Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 21.18

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
145	262	256	267	317

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

2022-23	2021-22	2020-21	2019-20	2018-19
1195	1181	1171	1171	1171

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: 7.96

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
27	43	52	52	58

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
590	584	580	580	580

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: 8.6

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:

- The college organizes a general assembly at the beginning of the session to make students aware of the courses and evaluation process.
- All departments organise Induction programmes to make students aware of the syllabus and teaching modalities.
- Teachers of every department organize department meetings to discuss the different teaching methods specific to the syllabus, identify the slow learners, and make arrangements for their remedial classes.
- Besides the conventional lecture delivery method and chalk use, interactive method, assignment and project-based learning, the departments adopt ICT-based tools like smart classrooms, Google classrooms, PowerPoint presentations, etc. These different teaching methods enhance the students' learning process and improve the course outcome.
- Formal allotment of teachers as mentors has been introduced to establish a better and more effective relationship between students and teachers and address their academic, financial, and personal crisis.
- During the pandemic, audio-visual digital platforms such as Zoom, Google Meet, WhatsApp, Skype, etc., were used for teaching. Google Workplace and Google Classroom were extensively used to provide additional flexibility to students.
- Classroom teaching methods, both online and offline, are always student-centric. ICT tools, such as meetings and different activities, are essential in collaborative work.
- The departments, other cells, and committees organized several webinars, workshops, and special lectures.
- The college started using a YouTube channel for webinar broadcasts, which helped to increase student participation.
- A few departments also used their YouTube channels to upload tutorial lecture videos.
- After the pandemic scenario, to continue with the blended mode of teaching-learning, the institution provides the best possible internet facilities on the college campus.
- Parent-teacher meetings were also organized online and offline to communicate with the parents regarding the academic and moral improvement of the students.
- Webinar on The Students' Mental Health during the time of pandemic was also organized. During the pandemic, the teachers motivated the students to overcome the agony and the mental depression by nurturing their creative abilities.
- The library's enrichment with OPAC and N-LIST subscriptions has helped teachers and students access various journals and books.
- Many departments organize field trips and excursions as a part of the course curriculum. The Zoology, IFF, and Botany departments have yearly field study programs for the students. They also visit different research institutes and industries.
- Apart from the science departments, departments of Political Science, Economics, and Philosophy have organized educational tours for the students' practical experience.
- Poetry Reading Session organized by the Department of English is an event where all students, irrespective of any stream, are invited to read their self-composed poems. This event encourages the students to become budding poets who get a platform to express their thoughts and enhance their creative ability.

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: 95.76

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
66	66	66	66	66

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: 89.56

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
59	59	59	57	49

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:

The constitutive part of the teaching-learning process is accomplished with the internal examination's pivotal role in the new CBCS syllabus. The college follows an evaluation structure directed by West Bengal State University.

- Along with the regular Unit Tests, the Project-based evaluation and Home Assignment are also a part of the evaluation process. This helps to identify the weaknesses of students.
- To encourage participatory learning, various departments organize seminars for students who get the provision to participate and present papers, too.
- Wall Magazine is a regular activity for a few departments that encourages students to engage with different topics and themes.
- For the Science department, regular practical sessions play an important role in continuous assessment.
- PG departments of the college have introduced seminar presentations as a part of assessment in their curriculum.
- During the pandemic, besides the teaching mechanisms, the departments have continued their internal evaluation process through online platforms like Zoom, Google Meet, Google Forms, and Google Classrooms. Both descriptive questions and MCQ patterns were taken up as the means of assessment. The MCQ pattern's auto-generated marking system helped maintain evaluation transparency.
- The practical-based departments have given practical internal examinations through online viva voce through video calls on online platforms.
- In matters of grievances related to assessment, they were immediately addressed by the respective faculty of the departments.
- The Academic Calendar is prepared and circulated among all institution stakeholders during the

commencement of the session each year, mentioning the dates of the Mid-term, Internals, and End-semester examinations, which helps the teachers deal with the syllabus in the stipulated time. Also, it helps the students to prepare themselves for examinations.

- The academic calendar also has the dates of different college activities like annual sports, student freshman welcome, and college socials by the college's students' union.
- An academic calendar for PG departments is also prepared for the convenience of the respective departments.
- The individual departments also take the initiative to put the examination notice on notice boards specifying the dates of the examination, and the students get notified by uploading them on the college website and sharing them with the different WhatsApp student groups.
- The university conducts the End-semester examination. The dates and external venue of the end-semester are notified on the university website, which is further uploaded on the college website.
- Grievances related to the end-semester examination also get addressed by the Grievance Redressal Cell, who additionally help the students apply for revising the answer scripts and file RTI if required.

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:

During the assessment period the college has offered 13 undergraduate Honours Programs, 2 undergraduate General programs and 3 Post graduate Programs (M. Sc. In Botany and Mathematics introduced in 2017 and M. Sc. in Physics in 2022). At the end of all programs, the students will be able to

- recognize role of education in life and society.
- apply basic knowledge for addressing social, economic, and environmental problems.
- design and carry out experiments as well as accurately record and analyze results of such experiments.
- demonstrate problem solving skills, critical thinking and analytical reasoning.
- communicate results of project work in oral, written and electronic formats to both scientific community and the public at large.
- explore new areas of research in specific subject and allied fields individually as well as a part of a team.

Programme outcomes (POs), programme specific outcomes (PSOs) and Course Outcomes (COs) for all Programmes offered by the institution (following the curriculum of all the programs framed by the West Bengal State University) are prepared by the teachers according to UGC guidelines and keeping in mind the hierarchical model of outcome-based education.

POs and COs are displayed on the website. At the General assembly for 1st Semester students, Programme outcomes are also communicated by the Principal. During induction program organized by departments individual course outcome is explained and communicated properly to the students. PSOs and COs are also discussed at Parent- Teacher meetings.

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 evaluation of attainment of PSO and CO is primarily made based on the performances of the students in summative and formative assessments in the courses.

- Formative assessment is used throughout an instructional period to treat misconceptions, struggles, and learning gaps.
- Summative assessment of student learning, knowledge, proficiency, or success after a program on various courses is made through the continuous assessment (internal examination) and end semester examination result of the affiliating university.
- Student wise attainment grades of different courses are calculated. The weightage given to internal examination marks is 20% while the weightage of the end semester marks is 80%.
- The course outcome attainment index for individual is based on some benchmark values. The threshold percentage for individual course attainment is taken as 40% i. e. pass marks.
- The overall course outcome attainment index is based on some benchmark values. The threshold percentage for overall course attainment is 50%.
- If less than 50% students of the class score at least 50% marks, attainment score of course is one, and the score varies between 2 to 4 depending on the percentage of students attaining 50% on CO.
- The course outcome attainment values along with the course outcome program outcome mapping helps in evaluating the course and program outcome and the overall attainment of the subject.

The student progression into higher studies, placement records and their achievements in other activities also indicate successful attainment of programme outcomes and course outcomes.

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: 88.53

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
132	188	167	166	96

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
171	189	167	175	144

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: 3.63

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)