

CRITERION II

**TEACHING-
LEARNING
AND
EVALUATION**

CRITERION II: TEACHING-LEARNING AND EVALUATION

Understanding institutional accountability in teaching – learning and evaluation process, St. Peter's University has developed quality based and value added strategies with dedicated faculty, facilitators and enthusiastic students. The academic programmes are further fortified with participative learning, interactive sessions, student-centric teaching and innovative evaluation methods with modern technologies. Efforts have been taken to procure NPTEL material and Anna University EDUSAT link to complement the teaching learning process. Fulfillments of the diverse requirements of fast and slow learners enable students to compete and create their own identity in the competitive world with appropriate strategies. Consistent efforts have been taken to evaluate student's performance and learning outcomes, which makes St. Peter's University, to stand unique.

2.1 Student Enrolment and Profile

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

The University has a very good mechanism to ensure publicity and transparency in admission process. The university issues advertisement in leading National and Regional newspapers every year for admission to B.E/B.Tech, B.Arch, M.E / M.Tech., MBA, MCA, M.Sc. and M.Phil. / Ph.D. programmes. The advertisement is also uploaded in the University website www.stpetersuniversity.org. All admissions are through entrance examination. Each department has an admission committee comprising the Head of the Department and the faculty for PG and Research Programmes. The admission office processes the applications and the eligible applicants are informed of the entrance test well in advance. The admission is monitored by the Admission committee/ department of the University constituted for this purpose. The eligible candidates are informed of their selection by post and by message.

2.1.2 Explain in detail the process of admission put in place by the University.

List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

The University strictly follows the admission guidelines of the UGC. Entrance examination is conducted for both UG and PG programmes. Based

on the ranking of marks obtained in the entrance examination, provisional admission is granted to the applicants.

Academic merit, performance in the entrance test and the interview are the criteria for providing admission to M.Phil. and Ph.D. programmes.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

St.Peter's University is a Deemed to be University with unitary system.

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

Yes, the University reviews the admission process of all the Departments and verifies the selection list. In many programmes, the demand is less than the seats available.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

- **SC / ST /OBC /Women**
- **Persons with varied disabilities**
- **Economically weaker sections**
- **Outstanding achievers in sports and other extracurricular activities**

Since the University gets less applications than the seats available for various programmes from the above categories, no special attention / effort is envisaged to admit students from SC/ST and OBC categories. The University gives ample scope for admission for all the categories if they seek admission.

The University also helps these students to get financial assistance from different funding agencies.

The University provides admission to all outstanding achievers in sports and games as well as the differently-abled.

2.1.6 Number of students admitted in University Departments in the last four academic years:

Table 2.1 shows the number of students admitted in the last four academic years.

Table 2.1 Students admitted in the University Departments

Categories	2011-12		2012-13		2013-14		2014-15	
	M	F	M	F	M	F	M	F
SC	52	16	41	27	60	36	50	27
ST	8	2	11	3	24	0	4	2
OBC	352	176	400	164	318	172	233	166
General	-	-	-	-	-	-	-	-
Others	74	25	63	22	76	32	64	48

2.1.7 Has the University conducted any analysis of demand ratio for the various programmes of the University Departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes. The University has conducted an analysis of demand ratio. Table 2.2 shows the Analysis of Demand Ratio for the Academic Year 2014-2015.

Table 2.2 Demand Ratio for the Academic Year 2014-2015

Programmes	Number of Applications				Number of Students Admitted *				Demand Ratio
	2014	2013	2012	2011	2014	2013	2012	2011	
UG	229	314	527	580	100	138	312	354	< 1
PG	217	302	365	702	147	179	165	165	< 1
Intergrated Masters	-	-	-	-	-	-	-	-	
M.Phil.	323	242	189	151	273	209	159	129	> 1
Ph.D.	161	302	279	98	74	192	95	57	> 1
Intergrated Ph.D.	-	-	-	-	-	-	-	-	
Certificate	-	-	-	-	-	-	-	-	
Diploma	-	-	-	-	-	-	-	-	
PG Diploma	-	-	-	-	-	-	-	-	
Any Other (Please Specify)	-	-	-	-	-	-	-	-	

*All the eligible candidates were admitted. Some had not turned up.

The demand is less than the seats available. The analysis further shows that the financial assistance given by the state government for SC/ST and the first generation graduates is not extended to the students of the deemed universities. Hence, the vast population do not seek admission to deemed universities since they do not get financial assistance. This is one of the reasons for less demand for admission to deemed universities.

Based on the admissions in the University, Employability skills and various opportunities for personal and professional growth determine the rise / decline in the demand for various programmes, and introduce them at the earliest. Departments are encouraged by the university to work on new programmes. Some of the faculty members from different departments have visited other institutions to conduct awareness campaign on the programmes offered.

2.1.8 Were any programmes discontinued/ staggered by the university in the last four years? If yes, please specify the reasons.

No programmes have been discontinued/ staggered in the last four years. However a few programmes have been suspended for lack of students as mentioned in Criteria 1.2.1.

2.2 Catering to Student Diversity

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

The University organizes bridge courses / induction programmes for all first year students at under graduate level for a period of first fifteen working days during beginning of the academic year. Students are sensitized on the University culture, provided with information about the opportunities, avenues and scope for their subject. Further, they are given a bridge course to smoothly transit from the school level to University graduate level.

Experts from Career Guidance & Placement Cell as well as Psychological Counseling provide information regarding career opportunities and student diversity. Professors from the Anti Ragging Cell and Students Grievance Redress Cell provide information to the students on various issues.

Based on students' feedback as well as the UGC guidelines, an Anti Sexual Harassment Cell has been formed to help the students.

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

The University addresses various requirements of the students immediately after the admissions and before the commencement of the classes. The student's quality is gauged and suitable modes of progression are designed. Issues such as educational standards, boarding and lodging requirements are analyzed and suggestions are made to the students and parents. Steps are taken to mould students who come from rural background with Tamil as medium of instruction. Bridge courses are conducted and English language coaching is given.

2.2.3 Does the University offer 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?

Yes, the University offers bridge courses for UG programmes. All the faculty members in the department are involved in this programme. This is scheduled for the first fifteen working days.

2.2.4 Has the University conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

Continuous assessment of student's performances conducted by the University Departments do reflect the growth and difficulties of the students. Most of the students admitted in the University are economically disadvantaged and slow learners. Hence, a lot of effort is made to improve the academic performance of slow learners.

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

The class room is a heterogeneous group with students of varying capabilities. The University departments identify the advanced learners and provide ample opportunity to excel well in their academic programmes. The advanced learners are encouraged to participate in various value added

courses, workshops, seminars, conferences and summer camps at the national and international levels. They are also encouraged to apply for students research projects sponsored by various agencies. Further, they are encouraged to visit research institutions and industries of repute. Our students have

obtained grant for student projects including two projects sanctioned under the MSME incubatee scheme.

2.3 Teaching-Learning Process

2.3.1 How does the University plan and organize the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The university has constituted a committee with senior faculty members to design the academic calendar. A draft academic calendar is prepared in the months of May and June every year, which specifies the dates of examinations for internal assessment, semester examinations, payment of fees etc. The approved academic calendar is given to the faculty and students well in advance in order to enable the departments to organize teaching-learning and evaluation schedule.

All the departments maintain a teaching / lesson plan which provides a clear schedule for the hour wise coverage of syllabus, assignments and unit tests etc. All the departments maintain the log book of attendance, course file which includes the syllabus, lesson plan, course material and question bank.

2.3.2 Does the University 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. The regulations and the syllabi are made available in the website. They are also explained to students and a copy made available. The students are also provided information regarding the laboratory activities, discipline and dress code to be followed. Providing this information enhances the discipline and the academic quality of the students. This activity is monitored by the Heads of the department as well as by the admission committee of the University. Lesson plans, schedule of class tests and university examinations are given well in advance and are put up on the website.

2.3.3 Does the University face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

The stipulated time frame and calendar have been followed since the number of working days is adequate as per the regulations. Hence, the curricula of various programmes offered in the University are completed in time normally. No such challenges have been encountered so far.

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

The learning has been made student-centric by the faculty and the university by adopting various mechanisms such as developing e-resources, conducting personality development programmes, enhancing communication skills and providing training for aptitude questions for placements are some of the holistic approaches taken to enhance learning.

The following participatory learning activities have been adopted by the departments.

- Guest Lectures
- Group Discussion
- Students Seminars
- Quiz Competition
- Weekly Seminars
- Publishing Research Articles
- Case study analysis
- Peer tutoring
- Mini projects
- Field study and Industrial visits
- Inplant training
- Student counseling
- Life skills/ Personality development programme
- Soft skills training
- Communication skills
- Societal participation through NSS / YRC programmes.

2.3.5 What is the University's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

The University allots funds to invite experts / eminent professors to deliver lectures and conducts seminars and conferences in the annual budget of all the Departments. This policy is being implemented in the University right from its inception. All departments organize state / national level workshops, seminars and guest lectures. Eminent scientists / professors are invited as resource persons for these programmes. National and International level conferences are also organized regularly. Students also organize symposia every year which helps them to develop learning and communication skills.

2.3.6 Does the University formally encourage blended learning by using e-learning resources?

Yes, the University encourages blended learning first by using e-resources. The University Library has e-resources for various subjects and also has web link with publishers of journals and books. Anna University EDUSAT link has been subscribed by the University which exposes the students to lectures from experts. NPTEL material is also available for the use of the students.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

E-learning, educational CDs, video conferencing, EDUSAT programmes, video lectures and NPTEL study material are the open education resources and technologies used by our faculty for effective teaching. Faculty is also encouraged to use power point presentations for the students during their class room teaching.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the University's educational processes?

Yes. All departments have access to the open source resources and are widely used for the benefit of students in teaching the concepts and courses in more understandable way.

2.3.9 What steps has the University taken to orient traditional classrooms into 24x7 learning places?

The following steps have been taken by the university to convert the traditional class rooms into 24x7 learning places.

- Field work and educational tours.
- Online facilities available through web resources.
- Project work.
- Industrial visits.
- Computer centres in hostels.
- Lecture notes on website.
- Question bank

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

All students are under the services of counselors / mentors / advisors. Each class is allotted a class Advisor who provides student mentoring services. Under each class counselor, twenty students are allotted for mentoring. Students are provided with personal, occupational and academic guidance by the mentor-teacher. The Student Grievance Redress Cell of the University addresses the issues and gives solutions to resolve grievances.

2.3.11 Were any innovative teaching approaches / methods / practices adopted / put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods 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?

Yes. The University departments have adapted to innovative teaching practices. Visual instructions and demo classes help the students to involve in their subjects and prepare innovative technologies as student's Projects. Physical models help the students analyze the topic well. Student projects are displayed which motivate the students and faculty. Centre for Staff Development conducts programmes regularly to enhance the methods / practices adopted by the faculty.

2.3.12. How does the University create a culture of instilling and nurturing creativity and scientific temper among the learners?

The University departments are actively involved in carrying out research projects and motivating the students and the scholars to do quality work. Mini projects are undertaken by the students. Various science programmes are organized to create scientific temper. National Science day is celebrated every year and eminent professors demonstrate science experiments to kindle the thoughts of young student learners. There has been a considerable impact in the student's mindset regarding the projects that they do in the final year. Further, the department helps the students in applying/ getting grant from various funding agencies.

2.3.13 Does the University consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

- **Number of projects executed within the University**

- **Names of external institutions associated with the University for student project work**
- **Role of faculty in facilitating such projects**

Yes. The student projects are mandatory in all the programmes (100%) offered in the University Departments. There are 2 projects, one minor and another major project for B.E./ B.Tech students. One project in the fourth semester for M.E./ M.Tech students. Students are given option to do their projects either within the university or outside the campus in industries and other organizations. About 70% of the projects are done in house within the university. The external institutions associated with the University for Students' Project works are as follows:

- Government research institutes
- Institutes
- Public Sector/ Private Sector Industries/ National Research laboratories.
- Private Research laboratories

Faculty from the departments acts as project guides and they monitor the progress of the project at every stage.

2.3.14 Does the University have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes. The university has well qualified pool of human resources to meet the requirements of the curriculum. The university organizes guest lectures by inviting subject experts from other institutions, industries and alumni to deliver lectures to supplement learning process. Further, the University has visiting professors who supplement the faculty.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The University Departments are equipped with Computers and LCD projectors. The campus is connected with 1Gbps internet connectivity via optical fibre cable and Wi-Fi connectivity. The faculty makes use of these facilities for computer aided teaching and learning. Power point presentations are prepared by the most of the faculty members. Educational videos are utilized to enhance the quality of teaching learning process.

2.3.16 Does the University have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Yes. The IQAC of the University along with the heads of departments obtains feedback from students on each course taught as well as on each faculty for every semester. The students' feedback is analyzed by the heads of the departments, the IQAC committee, Director Academic and the Vice Chancellor. Recommendations are given to the faculty to improve the overall quality of the teaching-learning process.

2.4 Teacher Quality

2.4.1 How does the University plan and manage its human resources to meet the changing requirements of the curriculum?

The Board of Studies, Academic council of the University updates the curriculum according to the changing requirements. The university regularly deputed faculty to attend refresher courses, orientation courses and summer schools to update knowledge in the emerging areas.

2.4.2 Furnish details of the faculty

The details about university faculty are presented in Table 2.3.

Table 2.3 Faculty Members in the University Departments

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Ph.D.	16	7	4	-	1	-	28
M.Phil.	-	-	-	-	8	15	23
PG	1	-	9	3	48	31	92
UG	1	-	-	-	2	3	06

2.4.3 Does the University encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Yes. It is shown in Table 2.4.

Table 2.4 Diversity in Faculty Recruitment:

Percentage of Teachers from Various Universities

Department	No. of faculty from the same university	No. of faculty from other universities within the State	No. of faculty from universities outside the State	No. of faculty from other countries
Architecture	-	93	7	-
Biomedical Engg	-	90	10	-
Civil Engg	-	75	25	-
Computer Science & Engg	-	100	-	-
Electronics & Communication Engg	46	39	15	-
Electrical & Electronics Engg	33	59	8	-
Information Tech	18	64	18	-
Mechanical Engg	30	70	-	-
Management	50	50	-	-
Computer Applications	17	83	-	-
English	33	67	-	-
Maths	71	29	-	-
Physics	43	28	29	-
Chemistry	71	29	-	-
Aeronautical Engg	-	100	-	-
Automobile Engg	-	100	-	-
Biotech Engg	-	100	-	-
Chemical Engg	-	100	-	-
Electronics & Instrumentation Engg	-	100	-	-

2.4.4 How does the University ensure that qualified faculty is appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

The University appoints faculty as per the qualifications prescribed by the UGC for new programmes / emerging areas of study through advertisement.

Table 2.5 Faculty recruited to teach new courses in the last four years

Department	Professor	Associate Prof.	Asst. Prof.	Visiting Faculty
Architecture	2	4	8	-
Biomedical Engg	1	-	7	-
Civil Engg	1	1	7	-
Computer Science & Engg	2	-	7	-
Electronics & Communication Engg	2	-	7	-
Electrical & Electronics Engg	2	-	5	-
Information Tech	2	-	6	-
Mechanical Engg	1	1	14	-
Management	-	-	2	-
Computer Applications	-	1	2	-
English	-	-	2	-
Maths	-	-	5	-
Physics	2	-	5	-
Chemistry	-	-	5	-
Aeronautical Engg	-	1	3	-
Automobile Engg	-	-	3	-
Biotech Engg	-	-	1	-
Chemical Engg	-	-	-	-
Electronics & Instrumentation Engg	-	-	1	-

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

4 Visiting Professors deliver special lectures and help in supervising the research work by the departments. Further, Nine Senior Professors are on the rolls of the university.

2.4.6 What policies / systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national / international conferences / seminars, in-service training, organizing national / international conferences etc.)?

The University motivates and encourages the faculty to apply for funded research projects. The university grants on duty and financial assistance to participate in the National, International conferences, Faculty development programmes, workshops and seminars.

The University also provides funds to each department to organize seminars, conferences, workshop, student's symposia etc. The faculty are encouraged to participate in short term courses, UGC sponsored orientation and refresher courses conducted by other universities to update knowledge and practices.

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

5 awards were received by the faculty of various departments for their excellence in teaching and research during last four years. Dr.S.Ravichandran, Vice Chancellor received Institute of Engineers Award. Prof. Dr.S.Gunasekaran, Dean (R&D) has been selected for the prestigious TANSa 2013 Award by the Government of Tamil Nadu. Prof. Dr.L.Mahesh Kumar, Director Academic is the member of the educational panel of the FICCI Tamil Nadu.

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

The details of the staff development programmes attended by the faculty during the last four years are presented in Table 2.6.

Table 2.6 Faculty Members attended Staff Development Programmes in the Last four Years

Academic Staff Development Programmes	Number of faculty				
	2011	2012	2013	2014	2015
Refresher courses / FDP	7	18	16	40	9
Orientation programmes, Seminars, Conferences & Staff training conducted by the University	55	47	71	115	50

2.4.9 What percentage of the faculty have

- **been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?**
 - **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies?**
 - **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?**
 - **teaching experience in other universities / national institutions and other institutions?**
 - **industrial engagement?**
 - **international experience in teaching?**
- About 20% of faculty have been invited as resource persons in workshops / seminars / conferences organized by the external professional agencies.
 - Almost 70% of the faculty has participated in external Workshops / Seminars / Conferences organized by National / International / Professional bodies.
 - Nearly 75% of the faculty have presented papers in Workshops / Seminars / Conferences conducted or organized by professional agencies.
 - About 20% of our faculty members have teaching experience in other Universities / National institutions.
 - About 10% of the faculties are from the Industrial background.

2.4.10 How often does the University organize academic development programmes (e.g.:curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

The University organizes academic development programmes once in six months. These programmes are organized through Academic audits, Boards of Research Studies, Boards of Studies, Centre for Staff Development, Academic council. National Science Day and International Women's Day are also celebrated regularly.

2.4.11 Does the University have a mechanism to encourage

- **Mobility of faculty between Universities for teaching?**
- **Faculty exchange programmes with national and international bodies?**

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

The University is in the process of creating faculty exchange programme with other universities and research institutes.

2.5 Evaluation Process and Reforms

2.5.1 How does the University ensure that all the stakeholders are aware of the evaluation processes that are in place?

The University strives to ensure transparency in the evaluation process. The examination schedule is displayed well in advance in the university website and in department notice boards. Eligible external and internal examiners are involved in both practical and theory paper evaluation process. Faculty is pooled in to the evaluation process and the evaluators are informed of the scheme of evaluation to be followed. Revaluations of papers are done on the request from the student without any fee on the recommendation of the head of the department. The scheme of internal assessment and evaluation in the university exams are made known to students by faculty and Heads of departments.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

The University departments can design the curriculum which is discussed by the Board of studies and Academic council and executing programmes in terms of the choice based credit systems prescribed by the regulations. An uniform pattern of the examination is followed for all the UG / PG courses in the University departments. The following are some of the methods adopted by the University which have positively improved the examination management system.

1. Semester and Grading System on a ten point scale are implemented. For each semester, grade point average is mentioned in the grade sheet. Cumulative grade point is also arrived at. The formula for arriving CGPA is given in the mark sheet.
2. Genuineness of the certificate can be verified online.
3. Semester grade sheets are given to all students.
4. Consolidated marks on successful completion of the programme will be provided on demand from the students
5. Degree (Diploma) certificates for all the eligible candidates will be made available on conferment of degrees at the Convocation.
6. Course completion certificate, Transfer Certificate, Migration Certificates are made available on request of the candidates without any fee.
7. Consolidated mark sheets and provisional certificates are given at the earliest.
8. The results are announced within 20 days after the last examination.
9. Provisional result for the final year students are declared in a week's time. This is highly helpful for students who want to pursue higher studies in India and abroad.
10. The grievances of the students if any are addressed to the Heads of the department, which are resolved within ten days.
11. The office of the Controller of Examinations provides immediate supportive mechanism for those students who have approached the university with grievances.
12. Practical examinations are completed before the theory examinations.
13. Question Papers are set by the outside experts. Board of studies prescribes the pattern of the question paper. The Head of the department informs the Controller of Examinations for suitable further actions in case of any discrepancy in the question papers.
14. Question papers are sent in sealed cover to the Chief Superintendent of the examinations on the respective day of examination.
15. The answer sheets with OMR sheets with provision for subject code, title of the paper, date of examination and bar code for scanning are provided by the University as a student friendly measure.

16. Central valuation system is adopted
17. The examiners are given orientation before the commencement of evaluation process.
18. The examiners are provided with the scheme of evaluation to ensure objectivity in the valuation process.
19. Provisional certificates for M.Phil and Ph.D. scholars are given within 14 days after viva voce examination.

2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them?

Indicate the mode / media adopted by the University for the Publication of examination results (e.g. website, SMS, email, etc.).

The examination results of the University Departments are declared within 20 days after the last examination. Provisional results for final year are declared in a week's time after the completion of evaluation process. Declaration of results in time is highly helpful for students to go for higher studies in India and abroad. Results are uploaded on the University website to help the students and provision has been given to take print outs. In general, the university publishes the results within 30 days from the last examination. Internal marks are displayed on the departmental notice boards.

2.5.4 How does the University ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

The continuous internal assessment (CIA) and its evaluation process are made transparent. All the students are given a chance to improve the CIA score and the rating is made known to them. The University ensures confidentiality in the panel of question paper setters, printing of question papers, allotment of dummy numbers to the answer scripts and assignment of computer software for preparation of marks statements etc. by using OMR sheets. There is a provision for revaluation and the students are shown the answer scripts when reevaluated. The scheme of internal assessment and evaluation in university exams are made known to students through regulation and by faculty and heads of departments.

2.5.5 Does the University have an integrated examination platform for the following processes?

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

Yes. The University has an integrated examination platform for the pre-examination process. A common examination time table for University Departments is prepared and displayed on the website well in advance. The list of internal and external examiners/invigilators, panel of members for squads, Hall tickets, seating arrangements, Attendance sheets and all the forms required for the conduct of examinations are prepared well in advance.

The answer sheets and other stationary required for the examinations are made available at least two weeks in advance, in the examination cell. The question papers and other confidential materials are sent on the day of the examination with proper security arrangements.

After the completion of examinations, dummy numbers are assigned to all the scripts. Optical mark readers for decoding and entry of marks into computers, processing of results, and printing of certificates are fully automated to speed up the evaluation process and publication of results.

2.5.6 Has the University introduced any reforms in its Ph.D. evaluation process?

Yes, the University follows the UGC 2009 regulations for maintaining Minimum standards for M.Phil. and Ph.D. programmes offered in the University Departments. The admissions are made only based on performance in the entrance test and interview. Course work is made compulsory for the Ph.D.scholars except for those with M.Phil qualifications. A course on Research Methodology has been made compulsory for the Ph.D. scholars.

The Doctoral committee along with the Head of the Department monitors and reviews the progress of the research scholars. The University also conducts review of all Ph.D. scholars every semester to monitor progress and submission of progress reports. The departments conduct seminars especially for research scholars to present papers on their work and get feedback from experts. The Vice Chancellor also conducts regular meetings with research scholars and supervisors to discuss about the programme. All these efforts help the research scholars to fine tune their work.

Digital version of the thesis is sent to the examiners both in India and abroad and the reports are received through e-mail by the Controller of Examinations directly. This reduces the delay in receiving reports so that the public viva voce is held at the earliest.

All the theses submitted to the University are available in the library and uploaded to the UGC INFLIBNET site.

2.5.7 Has the University created any provision for including the name of the college in the degree certificate?

Since our University is a Deemed to be University with unitary system, this is not applicable.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

Grievances of the candidates are forwarded by the Head of the department to the Controller of Examinations for taking necessary action.

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

The University has introduced automation in the office of the Controller of Examinations. All the activities are computerized. It is in a way a paperless activity. The optical mark reader is highly helpful in the processing of results.

The following efforts have been taken by the University to streamline the operations of the office of the controller of examinations.

- The Controller of Examinations and other officers in the Examination cell are working on computers. The section staff do not use pen in their work and they operate only in computers.
- To streamline examination related work, an examination calendar is prepared and strictly followed.
- The work done by the examination section is reported to the Board of Management.

2.6. Student Performance and Learning Outcomes

2.6.1 Has the University articulated its graduate attributes? If so, how does it facilitate and monitor its implementation and outcome?

Yes, the development of graduate attributes forms a significant part of the University's strategic plan. The vision and mission statements imply the important attributes. The objectives envisaged in co-curricular and extra-curricular are also indicators of graduate attributes. The university does articulate the desirable traits in our graduates conscientiousness, social responsibility, academic excellence, moral sensitivity, honesty and commitment.

2.6.2 Does the University have clearly stated learning outcomes for its academic programmes / departments? If yes, give details on how the students and staff are made aware of these?

Yes. The university has clearly stated the learning outcomes for the academic programmes. The curriculum and syllabus are made known to students and faculty. Academic performances and employability are the learning outcomes of the academic programmes. The details are available on the website and are also displayed on the notice boards.

2.6.3 How are the University's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The University's teaching, learning and assessment strategies have been framed to impart knowledge and effective learning and to encourage the students to achieve success. The learning outcomes of students can be visualized in their participation in seminars, assignments and tests. Presentation skills, organization skills, cooperative skills and leadership skills are promoted in the students by various academic and co-curricular activities, such as student's symposia, conferences etc., which help the students to become competent citizens.

2.6.4 How does the University collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

The University collects data and analyses the data of performance in internal tests, seminars, publications and performance in the final examinations. Students' feedback on programmes and teachers are collected and analyzed by the heads of the departments and the IQAC. Suitable measures are taken to sensitize the students and the faculty to overcome the barriers if any, in the teaching learning process.

2.6.5 What are the new technologies deployed by the University in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

The new technologies adopted are:

- e-learning and preparation of study materials
- Subscribing to on-line journals.
- EDU-SAT programs.
- Video lectures
- Power point presentations
- NPTEL study material
- Imparting organizational skills through student's symposia.

During evaluation, the students are assessed with various components such as their academic performance in three or four unit tests, one model examination, assignments, and attendance. The competency levels of the students are assessed during their presentations.

Any other information regarding Teaching, Learning and Evaluation which the University would like to include.

- Digital library has been provided which helps the faculty to go through the CDs and NPTEL material.
- Centre for Staff Development organizes special lectures periodically to help in improving the knowledge and skills of the faculty.
- Various centres like Centre for Disaster Management, Centre for Nanotechnology, Centre for Advanced Materials and the Technology Business Incubator help in creating awareness among the students and faculty and also take up research projects on nationally important, and new and emerging areas at UG /PG / Ph.D levels.
- All the university departments have a department library with text books of their discipline and the project thesis of the under graduate and post graduate students.
- Creation of resources: The University is continuously engaged in the process of utilizing modern teaching learning resources for the benefit of students.