Devi Ahilya University Indore
2012 NAAC Assessment
Criteria II
Status Discussion

Criterion II: Teaching-Learning and Evaluation New 200/1000 (250/1000)

2.1 Student Enrolment and Profile	10
2.2 Catering to Student Diversity	20
2.3 Teaching-Learning Process	50
2.4 Teacher Quality	50
2.5 Evaluation Process and Reforms	40
2.6 Student Performance and Learning Outcomes	30
Total	**200**

(1) Admissions, Accessibility (10/200)

- 2.1.1 Ensuring publicity and transparency in the admission process

- 2.1.2 Process of admission put in place by the university. List the criteria for admission: (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

(1) Admissions, Accessibility

- 2.1.3   Admission process in the affiliated colleges and the university's role in monitoring the same

(1) Admissions, Accessibility

- 2.1.4   Mechanism to review its admission process and student profile annually

- Outcome of such an analysis and contribution of outcome to the improvement of the process

(1) Admissions, Accessibility

- 2.1.5   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

(1) Admissions, Accessibility

- 2.1.6 Analysis of demand ratio for the various programmes of the university departments and affiliated colleges

- Highlight the significant trends explaining the reasons for increase / decrease

(1) Admissions, Accessibility

- 2.1.7 Any programmes discontinued/staggered by the university in the last four years

(2) Catering to Diverse Needs of Students (20/200)

- 2.2.1 University organize orientation/ induction programme for freshers

- Details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years

(2) Catering to Diverse Needs of Students (20/200)

- 2.2.2   A mechanism through which the "differential requirements of the student population" analysed after admission and before the commencement of classes

- Identification of key issues and their addressing

- 2.2.3   Offer bridge / remedial / add-on courses

- Structure of courses into the time table

- Details of the courses offered, department-wise/faculty-wise

(2) Catering to Diverse Needs of Students (20/200)

- 2.2.4   Main findings of Study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners

- 2.2.5   Identification and response to the learning needs of advanced learners

(3) Teaching-Learning Process (50/200)

- 2.3.1 Plan and organisation of the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)

- 2.3.2 Provision of course outlines and course schedules prior to the commencement of the academic session

- and Ensuring of Effectiveness of the process ensured

- 2.3.3 Facing any challenges in completing the curriculum within the stipulated time frame and calendar

- Measures to overcome challenges encountered and the institutional these

(3) Teaching-Learning Process

- 2.3.4 Learning made student-centric
- 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
- 2.3.5 Policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students
- 2.3.6 Formal encouragement to blended learning by using e-learning resources

(3) Teaching-Learning Process

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

- 2.3.8 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

- 2.3.9 Conversion of traditional class rooms into 24x7 learning places

(3) Teaching-Learning Process

- 2.3.10   Provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance and Number of students who have benefited

- 2.3.11 Innovative teaching approaches/methods/ practices adopted/put to use by the faculty during the last four years and Methods used to evaluate the impact of such practices

- Efforts made by the institution in giving the faculty due recognition for innovation in teaching

(3) Teaching-Learning Process

- 2.3.12   Creation of a culture of instilling and nurturing creativity and scientific temper among the learners

- 2.3.13   Student projects mandatory in the learning programme and Number of projects executed within the university

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

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(3) Teaching-Learning Process

- 2.3.14 Well qualified pool of human resource to meet the requirements of the curriculum

- Shortfall supplementation

- 2.3.15 Faculty enabled to prepare computer-aided teaching/ learning materials and facilities available in the university for such efforts

- 2.3.16 A mechanism for the evaluation of teachers by the students / alumni and use of evaluation feedback to improve the quality of the teaching-learning process

(4) Teacher Quality (50/200)

- 2.4.1 Plan and management of its human resources to meet the changing requirements of the curriculum
- 2.4.2 Furnish details of the faculty:
- Number of PhD, M.Phils, PG, UG
- Number of Prof., Associate Prof. and Asst. Prof.
- Number of Permanent, temporary, Part-time

(4) Teacher Quality

- 2.4.3 Diversity

- Department / School faculty from the same university

- Faculty from other universities within the State

- Faculty from universities outside the State

- Faculty from other countries

(4) Teacher Quality

- 2.4.4 Ensuring 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.)

- Number of Faculty members appointed to teach new programmes during the last four years

(4) Teacher Quality

- 2.4.5 Emeritus / Adjunct Faculty / Visiting Professors on the rolls of the university

- 2.4.6 Policies/systems 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.)

(4) Teacher Quality

- 2.4.7 Number of Faculty receiving awards / recognitions for excellence in teaching at the state, national and international level during the last four years

(4) Teacher Quality

- 2.4.8 Faculty underwent staff development programmes during the last four years
- Refresher courses
- HRD programmes
- Orientation programmes
- Staff training conducted by the university
- Staff training conducted by other institutions
- Summer / Winter schools, workshops, etc.

(4) Teacher Quality

- 2.4.9 Percentage of the faculty
  - 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

(4) Teacher Quality

- 2.4.10 Organization of 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

(4) Teacher Quality

- 2.4.11 A mechanism to encourage Mobility of faculty between universities for teaching?
- Faculty exchange programmes with national and international bodies
- Enriching the quality of the faculty
- Organization of 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

(5) Evaluation Process and Reforms (40/200)

- 2.5.1 Ensure that all the stakeholders aware of the evaluation processes
- 2.5.2 Important examination reforms initiated and implemented in the university departments and affiliated colleges
- Examples of positively impacted the examination management system

(5) Evaluation Process and Reforms

- 2.5.3 Average time taken by the university for declaration of examination results

- In case of delay, measures taken to address them

- Mode / media adopted by the university for the publication of examination results (*e.g.* website, SMS, email, etc.)

(5) Evaluation Process and Reforms

- 2.5.4   Ensuring transparency in the evaluation process and rigorous features introduced by the university to ensure confidentiality

- 2.5.5   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.

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

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

(5) Evaluation Process and Reforms

- 2.5.6   University reforms in its Ph.D. evaluation process

- 2.5.7   University provision for including the name of the college in the degree certificate

- 2.5.8   Mechanism for redressal of grievances with reference to examinations

(5) Evaluation Process and Reforms

- 2.5.9   Efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations

- Significant efforts which have improved the process and functioning of the examination division/section

(6) Student Performance and Learning Outcomes 30/200

- 2.6.1 Articulated of its Graduate Attributes, it's facilitation and monitoring its implementation and outcome
- 2.6.2   Clearly stated learning outcomes for its academic programmes and awareness of staff and students for the outcomes

(6) Student Performance and Learning Outcomes

- 2.6.3   Structuring to facilitate the Teaching, learning and assessment strategies the achievement of the intended learning outcomes

- 2.6.4 Collection and analysis of data on student learning outcomes and use it to overcome the barriers to learning

(6) Student Performance and Learning Outcomes

- 2.6.5   New technologies deployed by the university in enhancing student learning and evaluation of how does it seek to meet fresh/ future challenges

Summary

- **Teaching-Learning and Evaluation (200/1000)**

Thank You