

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.5

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
170	211	99	158	145

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
280	280	120	200	200

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](#)

Provide Links for any other relevant document to support the claim (if any)

[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: 72.5

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
170	211	99	158	145

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
280	280	120	200	200

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: 16

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:**Response:**

The vision and mission statement of the college clearly states that the entire system is aimed at student-centric teaching and the main focus on their all-round development. Most of our students hail from underprivileged sections of the society. Apart from 'Chalk and talk' method of teaching, our faculty focused on conceptual clarity of their subjects. We adopted innovative methods like using ICT tools, demonstrations, etc. To equip our faculty with updated teaching methods, they were encouraged to attend FDP's on using ICT tools in teaching. The motto of the college is 'Educate, Enlighten, Encourage and Empower'. Keeping our motto in mind, we are making our students learn communication skills and imbibe leadership qualities for their better and service-oriented careers.

Experiential Learning: As a part of academic plans of the departments, the departments took initiation for arranging field trips at their convenient time. The faculty of the Department of Botany arranged for Botanical tour to Krishi Vignan Kendra, Malial. They visited the lakes in nearby villages for the study of algae. They visited the Soil Testing Unit which is located in the adjacent mandal for the study of the Chemical Percentage in soil. The department of Economics took a hail-worthy step by taking the students to the nearby Market Yard for their experiential learning of Measuring Goods and Pricing Strategy. The History department also arranged their historical tour to a local historical temple Anantharam to know its history. The faculty of the Department of Chemistry and Physics took the students to a scientific tour to CSIR-IICT to learn how chemistry is developing in these days.

Participative learning: This type of learning has become quite common in the college. Students are encouraged to participate actively in each and every departmental activities such as seminars, group discussions, study projects. Peer learning is encouraged through Group discussions and student presentations. The students take an active role in the celebrations of the days of national importance. The Department of Physics adopted participatory learning through taking the students to Science Workshop to NIT Warangal. The Department of Chemistry has initiated a Webinar as a part of Science Day by NIT Warangal.

Problem-solving method: The faculty arranged for extension lectures of experts for better understanding of the concepts and getting the doubts of students cleared. Visiting the markets, industries etc. are part of problem-solving methods of the teaching. It helped our students a lot to improve their communication skills, self-assessment and self-evaluation. The guiding principle behind all these methods of teaching was to make our students link the theory to practicality and application. All social science departments' surveys which help students understand societal pressures and find solutions. The CCE and college support such student-centric learning initiatives. The CCE has established Academic Audit to verify the successful implementation of these collaborative activities.

File Description	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:** 99.19**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
30	27	22	22	22

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:** 50**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
18	19	12	11	1

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
Provide Links for any other relevant document to support the claim (if any)	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:

- As the institution is affiliated to Kakatiya University, Warangal, we strictly adhere to the academic calendar and almanac circulated by the university at the beginning of each academic year.
- The implementation of Almanac and academic calendar is monitored regularly by the academic coordinator.
- 20% marks are earmarked for internal assessment and the remaining 80% marks for university examinations semester-wise.
- Two Internal assessment tests are conducted as per the Almanac provided by the university, and the average of the two is taken for consideration.
- Teachers ensure that the students are aware of the Internal Assessment Evaluation criteria.
- Breakup of the Internal assessment as prescribed by the University is as follows:
 - Multiple choice questions (MCQ) - 25%
 - Fill in the Blanks - 25%
 - Match the following - 25%
 - Assignment & Attendance - 25%
- Assignments and tests are regularly conducted, and students are given multiple opportunities to improve their performance.
- The criterion is objective and transparent, devoid of any bias in Internal assessment on the part of the teacher.
- No Assignments for any 3 credit Core/Elective core/Paper.
- After completion of every unit of the syllabus, slip tests, student assignments, student seminars are conducted regularly in all subjects.
- The marks of internal assessment are recorded in the departmental internal marks registers instantly.

- The continuous and comprehensive evaluation system is used by various testing tools like slip tests, seminars, and assignments enable us to identify the strength and weakness of the individual students in their respective subjects.
- This is followed by the remedial teaching for the slow learners students identified in all subjects. Mentor-mentee systems help in the counseling of academically backward students and motivate them.
- Laboratory practical records, student study projects are evaluated and certified by the faculty concerned.
- The semester and practical examinations for odd semesters are conducted by the internal examiners of the college itself.
- The marks of Internal Assessment are uploaded in the college login of the University as per the schedule.
- Feedback is taken from students and teachers regarding Internal assessment. The feedback is analyzed, and action is taken accordingly.
- Internal assessments using a variety of methods as per subject are employed on a continuous basis until semester-end examinations are conducted by the University.
- Hence, college ensures internal assessment in a transparent and continuously reviewed by Academic committee on a regular basis.

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) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

- Our teaching-learning system adopted is student-centric. It emphasizes on transforming first-generation learners into students with knowledge, values, and abilities.
- The Programme outcomes (P.O's) and course outcomes (C.O's) of all the Programmes, courses offered by the college are framed in accordance with the curriculum of the affiliating university.
- The main focus is laid upon outcomes of the student with nurturing the values of Indian citizen. So, all these outcomes have been prepared very meticulously in consultation with all the stakeholders. Learning outcomes form an integral part of the vision and mission of the college. The learning outcomes are communicated to the student through various means such as display boards, college brochure, and college website.

- During institutional level seminars, workshops, student council, Alumni meetings faculty, Principal focus to disseminate the learning outcomes of the students and what is expected at the end of the course.
- The BOS of the university designs the syllabus for all the programs. Each department takes keen interest in this regard and prepares intended results as a consequence of curricula, activities list of jobs that the students get after completion of different programs.
- Department Action plans are prepared at the beginning of every academic year keeping clear the Programme outcomes and course outcomes expected and integrates into curricular, co-curricular, and extra-curricular.
- Institution conducts certain add-on courses and certificates courses and designs syllabus in accordance with the local needs of students. The precise, specific outcomes and defined skills are assessed.
- Hence, at the very initial stage, the induction program is conducted to discuss the outcomes of the program that the students have chosen. Through workshops, seminars, and expert lectures, the outcomes are discussed among the students.
- The faculty is encouraged and deputed to attend workshops, seminars, and FDP's to enrich themselves on the subject how to attain the outcomes and adopt while teaching in the classrooms.
- Successful alumni are invited to the college for the motivational lectures. The alumni explain how the courses/program helped them shape their careers. This kind of alumni visits gives effective results in making the students aware and understand the outcomes of different programs.
- The IQAC in collaboration with Career guidance cell and TASK conduct career guidance initiatives to the students.
- Transaction of academic activities is reviewed at every council review meeting by the principal to check the PO's and CO's.
- Academic progression register, student research projects, and achievements of students indicate various levels of attainment of desired outcomes.
- In this way, our students are effectively communicated with learning objectives and expected outcomes.
- During COVID-19 imposed lockdown institution took online mode of teaching and used online resources to make students attain expected course outcomes.

File Description	Document
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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 vision and mission statement of the college itself clearly states the approach of the college towards

the holistic development of the students through attainment of expected outcomes.

There are three programs in the college viz. Arts, Commerce, and Science. In the induction program itself, the Principal and the faculty take keen interest to elaborate the purpose of the academic journey of the students. From time to time expert lectures are arranged on this purpose. In order to focus on the outcomes, students are categorized into slow learners, average, and advanced learners on the basis of their performance at class tests conducted.

The CO's, PO'S, and PSO's are displayed on the notice board for the view of all the stakeholders. Close awareness of cross-cutting issues, basic conceptual clarity, life-skills, practical exposure, and the behavioral changes of the students are few of the parameters to recognize or evaluate the attainment of their course outcomes. Assignments, Unit Tests, Internal Examinations, and University Examinations are substantially helping us to evaluate the learning outcomes of our students.

The college conducts career guidance lectures through IQAC and arranges coaching for competitive examinations. These departments play a crucial role in bringing clarity on their careers. The college had an MOU with TASK (Telangana Academy for Skill and Knowledge). Through this TASK, various programs like soft skills training, Life skills coaching on Reasoning ability and Aptitude are focused on. Students are encouraged to take up field work and obtain requisite skills set and practical experience in the respective course.

Program-specific outcomes (PSO) are measured through both academic and non-academic performances of the students. The performance of students in internal and external examinations, in Practical examinations, and assignments, their participation in curricular and extra-curricular activities, role in departmental activities are some of the means by which program-specific outcomes are measured. Students are encouraged to participate in seminars, competitions, conferences, etc. Course outcomes are measured through their performance in internal, external, and practical examinations. Continuous evaluation is done to assess the performance of the students by observing their participation in departmental activities, academic and non-academic programs, etc. College has a robust system of feedback collected, analyzed, and integrated into the curriculum transacted as value addition. Institution collects the feedback from students, teachers, employers, and alumni and checks the impact of teaching-learning process adopted.

Key parameter is the academic progression to higher studies to state and central universities and ranks secured at PG CET.

Self-framed course outcomes by the institution as per need implemented for add-on certificate Course Bridge the local need as an affiliating college. Attainment levels are continuously monitored at the end of every semester. Meticulous guidance is given to students to perform well in the university examinations.

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:** 75.43**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
51	104	109	43	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
87	152	115	53	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