Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 70.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
1808	1159	1180	1088	1088

2.1.1.2 **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
959	1066	761	886	788

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[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: 99.51

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
888	897	545	545	543

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
900	900	545	545	545

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Palamuru University pays attention to the assessment of learning levels of the students which helps the

teachers where a student is exactly along the learning progression and path to academic success. Needless to say, such an assessment is fundamental to effective instruction and successful learning. The settings for this are the classrooms which are the primary location of student learning.

In line with this, a component of class room teaching includes subjective assessment of whether a student understands the concept or can apply the materials being taught. Usually, the teacher concerned during the first few days of the class work, devotes time to ascertain more about the students in terms of their academic background, aptitude, pace of learning and learning needs. This initial informal interaction and subjective assessment helps in using the differentiated instruction to cater to the diverse needs of the students. Emphasis is laid on equitable teaching that creates pathways to success for all students. This framework of adaptive, equity oriented pedagogy facilitates diverse students achieve better results. This way, adoption of appropriate strategies is followed to address the concerns of diverse groups of learners.

Impetus is given for improving the learning outcomes for slow learners. The university arranges preliminary spoken English and communication skills classes for the benefit of students of vernacular background. Tutorials are conducted on a planned basis as part of the remedial instruction for slow learners. Special/ extra classes are held for slow learners after the class hours on week days. The concerns of slow learners are addressed through counselling, social facilitation and academic advice, wherever required. Alongside, equal attention is paid towards reshaping the career trajectories of slow learners.

The university also takes special care of the gifted learners among the student community. It devises pathways for the productive engagement and academic enrichment of the advanced learners. They are encouraged to prepare for higher studies and participate in research pursuits. Their services are enlisted in student mentoring and related support services. Anchor activities such as paper presentations are envisaged to foster self-reflection among advanced learners.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 14.65

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	**View Document**
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The university is expanding the scope of student centric learning across all its academic programs. Experiential learning which deepens student learning with reflections of immersive experience from the real-life settings, forms an integral part of the pedagogy at the university. Internship, field visit, project work and service learning through community engagement find increased application in Professional programs like Social work (MSW), Management (BBA & MBA), Education (B.Ed.), Integrated B.Ed. & M.Ed.) and Pharmacy (B. Pharm & M.Pharm.). Mention needs to be made to the innovative concept of Practice school in the restructured curriculum of B. Pharmacy. Internship and Project work also configure as the dominant learning modes in the restructured 2-year MCA, newly launched M.Sc. Environmental Science, M.Sc. Computer Science and ongoing M.Com. and 5-year Integrated Chemistry programs. Practicum as the live medium of experiential learning constitutes the core of science programs.

Participative learning bringing home the value of collaboration and cooperation in educational process finds a place of pride in the teaching learning pursuits at PU. Instruction through group tasks is facilitated through group discussion, group presentation, group assignment/ project paving way for peer learning in class room. These, including Case study are widely deployed in Business Management (BBA &MBA), Education and Social work programs to stimulate critical thinking and awareness of multiple knowledge perspectives enriching the campus learning experience.

Impetus is given to active learning to enrich classroom teaching through problem solving methodology such assignment, project, role play, simulation, seminar, quiz, poster and presentation etc. in many a program, paving way for meaningful interaction and promotion of transferable skills among the students.

Palamuru University has successfully embarked upon the Blended Teaching – Learning in the wake of Carona Pandemic. It is to be appreciated that these pedagogical adaptations have proven to be pivotal as the traditional class room lecturing could not be translated into remote learning environment. In doing so,

wherever possible, both high-tech and low-tech approaches have been deployed by the teachers to support student learning. Such technology interventions have come in handy to enhance teacher engagement with students through improved access to content, data and networks. The free blended learning platform of Google Class room has been deployed for sharing of files between teachers and students. These include lesson plans, Assignments, PPTs, Study Material, Mode of Evaluation and Course Completion Certificate. The video conferencing tools of Google Meet, Zoom and Web-X have been used depending upon the convenience of teachers and students concerned. Wherever possible, Moodle Platform was also used as Learning Management System. The teachers have been using the ICT integrated tools for teaching and evaluations.

In addition to facilitating hybrid instruction, technological adaptations have also come in handy for the sustenance of academic activity during the Pandemic through Webinars and Virtual Conferences. Availing the benefit from UGC SWAYAM portal and other established sources, impetus has been given to MOOCS to expand the study options, means of credit transfer and learning resource base for students.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The university has taken the initiative to institutionalize the associative bonds between teachers and students through the Mentoring System. In doing so, it is alive to the social reality that most of the students admitted at the main campus and at District PG Centres, in different programs of study are the first-generation learners, hailing from rural areas and poorer socio-economic backgrounds and having studied through vernacular medium. Student mentoring has been pursued with passion to address the concerns of learners through counselling, social facilitation and academic advice. It is envisaged as an institutional intervention for social integration and mainstreaming of the learning community in tune with academic culture and campus ethos.

Discipline specific mentorship operating procedures are in place at the university. The Mentor- Mentee system with a ratio of 1:15 is being followed to ensure better rapport and personal attention between the teacher and student concerned.

The system addresses comprehensive requirements including personal, family, social, learning related and career-oriented concerns of the students in a reassuring and confidence building mode.

Head of the Department is designated as Chairperson of the Mentoring Committee. The list of mentors and mentees allotted to him/her is prepared department wise at each of the campus colleges and District

PG Centres at the beginning of the academic session. The system works through personal counselling and structured meetings/ sessions. Specific time table is adhered to for this purpose. The Mentor keeps an account of sessions/ meetings for each of their allotted mentees. The concerns of slow and advanced learners are ably addressed in this institutional initialised arrangement.

Mentoring is a structured and holistic process wherein complex issues related to personal and social adjustment, emotional well-being, learning difficulty, language barrier, coping with curriculum and ragging complaints etc. are addressed in a reassuring manner. Mentor assumes critical role in this process not only as teacher, but as a social facilitator like friend, philosopher and guide. The system derives sustenance from the ongoing Institutional facilitation   mechanisms such as Remedial instruction, digital and soft skill development, career guidance   as well as Competitive coaching. Needless to say, Mentoring system has proved highly beneficial for addressing social psychological issues/concerns during Corona Pandemic for students staying in remote locations.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 87

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
187	187	133	133	133

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 42.2

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 73

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 14.5

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2132

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[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

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 31.2

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	34	37	28

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.35

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	20	15	12	8

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4371	4571	3733	2863	3425

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Palamuru University has formulated Graduate Attributes which bring home the philosophy underpinning the teaching programmes being offered by it.

Programme and Programme Specific Outcomes are prepared for each of the academic programmes being offered by the University. Course Outcomes are spelt out in detail for the individual subjects/ papers as specified in the Curriculum of the respective academic programme. Graduate Attributes as well as Programme outcomes, programme specific outcomes and course outcomes are displayed on the website of the University and printed in the Handbook. These are circulated among the faculty of the concerned Departments as well. Programme outcomes being germane to academic agenda and path of student progression are explained to students at the time of orientation/induction programme. The students are familiarized with programme specific outcomes soon after their reporting at the respective Departments. Course outcomes are explained to them at the commencement of each semester.

The University follows standardised procedure for measuring the learning outcomes comprising Program outcomes, Programme specific outcomes and course outcomes, across the different academic programmes. The calculation of the course outcomes attainments includes the performance in both the internal and external examinations.

The standard format for calculation is used in computing the course attainment values of these two sets of the examinations. Total course attainment values are worked out based on the due weightages assigned to internal and external examinations by the university (This is presently in the ratio of 20% and 80%, and in some programmes like M.Ed. 30% weightage to internals and 70% weightage to the university exam). Course attainment scores signify the target values achieved in a given course/subject. Since the course outcomes are mapped substantially into programme specific objectives and programme objectives, the attainment levels of course outcomes are accorded due importance. The attainment values of course outcomes for both internal and external examinations are presented in a tabular form. Standardised computation is used in this process.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 80.1

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 789

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[View Document](#)
Annual report of COE highlighting the pass percentage of 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: 3.57

File Description	Document
Upload any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1