

CRITERION 2 - TEACHING-LEARNING AND EVALUATION

2.1 STUDENT ENROLLMENT AND PROFILE

2.1.1 Enrollment percentage

Response:

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
424	359	319	434	420

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
600	600	600	600	520

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

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:

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
260	204	176	276	277

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
420	420	420	420	364

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 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

2.2 STUDENT TEACHER RATIO

2.2.1 Student–Full-Time Teacher Ratio (Data for the latest completed academic year)

Student–Full-Time Teacher Ratio : 19.88					
	Year 1	Year 2	Year 3	Year 4	Year 4
No. of students during last five years	1014	1048	1073	992	779
No. of teaching staff / full time teachers during last five years	51	37	35	32	35

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

The curriculum clearly delineates the Programme Outcomes, the Programme Specific Outcomes and Course Outcomes for each programme. The faculty plans the methodology of teaching, learning and evaluation based on the POs, PSOs and COs. Student centric learning emphasizes quality in higher education by adopting different learning approaches to actively engage the students and enhance their skill sets. The pedagogical thrust with teachers or facilitators caters to the diversified needs of the students and forms the foundation of learning. The Choice Based Credit System (CBCS) provides a variety of choices for the students. They are exposed to a wide array of courses and different methods of teaching. Participative learning is encouraged through Group discussion, Seminars, Debates etc. Group discussion plays a vital role in understanding a topic. It involves sharing of learning by students which equally benefit all the students. Every student has a different approach to learn things. Different students may adopt different methods of learning. Group discussion opens avenues for a student to learn more. Independent electives help the students to gain additional knowledge beyond the boundaries of the mandatory course work.

Experiential learning enhances the skill sets of the students in their choice of study. The students learn the concepts through Hands on Training in the Laboratories, Extension activities, Workshops, Peer teaching, Field visits, Paper presentations etc. Seminars and Workshops are extremely significant in the lives of the students which enable them to evaluate, stay up to date on current events, comprehend concepts and build their network.

Industrial Visit: The students are trained in problem solving skills through Industrial visit, extension activities, organizing an event etc. Through Industrial visits a student pursuing a particular degree is taken to companies or industries associated with their branch of study. Industrial visit is now considered as a part of curriculum activities for the development of the students. The main aim is to provide students an insight to the internal functions of companies in the corporate world. There are various benefits of the Industrial visits. Students get a chance to learn something outside the campus. It provides students a chance to learn practically from theoretical knowledge through interaction, working methods and employment practices in large industries. It gives exposure to current work practices against possibly theoretical knowledge being taught at school or in institutions. Industrial visits provide a wonderful opportunity to interact with industries and know more about the industrial environment and how the machine works and which principles they work for. Industrial visits are arranged for the students to

provide an opportunity to explore different sectors such as, manufacturing services, finance and marketing in which the students are passionate.

File Description	Document
Upload 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

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
01	04	10	15	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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:

2022-23	2021-22	2020-21	2019-20	2018-19
36	20	19	17	17

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

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

2.5 EVALUATION PROCESS AND REFORMS

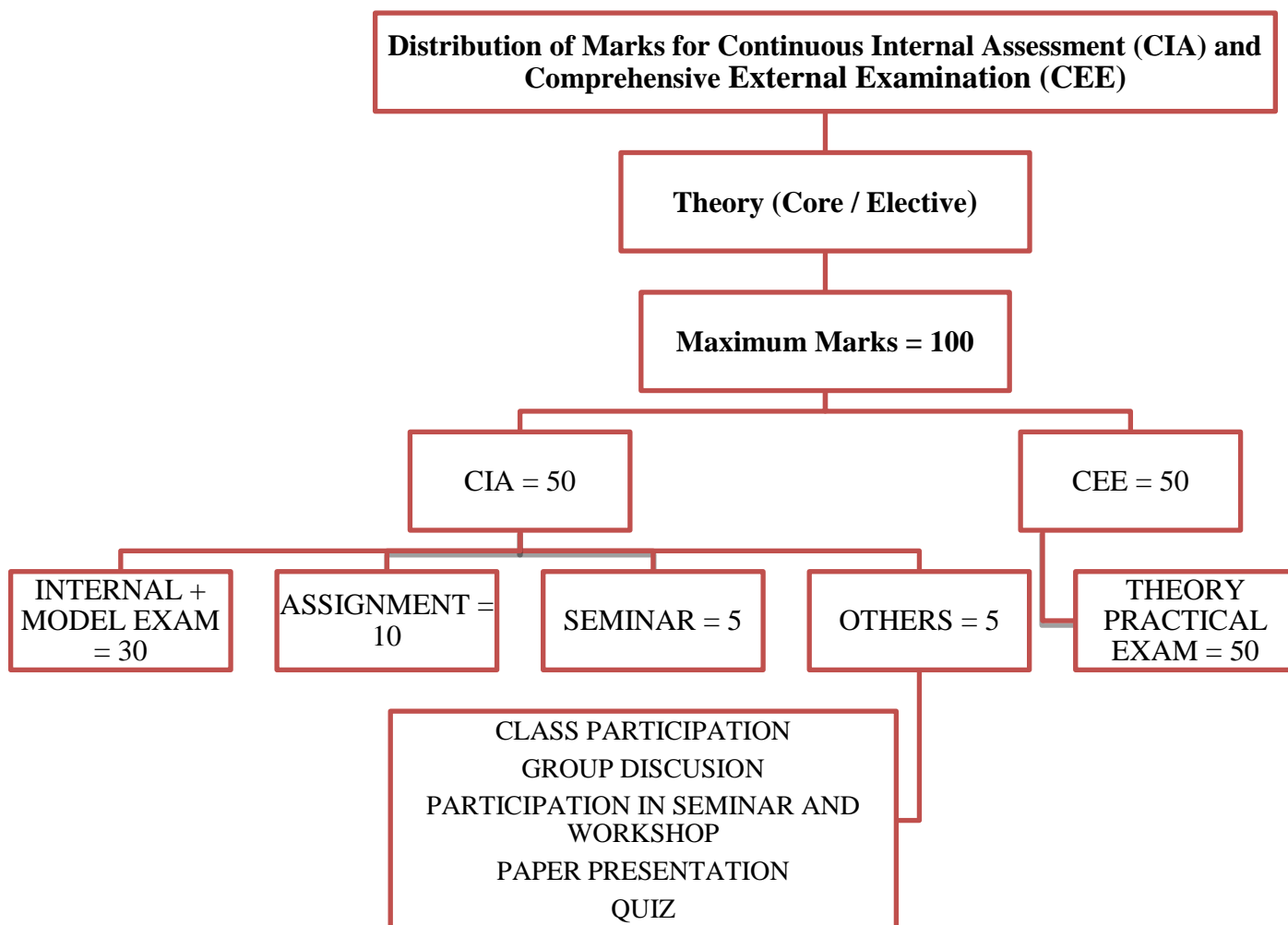
2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressed systems time- bound and efficient

Response:

The Institution possesses an effective system of both internal and external evaluation that is transparent in both its handling of complaints and its resolution process. The complaints are resolved as quickly as possible and with the highest priority. The institution conducts end semester examinations and Continuous Internal Assessment in accordance with the affiliated University's standard criteria.

In general, there are two types of assessment: (1) Continuous Internal Assessment (CIA) and (2) Comprehensive External Examinations (CEE). The institution's job is to carry out the University's

directives. The University handles all the CEE test-related tasks, including question paper preparation, exam supervision, answer sheet evaluation, result declaration, etc., Everything pertaining to CEE is shared beforehand and the students are informed in accordance with that. The ratio of CEE to CIA was 75:25 during the first three years of the assessment period. It's now been updated to 50:50 ratios. The Exam Cell is in charge of the CIA, while the Controller of Examinations will oversee the entire operation. The associated University provides the needed components. The Controller of Examinations provides instructions for the preparation of the question paper, the efficient administration of the exam and the evaluation. CIA receives a total score of 50. Figure explains how the marks for CIA and CEE are distributed.



File Description	Document
Upload 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:

To keep pace with the changes suggested by the regulatory bodies in the teaching-learning process and to equip the students with competencies and orientations required for success in the fast-changing educational scenario, the institution is following the Outcome Based Education for all the programmes.

The PEOs, POs and PSOs are communicated to the students by the course teacher at the beginning of the semester and also during the orientation programmes.

B. A. ECONOMICS

PO 1	Creation of knowledge in fundamentals of Economics, application of Economics with the help of Mathematics, Statistics and Computer Applications is a strong foundation for UG Students.
PO 2	Train the students to understand the concepts and theories in Economics to practical problems solving in the real world.
PO 3	Decision making and evaluate the solutions for useful complex economic issues and train the students to meet the specified needs to resolve complex economic problems.

B.COM

PO 1	Build the wide range of knowledge in the areas of accounting concepts and techniques to meet the current and future requirement of the industry.
PO 2	Develop the strong knowledge in the areas such as finance, taxation and laws relating to commerce helps to relate the conceptual and analytical skills in the field of auditing, finance etc.
PO 3	Inculcate the students to nurture their skills in personal, interpersonal, intellectual and others skills to develop their professional career and growth.
PO 4	Disseminate students to develop decision making and problem solving skills to undertake their own venture as a feasible career option.
PO 5	Orient and motive the students to develop the needed knowledge in business and academics to develop their employability

B. Sc. Mathematics

PO 1	Students are empowered with analytical and logical skills-to formulate results and construct mathematical argument.
PO 2	Ability to organize, analyse and interpret data accurately in academic and non -academic context.
PO 3	Demonstrate effective communication of mathematical ideas and creative thinking skills to facilitate solving real world problems as a team and independently.
PO 4	Appreciate and identify the connections between Mathematics and other disciplines.
PO 5	Competency to obtain employment in education, public and private sectors.

File Description	Document
Upload Document	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words Response:

The attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes are clearly mentioned through different methods and mechanisms. The achievement of the outcomes can be measured and assessed based on the number of students pursuing higher studies, successfully clearing their competitive examinations, gaining employment or self- employment, establishing start-ups etc.,

The components for evaluation are carefully scheduled to include testing methods that would require creative thinking, participative learning and multiple skills and abilities. Some of them include quizzes, seminars, presentations, role plays, panel-discussions and other course specific outcomes. The

students' understanding of theoretical concepts, competence in analysing data and application from concepts in real life are evaluated. The quality of the question papers are reviewed by the exam cell. Question paper review committee meetings are conducted by the exam cell. The institution acts on the feedback and suggestions obtained from different quarters on attainment of programme outcomes and wherever necessary.

The institution established in the year 2016 pertaining to the announcement of Honourable Chief Minister of Tamil Nadu in the state assembly for starting up new Government Arts and Science College in the rural areas of the state. The out gone students of five batches have graduated from the institution and have met with the program outcomes. In the First Convocation Day, 525 graduates have received their Degree Certificate. The results of each semester examinations manifest that the program's overall objectives have been effectively met. Seventy-five percent of students with rural background pass with a good percentage.

File Description		Document		
Upload Additional information		View Document		
2.6.3 Pass percentage of Students during last five years(excluding backlog students)				
Response:				
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
184	221	327	174	94
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
261	279	361	188	154
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 program wise / year-wise.		View Document		
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students		View Document		

2.7 STUDENT SATISFACTION SURVEY

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all students on roll as per data template	View document