confidence.

The institution also provides various opportunities to its students in the form of seminars, academic workshops, departmental events, fieldwork, project work, and experimental activities. These opportunities help students build a competitive spirit and improve critical and high-level thinking.

This approach encourages students to learn through hands-on experiences and experimentation. It's a powerful way to reinforce theoretical concepts by allowing students to apply them in real-world situations. As part of **experiential learning**, the institution has well-equipped laboratories to provide practical learning. Faculty members impart skills through hands-on training, where students verify facts and laws of the subjects through experiments. Departments such as Chemistry, Physics, Botany, Zoology, and Geology employ this method.

Departments like Botany, Geology, and History undertake fieldwork, while industry visits are organized for Chemistry students to provide on-site learning experiences. The Department of Education and Teacher Education runs internship programs to enhance professional expertise. The institution also conducts extension programs that offer hands-on training to participants in organizing social activities and leadership beyond the curriculum.

The objective of **participative learning** is to expose students to new skills. Students become interactive participants in the learning process through seminars, group discussions, and encouragement to attend quizzes, debates, and GK competitions. The institution holds regular student seminars on weekends to enhance presentation, discussion, and interaction skills. These programs provide students with opportunities to gain professional knowledge, essential skills, and values. It promotes collaboration and helps students develop critical thinking and communication skills. Students are advised to contribute to the college magazine, which helps them improve their writing skills.

Teaching students through problem-solving skills is crucial for their future success. By presenting them with complex challenges and guiding them through the problem-solving process, the institution helps students become more analytical and creative thinkers. In **problem-solving teaching** strategies, students acquire learning outcomes by solving problems. The case study method is adopted in the teaching-learning process by the Departments of Mathematics and Commerce, fostering logical thinking and practical knowledge to develop problem-solving abilities. Under the faculty's guidance, PG students from different semesters gain knowledge about emerging areas and promote aptitude.

The institution takes various measures to equip teachers to be ICT-friendly by organizing training. Faculty's use of ICT tools such as PowerPoint presentations (PPT), video clips, and e-content sharing reflects a dynamic approach to teaching.

E-resources available through N-LIST and INFLIBNET can be accessed by students and faculty members.

During pandemic times, various online teaching platforms such as Google Meet and Zoom were used to

facilitate teaching-learning process.

Students are advised to use the Vidya-Mitra, NPTEL platform and e-PGPathshala for curriculum-based interactive e-content to gain more knowledge on the subject.

File Description	Document
Upload 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: 78.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	64	64	64

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 30.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	12	14	21

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

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:

The institution places a strong emphasis on its internal assessment process, aiming to transparent and robust in terms of frequency and mode.

The institution, as a constituent college of Sambalpur University, follows the guidelines set by the affiliating university and the Common Minimum Standards (CMS) issued by the Department of Higher Education, Odisha.

Students are informed about the internal assessment process during their induction program, ensuring they understand the evaluation system from the beginning of their academic journey.

At the start of each academic year, the institution prepares an academic calendar that includes schedules for internal and end-term examinations, curricular activities, and co-curricular activities. This helps students plan their studies effectively.

The college conducts internal examinations as per the dates and times specified in the academic calendar. The internal assessment process is transparent and continuous.

The internal assessment carries a weightage of 20% for non-practical components and 15% for practical components. This ensures a balanced evaluation of both theoretical and practical skills.

Subject teachers in each department are responsible for conducting the internal assessments for their respective papers. They create question papers following university guidelines, which include various question types such as MCQs, objective type, and subjective questions.

Monthly tests, class tests, and surprise tests provide regular feedback to both students and teachers. This allows students to track their performance and identify areas where they need improvement, fostering a culture of continuous learning and evaluation.

To maintain transparency, teachers discuss the questions and relevant answers with students, allowing them to review their answer scripts. Any discrepancies between the actual marks and the expected marks can be immediately brought to the teacher's attention for correction. This empowers students for self-assessment and feedback.

The internal marks are submitted to the examination section using the proper mark foil provided by the university. Additionally, these marks are uploaded on the university's examination portal with great care, ensuring accuracy.

In the pandemic period, the institution allowed the internal assessment through a written assignment submitted via email within stipulated time and attendance component was relaxed. The time-bound evaluation is still done via means of assignment/projects on the e-platforms

The institution's internal assessment process is designed to be fair, transparent, and in compliance with university and state standards. It provides students with opportunities for self-assessment, feedback, and an overall comprehensive evaluation of their academic performance.

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:

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all programme offered by this institution are state and displayed on the institution rebuild.

The institution offers 18 UG courses and 14 PG courses which are also displayed in the college website which helps the applicant to choose a particular programme before taking admission to a particular programme hard copy of the syllabus with the out courses are also told to students on the day of induction. The POs, PSOs and COs are maintained in every department for ready reference.

It addresses to academic calendar and examination scheduled as per the guidelines of the affiliated University and Department of Higher Education Odisha. The academic calendar is also uploaded in the institution website.

Counseling sessions are arranged at the beginning of each semester so that the students can make effective choices of GE, SEC and DSE programmes.

Some of the senior faculty are member of BoS of the affiliated University where actively participate in the circular revision of UG and PG courses. This exercise helps teachers to visualize and they make more insight to the POs, PSOs and COs.

Faculty are encouraged to participate in FDP orientation programme and reference courses to gain knowledge about specific course objectives and tune class room teach accordingly.

The arrangement on competency-based learning outcomes is strengthened through seminars and webinars.

The project work as given to the students to understand their subject with real life problem. They learn how to design and develop solutions using basic principle on the subjects which includes the ability of problem solving and critical thinking.

The course offered in each programme, equips the teacher with knowledges and skill and empers the learners with affilairalate outcomes of the programme.

This institution has clearly stated its objective, mission and vision in the website. The express outcomes are made available to all the students in the beginning of the academic year by the institution and through inductive programme.

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:

The institution has a well-defined process for measuring program outcomes, course outcomes, and program-specific outcomes. The process of defining program outcomes, course outcomes, and program-specific outcomes is standardized for each program and made available on the institution's website. This systematic approach helps in assessing the effectiveness of the curriculum and the overall educational experience.

The institution uses both direct and indirect methods for assessing program and course outcomes.

Direct assessment includes continuous evaluation of students based on various factors such as internal marks, semester assessment exams, seminars, projects, practical assessments, fieldwork, and classroom participation.

Indirect assessment involves evaluating program and course outcomes through co-curricular and extra-curricular activities like sports, cultural events, internships, placements, students pursuing higher education and awards received by students.

The institution provides internship platforms for students in specific fields like Education, Teacher Education, and Geology, which helps students enhance their practical skills. The institution has a track record of students achieving higher CGPA and positions in the University merit list, indicating the successful delivery of program and course outcomes.

Feedback from parents, students, and faculty members is collected and analyzed to gauge the effectiveness of curriculum delivery. This feedback loop helps in making necessary improvements to enhance the educational experience.

The institution recognizes and rewards students who excel not only in academics but also in sports and other competitions. This approach encourages a holistic development of students.

An active placement cell is in place to assist students in their career aspirations. While most students opt for higher education, the institution also supports those who choose to pursue their professional goals through placements.

The institution effectively transitioned to online education during the Covid-19 pandemic, ensuring the continuity of learning. E-resources, PDFs, online forms, examinations, and evaluations were made available, demonstrating the institution's flexibility and adaptability.

Overall, the institution seems to have a robust system in place for educational assessment, continuous improvement, and adapting to changing circumstances, which contributes to a positive learning environment for students.

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: 81.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
414	430	444	359	356

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

2022-23	2021-22	2020-21	2019-20	2018-19
550	467	528	463	435

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:

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