

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72

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
58	102	88	65	119

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

File Description

Document

Institutional data in the prescribed format

[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: 74

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
21	46	45	25	48

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
50	50	50	50	50

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

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 12.42

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:

At the beginning of every academic year, the Academic Calendar is prepared by the Academic Head in consultation with the faculty members and the Director. It is published on the website before the beginning of the academic session of every semester. A copy of the teaching plan is submitted to the Academic Head and Director for their suggestions and approval. A semester wise Timetable is prepared for MBA and is displayed on the notice board. The Institute follows the Standard Guidelines decided by CDGIMS in preparing academic calendar, teaching/session plan as well as their evaluation and monitoring. CDGIMS has adopted student-centric methodology. Strong Industry-Institute interface has enabled CDGIMS Staff and students to develop practical pedagogy for experimental learning, this helps the students to acquire practical knowledge with strong theoretical background. Students are required to participate in group presentations so that they learn how to work and participate in different teams. Winter Internships and Summer internships are two initiatives pursued rigorously by CDGIMS for experiential learning. Group tasks or team assignments are practiced to reap the benefits of peer learning or promote participative learning. Group presentations are encouraged as this improves listening skills, helps students look at the problem holistically, teaches students to work effectively in teams and helps

students propose solutions acceptable to all members of the team. Case studies wherever appropriate are used in the curriculum for enhancing problem solving and analytical abilities. Continuous upgradation opportunities are provided to the Faculty by undertaking further education and knowledge enhancement. The Faculty members are encouraged to attend/participate in Training programmers, FDP, Conferences, Workshops and Seminars to facilitate learning in new areas of study. The Faculty Members are allowed to be Members of the Professional Bodies and Associations. Faculties are encouraged to undertake industry oriented research with involvement of the students. Faculties are also motivated to write cases, case lets and books on contemporary subjects Guest lectures are organized frequently with subject experts from the industry so that the students and Faculty get a practical exposure of the industry and the market. Local visits to industries and academic institutions are organized every year to expose the faculty and students to the business world. In order to enhance the knowledge pool of the faculties regular meetings are held between the faculties and representatives from the industries. Attempts are made to ensure faculty development through consultative collaboration between the industry and the academia. Faculties also participate in various FDP and MDP Programs a regular basis. This facilitates the Faculty involvement with external Faculty or academic scholars, industry practitioners associated with reputed and highly accredited universities, B-Schools and other academic institutions, research organizations and reputed companies. All type of ICT tools used at CDGIMS Regular feedback is taken from the industries to ensure implementation of adequate pedagogy and corrections are made wherever applicable. Industry-oriented research is undertaken to identify industry's problems. Attempts are made to ensure the implementation of best teaching practices, innovative pedagogies and use of advanced technologies for development and delivery of course content.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 75</p>											
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	16	16	16	16	16
2022-23	2021-22	2020-21	2019-20	2018-19							
16	16	16	16	16							
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: 43.33

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
6	5	5	5	5

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

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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:

In CDGIMS Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the rules and regulations of SPPU University. All the at regular intervals tests and mock interviews are conducted to assess the learning outcomes. Based on the performance Students are individually suggested to overcome their barriers. At the time of placement drives, the visiting HR team is requested to summarize the performance of the students. Based on such feedback, suitable amendments are implemented to the teaching and learning aspects of skills training. The same also intimated to the students as well as to the parents for their future improvement. The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation. Then the College organizes orientation programs to the students to make them acquainted with the rules and regulations of the affiliating university, examinations, evaluation process, extra-curricular activities etc., and college website link is also provided simultaneously. The college has transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in internal assessment, the system of

internal assessment is communicated with the students well in time. Continuous evaluation is made through Group Discussion, Regular Tests, Assignments Submission, Presentation. Tests are conducted regularly as per the schedule given in academic calendar. The weightage for the unit tests varies as per the concerned faculty. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the poor performing the students after their assessment. MBA I/II/III/IV students are asked to deliver the seminars of the concerned subject. Topics are given by their teachers to the students to prepare for power point presentation. For transparent and robust for internal assessment, the following mechanisms are conducted · Internal Examination Question Paper Setting. · Conduct of Examination · Result display · Interaction with students regarding their internal assessment. The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to internal assessment, the interest of the student towards learning and attending the classes has been also increased. It has created the interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews. In this way mechanism of internal assessment is transparent and robust.

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:

2.6.1: Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

outcomes of the Programmes offered by the institution .PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES, COURSE OUTCOMES Mechanism of Communication:

1) The College adopts Outcome based education rather than input oriented bell

Shaped curve of learning. The institution to communicate the learning outcomes to the teachers and students follows the following mechanism.

2) Graduate attributes are described to the first year students at the commencement of the programme.

3) At least five hours are spent by the teachers for introducing the subject to the Students.

- 4) Learning Outcomes of the Programs and Courses are observed and measured periodically.
- 5) Soft Copy of Curriculum and Learning Outcomes of Programmes and Courses are uploaded on the Institution website for reference.
- 6) The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and Staff Meeting.
- 7) The students are also communicated about the Programme outcomes, Programme Specific Outcomes and Course outcomes through Tutorial Meetings.
- 8) Demonstrate of thorough conceptual understanding in the core areas of all the subjects with the support of mathematics.
- 9) Identify the most relevant concepts that arise in everyday life, and devise a strategy in order to arrive at the solutions in the respective subjects and are made to understand the connection between key concepts and applications.
- 10) Use software tools and coding at a level necessary to perform mathematical operations, statistical analysis and simulations in solving complex problems.
- 11) Use basic laboratory equipment correctly and effectively in order to conduct measurements, and analyse and interpret the results, including a quantitative understanding of uncertainties.
- 12) Locate existing scientific research relevant to a given topic, and evaluate its accuracy.
- 13) Communicate the results of scientific work effectively, making use of clear and well organized writing and presentation skills, and employ equations and visualization tools as needed.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

2.6.2: Attainment of POs and COs are evaluated.

Response: The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are mentioned below:

Method of assessment of POs / PSOs

The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment.

Finally, program outcomes are assessed and Program Assessment Committee concludes the PO attainment level.

At the end of each semester, university conducts examinations based on the result published by university the course outcomes are measured.

Assignments are given at the end of each module. The assignments are provided to students and they refer the text books and good reference books to find out the answers and understand the expected outcome of the given problem.

Two internal tests are conducted per semester for the following purposes:

To ensure that students have achieved desired level of competencies at module level.

To evaluate, whether corresponding COs are achieved or not. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject.

Alumni survey is an important assessment tool to find out following important factors:

Indirect once in a year Level of relevance of the curriculum with the expected skills of the industries. The level of attainment of goal for the specified program.

Employer surveys are conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying their expectation or not.

The objective the conducting the student exit survey is to identify several factors for future strategy framing once in a year. To understand the impact of training they understand the strength and weakness of various value added courses and pre-placement training imparted.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 87.08

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
69	110	80	65	121

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
78	122	98	78	135

File Description	Document
Institutional data in the prescribed format	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