

CRITERION II TEACHING-LEARNING AND EVALUATION

2.1 *Student Enrolment and Profile*

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

Regarding admissions the advertisement is published in leading news papers and on the web site of the university. Posters are also displayed on notice boards of various university teaching departments and in all the affiliated colleges falling under universities jurisdiction. Also the posters are managed to be displayed in nearby university of M.P. Since last few years to reduce the paper work and to bring transparency in the admission process all admissions in various courses are done via M.P. on line process.

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 admission process is as follows

1. Admission through merit
 - a. Applications are called on line
 - b. Applications are scrutinized and merit is displayed
2. Admissions through entrance test

This is followed in some UG and PG courses like B. Pharmacy, B.Sc. Hons. (Biotechnology), M. Sc. Microbiology, M. Sc. Biotechnology, M. Sc. Biochemistry, M. Sc. Environment Management, MSW

- a. The Applications are called on line
 - b. The common entrance test is conducted and Merit is prepared
 - c. Admissions is given after counselling according to merit
3. Admission by common entrance test conducted by state agencies
 - a. The admission in MBA, MCA and BE is given based on merit in the common entrance test conducted by VYAVSAYIK PAREEKSHA MANDAL.

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

In affiliated college admissions are done by online process as per direction of the Department of Higher Education, Govt. of Madhya Pradesh. The subject grouping is as per the university norms.

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?*

A meeting of Brochure committee is held every year before admissions in order to review the admission process. As a result of this exercise from last **3 years**, on- line admissions have been started, and regular improvements are done in the process every year. Complete profile of each student is online.

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

- * SC/ST
 - a. Hostel accommodation is provided
 - b. State and Central Govt. Scholarships are provided e.g., (Rajiv Gandhi/Maulana Azad Scholarships)
 - c. Reservation in admission is done as per State Govt. Norms
- * OBC
 - a. Hostel accommodation is provided
 - b. State and Central Govt. Scholarships are provided
 - c. Reservation in admission is done as per state Govt. Norms
- * Women
 - a. Hostel accommodation is provided for women
 - b. Scholarship are provided
 - c. Reservation in admission is done as per State and Central Govt. Norms
 - d. Fee concession is given to women candidates in several UG/PG/post PG courses and in some courses full tuition fee is waived off.
- * Persons with varied disabilities
 - a. Reservation in admission is done as per State & Central Govt. Norms
- * Economically weaker sections
 - a. As per State & Central Govt. norms
- * Outstanding achievers in sports and other extracurricular activities
 - a. Extra marks are given during preparation of merit list in admissions as per State Govt. norms.
 - b. Special examinations are conducted in case they attend an event.

2.1.6 *Number of students admitted in university departments in the last four academic years:*

	Year 1		Year 2		Year 3		Year 4	
Categories	Male	Female	Male	Female	Male	Female	Male	Female
SC	312	284	396	293	295	236	219	211
ST	224	130	348	228	227	147	186	118
OBC	101	46	142	92	73	33	78	36
General	409	556	664	783	404	437	313	366
Others	-	-	-	-	-	-	-	-

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.*

Programmes		Number of applications	Number of students admitted	Demand Ratio
UG	2008-09	392	104	1:3.8
	2009-10	380	170	1:2.2
	2010-11	410	193	1:2.1
	2011-12	607	198	1:3.1
	2012-13	870	260	1:3.3
	2013-14	773	325	1:2.4
	2014-15	845	231	1:3.7
PG /M.Phil	2008-09	870	703	1:1.2
	2009-10	903	789	1:1.1
	2010-11	706	553	1:1.3
	2011-12	804	738	1:1.1
	2012-13	765	663	1:1.2
	2013-14	898	756	1:1.2
	2014-15	774	706	1:1.1
Others (PG Diploma/ Diploma/ Certificate Courses)	2008-09	77	52	1:1.5
	2009-10	93	72	1:1.3
	2010-11	103	88	1:1.2
	2011-12	134	114	1:1.2
	2012-13	78	61	1:1.3
	2013-14	104	73	1:1.4
Ph.D.	2008-09	230	223	1:1
	2009-10	322	300	1:1.1
	2010-11	746	739	1:1
	2011-12	411	380	1:1.1
	2012-13	1017	280	1:3.6
	2013-14	-	-	-
	2014-15	1076	398	1:2.7

UG courses in the university teaching departments show a fluctuating trend but still the demand for certain courses like B.Pharma. and B.Com. (Hons.) make the demand ratio constant. The demand ratio for PG and M.Phil. courses remain constant throughout the duration. For Ph.D course after 2012-13 the demand ratio has increased may be due to increased seats and inclination towards higher education in students.

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

Yes, B.Sc. (Hons.) Microbiology, B.Sc. (Hons.) Geology and B.Sc. (Hons.) statistics programmes have been withheld due to lack of teaching faculty.

2.2 *Catering to Student Diversity*

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

Yes, one day orientation programs are organised in every department. To make freshers abreast with the new atmosphere, programmes such as Maitri Diwas, Deeksha Aarambh, Welcome day etc are conducted by different teaching departments. Freshers introduce themselves to the old students and the faculty and staff too join them.

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

Yes, University providing ramp facility for differently abled persons. University also provide some seats for such students.

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, University offers remedial courses. University provide bridge course of mathematics for BCA students for non-mathematical students.

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?*

The School of Studies in Sociology runs MSW, M. Phil., Ph. D. apart from BA. The students of the department have conducted our hundred research for their dissertation work covering the topics of problems of disadvantaged groups including children, Women, SC/ST's Trans-genders, handicaps etc. The topic of sanitation which has

currently a gained currency has also been probed by one student. Space being the limiting factor, only 25 dissertation theses, from M. Phil MSW course have been produced here for the presentation.

Problems of Old Age: Deepa Sisodiya (MSW, 2011-12) found that ill-treatment against old age people has many forms like pushing and manhandling. They are ill-treatment by various sections of society but ill-treatment by their own sons constitutes 30% of reported cases. Constant nagging and tension dependent behavior is the major cause for discord in the family, which according to them attracts ill treatment.

Problems of Slum: Slums of Ujjain has been researched by the students through various angles. Manish Badgotya (MSW, 2011-12) while probing the social and economic status of scheduled caste women living in slums, found the SC women are most valuable and amenable to problems. Neelganga area where he studied in 2011-12, the slum houses virtually had no washrooms. The women folks had to go out in open space for daily ablutions. Only 28% had access to potable water through municipal tap that too, the taps were fitted in public place.

While probing the slum area Ankit Rami (MSW, 2012) found that poverty and practice of untouchability was rampant in the slum area. In spite of these disadvantages, the faith in God among slum dwellers has not faded.

Problem of Physical Mental Retardation: The students have researched Physical and Mental retardation in two aspects, namely, the problems of family of Physical and Mental retarded children and the role of special schools in catering the need of such differentlyabled people. While studying the role of special schools, Suresh (M. Phil, 2007-08) and Nidhi Badwaya (MSW, 2014) separately found that through free schooling facility and Study material is provide by the government but in actual they do not get such facility. One importable aspect according to them is that such special schools are segregating the differently able than integrating with the society.

The problem of blind children was studied by Swati Upadyay (M. Phil, 2011-12). She found that the blind children are subjected to neglect within the family. This creates deep impact in the personality of child.

Problem of Child Labours: Firoz Ahmad Dar (M. Phil, 2011-2012) while studying the problems of child labour found that in majority cases, the child is forced by parents to do labour and poverty is the main cause for parents to ask their children to work. Navnita Tiwari (MSW, 2008-09) found that the child labours works in unhygienic conditions and that creates health problems amongst children.

Problems of Transgender: Rashmi Sharma (MSW, 2014-15) studied transgender and found that the economic and social status of transgender is very low. They desperately need government support for mainstreaming them with society.

Problem of Sanitation Workers: Subhash Solanki (MSW, 2014-15) while studying problem of sanitation workers working condition found that majority of them one indebted deeply through private borrowing and main portion of their salary/wage or earning is shelled out towards paying interest against loan. They are also forced to work with minimum safety devices.

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

University teaching departments identify the advanced learners / bright students through their merit, CCE test and classroom response and encourage them in preparing for NET, GATE, CAT and other competitive examination.

2.3 Teaching-Learning Process

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

The university follow it own academic calendar which is prepared following the instructions of Madhya Pradesh Higher education department.

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?*

The course outline and syllabus are displayed on the university web-site and the schedule is followed as per academic calendar.

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.*

No, normally University completes its curriculum within the time frame and as per the academic calendar.

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.*

Learning is made student centric by

- a.Seminars by student
- b.Library assignment by the students
- c.Field reports
- d.Project report
- e.Survey report
- f. Group discussions etc.

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

University organizes seminars on regular basis and invited experts from UGC grants and from other funding agencies.

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

Yes the university has subscribed several free Online journals, e-journals and students are provided to procure references and information through these journals.

Yes

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?*

The faculty uses internet and other e-learning resources for teaching. Several University Teaching departments are equipped with Smart Classrooms and whole university is soon becoming wi-fi zone. Efforts in this has already been started.

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, faculty members are indirectly monitoring at their own level through various research groups.

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

The university has provided one smart class room in every UTD, and plans to have the university premises wi-fi are ongoing.

2.3.10 *Is there a provision for the services of counsellors / 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.*

No separate provision is there but the university DSW office take care of the students academic, personal and psycho-social problems.

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 impact of such methods is judged by individual teachers and institution promotes such practices.

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

In most of the course student undergo a short project which help them to be creative and develop scientific temper.

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? In almost all the project work*

- * Number of projects executed within the university
- * Names of external institutions associated with the university for student project work various Govt. agencies/Organizations/NGO's and Private industries etc.
- * Role of faculty in facilitating such projects

Yes, in every course students have to complete a short term project. Various Government and non government organizations, industries and institute are associated for student project work. The faculty members help/ guide student for the completion of project.

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, university has enough well qualified permanent and temporary teaching staff to meet the requirement of the curriculum.

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?

Computers are made available in every department by the university.

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, University has feedback system. And the feedback is used to improve upon the proper and justified suggestions.

2.4 Teachers Quality

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

- a. Most of our teachers are highly qualified and they are recruited through the well defined process settled by the statutory bodies.
- b. Faculty members are encouraged and supported to attend refresher and orientation course and participated in seminars/ conference/ workshop at national and international level.
- c. Faculty members are encouraged and supported to visit national / international laboratories / library / institutes.
- d. Faculty members are encouraged to obtain higher degree.
- e. Invited lectures by eminent scholars are conducted

2.4.2. Furnish details of the faculty

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	28	09	18	04	13	04	76
M.Phil.							
PG					01	01	02
Temporary teachers							
Ph.D.					28	19	53
M.Phil.					09	07	16
PG					18	09	27
Part-time teachers							
Ph.D.					01	-	01
M.Phil.					-	-	-
PG					-	02	02

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

Department / School	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries
Professor	68.42	15.78	15.78	-
Reader	56.52	22	22	-
Lecturer	63	26	11	-

2.4.4 How does the university ensure that qualified faculty are 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?

Faculty appointments are made as per the UGC norms. To appoint faculty in new subjects (Programmes) restructuring of posts has been done. In last 4 years permanent faculty has not been appointed but guest faculty has been appointed to fulfilling the norms as per State Govt. Norms.

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

Every year different detaching departments invite eminent speakers to deliver lectures .

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.)?

Yes, faculty is encouraged and supported by the university to attend national/ international seminar/ conference/ work shop/ out site trainings. Study leave is granted as per the rules.

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?

Two

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

Academic Staff Development Programmes	Number of faculty
Refresher courses	27
HRD programmes	02
Orientation programmes	18
Staff training conducted by the university	03
Staff training conducted by other institutions -	

2.4.9 What percentage of the faculty have

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

Almost all the faculty members

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

Almost all the faculty members

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

professional agencies?

About 50%

* teaching experience in other universities / national institutions and other institutions?

Several faculty members have delivered Lectures as resource person in different institutes/universities

* industrial engagement?

20%

* international experience in teaching?

NIL

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?*

Once/twice a year

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?

No

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?*

Each department before the commencement of the conducts an orientation program in which format of question paper, distribution of marks and evaluation process is described to the stakeholders

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.*

We have started one copy system with limited space for answering questions and modified papers accordingly. The reform has resulted in speedy evaluation, less paper consumption and better and expressing by students in they have to write answering precisely.

We have started on-line submission of practical, CCE, project and internal assessment

marks by affiliated colleges and UTD's. This has result in saving papers, time and energy. It has also made the process transparent and less error prone.

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.).

- a. Results are declared within 2-3 month after examination as per our academic calendar on the university web site.
- b. To speed up the process central evaluation is done in required cases.
- c. Information that results have been declared is published in leading news papers.

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?

To assure transparency there is a provision for students to see their answer book under supervision. The name and paper setter/ evaluator are kept confidential.

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 gateway, etc.

Yes

* Examination process – Examination material management, logistics, etc.

Yes

* Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.

Yes

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

The process of Ph. D. evaluation as per the university act, (UGC June 2009 Regulation).

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

Yes, name of the college is included in the marksheet as well as in Degree.

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

The student submit their application to the Registrar through the DSW and the concerning department is directed to take action. Provision of Re totalling, Revaluation and examining

of the answer book by the student him/her self is also there.

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.*

On line system for enrolment, migration, examination form and degree, revaluation has been introduced to streamline in office of controller of examination.

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?*

The university articulated its graduate attributes by facilitating their participation and involvement in the following activities:

[1] Industrial visits of the students in most of the professional courses including B.Pharma, B.Sc. Biotech, M.Sc. Environment Management, Microbiology, M.Sc. Biotech

[2] Societal activities of the students through NSS and NCC

Though these activities are organized and coordinated by the students, a faculty member are responsible to monitor and guide the student activities.

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

Yes. For all programmes and courses learning outcomes are clearly formulated and are given in the syllabi. The faculty also explains these to the students during the one day Orientation program organized by the each department.

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

The course contents of all academic programmes are regularly updated. The modifications are made from time to time to incorporate the latest developments so as to help students prepare for national tests like NET, GATE etc. In the semester system, a compulsory component of internal assessment based on sessional tests, CCE, seminars, etc. has been introduced. To ensure better and continuous participation of students, 20% weightage has been given to internal assessment (CCE). A good number of open-ended innovative experiments have also been set up in science laboratories to explain the basics of the subject. The viva-voce examination is an integral part of the Assessment/Evaluation.

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

At the time of entry during informal discussions with the students strength and weaknesses of the students are identified. In due course of teaching more clarity about the student is noticed.

Through personal counselling and additional attention teachers make effort to overcome the barriers related to learning.

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?

Teachers in the departments give personal touch to the students. The students are encouraged to share their academic as well personal problems to the concern faculty. Thus rapport is established between student and faculty. It facilitates students in enhancing motivation and will power. Through informal feedback and provision of course work, students make effort to learn use their skills. These efforts prepare the students to perform well in case of fourth coming challenges and barriers.