Criteria 2- Teaching- Learning and Evaluation (350)

Key Indicator- 2.1. Student Enrolment and Profile (40)

2.1.1. QnM	*Enrolment percentage*
	2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	305	396	291	371	363

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

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	410	410	410	410	410

Enrolment Percentage: 84.2

Website Link: https://rmvpaithani.com/stu_data.php

2.1.2 QnM	*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:*
	2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years **(Exclusive of supernumerary seats)**

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	99	115	102	109	111

2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	154	154	154	154	154

Percentage: 69.61
Website Link: https://rmvpaithani.com/stu_data.php

Key Indicator- 2.2. Student Teacher Ratio (40)

2.2.1. QnM	*Student – Full time Teacher Ratio (Data for the latest completed academic year)*
	Response: 26.84

Key Indicator- 2.3. Teaching- Learning Process (40)

2.3.1. Q$_l$M	*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*
	Description:
	Student's centric methods:
	Student centric methods are related to all the requirements of a better teaching learning process with suitable academic calendar. There are well defined working days, dates of important events, seasonal examinations and semester examination in the institution academic calendar. All of these are followed by the collage. Student centric learning includes methodologies for problem solving and participatory learning. Engagement of faculty members in participatory learning events reflects their contributions on to student centric learning.
	• Group discussion, design projects, workshop, seminars, home arraignment, teaching internship, field work, etc.
	• Participation is encouraged beyond classrooms through co-curricular, activates through sports and cultural committees at department and college level.
	Participating learning:
	Student centric learning is mode through the process of carrying out experiments in labs, project work, participating in workshop, seminar and society visit. Time to time guest lectures are conducted by inviting experts from academic and others fields apart from the traditional classroom teaching. other innovative form of learning experience like student's projects power point presentation.
	Problem solving methodologies:
	Faculty assist the students in various innovative activities and guide them for better results. A batch of students are allotted to a faculty member (mentor) these faculty mentors guide them in improving their academic progress. Faculty guides the students in right direction to resolve problematic issues at academic and personal level. Apart from this every effort are modes to ensure the academic mentoring of students to provide them a better teaching learning environment. Teachers use ICT enable tools including online resources for effective teaching and learning process.
	Website Link: https://rmvpaithani.com/iqac-documents.php

Key Indicator- 2.4 Teacher Profile and Quality (40)

2.4.1. Q$_n$M	*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*

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	35	35	35	35	36

Percentage: 75

Website Link: https://rmvpaithani.com/iqac-documents.php

2.4.2. QnM	*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)*

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

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	25	25	25	27	27

Percentage: 97.73

Website Link: https://rmvpaithani.com/iqac-documents.php

Key Indicator- 2.5. Evaluation Process and Reforms (40)

2.5.1. QlM	*Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient*

Description:

Internal and external assessment in our institution is transparent. The external examination is conducted by the HNBGU Srinagar Garhwal And internal examination is conducted by the Institution. The ratio of external and internal examination in various subjects is 70:30. There are essay types question in the process of external examination. These written examinations evaluated by university. University emphasizes on qualitative assessment as well as quantitative assessment. There are provisions of external examiners for assessment of various practical subject and internship activity according to guideline of university curriculum. So that external examiner allotted by university for assessment of require practical subject.

There are various tasks in the internal assessment process. For example, written examination, assignment, practical work, internship work, file work. All department internal examination committees are responsible to conduct internal examination. These committees prepared schedule and guideline of internal written examination. All teacher prepared question paper of his/her teaching subject. The objective of internal written examination to assessment of subject knowledge, understanding and skill of the students. All teacher assign assignment to each student of the class. Deferent types of project work are also done by the students in various subjects.

Website Link: https://rmvpaithani.com/iqac-documents.php

Key Indicator- 2.6 Student Performance and Learning Outcome (90)

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

Description:

The Program outcome and course outcome for all programmes offered by the institution according to guideline of HNBGU Srinagar Garhwal. It's displayed on collage website www.rmvpaithani.com. Collage administration also ensuring that all students should know about PO and CO of his/her course. All departments organize an orientation program for students of first semester under the guideline of collage administration. Faculty member provide all information and facilities of the institution in the orientation programme. The

	Main objective of the orientation programme is all students aware about PO and CO of the course. All departments organize different types of various activities to achieve PO of the course. For example, practical work, co-curricular activities, internship work etc. Departmental council are responsible to plan yearly schedule of various activities. All activities are done by the faculty members under the supervision of HOD of the department with the help of students. We are also insuring each and every student should participate in various activates. These types of activities are very helpful to all around development of the students and to achieve PO of the program.

Every faculty member teaches about course outcome of the particular course in classroom teaching. Different types of teaching methods and teaching strategies are using by the faculty members in the classroom according to CO of the course. Various practicum and assignment work are given by the teachers for better learning process in the classroom teaching. Different types of course outcomes are emphasising on doing by learning so that activities of practical work also arranging by faculty according to nature of the subject and content. Institute offered two types of teacher training programme B.Ed. and B.P.Ed. There is provision of internship work according to CO and PO of the programme so that we conduct internship work for skill development of pupil teacher. These internship work supervised by all faculty member according to guideline of CO and PO of the course. The attainments of PO and CO are measured by a process of internal and external examination system. External examination conducted university and internal assessment conducted by collage. All department conduct internal assessment according to Program outcome and course outcome. Each department yearly evaluate PO and CO of the course. For example, subject Knowledge, and skill development of students.

Website Link: https://rmvpaithani.com/programme_outcome.php |
| **2.6.2**
Q₁M | *Attainment of POs and COs are evaluated.*

Description:

Various types of evaluation processes are conducted in the college to attain program outcomes (POs) and course outcomes (COs). Each department organizes practical and theoretical evaluation procedures. All departments analyse the achievement of the students in the annual internal and external result. The departments take require actions based on the analysis. |
2.6.3 **QₙM**	*Pass percentage of Students during last five years (excluding backlog students)* 2.6.3.1. Number of final year students who passed the university examination year wise during the last five years 	Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	216	273	279	264	250 | 2.6.3.2. Number of final year students who appeared for the university examination year wise during the last five years | Year	2022-23	2021-22	2020-21	2019-20	2018-19
Number	237	323	305	292	285 | **Pass percentage:** 88.90

Key Indicator- 2.7 Student Satisfaction Survey (60)

2.7.1.	*Online student satisfaction survey regarding to teaching learning process.*
Q$_n$M	**Process: Conducted online by NAAC**