

## **CRITERION II:**

### **TEACHING-LEARNING AND EVALUATION**

**Criterion II - Teaching-Learning and Evaluation:** This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources, are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following Key Aspects:

#### KEY ASPECTS

- 2.1 Student Enrolment and Profile**
- 2.2 Catering to Student Diversity**
- 2.3 Teaching-Learning Process**
- 2.4 Teacher Quality**
- 2.5 Evaluation Process and Reforms**
- 2.6 Student Performance and Learning Outcomes**

#### **2.1 Student Enrolment and Profile**

The process of admitting students to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the key aspect also considers the institutions efforts in ensuring equity and wide access as reflected from the student profile having representation of student community from different geographical area and socio-economic, cultural and educational backgrounds.

## **2.2 Catering to Student Diversity**

The programmes and strategies adopted by institutions to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. Gender equity and admission opportunity for differently-abled students are also considered.

## **2.3 Teaching-Learning Process**

Diversity of Learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

## **2.4 Teacher Quality**

'Teacher quality' is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast of the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

## **2.5 Evaluation Process and Reforms**

This Key Aspect looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. Further it should also help the teacher to plan appropriate activities for enhancing student performance. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

## 2.6 Student Performance and Learning Outcomes

Learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the programme. It can also be seen as the desired outcome of the learning process in terms of acquisition of the skills and knowledge. They are embedded in the curriculum. Achieving Learning Outcomes needs specific experiences to be provided to the students and evaluation of their attainment. A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme. Student assessment provides an indication of the areas where learning has happened and where it has to be improved upon.

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### THE ASSESSMENT OUTCOME

The assessment by NAAC takes a holistic view of all the inputs, processes and outcomes of an institution and thus the HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the self study reports (SSR). The Assessment and Accreditation outcome includes a qualitative and quantitative component. The qualitative part of the outcome is the Peer Team Report (PTR) and the quantitative part includes a Cumulative Grade Point Average (CGPA), a letter grade and a performance descriptor.

#### (i) Weightages

Taking cognizance of the diversity in institutional functioning, HEIs have been grouped under three major categories i.e. Universities, Autonomous colleges and Affiliated colleges and differential weightages are assigned for each of the seven criteria as detailed in the table below:

| Criteria | Key Aspects | Universities | Autonomous Colleges | Affiliated Colleges |
|----------|-------------|--------------|---------------------|---------------------|
|----------|-------------|--------------|---------------------|---------------------|

| Criteria                                      | Key Aspects  | Universities | Autonomous Colleges | Affiliated Colleges |
|---|--|--------------|---------------------|---------------------|
| <b>1. Curricular Aspects</b>                  | 1.1 *(U)Curriculum Design and Development                        | 50           | 50                  | NA                  |
|   | 1.1. *(A) Curricular Planning and Implementation                 | NA           | NA                  | 20                  |
|   | 1.2 Academic Flexibility   | 50           | 50                  | 30                  |
|   | 1.3 Curriculum Enrichment  | 30           | 30                  | 30                  |
|   | 1.4 Feedback System -  | 20           | 20                  | 20                  |
|   | <b>Total</b>   | <b>150</b>   | <b>150</b>          | <b>100</b>          |
| <b>2. Teaching-Learning and Evaluation</b>    | 2.1 Student Enrolment and Profile                                | 10           | 30                  | 30                  |
|   | 2.2 Catering to Student Diversity                                | 20           | 40                  | 50                  |
|   | 2.3 Teaching-Learning Process                                    | 50           | 100                 | 100                 |
|   | 2.4 Teacher Quality  | 50           | 60                  | 80                  |
|   | 2.5 Evaluation Process and Reforms                               | 40           | 30                  | 50                  |
|   | 2.6 Student Performance and Learning Outcomes                    | 30           | 40                  | 40                  |
|   | <b>Total</b>   | <b>200</b>   | <b>300</b>          | <b>350</b>          |
| <b>3. Research, Consultancy and Extension</b> | 3.1 Promotion of Research  | 20           | 20                  | 20                  |
|   | 3.2 Resource Mobilization for Research                           | 20           | 20                  | 10                  |
|   | 3.3 Research Facilities  | 30           | 20                  | 10                  |
|   | 3.4 Research Publications and Awards                             | 100          | 20                  | 20                  |
|   | 3.5 Consultancy  | 20           | 10                  | 10                  |
|   | 3.6 Extension Activities and Institutional Social Responsibility | 40           | 50                  | 60                  |

| Criteria  | Key Aspects  | Universities | Autonomous Colleges | Affiliated Colleges |
|---|--|--------------|---------------------|---------------------|
|   | 3.7 Collaboration                                  | 20           | 10                  | 20                  |
|   | <b>Total</b>                                       | <b>250</b>   | <b>150</b>          | <b>150</b>          |
| <b>4. Infrastructure and Learning Resources</b> | 4.1 Physical Facilities                            | 30           | 30                  | 30                  |
|   | 4.2 Library as a Learning Resource                 | 20           | 20                  | 20                  |
|   | 4.3 IT Infrastructure                              | 30           | 30                  | 30                  |
|   | 4.4 Maintenance of Campus Facilities               | 20           | 20                  | 20                  |
|   | <b>Total</b>                                       | <b>100</b>   | <b>100</b>          | <b>100</b>          |
| <b>5. Student Support and Progression</b>       | 5.1 Student Mentoring and Support                  | 40           | 40                  | 50                  |
|   | 5.2 Student Progression                            | 40           | 40                  | 30                  |
|   | 5.3 Student Participation and Activities           | 20           | 20                  | 20                  |
|   | <b>Total</b>                                       | <b>100</b>   | <b>100</b>          | <b>100</b>          |
| <b>6. Governance Leadership and Management</b>  | 6.1 Institutional Vision and Leadership            | 10           | 10                  | 10                  |
|   | 6.2 Strategy Development and Deployment            | 10           | 10                  | 10                  |
|   | 6.3 Faculty Empowerment Strategies                 | 30           | 30                  | 30                  |
|   | 6.4 Financial Management and Resource Mobilization | 20           | 20                  | 20                  |
|   | 6.5 Internal Quality Assurance System              | 30           | 30                  | 30                  |
|   | <b>Total</b>                                       | <b>100</b>   | <b>100</b>          | <b>100</b>          |

| Criteria                                 | Key Aspects                   | Universities | Autonomous Colleges | Affiliated Colleges |
|--|-------------------------------|--------------|---------------------|---------------------|
| <b>7. Innovations and Best Practices</b> | 7.1 Environment Consciousness | 30           | 30                  | 30                  |
|  | 7.2 Innovations               | 30           | 30                  | 30                  |
|  | 7.3 Best Practices            | 40           | 40                  | 40                  |
|  | <i>Total</i>                  | <b>100</b>   | <b>100</b>          | <b>100</b>          |
|  | <b>TOTAL SCORE</b>            | <b>1000</b>  | <b>1000</b>         | <b>1000</b>         |

\*

(U)- applicable only for Universities and Autonomous Colleges

(A)- applicable only for the Affiliated/Constituent Colleges

### (ii) Grading System

The accreditation status of the assessed HEIs is decided using the weightages detailed above. Institutions will be assessed and graded on a four point scale and qualifying institutions accredited and graded on a 3- letter grade as follows:

| Range of institutional Cumulative Grade Point Average (CGPA) | Letter Grade | Performance Descriptor          |
|--|--------------|---------------------------------|
| 3.01-4.00  | A            | Very Good (Accredited)          |
| 2.01-3.00  | B            | Good (Accredited)               |
| 1.51-2.00  | C            | Satisfactory (Accredited)       |
| ≤ 1.50   | D            | Unsatisfactory (Not Accredited) |

Institutions which secure a CGPA equal to or less than 1.50 and graded “D” does not qualify for accreditation. Such unqualified institutions will be intimated and notified by the NAAC as “assessed and found not qualified for accreditation”.



2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.

| <b>Programmes</b>              | <b>Number of applications</b> | <b>Number of students admitted</b> | <b>Demand Ratio</b> |
|--------------------------------|-------------------------------|------------------------------------|---------------------|
| UG<br>1.<br>2.<br>3.<br>4.     |                               |                                    |                     |
| PG<br>1.<br>2.<br>3.<br>4.     |                               |                                    |                     |
| Integrated Masters<br>1.<br>2. |                               |                                    |                     |
| M.Phil.<br>1.<br>2.            |                               |                                    |                     |
| Ph.D.<br>1.<br>2.              |                               |                                    |                     |
| Integrated Ph.D.<br>1.<br>2.   |                               |                                    |                     |
| Certificate<br>1.<br>2.<br>3.  |                               |                                    |                     |
| Diploma<br>1.<br>2.<br>3.      |                               |                                    |                     |
| PG Diploma<br>1.<br>2.<br>3.   |                               |                                    |                     |
| Any other (please Specify)     |                               |                                    |                     |

2.1.7 Was there an instance of the College discontinuing a programme during last four years?

If yes, indicate the reasons.

## **2.2 Catering to Student Diversity**

- 2.2.1 Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.
- 2.2.2 Does the College have a mechanism through which the “differential requirements of student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?
- 2.2.3 Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?
- 2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; - student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.
- 2.2.5 How does the institution identify and respond to the learning needs of advanced learners?
- 2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

## **2.3 Teaching-Learning Process**

- 2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)
- 2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?
- 2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?
- 2.3.4 How is ‘learning’ made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.
- 2.3.5 What is the College policy on inviting experts / people of eminence to provide lectures / seminars for students?
- 2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching?

Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

- 2.3.7 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.
- 2.3.8 Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?
- 2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?
- 2.3.10 Does the College consider student projects a mandatory part of the learning programme? If so, for how many programmes is it made mandatory?
- \* Number of projects executed within the College
  - \* Names of external institutions associated with the College for student project work
  - \* Role of the faculty in facilitating such projects
- 2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?
- 2.3.12 Does the College have a mechanism for evaluation of teachers by the students / alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?
- 2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.
- 2.3.14 How are library resources used to augment the teaching-learning process?
- 2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

## **2.4 Teacher Quality**

- 2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?
- 2.4.2 How are the members of the faculty selected?

2.4.3 Furnish details of the faculty

| Highest qualification | Professor |        | Associate Professor |        | Assistant Professor |        | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
|                       | Male      | Female | Male                | Female | Male                | Female |       |
| Permanent teachers    |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         |           |        |                     |        |                     |        |       |
| Ph.D.                 |           |        |                     |        |                     |        |       |
| M.Phil.               |           |        |                     |        |                     |        |       |
| PG                    |           |        |                     |        |                     |        |       |
| Temporary teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 |           |        |                     |        |                     |        |       |
| M.Phil.               |           |        |                     |        |                     |        |       |
| PG                    |           |        |                     |        |                     |        |       |
| Part-time teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 |           |        |                     |        |                     |        |       |
| M.Phil.               |           |        |                     |        |                     |        |       |
| PG                    |           |        |                     |        |                     |        |       |

2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?

2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.

| Department | % of faculty who are product of the same College | % of faculty from other Colleges within the State | % of faculty from other States | % of faculty from abroad |
|------------|--|---|--------------------------------|--------------------------|
|            |  |   |                                |                          |
|            |  |   |                                |                          |

2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

2.4.7 How many visiting Professors are on the rolls of the College?

2.4.8 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/international conferences/Seminars, in-service training, organizing national/international conferences etc.)

2.4.9 Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.

2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)

| <b>Academic Staff Development Programmes</b>          | <b>Number of faculty</b> |
|---|--------------------------|
| Refresher courses                                     |                          |
| HRD programmes  |                          |
| Orientation programmes                                |                          |
| Staff training conducted by the College               |                          |
| Staff training conducted by University/other Colleges |                          |
| Summer / winter schools, workshops, etc.              |                          |
| Any other (please Specify)                            |                          |

2.4.11 What percentage of the faculty have

- \* been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
- \* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
- \* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies
- \* teaching experience in other universities / national institutions and others
- \* industrial engagement
- \* international experience in teaching

2.4.12 How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?

- \* Curricular Development
- \* Teaching-learning methods
- \* Examination reforms
- \* Content / knowledge management
- \* Any other (please specify)

2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?

2.4.14 Does the College have a mechanism to encourage

- \* Mobility of faculty between institutions for teaching?

- \* Faculty exchange programmes with national and international bodies?

If yes, how have these schemes helped in enriching quality of the faculty?

## **2.5 Evaluation Process and Reforms**

- 2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?
- 2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?
- 2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?
- 2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigour of the internal assessment process?
- 2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?
- 2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.
- 2.5.7 Does the college have an integrated examination platform for the following processes?
  - \* Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.
  - \* Examination process – Examination material management, logistics.
  - \* Post examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification.
- 2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?
- 2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?
- 2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?

## **2.6 Student Performance and Learning Outcomes**

- 2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?
- 2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?
- 2.6.3 How does the institution collect and analyse data on student learning outcomes and use it for overcoming barriers of learning?

2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.

*Any additional information regarding Teaching, Learning and Evaluation, which the institution would like to include.*