Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 75.78

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
122	142	151	179	88

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

2022-23	2021-22	2020-21	2019-20	2018-19
160	200	160	220	160

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: 100

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
122	142	151	179	88

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
122	142	151	179	88

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](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 5.08

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:

In the process of teaching and learning, the faculties of the institute place a high priority on student-centric approaches. These programs help students think more broadly, which has positive effects on their academic performance. To improve teaching and learning strategies, the institution has planned a few student-focused events at the undergraduate level.

Experiential learning

The goal of hands-on learning as an instructional strategy is to help students learn via hands-on experiences. This includes practical tasks, educational outings, role-plays, and a range of interactive techniques. The principal aim of experiential education is to provide students with opportunities for active engagement and reflection on the subject matter, as opposed to a passive acquisition of knowledge.

- Projectwork: Research-based projects on topics related to their syllabus are assigned to students. Project work is undertaken by nearly all final year undergraduate students in all departments.

- Field Visit: field work and study tours are arranged by Departments to educationally important areas.
- Industrial Visit: The Department plans and organizes the industrial visits in nearby industries.
- Guest lecturers: Departments organize Guest Lectures of eminent experts.

Participative learning

An instructional strategy known as "participatory learning" emphasizes the value of student participation and teamwork in the learning process.

- Group discussions, Seminars, and debates.To improve communication, idea generation and presentation skills, group discussions and debates are conducted.
- The lectures program is improving the presentation skills of the students.
- Every day, E-Plus Club conducts activities. Students in this club are required to speak briefly on a specific topic and work on their body language by gazing in the mirror.
- Teamwork: NCC and NSSunits organize activities like village Learning Centers, Tree planting, Swachh Gurukul Mission, etc.
- Group Work: Group activities like workshops, poster presentations, and wall paintings are also conducted.

Problem solving methodology

Problem-solving methodologies are instructional methods that concentrate on assisting students in acquiring the abilities and expertise necessary to tackle intricate problems. This may entail employing case studies, real-life situations, or various other problem types that necessitate the application of critical thinking and problem-solving skills by students.

- Case StudiesCase studies used to increase students' participation and develop problem solving skills.
- Quizzes and competitions.The institute arranges quizzes with the aim of enhancing logical reasoning and problem-solving abilities. Annually, students from various groups such as B.Com. (CA), BA (HEP), BSc. (Bzc), BSc. (Mpcs), and BSc. (Data Science) actively take part in the

subjective quiz competition organized by the institute.

ICT Tools

ICT tools encompass a broad array of technologies that aid in communication, information access, and processing, as well as supporting teaching and learning. These tools encompass various digital devices like computers, laptops, tablets, smartphones, projectors, and smart boards, along with software programs, apps, and online platforms. When educators combine ICT tools with student-centric approaches like experiential learning, participative learning, and problem-solving methodologies, they can foster more captivating and efficient learning experiences for their students. Consequently, the integration of student-centric methods and ICT tools can cultivate dynamic and interactive learning environments that cater to the diverse needs and learning preferences of contemporary students.

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: 92.79

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
23	20	26	26	16

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: 94.17

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
22	19	21	22	13

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 mechanism of internal and external assessment plays a crucial role in evaluating students' performance and ensuring transparency in the education system. An effective assessment system provides a fair and accurate representation of a student's knowledge and skills. To achieve these internal assessments student are involved in regular quizzes, assignments, and class participation, group Discussion, debates while external assessments includes standardized tests or examinations conducted by external examination bodies.

Transparency in assessment mechanisms is achieved through clear communication of evaluation criteria, grading methods, and the overall assessment process. Teachers provide rubrics or guidelines for assignments and exams, helping students understand the expectations and criteria for evaluation.

A well-defined system for addressing concerns or disputes related to assessments is essential for maintaining the integrity of the evaluation process. For example, educational institutions may establish grievance committees that promptly review and resolve complaints from students regarding assessment procedures, grades, or other related matters. Gurukulam institutions are keeping a grievances(Suggestion)

box for addressing all these issues. This is providing a dedicated channel for students to submit their grievances, a systematic process for reviewing complaints, and a timely resolution mechanism. This ensures that students have a fair opportunity to voice their concerns and seek resolution, contributing to a positive and trusting academic environment.

In summary, a transparent assessment mechanism, coupled with a time-bound and efficient grievance redressal system, is vital for maintaining the integrity of the education system. Examples such as clear communication of assessment criteria, standardized external assessments, and well-established grievance redressal committees highlight the commitment to fairness and accountability in the evaluation of students' 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:

The institute follows the curriculum of the programs designed by the Kakatiya University, Warangal Telangana. The board of studies of the university prepares the course outcomes and programmed outcomes while designing the syllabi. At present, the institute is running multi undergraduate very successfully viz. B. A., B.Com., B.Sc. (BZC)., B.Sc. (MPC), B.Sc. (MPCS), and B.Sc. (Data Science).

Program Outcomes (POs) and Course Outcomes (COs) are key components of outcomes-based education (OBE), a pedagogical approach that focuses on defining and assessing the intended learning outcomes of educational programs and individual courses. These outcomes serve as benchmarks to ensure that students acquire the necessary knowledge, skills, and attitudes during their academic journey.

Program Outcomes (POs): POs represent the overarching goals and learning objectives of an entire academic program. They describe the knowledge, skills, and attributes that students are expected to possess upon successful completion of the program.

Course Outcomes (COs): COs are specific, measurable statements that articulate the expected learning outcomes for individual courses within a program. They provide detailed objectives for each course, aligning with the broader POs of the program. The relationship between POs and COs is hierarchical. The attainment of COs contributes to the achievement of the broader POs, ensuring a cohesive and aligned curriculum.

Program Outcomes and Course Outcomes are integral to the outcomes-based education approach, facilitating clear expectations, assessment, and continuous improvement in educational programs. They contribute to the development of well-rounded, competent graduates who are prepared for the challenges of their chosen fields.

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:

Assessment is done through one or more than one processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of course outcomes (CO's) and programme outcomes (POs). The process for finding the attainment of Course outcomes and programme outcomes (POs) uses various tools/methods. Student's knowledge and skills are measured directly from their performance in the class/assignment test, internal assessment tests, assignments, semester examinations, seminars, laboratory assignments/practicals, mini projects etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning.

TTWRDC(Boys) Boath has detailed the learning goals for each academic program, as well as the institution's vision and purpose. The significance of Program Outcomes (POs) and Program Specific Outcomes (PSOs) in sustaining the graduating programme's level cannot be emphasized. When establishing the curriculum for each college department, all of the POs were considered. The PSOs are correctly designed in conjunction with the curriculum. Course Outcomes (COs) are concise statements that employ exact, quantitative language to describe the learning that will take place throughout the programme. Pos and PSOs are then employed to map these COs. The course lead will assess the success of the CO-PO/PSO mapping at the start of the semester. Throughout the semester, the course is reviewed using assessment methodologies to gauge CO achievement. Because there are more samples available for this category, direct procedures are given a 70% weighting in the calculation of PO attainment, whereas indirect methods are given a 30% weighting. To assess programme results and programme-specific outcomes, the following evaluation methodologies are used: 1. Direct Assessment (70%).2. Indirect Assessment (30%)

Remarks from students Evaluations of the overall teaching efficiency of each faculty member assigned to a certain class will be done in the middle of the semester. The Internal Quality Assurance Cell (IQAC) will examine the input and report back to the faculty through the HOD. Faculty members will meet in person with the HOD and Principal to discuss their performance difficulties.

Course Evaluation: At the end of the semester, the learning outcomes for each topic will be reviewed. Course Objectives will be connected with values to reflect the degree of accomplishment as part of the assessment process.

Event Reaction: Various Club Activities:The department and institution have created clubs to assist students better their whole personality as well as their technical talents. At the start of the semester, these groups plan their activities programme.

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: 93.71

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
71	131	59	67	0

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
82	141	59	68	0

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](#)