

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?

- (A) In order to make Vidyapith accessible to all aspirers, Wide publicity is given to all the courses through newspaper advertisements during the months of April and May every year. The advertisement contains details of courses and their duration, eligibility criterion/criteria, last date of application, procedure of admission etc. The Gujarat Vidyapith website also contains all these details.
- (B) Different measures are taken to maintain transparency in the whole admission process. Senior faculty members take charge of admission process. There are no management seats. Admission process for U.G. and P.G. level courses is conducted by the departments, and for M. Phil. and Ph. D. courses admission process is centralized which is conducted by Examination Section as per UGC directive. The examination results and admission lists are displayed on notice boards and uploaded on the university website.
- (C) Vidyapith is a unitary university offering residential courses in higher education. The courses are taken up by the students who prefer staying in hostel as part of education, moreover *Udyog* is compulsory for all students. Most of those who study in Gujarat Vidyapith culminate with value based education and grow into responsible citizens. They recommend others in their surroundings and family to join this university. Alumni send their children to study at Gujarat Vidyapith. Thus, Vidyapith holds a unique reputation in value based education. Secondly, institutions following and upholding Gandhian principles also recommend their students to join Vidyapith for undergraduate and post graduate courses. Thirdly, some courses at Vidyapith such as MCA, MSW, MRM, and PG Diploma in Audio-Visual are much sought after courses for those who want to pursue these courses in their mother tongue i.e., Gujarati. Vidyapith has a niche of its own. It caters mainly to the needs of students from Gujarat. Courses in Gandhian Thought and Peace Studies attract national and international students.

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).

A transparent admission process is carried out by the university and all concerned departments. There is a common process for obtaining and submitting the application form for all courses. Application form can be obtained from various specified centers at all of our three campuses or application form can be download from the Gujarat Vidyapith website. e-submission of application form facility is operationalized. The application form contains brief history of Gujarat Vidyapith,

its vision, aims and general instructions for the applicants. There is a specified fee to be paid with the application to obtain books on Gandhian thoughts which are needed to prepare for the entrance examination.

Until recently applicants for all PG courses had to pass a written examination on Gandhian Thought and Principles. It has been now relaxed and the students can clear the exam during the first semester. There is a paper of general knowledge too.

In all courses, a merit list is prepared and the reservation policy of central government is strictly followed. In some courses admission procedure includes personal interview and Group discussion

- (a) **Merit list with entrance examination and interview.** Further, in some cases offering professional courses i.e, MBA and MSW group discussions and/or personal interviews are also conducted. A final merit list is prepared by adding the score obtained in GD and/or interview.

Until recently applicants for all PG courses had to pass a written examination on Gandhian Thought and Principles. It has been now relaxed and the students can write the exam during the first semester. There is a paper of general knowledge too.

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

Gujarat Vidyapith have two constituent colleges at two different campuses i.e., Sadra and Randheja and admission process followed here is as mentioned in 2.1.2

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 admission processes and students profile are reviewed in the Academic Council (Vidya Sabha) of the Vidyapith and if some major policy changes have to be applied, Executive Council is also referred. These mechanisms has helped in refining the admission processes.

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.

Over the years, Gujarat Vidyapith has been a natural choice for these above mentioned categories. There has been a self-selection process that has successfully worked at Gujarat Vidyapith. The 80 per cent of incumbent are from underprivileged class and 20 per cent from weaker section. The number of girl students joining

Gujarat Vidyapith ranges from 35 per cent to 43 per cent. For tribal students from all over Gujarat and especially from South Gujarat find Vidyapith as preferred university for perusing post graduate courses. Wards of Girl students prefer Gujarat Vidyapith because it not only provide hostel facility but a family like attachment and care is present here. The presence or teachers and staff in the same campus provides a safe and secure environment for girl students. The statistics given in the following sections will confirm our impression.

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

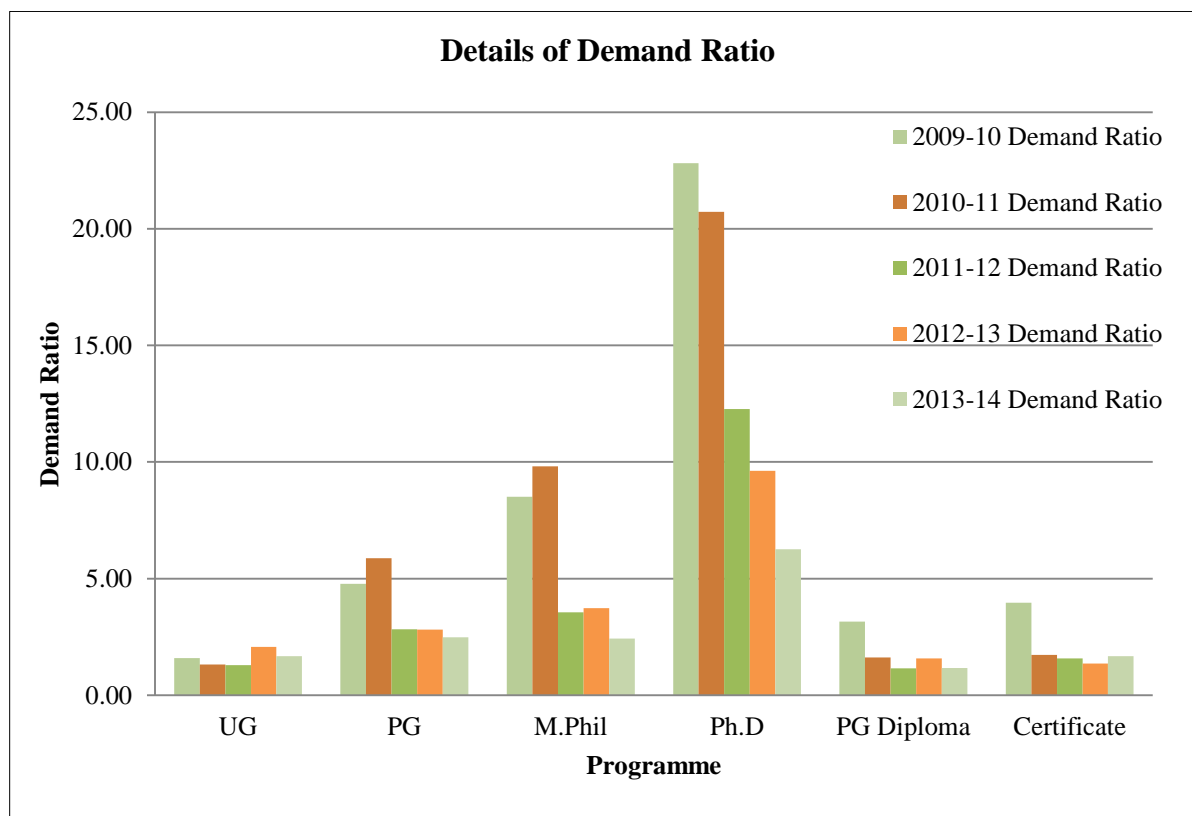
	Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13		Year 5 2013-14		Year 6 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SC	179 16.42	81 14.11	155 15.02	82 12.50	137 13.42	84 12.71	141 13.03	80 11.82	158 14.13	90 11.51	144 11.81	97 11.64
ST	172 15.78	167 29.09	209 20.25	238 36.28	242 23.70	230 34.80	246 22.71	255 37.67	264 23.61	319 40.79	301 24.69	349 41.90
OBC	428 39.27	107 18.64	399 38.66	126 19.21	388 38.00	134 20.27	440 40.67	149 22.01	449 40.16	171 21.87	517 42.41	209 25.09
Gen	311 28.53	219 38.15	269 26.07	210 32.01	254 24.88	213 32.22	255 23.57	193 28.51	247 22.09	202 25.83	257 21.08	178 21.37
All	1090 100	574 100	1032 100	656 100	1021 100	661 100	1082 100	677 100	1118 100	782 100	1219 100	833 100

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.

Vidyapith has not conducted demand ratio analysis in a formal sense. Management reviews the situation every year to find out changes in demand for different courses. A general impression is that commercialization of education has led to opening up of many institutions and hence there has been some lowering of the demand ratio for some courses. M.Phil. and Ph.D. programmes are in higher demand. Demand ratio analysis presented below for is for triennium ending 2014.

Details of Demand Ratio 2009-2014

Programme	2009-10			2010-11			2011-12			2012-13			2013-14		
	No of Applications	No. of Students	Demand Ratio	No. of Applications	No. of Students	Demand Ratio	No of Applications	No. of Students	Demand Ratio	No. of Applications	No. of Students	Demand Ratio	No of Applications	No. of Students	Demand Ratio
UG	680	428	1.59	608	461	1.32	551	429	1.28	902	435	2.07	769	461	1.67
PG	1995	418	4.77	2346	399	5.88	1425	505	2.82	1356	483	2.81	1585	639	2.48
M.Phil	451	53	8.51	471	48	9.81	484	136	3.56	366	98	3.73	426	175	2.43
Ph.D.	753	33	22.82	456	22	20.73	626	51	12.27	577	60	9.62	444	71	6.25
PG Diploma	253	80	3.16	129	80	1.61	86	75	1.15	85	54	1.57	94	81	1.16
Certificate	341	86	3.97	176	102	1.73	103	65	1.58	121	89	1.36	127	76	1.67



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

Two programmes Masters and M. Phil.

2.2 Catering to Student Diversity

The Gujarat Vidyapith through its mandate for running all courses in vernacular language has a definite impact on students’ diversity. However, many courses attracts students from entire geographical belt of Gujarat. Some programmes like Computer Science, Microbiology, Gandhian Studies, Master in Social Welfare, Education, Physical Education attracts diversity of students. The international programmes in Gandhian and Peace studies attract students across the globe. These International students stays in campus and learn regional languages for their Ph.D. programmes.

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.

As a tradition in Gujarat Vidyapith, an orientation programme called as *Abhimukhta Shibir* is organized every year for freshers for three day to seven days. The students are motivated to recognize value-based holistic education with focus on Gandhian thoughts. Different methods are used to sensitize them about our new environment and to living community life with love and affection to each other. The students are given exposure to various departments and centers in and off campus and they are duly informed about the values and culture that we uphold. They are sensitized about the values of; practice of prayer, Chhatralaya-Jivan, Education and ethics, importance of *Udyog*, KHADI, co-education, environment awareness, *Gramjivan Padyatra*,

N.S.S. Camp, Sports, etc. Vice Chancellor also participates in the process. Various eminent people following Gandhian way of life and engaged in rural and social reconstruction are invited to interact with these new students.

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, since Vidyapith runs residential programmes, it has a different way of identifying and dealing with differential requirements of students. The Wardens, called Gruhamata and Gruhapati have additional responsibility of observing the students. Over time, they identify their food habits, skills, participation in community activity as well as any adjustment problem. Counseling and mentoring is continual and an ongoing process in our hostels. The issues are discussed in various forums and resolving mechanism is planned and implemented.

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 Gujarat Vidyapith is one of the rare institutes where all the students have a compulsory hostel stay and most of the faculty are available on campuses and thereby creating an ideal environment and mechanism for catering the need of remedial measures/add-on guidance. As mentioned earlier, Gujarat Vidyapith offers several certificate courses which allow the students to groom/enhance their academic qualifications. In many cases the practical training of Computer Maintenance, English learning, Computer learning, biogas technology, water conservation, solar based product repairs, library facility are also available and many such short term programmes are taken by students in their leisure time.

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?

YES, Vidyapith has become a choice for SC/ST/OBC and other disadvantaged groups' students. They constitute more than 75 per cent of our admissions. Since the medium of instruction is Gujarati, situation is comparable to all other students who learn in Gujarati – mother tongue. Hence, studies of such kind suggested in the inquiry are not relevant in the case of Vidyapith.

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

YES, they are specifically motivated for leadership through diverse day to day activities and programs conducted in Gujarat Vidyapith, extra assignments are available at campus, exposure and availability of forums for several interactions. Teachers during their courses identify good as well as weak learners and guide them according to their needs. Teachers motivate them to participate in national and state

level workshop/seminar and competition. They are guided for various academic programmes, various competitive examinations, and effective use of library.

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 Gujarat Vidyapith has a strong tradition to plan, organize and follow academic calendar. Academic diary is given to all students. With beginning of the academic year the University declares the academic calendar which contains the dates of beginning and end of semesters, internal and external examination dates, and calendar activities of the institution, public holidays and vacations. The Academic and Examination Sections of the university prepare it in consultation with the Academic Council. Detailed Teaching Plans and time tables are prepared at Mahavidyalaya level. Thus, teaching plan for humanities, social sciences, library science, MCA, and Social Work are prepared at Mahadev Desai Samaj Seva Mahavidyalaya. The teaching schedule for courses in education is planned by Shikshan Mahavidyalaya. Similarly, Physical Education, undergraduate courses in Sadra and Randheja, and the department of Microbiology at Sadra campus prepare their own detailed academic schedules consistent with the university schedules. University conducts the final examinations. The academic schedules are well organized and rigorously implemented.

Each department prepares semester wise timetables which consists of schedule of different academic activities conducted by department, weekly test and terminal examination, organizing seminars, quiz, assignments, projects etc. The teaching plan is prepared by individual teachers for their subjects. The number of teaching hours are allotted according to the credit of the paper.

The blue print for evaluation is provided by the Examination Section of the university with the scope for modification. The teachers of the Mahavidyalaya decide the criteria of internal evaluation and the same is conveyed to the students. The number of days of academic activity exceeds to great extent as compared to many other state Universities.

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, Students are given course outline prior to the commencement of academic session and at the end of the term it is ensured that the syllabus is complete or needs any revision. In many departments the faculty discuss the topics to be taught in the course during the semester. This process helps the students in getting familiar with the overall course and about the expectations in the entire semester.

Now all the courses offered will follow CBCS system from 2016 thus awareness of students about the chronological curricular activity will be increased and it will be beneficial.

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.

In Gujarat Vidyapith the timetable and days of working are strictly observed and academic activities are continued till last day of the semester end.

No, the university does not face any major challenge in completing the curriculum within the stipulated time frame and calendar. All the courses are completed on time, in rare cases if any the teachers manage extra classes and complete the curriculum. No compromise made have been in notice until now pertaining to the completion of curriculum by any of the departments. Semester and CBCS have increased some pressure on teachers, but it is being handled well. With *Udyog* and *Samuha Jivan*, students have a daylong activity schedule and teachers devote their full time. Students' unrest and other disruptions in the campus are unheard of.

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 classroom learning ranges from regular traditional lecturing followed by learning through group discussions, seminars, field visits, *Padayatra* for four days in a year in the villages with a pre-decided theme and other participatory methods of learning. Some details are as follows. It may be mentioned at the outset that not everything that is stated below is adopted by all the departments. Use of ICT is encouraged at different levels.

Students are allotted different activities from the course and they make presentations on different topics on a weekly basis.

In-fact, the curriculum for any student has three components. First is community living which involves making brooms, cleaning rooms, hostels and university premises. The work is done under supervision of the Gruhpati and Gruhmata. The activity is performed in groups. They learn how to carry out work in a team, task distribution and working as a team members during community activities. Similarly, kitchen work involves helping the cooks in the mess by rolling *rotis* and *bhakaris*, chopping vegetables, serving food and cleaning up the mess. By doing all these activities together values of cooperation, tolerance and fraternity are developed.

Secondly, in *Udyog* skill training is given by instructors and each student has to attend this activity. The skill level and produces output are monitored by the instructors and evaluated.

In Sadra at undergraduate level, the Mahavidyalaya organizes a 'reading camp' where students from different colleges in Gujarat come and stay at the Mahavidyalaya for three days and read about a particular theme in groups. Such reading camps help the students to develop a sense of discussion and dialogue with fellow students. These sessions are interactive in nature and help students to develop interaction skills.

Thirdly, Vidyapith, unlike many other colleges and universities, has made use of shibirs and NSS camps as potential learning exercises where students spend an entire week in a village and learn values of working together, community living and helping each other. The NSS camp allows students to observe and understand the life of common people and get sensitized about the issues of the society. Here they get an opportunity to test their theoretical knowledge in real society and experiment with it. Such learning gives a strong and everlasting impact on young minds. Similarly *Gramjivan Padyatra* is organized by the university every year to celebrate Birth-anniversary of Mahatma Gandhi. It provides students great exposure to villages, problems and issues of villages, living style of villagers etc. They learn to bring awareness among villagers regarding its issues by organizing different activities like rallies, street play, and cultural programmes during their visit to four different villages during *Padyatra* they learn about issues related to rural employment, sociology and its ecosystem, energy awareness, sources of energy, women empowerment, local self-government, water resources management system 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?

Vidyapith has two main approaches to invite knowledgeable persons. One which is unique is to invite eminent persons in specific knowledge domains with a request to address all the students during the prayer assembly. The main campus is connected to its two rural campuses through e-network. Lecture delivered in the main campus can be transmitted to the rural campuses so that the entire student community can simultaneously participate and interact. Scholars, eminent personalities, senior government officers in office and outside are invited and share their scholarship and experiences.

Gujarat Vidyapith has a practice to invite scholars and eminent people for a weeklong stay for interactions. Young trustees of Vidyapith who are eminent in their own field spend at least a week with students, delivering talks and having discussions during evenings and at night. It is also a conscious practice to arrange lectures of scholars who come to attend seminars and conferences in the university. In some departments, a list of guest lecture schedule is prepared in the beginning of the academic year and submitted to the coordinator. Honorarium and travel allowance is paid to the guest speakers. Further details are available in annual reports of each year. Presently Gujarat Vidyapith has more than two dozen experts with diverse subjects on it roll.

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

YES, Gujarat Vidyapith has an interesting model to do so. Interestingly, students are electronic gadgets savvy as our young generation in these days. However, the use is limited to interpersonal communications and using various Apps. Students, who are savvier and have better exposure to English language, use e-learning sources especially in courses such as MCA and Microbiology and journalism, etc. Teachers in

these departments are able to blend e-learning sources with others. With few exceptions, teachers at Vidyapith have adapted and adopted e-learning environments fairly well. The following initiatives have helped students in picking up e-learning gradually.

- Gujarat Vidyapith has UGC INFLIBNET facility as a e-resources.
- All teachers at Vidyapith have been given a computer and have full time access to internet.
- Each student has access to computer and internet as common facility.
- Computer learning is part of curriculum both at undergraduate and post graduate levels.
- In some courses e-learning is blended with conventional learning.
- Vidyapith library subscribes to e-Journals, and has access to INFLIBNET Sources,

Sr. No.	Name of the e-resources	Number of Journals	URI
1	Emerald (LIS collection)	29	http://www.emeraldinsight.com
2	Springer Link	1236	http://www.springerlink.com
3	JCCC	Gateway Portal	http://www.jccc-ugcinfonet.in
4	Institute for studies in industrial developments (ISID)	One date base	http://www.http://isid.org.in

- Vidyapith subscribes to India Stat, digitized comprehensive data provider on India for access to various socio-economic aspects.
- Gujarat Vidyapith has partnered with a voluntary initiative originated in USA by Gujarati enthusiasts in developing knowledge base in Wiki Gujarati and Gujarati Wikipedia.
- At Sadra campus, a Dell Computer Lab with most modern facilities is accessible to all.
- At both campuses outside Ahmedabad the libraries are equipped with e-resources.
- The digitalization of central library and other libraries is also near completion.
- The students and faculties are handling networking, software and hardware resources for the maintenance of all the campuses to a great extent.

Blended learning is yet at initial stage possible for all students at Vidyapith. Although the medium of instruction being Gujarati acts as a basic constraint, some specialized workshops for use of ICT for researchers have been organised. It is unfortunate that the country has not been able to develop necessary, useful and appropriate technologies for creating and making prolific e-content available in Indian languages. Efforts are on but they are inadequate. There is both state and market failure in this case. However, the teaching-learning community is reducing the lag rapidly.

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?

Though there are certain constraints, students and teachers of Gujarat Vidyapith are encouraged to utilize open sources resources since last few years. Many lectures in Gujarat Vidyapith and other joint programmes are relayed on our own system for all three campuses. The optimum use of technology and facilities are used very effectively by the faculty members. Most of the programmes are well recorded, documented and displayed to the students who have not attended them physically. Audio Visual devices connected with the internet are effectively used.

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, Gujarat Vidyapith is first among others to use open source in a big way. Gujarat Vidyapith as a principle, uses and motivate office administration, faculty and students to use open sources in e-resources. Open source / self-learning process has already been initiated after 2014.

All three Campuses have joint programmes for open educational resources. All faculty members are encouraged for creating paperless offices.

Several experiments are done in the MCA and Diploma in Computer Science courses. Faculty members are designated by turn to monitor the trends in development and issues in open source community.

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

The Gujarat Vidyapith has kept pace with changing time. It has valued ICT use and therefore at all three campuses, library networking computers, and several computer are available for 24x7 at reading rooms, to hostels in selected numbers which are accessible at all time.

Moreover, Vidyapith by design and tradition is a 24x7 unorthodox learning institution. Our students learn everywhere; in workshops, where *Udyog* where student learn skills, community living and working in campus with land and natural environment, sports grounds, living rooms and kitchens, all are the learning grounds.

However several on campus activities helps and motivate their students in number of ways. The campus life, several extracurricular activities, large pool of diversified skill development programmes and social connectivity of Gujarat Vidyapith with scholars from different universities, emeritus professors, interactions with the national and internationals experts of diversified subjects like economics, agricultural economics, education, mass education, Gandhian literature and their very presence at various *Upasana Khand* in all three campuses makes Gujarat Vidyapith a practical place for 24x7 learning place.

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.

The students-teachers ratio and interactions are more than simple formal education. Most teachers assume role of mentors for a groups of students where there is free interaction and rapport generation between students and teachers. *Gruhamata* and *Gruhapati* are constant companions of students. In this environment there is better scope for mentoring and counseling case there is significant deviation from normal behavior. In some departments there are periodic meetings and interaction sessions, in others there is an informal system keeping contact with students. In the College of Education - Shikshan Mahavidyalaya, there is '*Homeroom*' scheme in which each faculty is supposed to be the guardian of group of students who are free to share everything with their guardian. In campus life, teachers serve as best academic and psychosocial guides.

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, during community based activities and programmes the students are taught at a different levels. Various approaches are adopted by Gujarat Vidyapith to improve the learning that is not too bookish. Here students learn through skill development and community living. Whether this has any effect, on intellectual classroom learning is yet to be assessed scientifically. The pre- and post- course assessments would have to be conducted and Vidyapith is yet to undertake any such study.

However, various projects of research, academic and extension work are carried out innovatively, Gujarat Vidyapith has always been a part of such project based activities. For example, activities of Adult Education, HIV Project from Tata Institute of Social Science, Mumbai, National innovation foundation, Energy conservation activities of GEDA, GSBTM and Gujarat Vidyapith Mandal encourages teachers to carry out such projects and provide funding for the same.

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

Community living, campus life, availability of library, laboratory, extension work centers, agriculture based field work, exposure to rural life by personal visit and interaction, understanding rural problems, social awareness programmes, solutions for betterment of rural community are approaches to ignite a culture of creativity and scientific temper. Boys and Girls at Vidyapith produce many *Udyog* products that display both scientific temper and creativity. They learn several activities like kitchen gardening, organic farming, computer repair, electric repair, bio fertilizer preparation, leadership training, disaster management from their teachers who are quite innovative in mentioned practices.

The real life experience of all students of Gujarat Vidyapith lead them to sensitive towards the problems of society very scientifically and also they approach to resolve them. Their productivity after leaving Gujarat Vidyapith is self-explanatory.

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**

Each Faculty is supervisor for compulsory project at post graduate level. This is a very long tradition. The output of such Dissertation work is well documented and some are at compilation stage.

Gujarat Vidyapith has adopted project work as a part of curriculum for several decades. In all subjects irrespective of faculty, dissertation is mandatory. All faculties work as mentor, guide, supervisor or resource person in completing the projects taken up in diverse subjects and fields. The project work orients our students to acquire better skills and understanding of the subject compared to traditional universities that run graduate programmes. There are several organizations which closely work with Gujarat Vidyapith.

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, every department has well qualified teachers and in sufficient numbers to meet the requirements of the curriculum. However, Vidyapith believes that teaching-learning with the help of its own resource pool should also be strengthened with the help of good teachers and scholars elsewhere and practitioners from government, industry, services sector and civil society.

A fairly good list of visiting experts is available in each department. The unfilled academic positions which are vacant are under process for recruitment.

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?

Teachers are encouraged to make use of computer technology optimally. Some of them have attended refresher courses and training programmes in ICT. Each teacher has a desk top computing facility. Each department has a printer. LCDs have been installed in all the Mahavidyalayas. Internet facility is provided to every faculty member. Most of the teachers have fair computer skills. Communication among the office of Registrar and other inter faculty happens only through e-mails. Many

teachers also use power-point presentation, and other e-learning technique of their own related subjects.

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?

A modest beginning has been made in this direction. Since last three years, departments have initiated formal feedback mechanism from students. Student feedback form can be accessed at Gujarat Vidyapith website www.gujaratvidyapith.ac. Alumni associations have been encouraged by the departments as well as the university. Many departments hold annual alumni meet in the campus which are many times attended by Vice Chancellor and Registrar. There is an attempt to obtain feedback from alumni based on their experiences in the field and area of work about the possible improvements in the teaching-learning ways. Teachers too have benefitted from this activity.

2.4 Teacher Quality

2.4.1 How does the university plan and work with teachers to meet the changing requirements of the curriculum?

Since 2004, Gujarat Vidyapith has made two special efforts to work with teachers to help them meet changing requirements of the curriculum. At the recruitment level we ensure that fully qualified teachers are selected and they pass through a special test conducted by Vidyapith. This test is to assess their preparedness to understand the values and ethos of Vidyapith and also their willingness to participate and integrate in activities such as *Udyog* and community life. Vidyapith prefers those qualified candidates who wish to live in the campus and be part of the community life.

Since teaching and learning is in vernacular language teachers are encouraged to prepare teaching aids, material, texts, and topics with updates in Gujarati. Teachers are encouraged for national and international exposure to academic communities and events. In few cases expression in English language is a barrier, thus they hesitate to participate in outside world. Most of them has knowledge and ideas but expression is a problem. They are encouraged and supported well. Presently, Vidyapith encourages them to

- Attend academic programmes
- National and International Conferences, Seminars, and Workshops
- Organize national academics events in Vidyapith.
- Publish in good academic journals
- '*Vidyapith*' the in-house Journal has been made a peer reviewed journal.
- Build capacities to guide M.Phil. and Ph.D. students.

2.4.2 Furnish details of the faculty

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc/D.Litt.	-	-	-	-	-	-	-
Ph.D.	5	5	7	2	57	17	93
M.Phil.	0	0	2	1	7	2	12
PG	0	0	1	1	10	4	16
Temporary Teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

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

Yes, Vidyapith encourages diversity in its faculty recruitment and the data shown in the following table is self-explanatory. The recruitment pattern is as under.

Mahavidyalayas	% faculty from the same university	% faculty from other universities within the State	% faculty from universities outside the State	% faculty from the universities outside India
M.D. Mahavidyalaya, Ahmedabad	41.46	41.46	17.07	-
Department of Life Long Learning and Extension	50	50	0.00	-
Department of Education	38.46	53.85	7.69	-
M.D. Mahavidyalaya, Randheja	33.33	53.33	13.33	-
Centre for Studies in Rural Management, Randheja	20.00	40.00	40.00	-
Microbiology and Biogas	0.00	77.78	22.22	-
Gramseva Kendra, Sadra	50.00	35.71	14.29	-
Sharirik Shikshan Mahavidyalaya, Sadra	37.50	37.50	25.00	-
Total	36.94	46.85	16.22	-

- Notes:**
1. Out of three UG, PG and Ph.D. two levels have been considered.
 2. Out of five levels three have been considered.
 3. Out of two levels only PG level has been considered.

2.4.4 How does the university ensure that qualified faculty is appointed for new programmes / emerging areas of study (Biotechnology, 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?

We have made new appointments for the revised and strengthened existing programmes. Following are the new appointments which were made for following subjects.

Subject for which new appointment made	Number
Sikshan Mahavidyalaya	2
Social Woek	2
Hindi Sikshak Mahavidyalaya	1
History	2
Economics	5
Social Science	4
Rural Department	3
Journalism	1
English	2
Rural Management	1
Physical Education	1
Sociology	2
Physics	1

Gujarat Vidyapith is in the process of framing syllabus of some emerging area of applied research and technology suitable to our ethos and will start them from next academic year.

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

During last four years, Vidyapith had invited several senior faculty as Emeritus, Adjunct and Visiting Professors and also honorary professors. They are eminent researchers, faculties, Eminent Gandhian scholars, Experts on Linguistic, Tribal, Health Science and other subjects. Gujarat Vidyapith and its scholars and students are benefited by at least 18-24 such eminent personalities who visit at regular intervals in last 5 years.

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.)?

Vidyapith strongly believes in encouraging its faculty members to recharge and rejuvenate. Average number of teachers participating in more than one conference, workshops and other academic, capacity building, orientation and other programmes

is very high. Gujarat Vidyapith has a very steady track record for motivating their faculties.

- Teachers are encouraged to take up minor, major and inter disciplinary projects from various funding agencies.
 - Nominates and funds faculty members to participate in international and national academic events. Participation in international academic events during past four years has improved.
 - Encourages teachers to attend faculty development programmes.
 - Encourages and funds organization of national seminars and conferences in Vidyapith.
 - Provide small research grants for undertaking research in projects on Gandhian Thought and praxis.
- Encourage and fund teachers to select books and journals to improve their knowledge base.

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?

Several awards were bestowed upon faculties and students from international, national, state and regional level. Vidyapith and its faculty have different kind of recognition in the society. However, during past four years two state level and one national level recognition and award has been given for the teachers at Vidyapith. There were several felicitations made to Chancellor and Vice chancellors during this period.

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

Programmes	Faculty members attended during last four years
Orientation Programmes	48
Refresher Courses	51
Faculty Training conducted by Vidyapith	78
Staff Training conducted by other institutions	34
Summer/Winter School/ workshops	66
Other(Chancellor’s Shibir every year)	>105

2.4.9 What percentage of the faculty

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

15 to 20 per cent of Faculty.

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

25 to 30 per cent of Faculty.

*** Presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies?**

35 to 40 per cent of Faculty.

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

10 to 15 per cent of Faculty.

*** Industrial engagement?**

5 to 10 per cent of Faculty.

*** International experience in teaching?**

5 per cent of Faculty.

The updated information is on website.

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?

Very often, several events with identified goals are planned, arranged and executed and its outcome is discussed in academic meetings too. The details are available in departmental profile and annual reports. e.g. during the tenure of the previous Chancellor, Vidyapith took special initiative to organize academic development program with a view to integrate Gandhian discourse into teaching courses in all possible programmes. The *shibir* / workshops also discussed teaching-learning methods. Some enriching processes have thus been initiated.

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?**

Yes, as it has been mentioned in previous sub sections, efforts have been made to arrange for faculty exchange programmes with other universities in India and outside. The performance has been modest. We have attracted quite a few academic community members from India and abroad, but very few faculty members have visited other universities in the country and outside. The academic leadership of Gujarat Vidyapith encourages such mobility.

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 all records of very detailed discussion on evaluation process at various academic bodies are well documented as circular of meetings, minutes of the meetings, amendments in the meetings and then finalization of minutes. In each meeting, there will be action taken report to make aware about the progress of the implementation of each agenda item. A well-documented record is available now for each of the minutes related to examination records and others.

The formal system of sharing the evaluation related information is well laid out. The Mahavidyalaya office is regularly communicated by the examination section of the Vidyapith. Academic Council discusses and decides systems, rules, and reforms. The Academic Council is well represented by all the stakeholders except the students. The compendium consisting of system and the rules is available in each Mahavidyalaya and any teacher, student or any interested person has easy access. The Morning Prayer assembly is a convenient place for the head of the Mahavidyalaya to share and inform any changes that take place including the general examination schedules.

The university follows both internal and external evaluation system in 40:60 ratios. Students who pass internal exams can appear for external exams. The internal evaluation system includes two parts, written test and project work/ assignments/ seminar/ quiz/ report of the academic visit. For written test confidentiality in paper setting is maintained and for transparency in evaluation system the answer sheets are checked unbiasedly and also disclosed to students before final mark sheet preparation. The second part of internal evaluation is evaluated within the class itself; students know everybody's performance and the marks given. As far as the semester-end examinations (external evaluation) are concerned, it is the prerogative of the university to maintain confidentiality. Question papers are solicited from the panel of examiners outside the university. The same panel also evaluates the answer sheets. This eliminates the scope of bias, if there is any. The time table of external examination is generated by the Examination Section of the university. The examinee list is prepared by the Department/ Mahavidyalaya and sent to the Examination Section, The invigilators are appointed by the local examination in-charge in consultation with the coordinator of the Department/ Mahavidyalaya. Examination Centre remains in the Mahavidyalaya and is often visited by the observer team comprising of teachers.

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.

- During recent past Vidyapith has altered the weightage attached to external and internal examination and student assessment. The weights have been altered from 80:20 to 60:40 from 2012 onwards.

- Internal assessment is further divided into two components. One is normal internal written examinations and marking. Second is continuous evaluation system which is given 50 per cent weightage. It is for activities like project work, assignments, seminar, quiz, report of the academic visit etc. Thus, the students are directed to think beyond the curriculum.
- The important examination reforms include ratio of internal to external marks, continuous or term end evaluation system, passing standard, semester-end examinations, and grade system of assessment of *Udyog* and community living.
- The passing standard is kept at minimum 40 per cent from June, 2013 when a minor reform was introduced. It is necessary to obtain at least 40 per cent in each paper and the aggregate marks should be 50 per cent in degree courses.
- Another reform relates to assessment and evaluation of community life and *Udyog*. Instead of marking system, grading has been introduced to help the teachers and students to mark a range in performance assessment.

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.).

Not more than 45 days are taken for declaration of any examination result. Gujarat Vidyapith strictly follows the time table for declaration of results. Being unitary in character Gujarat Vidyapith has several advantages for timely declaration of results.

The university semester examinations are held twice a year viz., April and November and the declaration of the result is done by the Examination Section of the university. Results are declared within 45 days of the end of the examination. They are placed on the website of Gujarat Vidyapith, www.gujaratvidyapith.org, www.gujaratvidyapith.ac.in and circulated to the departments/ Mahavidyalayas for display on 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?

Student's identity is strictly protected from the examiner. There is a dummy number system that helps and hence the system is open for cross checking. Students can request for reassessment of their external answer-sheet.

Each department ensures transparency in the internal evaluation process through displaying mark sheet of Evaluation on notice board and Answer sheet/worksheet/Assignment disclosed to student in classroom for the satisfaction of student.

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.

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

The integrated examination platform is not created at Gujarat Vidyapith. As the number of students are not very high, Gujarat Vidyapith is able to handle the matter effectively without integrated examination platform.

Vidyapith has set up a fairly tight and integrated examination System. The pre-examination process, the conduct of examination and the post-examination processes are followed with rigor.

Pre-examination process: Time table is generated in time and communicated for comprehensive semester end examinations. Student lists are generated based on the examination forms and fees that are received. Our examinations are still largely conventional and hence use of OMR is very limited. Invigilators lists are prepared with standby names ready in case of emergency and other contingencies. Online payment gateway is yet to be established.

Examination process: For conducting examinations in affiliated Mahavidyalaya/ departments, the university's Examination Section handles all examination arrangements centrally. For each Mahavidyalaya Chief Examination Coordinator is appointed and is given all powers to conduct the examinations. The CEC receives the question papers from the university, arranges distribution, appoints invigilators and supervises. Organizes collection of answer sheets and the attendance sheets and dispatches the answer scripts to the university for Evaluation. The university also constitutes inspection squads and organizes inspections. In Vidyapith the Registrar and the Vice Chancellor also take a random round of the examination halls.

Post-Examination Process: A well laid out system is there for external assessment. Examiners are identified and are entrusted with the answer sheets. They are collected in stipulated time. There is moderation. Then the results are entered and processed in the computerized system. Results are declared, published on website and mark sheets are printed and are made available for students to collect. With the declaration of result time period for rechecking and reassessment are also announced.

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

The Vidyapith abides by the UGC (minimum standards and procedure for awards of M.Phil. and Ph.D. degrees) Regulations 2009, Vidyapith follows the regulation in letter and spirit. However, Vidyapith has an additional conditionality. We believe that students who want to pursue M. Phil. and Ph.D. in Vidyapith should be informed about the Gandhian thought and discourse. Vidyapith has therefore, a pre entrance test in which the applicants have to take a test on Gandhian Thought and pass. Unless they clear the test, the subject test is not considered. The Vidyapith also has followed an open viva system in its main campus as well as constituent colleges. For Ph.D evaluation, we have external referees and their suggestions are incorporated during viva. An open viva system is introduced where entire department faculty, researchers attends the viva voce examinations.

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

Yes.

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

For redress of any grievance about Examination, University has appointed a special committee which includes Registrar, Controller of Examination, Principal of Mahavidyalaya, and Head of Department and student representative, too. This committee examines the grievance and then makes a report. This report is discussed in Academic council and final decision is made by Academic Council.

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.

Gujarat Vidyapith has developed a software for registration to award degrees as per our requirement wherein complete details of each student can be correlated with the enrolment.

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?

As noted from the beginning, Vidyapith is a unique Centre for higher education. Character building is central attribute of our graduate. Instilling value of labour and developing skill follows closely. Intellectual development is deemed very important but is prioritized after the above two. If Vidyapith graduate passes out with sterling character, the institution's objective is achieved.

Having thus articulated Graduate Attributes, monitoring its implementation and impacting outcome is easier said than done. Nevertheless, Vidyapith hopes that the teachers lead by example and help implementation and affect the outcome. Participation is the key. Participation in all activities by teachers along with students helps. Interesting and challenging conflicts arise. When behavioral aberrations take place, teachers and administrators do not always agree on correction course.

Having conceded above, it is to the credit of all that the students of the Vidyapith shine out in their attributes in the society. They are willing workers ready even to do what is considered lowly work in conventional Indian society. They are preferred by Civil Society organizations and by the government departments as well over other graduates and that too, in large numbers.

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?

The Vidyapith is in the process of streamlining many academic activities which are suggested at different platform within Gujarat Vidyapith and externally too. The learning outcomes from academic programmes of Gujarat Vidyapith is evaluated both internally and externally but not documented per se.

It should be admitted that it has not been difficult to state the learning outcomes clearly to the students. With teachers there have been efforts with some degree of success. Efforts are made in prayer assembly, interactions on special occasions between senior administrators and teachers with students to convey that academic programme in Vidyapith is centered around character building and learning hand skills and classroom knowledge in that order of priority.

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

Yes, Gujarat Vidyapith has various departments which are very experienced for evaluating teaching, learning and assessment strategies. At number of occasions the expertise of faculties of Gujarat Vidyapith is utilized by the external agencies also.

Gujarat Vidyapith as mentioned earlier is serving for the cause of the under privileged students especially from rural background and hence requires many additional resources and support system for achieving such objectives. However as mentioned previously, Gujarat Vidyapith has well placed record of contribution due to its very unique learning outcomes.

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

The various courses of Vidyapith are embedded with its social relevance. It also covers the scholarly aptitude of the students and their connectivity with the societal problem the students also give their feedback for the various problems they face in learning. The teachers and Gujarat Vidyapith Mandal take care at different meetings to resolve and identify the requirements.

Gujarat Vidyapith is also in a deep process of looking its past, present and future and in due course of time evolves future strategies.

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?

Since Vidyapith defines learning differently, more than new technology (computerizations, internet facility, and audio-visual aids that we have in use to a modest extent), it is the behavior environment that matters. Efforts have been made to enhance the environment for learning to be persons of character. We have found that it helps.

All modern tools are available, library, E-resources, laboratories, instruments, KVK, USIC, audio-visual and many other support centers which enrich and enhance student learning.

Gujarat Vidyapith has done significant work in adopting appropriate technologies which will resolve fresh / future challenges in adopting appropriate technologies in diverse field of rural life, for instance, energy conservation, water harvesting, replacement of LED bulbs, water recharging, sanitation etc. . The future challenges of mankind is taken a very different way – a Gandhian way of looking issues of education, energy, environment, food security, livelihood, affordable housing and “Gram Swaraj”.
