

# CRITERION II TEACHING LEARNING AND EVALUATION

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RANCHI COLLEGE

## **CRITERION II: TEACHING-LEARNING AND EVALUATION**

### **2.1 Student Enrolment and Profile**

2.1.1 How does the College ensure publicity and transparency in the admission process?

**The college has its own website wherein students can get information about various courses and advertises about the courses from time to time.**

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

**For both the Undergraduate and Postgraduate courses the modus operandi is the same. In the initial stages the selection is on marks basis according to merit. If the number of applicants are high entrance test for the program is conducted and the merit list is published followed by interview.**

2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

**No.**

2.1.4 What are the strategies adopted to increase / improve access to students belonging to the following categories

- \* SC/ST
- \* OBC
- \* Women
- \* Different categories of persons with disabilities

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- \* Economically weaker sections
- \* Outstanding achievers in sports and extracurricular activities

**In this aspect the University rules are followed. The university has detailed instruction on the reservation of seats for SC/ST/OBC and weightage to women, economically weaker sections, differently abled students and girl students.**

2.1.5 Furnish the number of students admitted in the College in the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	44	21	50	30	52	30	55	34
ST	262	127	265	131	268	130	281	135
OBC	130	63	135	67	140	65	146	68
General	234	179	240	180	242	185	245	188
Others	27	10	29	10	30	12	35	11

2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.

Programmes	Number of applications	Number of students admitted	Demand Ratio

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<b>Programmes</b>	<b>Number of applications</b>	<b>Number of students admitted</b>	<b>Demand Ratio</b>
UG (average for core subjects)	200	60	0.3
Self financing Courses (average)	400	80	0.2
P.G. Core subjects	150	40	0.26
New courses	40	30	0.75

2.1.7 Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.

**No**

### **2.2 Catering to Diverse Needs of Students**

2.2.1 Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.

**No**

2.2.2 Does the College have a mechanism through which the “differential requirements of student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

**No**

2.2.3 Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

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**Yes by arrangement of special lectures and intensive interaction. At present intensive remedial measures are not available but there are proposals to implement the same as funds have been made available.**

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; - student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.

**No**

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

**The college has not taken steps in this direction.**

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

**Presently the college only provides special reservation for differently abled students according to Government and university policies. However, the institution is seriously considering about the up gradation of its basic facilities so as to cater to the requirements of such students.**

### **2.3 Teaching-Learning Process**

2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

**Since the institution has adopted the semester system it follows an academic calendar to maintain the system. The general semester starts in July with approximately four months for each semester. The learning**

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**and evaluation system of both PG and UG are clubbed in time with exams being conducted in December and May. At the start of the session the teachers are allotted specific courses and are instructed to prepare a time schedule of the course. They are asked to divide to syllabi into number of classes for each topic, and stick to the plan. Regular meetings in the Department Council monitor these.**

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

**Yes, a short course structure is given to the students before the start of the semesters so that they can effectively prepare themselves at the start of the course.**

2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

**Basically all the courses use the lecture method, some of them incorporate field studies and visit to institution of higher learning. Some courses have coordinated with industries and public sector enterprises to make the course more professional. The college encourages learning through practical, field work, study tours, excursions, project work, and by arranging seminars.**

2.3.4 How is 'learning' made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

**Not applicable**

2.3.5 What is the College policy on inviting experts / people of eminence to

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provide lectures / seminars for students?

**The different departments arrange seminars from time to time inviting experts from different fields for the academic upliftment of the students.**

2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

**The modern teaching aids include audio-visual systems, internet availability through the wi-fi system and recently we are going for interactive learning methods using smart boards.**

2.3.7 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

**General counseling of student are done in each department according to requirements. However, this is not a customary practice.**

2.3.8 Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

**Teaching innovations include development of software programs for science faculties and, at present the institution is going for the development of two language laboratories.**

2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

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**The college creates a culture of instilling and nurturing creativity by encouraging the students to take up various projects to create a scientific temperament among them.**

2.3.10 Does the College consider student projects a mandatory part of the learning programme? If so, for how many programmes is it made mandatory?

- \* Number of projects executed within the College
- \* Names of external institutions associated with the College for student project work
- \* Role of the faculty in facilitating such projects

**Yes students projects are a mandatory part of the learning process since it is incorporated in the syllabus. The initial counseling for the project is done by the faculty in order to work out the theory conceived by the students. The students either do their project by collecting field data or in external institutions such as Mecon, CMPDI, Various government boards, and others.**

2.3.10 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?

**Every department has been provided with computers so that the faculty can be trained in computer aided teaching and learning and preparing for their classes.**

2.3.11 Does the College have a mechanism for evaluation of teachers by the students / alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?

**Yes the institution has introduced evaluation of teachers by students. The feedback is analyzed with the departmental heads and appropriate measures are taken.**



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2.3.12 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.

No

2.3.13 How are library resources used to augment the teaching-learning process?

**The students and faculty keep pace with recent developments in the subject through books, journals and the net availability. Apart from the Central library, each Department has its own updated library for the use of both the faculty and students. The details have been provided in the section on departments.**

2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

**The institution has introduced evaluation of teachers by students. This is used to continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments.**

### **2.4 Teacher Quality**

2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?

**The present faculty strength of the college is about 112 against a sanctioned strength of around 150. Approximately 5 percent is from outside the state.**

2.4.2 How are the members of the faculty selected?

**Previously the faculty was selected by the University selection commission but present this is done by the Jharkhand public selection commission.**

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### 2.4.3 Furnish details of the faculty

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers 111</b>							
D.Sc./D.Litt.	<b>01</b>						<b>01</b>
Ph.D.	<b>01</b>		<b>25</b>	<b>06</b>	<b>31</b>	<b>13</b>	<b>76</b>
M.Phil.					<b>01</b>	<b>01</b>	<b>02</b>
PG			<b>05</b>	<b>03</b>	<b>15</b>	<b>10</b>	<b>32</b>
<b>Temporary teachers 13</b>							
Ph.D.							
M.Phil.							
PG					<b>10</b>	<b>03</b>	<b>13</b>
<b>Part-time teachers 06</b>							
Ph.D.							
M.Phil.							
PG					<b>05</b>	<b>01</b>	<b>06</b>

2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?

**About 15 percent of the current strength consisting mainly of the newly appointed teachers.**

2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.

**The recruitment is done by the University in coordination with the Jharkhand Public Service Commission so that the Institution does not have any say in the recruitment process.**

Department	% of faculty who are	% of faculty from other	% of faculty from other	% of faculty from

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	<b>product of the same College</b>	<b>Colleges within the State</b>	<b>States</b>	<b>abroad</b>
	15	75	10	NIL

2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

**Yes, about 30 new teachers were inducted into the institution in the last four years.**

2.4.7 How many visiting Professors are on the rolls of the College?

**NIL**

2.4.7 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/international conferences/Seminars, in-service training, organizing national/international conferences etc.)

**Teachers are granted study leave to attend national and International conferences, seminars, workshops the Institution has also hosted five national and International seminars in the last four years.**

2.4.8 Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.

**About four faculty members received state or national awards.**

2.4.10 Provide the number of faculty who have undergone staff development

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programmes during the last four years. (Add any other programme if necessary)

<b>Academic Staff Development Programmes</b>	<b>Number of faculty</b>
Refresher courses	35
HRD programmes	-
Orientation programmes	29
Staff training conducted by the College	
Staff training conducted by University/other Colleges	
Summer / winter schools, workshops, etc.	
Any other (please Specify)	

2.4.11 What percentage of the faculty have

\* been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies

**20 percent**

\* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies

**90 percent**

\* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

**80 percent**

\* teaching experience in other universities / national institutions and others

**5 percent**

\* industrial engagement

**nil**

\* international experience in teaching

**nil**

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2.4.12 How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?

- \* Curricular Development: **two to three years**
- \* Teaching-learning methods: **not applicable**
- \* Examination reforms: **annually**
- \* Content / knowledge management: **not applicable**
- \* Any other (please specify)

2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?

**Different faculties in the various departments have prepared innovative teaching and learning methods however, reward is not usually provided. Teaching innovations include development of software programs for science faculties and, at present the institution is going for the development of two language laboratories.**

2.4.14 Does the College have a mechanism to encourage

- \* Mobility of faculty between institutions for teaching?  
**This is done by the university.**
- \* Faculty exchange programmes with national and international bodies?  
**No**

If yes, how have these schemes helped in enriching quality of the faculty?

### **2.5 Evaluation Process and Reforms**

2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?

**The institution invites participation of the stakeholders from time to time in its various evaluative processes to make them aware.**

2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?

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**Since it became autonomous the college has initiated major evaluation reforms including surprise class tests and mid-term evaluation so that the students keep themselves updated with the proceedings this has definitely created a positive impact on the results.**

2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?

**Through mid-semester and end-semester examinations.**

2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigour of the internal assessment process?

**About 20 percent marks in each paper in UG courses and 30 percent marks in each paper in PG courses have been earmarked for continuous internal assessment. This has been divided into written and project work so that it keeps the student working throughout the semester.**

2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

**Yes the college adheres to its declared examination schedule.**

2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.

**The average time taken is about a month and it is initially released in the website before marksheet is provided.**

2.5.7 Does the college have an integrated examination platform for the following processes?

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- \* Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.
- \* Examination process – Examination material management, logistics.
- \* Post examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification.
- \*

2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?  
**This is done by the university at present.**

2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

**The office of the controller of examination has been revamped to cope up with the increased load and to work efficiently. There is a separate section which deals with the examination process, a separate accounting section and an exclusive computer section with software to handle registration, results and marksheet.**

2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?

**In the case of grievance an application forwarded by the Head of the Department is submitted to the examination controller. The controller makes arrangements for the grievance redressal.**

### **2.6. Student Performance and Learning Outcomes**

2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?

**Through evaluative studies conducted on both sections regularly and**

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**occasional meets.**

2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?

**The evaluative reports are discussed in the meeting of the heads of the departments and appropriate measures are taken.**

2.6.3 How does the institution collect and analyse data on student learning outcomes and use it for overcoming barriers of learning?

**As mentioned above.**

2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.

**From the data available the pass percentage is around 90 percent and the completion rate is about 40 percent.**

*Any additional information regarding Teaching, Learning and Evaluation, which the institution would like to include.*

**The college has started a number of courses under self-financing scheme to utilise the resources and manpower available to it for the benefit of the students, who would otherwise have to go to other places outside the state and incur heavy expenses. Some of the departments are planning distance education courses in near future. Ranchi College gives great importance to value-based education. Seminars of dignitaries and important persons are organised regularly to impart values among the students. The NSS and NCC volunteers discharge various social responsibilities and inculcate civic responsibilities and awareness among the students. Blood donation camps, Cleanliness drives, AIDS Awareness Programmes, Pulse Polio Immunisation, Social Forestry etc. are some of the activities which the students of the college take up**



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regularly. The faculty of the college is fully aware of the fact that teaching entails not just imparting curricular knowledge and arranging extra-curricular activities, but also the development of integrated personality to prepare the students to meet the challenges of life ahead. The college arranges seminars, study tours, excursions, field work, debate competitions, annual functions, welcome and farewell functions etc. to give the students adequate exposure.

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