

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1717

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1262

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The class advisers regularly keep an eye on the students' progress. Identification of advanced and slow learners is based on how well they perform in ongoing comprehension assessments. Daily homework assignments, in-class tests, quizzes, seminars, group discussions, projects, internships, and Viva-voce exams are just a few of the many assessment formats available.

Strategies adopted for slow learners:-

1. Providing unsolved papers, model answers, solving unit test etc.
2. Academic and personal counselling is given to slow learners by tutor, mentor and counselling cell.
3. Bilingual explanation and discussions are conducted.
4. Provision of simple and standard lecture notes/PPT/course materials.

Strategies for advanced learners

1. Advanced learners are encouraged to enroll in MOOC Courses - Swayam.
2. Provision of additional learning and reference material.
3. Participation by the students in the in-house competitions such as debate, group discussion, quiz competition also encouraged.
4. Talented students are motivated to participate in extra-curricular activities.
5. Experimental learning sessions, Industrial tour, educational tours.
6. Guest lectures are provided on advanced topics.

* Various courses are available through vocational cell in support of advanced and slow learners.*

Project works and internship programs encourage students towards research activities.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1xN85pGm7ZQ_RxildgdWHPyVZpNiUXNbq/view?usp=drive_link
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
3905	43

File Description	Documents
Any additional information	View File

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

The Institute Adapts student-centric methods to enhance lifelong learning skills of students. For enhancing learning experiences, faculty members adopt many ways, for example, lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc. Some Student centric methods are given below: Project methods: As per the requirement of syllabi, the project work is done. For example, Projects are done in PG classes like M.A.- Political Science, Economics, History, and Commerce. Interactive methods: The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions and answers on current affairs, etc. ICT Enabled Teaching: ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc. Experiential learning: Experimental/Laboratory method is used in science subjects to acquaint the students with the facts through direct experience individually. Especially, the department of Chemistry, Physics, Botany, Zoology uses this method. Students take interest and learn things via experiential learning. Black-board presentation: In this method, each student is given a certain question. And the student has to solve this problem on the blackboard. The department of mathematics uses this method. Industrial-Visit: Some departments take students to various industries to help them to understand application of their learning in the classroom as part of experiential learning. Cultural-Visit: Departments like History take student to Heritage Sites that can provide students with a unique opportunity to learn about history in a hands-on way.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://drive.google.com/file/d/1wRYYZXR7jw1eU4WdRp73AlizuZMlEI-g/view?usp=sharing

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The institution strongly supports the extensive use of ICT enabled tools and online resources for effective teaching and learning. Smart classrooms and labs are equipped with projectors and high-speed Wi-Fi. Teachers use apps like Google Meet, Webex, and Zoom to teach online and conduct workshops and doubt solving sessions. Students also participate in these sessions. Some tests and quizzes are also conducted online. WhatsApp groups are created to communicate, address queries, and share information. Google forms are also created for the same purpose.

Seminars, conferences, workshops, and guest lectures on courses-oriented themes, general and health awareness, gender sensitization, safety/cyber security, and entrepreneurship are organized by the teachers through virtual mode. Faculties and students use digital learning resources like e-books, Inlibnet, nlist, Delnet, etc. Students of both UG and PG programs have undertaken virtual internships. Interactive methods like PPTs with animations, video clippings, and graphs are also used for effective teaching. Research journals and e-books are available in the online library for faculty and students.

In short, the institution is committed to using ICT enabled tools and online resources to provide a high-quality education to its students.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

43

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

26

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

12

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

260

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Transparency initiatives at institute level: There is a standard process of internal examination in the college. The schedule of the internal examination is decided at the beginning of the session, in the form of an academic calendar. Schedule for end semester examinations is communicated during the semester as and when schedule is released by the University. The internal assessment evaluation process is communicated to students by the respective faculty and also during orientation programme for first year students. Syllabus for internal assessment will be communicated to students well in advance. Question papers are set based on Course outcomes and are approved by heads of the department. Scheme and Solution are prepared by the faculty on completion of the assessment.

Theory subjects are assessed through:

- Four internal assessment/CCE in UG programme in the first year.
- Two internal assessment/CCE in UG second and third year program.
- One internal assessment in PG level per semester.

Practical subjects are assessed through:

- Practical examination in UG and PG (Science).
- Field project/Internship at UG and PG level.

File Description	Documents
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Any additional information	View File
Link for additional information	https://drive.google.com/file/d/17gPpwyRSYKHNTzFINfh07ApHpp_WWdcV/view?usp=sharing

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institute has created a transparent, time-bound, and effective process to handle concerns about examinations. When performing internal evaluations and semester-end exams, the college rigorously abides by the directives and regulations published by the affiliated institution.

At the institute level: To address concerns regarding the evaluation process, an examination committee is established, consisting of a senior teacher serving as convener and other teaching and non-teaching personnel serving as members. On the notice board are the internal marks. The appropriate teacher shall address any discrepancies and make the necessary corrections if students notice any, such as errors in the question paper, incorrect mark distribution, or rectification. Students who continue to miss internal exams for valid reasons are given retests for the internal assessment. The Internal Assessment results are entered into the University online portal within a set period of time. Students can view their performance in the university portal on an individual basis using studentlogin.

At the university level: Students may file complaints by applying for the Re-Evaluation and Challenge Evaluation evaluation procedures if they have complaints about the evaluation of university response scripts. The institution keeps the entire process clear and time-bound.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	NIL

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The college adheres to the university's curricula because it is connected with Maharaja Chhatrasal Bundelkhand University. Each program has distinct goals. Knowledge, skill development, effective communication skills, creative thinking, discipline, the instillation of moral and ethical ideals, the capacity to work in teams, and critical thinking are some of the important accomplishments required of students. Every syllabus begins with the course objectives, which are then communicated to instructors and students.

The institution uses the following method to inform teachers and students about the learning outcomes:

- For the convenience of teachers and students, hard copies of the curricula and learning objectives are available in the departments.
- Teachers have been informed of the significance of the learning outcomes during IQAC and college committee meetings.
- Additionally, they are made known to the pupils through tutorial sessions.
- Additionally, workshops have been held to create the program's educational goals and learning outcomes at the collegiate level.

Undergraduate (B.A., B.Sc., B.Com.) and self-finance (BBA, BCA) courses are offered by the institution, as well as postgraduate (M.A. in Political Science, Economics, History), M.Sc. (Chemistry, Zoology, Botany), and M.Com. programs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://drive.google.com/file/d/16ScozbowZNXEsaCV1jLvZFhoK4mB6-_sO/view?usp=sharing
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

1. The subject teacher explains the Course Objectives (CO) at the beginning of each semester or year during the introduction to the relevant courses.

2. The department maintains copies of the curricula. It is given out to pupils at the start of the semester or school year. However, the website also allows students to download the syllabus.

<http://highereducation.mp.gov.in/>

<https://www.mchhatrasaluniversity.com/mch/syllabus.php>

3. The instructors of each subject also go through with the students the goals of the course, the evaluation format, the grading scale, etc.

5. The procedures for PO, PSO, and CO evaluation are listed below.

for graduate-level courses

(i) Presentation at a seminar

(ii) Quick tests or objective inquiries

Homework assignments

(iv) Project work, if specified in the curriculum, for example. Political science, economics, and history are M.A. degrees, whereas M.Sc. degrees include chemistry, botany, zoology, mathematics, and M.Com.

undergraduate programs

(i) A class exam

(ii) A presentation on a blackboard

If necessary, tests or objective questions (iii).

(iv) Half-yearly evaluation

(v) Model testing

(vi) Projects and fieldwork for environmental studies.

6. Some extracurricular activities are subject and topic specific, such as Instant lectures on given topics, Rangoli competitions, Lecture Competitions, Awareness/Celebration Days, Hindi-Diwas, Balika Diwas, Woman's Day, Constitution Day, Voter Awareness Day, AIDS Awareness, Blood checking, Population Awareness Day, etc. These exercises help students convey their information in the best way possible, which boosts their confidence.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	NIL

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

708

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://drive.google.com/file/d/162zdqcvR7sQPm8aLnSsDehJrMvDbMY2T/view?usp=sharing

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://docs.google.com/forms/d/e/1FAIpQLScKGvPb_3jWdfQzptx2LLarQ_Do4h0LV0gpOwxcWUhPBF5yxw/viewform?

