

FILE NUMBERS AND LIST OF FILES TO BE MAINTAINED IN HARD AND SOFT COPY OF EACH FILE BY EACH DEPARTMENT

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 Copy of Advertisements and website info for ensuring publicity and transparency in the admission process

2.1.2 A. Write up details of the process of admission put in place by the department
B. List of the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed

2.1.3 Details of admission process in the affiliated colleges if department is monitoring the same.

2.1.4 Student profile analysis

2.1.5 Strategies adopted to increase/improve access for students belonging to the following categories:

- * SC/ST
- * OBC
- * Women
- * Persons with varied disabilities
- * Economically weaker sections
- * Outstanding achievers in sports and other extracurricular activities

2.1.6 Number of students admitted in department in the last four academic years:

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST								
OBC								

General								
Others								

2.1.7 A. Record of demand ratio for the various programmes of the university departments

B. If yes then highlight the significant trends explaining the reasons for increase/decrease.

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
PG			
Integrated Masters			
M.Phil.			
Ph.D.			
Integrated Ph.D.			
Certificate			
Diploma			
PG Diploma			
Any other (please specify)			

2.1.8 A. Record of any programme discontinued/staggered in the last four years?

B. If yes, write-up of the reasons.

2.1.9 Record of Admissions

Programmes	Total Number of admissions	Number of 1st division pass students in qualifying	Number of 2nd division pass students in qualifying	Entrance test Marks % (Min)
UG				
PG				
Integrated Masters				
M.Phil.				
Ph.D.				
Integrated Ph.D.				
Certificate				
Diploma				
PG Diploma				
Any other (please specify)				

2.2 Catering to Diverse Needs of Students

- 2.2.1 A. Record of organization of orientation/ induction programme for freshers
B. Details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.
- 2.2.2 A. Record of analysis of the “differential requirements of the student population” after admission and before the commencement of classes
B. Record of key issues identified and addressed
- 2.2.3 A. Record of bridge/remedial/ add-on courses
B. Time table and details of the courses offered in the department-wise for all courses
- 2.2.4 A. Record of the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc
B. Main findings?
- 2.2.5 Record of identification and responses to the learning needs of advanced learners

2.3 Teaching-Learning Process

- 2.3.1 Records of Plan and organisation of the teaching, learning and evaluation schedules (teaching plan, evaluation schedules and methods, etc.)
- 2.3.2 A. Record and website info of providing course outlines and course schedules prior to the commencement of the academic session
B. Methods used for effective implementation
- 2.3.3 A. Record of difficulties in completing the curriculum within the stipulated time frame and calendar
B. Write up of the challenges encountered and the departmental measures to overcome these.
- 2.3.4 A. Record of student-centric learning activities
B. List of participatory learning activities which are adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.
- 2.3.5 List, record with photographs of activities such as invited experts/people of eminence to deliver lectures and/or organize seminars for students
- 2.3.6 Record of Encouragement to blended learning by using e-learning resources
- 2.3.7 Record of facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching
- 2.3.8 Record of activities of designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes
- 2.3.9 Record of steps taken to convert traditional classrooms into 24x7 learning places
- 2.3.10 A. Record of actions taken to avail the services of counsellors/mentors/advisors for each class or group of students for academic, personal and psycho-social guidance
B. Details of the process and the number of students who have benefitted.
- 2.3.11 A. Record of innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years?
B. Write up of improvement in learning by innovative methods
C. Record of recognition to the faculty due recognition for innovation in teaching
- 2.3.12 Record of actions for creating e a culture of instilling and nurturing creativity and scientific temper among the learners
- 2.3.13 A. Record of student projects (if mandatory in each of the learning programme)
B. Number of projects executed within the university
C. Names of external institutions associated with the University for Student Project Work

D. Role of faculty in facilitating such projects

- 2.3.14 A. Record of shortfall in qualified faculty to meet the requirements of the curriculum
B. Record of actions for shortfall supplementation
- 2.3.15 Number of percentage of faculty enabled to prepare computer-aided teaching/ learning materials
- 2.3.16 A. Record of Student feedback for evaluation of teachers by the students
B. Record of Alumni feedback for evaluation of teachers by the students
C. Methods used and Impact of the evaluation feedback used to improve the quality of the teaching-learning process

2.4 Teacher Quality

- 2.4.1 Record of how the plan and management of human resources was done to meet the changing requirements of the curriculum
- 2.4.3 Diversity in its faculty recruitment

Department / School	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries

- 2.4.4 A. List of qualified faculty appointed for new programmes/emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Information Technology, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)?
- B. Number of faculty members appointed to teach new programmes during the last four years
- 2.4.5 List of academic recharge and rejuvenation of teachers
- A. List of faculty availed and provided research grants by the University
- B. List of faculty availed and on study leave
- C. List of faculty nominated to national/international conferences/seminars, in-service training, organizing national/international conferences etc.
- 2.4.7 List of faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years
- 2.4.8 List of faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of faculty
Refresher courses	
HRD programmes	
Orientation programmes	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, workshops, etc.	

2.4.9 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 other institutions = %
- * industrial engagement = %
- * international experience in teaching = %

2.4.10 List and details of organization of academic development programmes (*e.g.*: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process

2.4.11 A. List of faculty encouraged

- * Mobility of faculty between universities for teaching
- * Faculty exchange programmes with national and international bodies

B. Record of schemes helping in enriching the quality of the faculty by such mobility and faculty exchanges

2.5 Evaluation Process and Reforms

2.5.3 A. Record of time taken by the department for declaration of examination results each semester

B. Record of means adopted for the mode / media adopted for the publication of examination results (Website, SMS, email, etc.).

2.5.4 A. Record of ensuring transparency in the evaluation process

B. Measures taken to ensure confidentiality

C. Record of the Pre-examination processes – Examination Time table generation, student list generation, Invigilators, Attendance sheet,

D. Results of students course wise and its analysis

2.6. Student Performance and Learning Outcomes

2.6.1 A. Write up of articulation of its Graduate Attributes of the department

B. Record of facilitation of monitor the implementation and outcome

2.6.2 A. Record of learning outcomes for its academic programmes

B. Record of making students and staff are made aware of these

2.6.3 Write up of department teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes

2.6.4 Record of collection and analysis of data on student learning outcomes and use it to overcome the barriers to learning

2.6.5 Write up of new technologies deployed by the department in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges

2.6.6 Any other information regarding Teaching, Learning and Evaluation which the department would like to include.