



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MADHYA PRADESH BHOJ OPEN UNIVERSITY, BHOPAL**

MADHYA PRADESH BHOJ OPEN UNIVERSITY, KOLAR ROAD BHOPAL  
462016

<https://mpbou.edu.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The National Policy of Education (NPE) 1986 emphasized that distance education is an essential medium for the development and promotion of higher education. In pursuance of the policy directives, the Central Advisory Board of Education (CABE), Government of India, took the momentous decision that every state should establish an open university that follows the distance education pattern. This was included in the 8th five-year plan. Subsequently, Madhya Pradesh Bhoj (Open) University (MPBOU) was established under an Act of the **State** Assembly in 1991.

Named after the illustrious Parmar ruler of Malwa, King Bhoj, the University is a symbol of knowledge and erudition. Raja Bhoj ranks almost parallel with the legendary Vikramaditya of Ujjayini. Bhojdeva was a luminary whose imprints were visible in the field of architecture, warfare, and literature. Bhoj's greatness lies in the fact that he ushered in an era of sustainable development even in the face of adversities. It is his innovative spirit that was imbibed when the University was constituted and the following objectives were set.

- To Extend and Expand Higher Education by reaching the un-reached through various flexible means suited to the open and distance education mode using emerging information and communication technology.
- To promote national integration and the integrated development of human personality for the well-being of the community.
- To determine/maintain standards and promote Distance Education.

The University offers a multitude of programmes which includes 17 PG programmes, 07 UG programmes, 05 Diploma programmes, and 02 Certificate Courses and our BEd. and special BEd programmes. The programmes can be categorized into various streams viz., B. Sc. & M. Sc in science, B.A& M.A in arts, B.Com & M.Com in commerce, Diploma, Certificate & PG Diploma in vocational education and BCA, MCA, BBA, MBA (General), MBA (Materials Management), B.Ed. (General), B.Ed.(Special Education) and MSW under professional mode.

The learner support system of the University functions through 3 tiers, with the headquarters in Bhopal and 11 Regional Centres across the state. They are located at Bhopal, Gwalior, Indore, Jabalpur, Sagar, Ujjain, Rewa, Satna, Chhindwara, Hoshangabad, Badwani, and sub-regional center at Mandsaur. The University reaches out to the students through 612 study centers.

### Vision

To be an institution of excellence in Open and Distance Learning (ODL) through its academic philosophy, inspirational ways of education delivery, and systematic interventions in teaching-learning processes to serve the societal needs and sustainable development goals for making future global citizens.

## **Mission**

### **Mission**

1. To build an integrated open education system enabling the learners to attain their career as well as social and national goals.
2. To emerge as a knowledge center through ICT facilities in education delivery processes and academic governance.
3. To attain the global standards of academic practices through research, institutional collaborations, and need-based training programs.
4. To make learners competitive and socially responsible citizens by incorporating humanistic values and vocational skills in academic programs/curricula.
5. To ensure inclusive and equitable quality higher education and promote lifelong learning opportunities to all sections of society.

### **Values**

**Access:** As a resource within reach of all the stakeholders needing higher education, the University is committed to reaching the unreached. All have equal access to opportunities and resources, particularly those marginalized or excluded or belonging to other minority groups.

**Inclusion:** Reflection of a culture that seeks, greets, and moves forward with talented minds from different socio-economic backgrounds, irrespective of age, sex, race, ethnicity, language, religion, political or other opinions, national or social origin, as well as persons with disabilities, migrants, indigenous, especially those in vulnerable situations or another status. Respect to all individuals equally by building a foundation of mutual trust, acceptance, understanding, and accountability.

**Ethics:** Commitment to the highest moral standards in personal and professional behavior, and always be transparent and accountable in institutional governance, where such an environment is consistent, open, and honest, which encourages interactive and respectful dialogue.

**Excellence:** Commitment to continuous improvement in academic programs and services through teamwork, empowerment, perseverance, and innovation.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

### **Institutional Strength**

- Meeting the educational aspirations of around 70 thousand learners across gender and social disparities
- Promoting life-long learning and continuous professional development
- Experience of running the University over three decades
- Dual language SLMs
- ICT-based Learner Support Services organized through multiple channels.

- The University is centrally located and well-connected
- Wide network of 611 study centers to reach the stakeholders across MP.
- Active engagement in social and educational upliftment of rural communities by way of adopting villages under Unnat Bharat Abhiyan
- Good infrastructure that spans the state
- Environmentally sustainable practices through the use of renewable energy
- The University campus has a rich biodiversity that contributes positively to the ecosystem
- Affordable education with fee waivers to the specially-abled and transgenders
- The University has developed 300 video lectures, 535 audio lectures, and educational programmes delivered through Door Darshan Madhya Pradesh.
- An average pass percentage of 80 over the last five years.
- Offering UG/PG programmes in the science stream under ODL

## **Institutional Weakness**

### **Institutional weakness**

- Shortage of permanent faculty in the University with ----- vacancies.
- Lack of a comprehensive e-governance system to mediate the smooth function of the University.
- Integration of different components of interactive multiple-media in courseware
- Lack of continuous academic and professional development of faculty and staff members in tune with the growth of the ODL system.
- Development of Teaching and Learning Analytics for enhancing quality of teaching and learning processes in the ODL system.
- Shortage of research programmes or publications
- No access to RUSA grants not receiving any grants from governments.
- No funding to boost up technical support to its RCs and LSCs in line with the intake of learners .
- Little support from alumni and engagement with alumni
- Absence of Industry-Academia Relationship to improve the placement and absorption of the learners.

## **Institutional Opportunity**

- There is an increased demand for quality higher education among learners who are already in various jobs or employment, which can be adequately harnessed.
- In an opportune position to increase the GER of the state as per the directives of NEP
- The University can take full advantage and benefit of the Choice Based Credit Systems (CBCS) and also of the built-in flexibility as envisioned in the National Education Policy 2020.
- Can bring in skill education to focus through the implementation of NEP
- Can provide a premature exit for students without losing out years
- Positioned aptly to bridge the tribal divide of the state. MP has over 21% of the tribal population.
- With the average dropout rate at 3.4%, the University can cater to a diverse population with issues of learning continuity.
- Option provided by NEP 2020 for dual degrees can fetch more learners
- Unavailability of short term duration programmes in conventional universities can be an opportunity for open Universities
- Enormous requirement for training of in-service teachers in the state, as University offers NCTE and

RCI recognized teacher training programmes.

- Need for enhancing access to higher education to the employed, drop-outs, adult learners in general and disadvantaged learners in particular;
- Scope for imparting education using newer/emerging technologies.

## **Institutional Challenge**

## **Institutional Challenges**

The University is operating in an environment with conflicting regulations from multiple bodies, catering to a heterogeneous population with differing aspirations and skillsets. Designing policies that may appeal to all in such a context is a daunting task. There are multiple challenges for the University.

- Removing age-old stigma regarding ODL mode of education from the public psyche and making it acceptable to recruiters and job providers
- Addressing the vacancy status of the University with respect to permanent faculty
- Providing customized pedagogic support to every learner – particularly the disadvantaged and remotely located ones, through adequate ICT intervention.
- Developing SLMs as per the revised syllabus at regular intervals
- Revamping the documentation system and its digitization
- Transforming the existing conventional examination and evaluation system through a more ICT-based intervention
- Motivating the Alumni Association for the Welfare of the University
- Computerization and full automation of administration and library facilities at all the campuses
- Developing e-office Management System at University headquarters, Regional Centers and Learners Support Centers for seamless communication and delivery of services.
- Revenue generation for the University through training and consultation.
- Receiving grants from governments

## **1.3 CRITERIA WISE SUMMARY**

### **Learner Support and Progression**

The University assists students in several ways for a successful academic stint and progress towards their goals.

The University provides Pre-admission counselling, guidance, and support to prospective students before applying to an educational program. Pre-admission counselling includes one-on-one meetings with admissions counsellors, group information sessions, phone or email consultations, and online resources. Pre-admission counseling helps prospective students make informed decisions about their education and ensure they have the information and support they need to succeed academically.

### **Learner Progression**

The learner progression happens through the following process.

1. **Enrolment:** The first step towards learner progression in the University is enrolment in the course of the student's choice. Various programmes are offered in different streams, and the learner can choose the one that suits his/her career aspirations. The enrolment process happens online.
2. **Study material:** Once enrolled successfully, the student will receive study material in the form of Self-learning materials, E-content available on the university website, and audio-visual materials generated by the faculty through various social media platforms.
3. **Assignments:** Assessment is a continuous process, and the assignment system helps the student in prior preparation for the exams. The assignments are available online, and the student has to meet the deadline for submission to appear in the exam.
4. **Contact classes:** Contact classes are held at the respective study centres for a stipulated time frame for doubt clearance and one-to-one interaction.
5. **Term-end examinations:** The University conducts annual examinations. The student has to register for the examinations and appear at the designated examination centre.
6. **Results:** The University declares the results within a few weeks of the examination. One can check the result online or at the respective study centre.
7. **Promotion:** On achieving the stipulated minimum marks, the student is eligible for promotion to the next level.
8. **Graduation:** Once the course requirements, including assignments, term-end examinations, and minimum attendance, are met, the student is eligible to attain a degree or certificate, whichever is the case.

The learner progression process in Madhya Pradesh Bhoj Open University involves enrolment, disbursement of study material, assignments, term-end examinations, results, promotion, and graduation. It is important to stay disciplined and committed and adhere to our code of conduct to make progress in the academic journey.

## **Curricular Aspects**

### **1. Curricular Aspects**

Madhya Pradesh Bhoj Open University offers a wide range of undergraduate, postgraduate, diploma, and certificate courses through distance learning. The University's curriculum is designed to provide a comprehensive and flexible education that meets the needs of diverse learners.

The following are some of the key curricular aspects of Madhya Pradesh Bhoj Open University:

1. **Course structure:** The courses offered by Madhya Pradesh Bhoj Open University are designed to meet the current demand of the job market. Last year, University adopted the NEP 2020 curriculum to provide a broad-based education that combines theoretical knowledge with practical skills. The course structure includes core courses, electives, and optional courses.

2. **Flexibility:** The University's curriculum is designed to be flexible, allowing learners to choose courses that suit their career aspirations and interests.
3. **E-Learning:** Madhya Pradesh Bhoj Open University integrates e-learning technologies into its curriculum to provide learners with an interactive and engaging learning experience. The University uses multimedia resources, including audio-visual materials, online content, and web-based tutorials, to support learner engagement and achievement.
4. **Practical training:** The University's curriculum includes practical opportunities for learners to apply their theoretical knowledge in real-world settings. The university partners with various organizations to provide learners hands-on experience in their respective fields.
5. **Continuous assessment:** Madhya Pradesh Bhoj Open University 's curriculum includes continuous assessment through assignments, projects, and term-end examinations. This ensures that learners are constantly engaged and motivated and that their progress is monitored.
6. **Industry-relevant courses:** Given the NEP 2020 curriculum, Madhya Pradesh Bhoj Open University offers courses relevant to current and emerging industry trends, ensuring learners are well-equipped to meet the job market demands.

Overall, the curriculum of the University is designed to provide learners with a flexible, practical, and industry-relevant education that prepares them for successful careers. The University's focus on e-learning, practical training, and continuous assessment ensures that learners have access to a high-quality education responsive to their needs and interests.

## Teaching-learning and Evaluation

### 1. Teaching-learning and Evaluation

Teaching-learning and evaluation are important for Madhya Pradesh Bhoj Open University, Bhopal.

As a distance learning institution, the University has a well defined teaching-learning and evaluation approach designed to provide learners with a flexible and engaging learning experience while maintaining high academic standards.

The following are some of the key teaching-learning and evaluation aspects of Madhya Pradesh Bhoj Open University:

1. **Self-learning materials:** Madhya Pradesh Bhoj Open University provides self-learning materials to learners, including printed study materials, e-books, and multimedia resources, to support their learning.
2. **Personal interface:** The University conducts regular PCPs in coordination with the study centres to provide learners with face-to-face interaction with faculty members and peers. These PCPs help learners clarify their doubts, discuss academic topics, and collaborate with others.
3. **Online learning:** The University uses various online learning tools, including webinars and video lectures, to facilitate learner engagement and participation.
4. **Continuous evaluation:** Madhya Pradesh Bhoj Open University conducts continuous evaluation through assignments, projects, and term-end examinations. This helps learners monitor their progress and identify areas where they need to improve.

5. Feedback mechanism: The University has a mechanism to gather learners' feedback on the teaching-learning process. This helps the staff to modulate teaching strategies and meet learners' needs better.
6. Quality assurance: Madhya Pradesh Bhoj Open University has a quality assurance mechanism to ensure that the teaching-learning process and evaluation meet high academic standards.

Overall, University's teaching-learning and evaluation approach is designed to provide learners with a flexible and engaging learning experience while maintaining high academic standards. Madhya Pradesh Bhoj Open University is committed to providing quality education to learners from diverse backgrounds and geographical locations. The University's distance learning model enables it to reach a larger segment of the population (disadvantaged students from remote areas, women engaged in family affairs, aged citizens who could not complete their education, transgenders, defense personnel, corporate executives, and prisoners) and provide access to education to those who may not be able to attend traditional, on-campus courses.

### **Research, Innovations and Extension**

As an integral part of academics, the university continuously **promotes** and provides the necessary support for research work. The University has awarded **323** PhDs. UGC had discontinued the PhD and M.Phil programmes through distance mode. Recently, the University has revised the ordinance as per the direction of the UGC ordinance for research and requested UGC to grant permission to restart Ph.D. programmes.

In educational innovation, the University is adopting a Choice Based Credit System (CBCS) in its programmes from the next academic session. Field Studies and Projects are an integral part of curricular elements. University bolsters many initiatives to support the ecosystem for innovation and knowledge transfer. The University organizes Exhibitions and Information camps to educate and inform the pilgrims about various facets of Distance Education and university offerings.

The University has adopted many extension programmes of social commitment.

The University has established 3 research chairs for Gandhian studies, tribal studies, and studies about Raja Bhoj.

### **Infrastructure and Learning Resources**

University has been offering its services through 11 RCs and more than 612 study centres sprawling across the state. Bhopal's headquarters has a wi-fi enabled campus with Administrative Block, Multi-Media Centre, SLM Cell (distribution, dispatch, and storage), a Learners Support Services Cell, Bank, Post Office, and a Guest House. All the study centres and regional centres of the University are equipped with facilities like classrooms, seminar halls, office rooms, common rooms, and separate washrooms for women learners and staff.

The University has a well-established infrastructure and learning resources to support the academic needs of its students. Here are some of the facilities and resources available at the University:

1. Library: The University has a well-stocked library with many books, journals, periodicals, and other reference materials. The library has modern facilities like e-books, e-journals, and digital resources.
2. Computer Lab: The University has a computer lab with high-speed internet connectivity and modern



software applications. The lab is equipped with the latest computers and other necessary equipment.

3. Study Material: The University provides study material to its students through printed books and e-content.
4. Online Learning: The University's robust online learning management system (LMS) enables students to access course materials, participate in discussions, and take online exams.
5. Examination Center: The University has established examination centers in various cities across the state to enable students to take exams conveniently.

Overall, Madhya Pradesh Bhoj Open University provides its students with state-of-the-art infrastructure and learning resources to support their academic and professional growth.

Most of the services offered by the University are digitalized and online. University holds its servers and has adequate bandwidth, So the hassle-free operation of the website and the latest software enable ERP system and other digitalized learner support services to become possible. The e-content development-related activities have also been initiated in the University, and recorded audio-video lectures/tutorials are available on the University website.

The library of the University has more than 24 thousand books & bound volumes of journals, several e-books, e-journals, Delnet online databases, and current print journals, etc. The computerization of the Library has made it very much conducive to research activities. The University library has taken landmark steps in the direction of Computerization and Automation, complete digitalization of catalogue data, and the data of library books entered in eGranthalay.

## **Governance, Leadership and Management**

Madhya Pradesh Bhoj Open University has a well-structured governance, leadership, and management system that ensures the efficient administration and effective delivery of academic programs. Here are some of the key features of the University's governance, leadership, and management system:

1. Chancellor: The Governor of Madhya Pradesh serves as the University's Chancellor, and he/she appoints the Vice-Chancellor.
2. Vice-Chancellor: The Vice-Chancellor is responsible for the academic and administrative affairs of the University. The Registrar, Finance Officer, and other officers assist him/her.
3. Board of Management: The University has a Board of Management that is responsible for the overall management and administration of the University. The Board comprises members from various fields, such as education, industry, and social work. The Board of Management regularly makes major decisions about the University's financial, academic, and other development projects.
4. Academic Council: The University has an Academic Council responsible for formulating academic policies, approving courses, and overseeing the academic programs offered by the University. It is a regular meeting, the best feature of the University.
5. Planning Board: The University has a Planning Board that monitors and evaluates the University's performance and recommends strategies for improvement. The planning board advises all over the development of the University.
6. Finance and Accounts: The University has a Finance and Accounts department that manages the University's financial resources and ensures compliance with financial regulations.
7. Internal Quality Assurance Cell: The University has an Internal Quality Assurance Cell that ensures the quality of academic programs and services provided by the University. Center for Internal Quality

Assurance (**CIQA**) has contributed significantly to institutionalizing quality assurance strategies and processes. The University reviews its teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals through CIQA setup as per norms. One of the biggest reforms pushed by the CIQA in learning and teaching has been digitization.

Overall, Madhya Pradesh Bhoj Open University's well-structured governance, leadership, and management system promotes transparency, accountability, and excellence in academic programs and services.

### **Institutional Values and Best Practices**

Madhya Pradesh Bhoj Open University is committed to upholding institutional values and best practices that promote academic excellence, social responsibility, and ethical conduct. Here are some of the institutional values and best practices followed by the University:

1. **Academic Excellence:** The University strives to maintain high academic standards and continuously improve the quality of its academic programs.
2. **Access and Equity:** The University is committed to providing equal opportunities for education and ensuring that its programs are accessible to all, including those from disadvantaged backgrounds.
3. **Social Responsibility:** The University encourages its students and faculty to be socially responsible and to contribute to the development of the community and the nation.
4. **Ethics and Integrity:** The University promotes ethical conduct and integrity among its students and faculty and expects them to adhere to the highest standards of academic and professional ethics.
5. **Innovation and Creativity:** The University encourages innovation and creativity among its students and faculty and supports research and innovation activities.
6. **Continuous Improvement:** The University is committed to continuous improvement and regularly reviews its policies, procedures, and programs to ensure they are relevant and effective.
7. **Collaborations and Partnerships:** The University collaborates with various national and international institutions to enhance its academic programs and research activities.

### **Best practices**

The University has adopted many best practices. The institute has many green initiatives, including installing solar panels, rainwater harvesting, vermicomposting, the Arogya Garden and the Nakshatra Garden, and an effective e-waste management system.

Madhya Pradesh Bhoj Open University has adopted 15 villages under Unnat Bharat Abhiyan (UBA) for a transformational change in rural life.

The University has led by example by offering fee waivers for learners orphaned in the COVID-19 pandemic, jail inmates, and transgenders.

Madhya Pradesh Bhoj Open University's experiment to disseminate higher education via state-owned television channels is an innovative approach to reaching the unreached population. This initiative aims to provide quality education to those with limited access to traditional modes of higher education, such as attending physical classes on college campuses.

The University and DD Madhya Pradesh produced more than 250 lectures by concerned subject experts for BA

and BSc programs with DD Madhya Pradesh.

Overall, Madhya Pradesh Bhoj Open University has established institutional values and best practices that promote academic excellence, social responsibility, and ethical conduct, making it a leading institution in the field of distance education in India.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	Madhya Pradesh Bhoj Open University, Bhopal
Address	Madhya Pradesh Bhoj Open University, Kolar Road Bhopal
City	Bhopal
State	Madhya Pradesh
Pin	462016
Website	<a href="https://mpbou.edu.in">https://mpbou.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dr Sanjay Tiwari	0755-2424660	9826159514	0755-2424640	vco.mpbou@gmail.com
IQAC / CIQA coordinator	Kishor John	0755-7552424660	9424454313	0755-2424640	john_kishor@yahoo.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	17-09-1991
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	14-12-1994	<a href="#">View Document</a>
12B of UGC	07-03-2006	<a href="#">View Document</a>

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Nature of University :	
Name of Act	Act No
Created by an Act of State Legislature	1991

Territorial Jurisdiction of the Open University :
Within Madhya Pradesh

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Program mes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Madhya Pradesh Bhoj Open U niversity , Kolar Road Bhopal	Urban	50.05	5000	Twenty Seven		
Regional Centres	Madhya Pradesh Bhoj Open U niversity , Kolar Road, Bhopal	Urban	0.114	278.7	Twenty Seven	09-10-1996	01-01-1970

<i>Regional Centres</i>	<i>Govt. Model Science College, Rewa (Mp)</i>	<i>Urban</i>	<i>0.057</i>	<i>232.25</i>	<i>Twenty Seven</i>	<i>17-12-1997</i>	<i>01-01-1970</i>
<i>Regional Centres</i>	<i>Raja Bhoj Parisar, Satna</i>	<i>Urban</i>	<i>2</i>	<i>333.55</i>	<i>Twenty Seven</i>	<i>12-08-2003</i>	<i>01-01-1970</i>
<i>Regional Centres</i>	<i>Napier Town, Jabalpur</i>	<i>Urban</i>	<i>0.091</i>	<i>371.61</i>	<i>Twenty Seven</i>	<i>09-10-1996</i>	<i>01-01-1970</i>
<i>Regional Centres</i>	<i>New Collectorate Road, Near Satyam Residency Tower, Prime Hospital Street</i>	<i>Urban</i>	<i>0.05</i>	<i>139.35</i>	<i>Twenty Seven</i>	<i>09-10-1996</i>	<i>01-01-1970</i>
<i>Regional Centres</i>	<i>Q. No. Five, Behind Swarn Jayanti Hall, Sagar</i>	<i>Urban</i>	<i>0.034</i>	<i>139.35</i>	<i>Twenty Seven</i>	<i>16-11-2002</i>	<i>16-12-2002</i>
<i>Regional Centres</i>	<i>Govt. P.g. College Chhindwara</i>	<i>Urban</i>	<i>0.068</i>	<i>278.7</i>	<i>Twenty Seven</i>	<i>16-03-2007</i>	<i>16-12-2007</i>
<i>Regional Centres</i>	<i>Vishala Vikas Khand, C Building, First Floor,</i>	<i>Urban</i>	<i>0.059</i>	<i>241.54</i>	<i>Twenty Seven</i>	<i>16-11-2002</i>	<i>16-12-2002</i>

	<i>Ujjain</i>						
<i>Regional Centres</i>	<i>Govt, Narmada College Hoshangabad,</i>	<i>Urban</i>	<i>0.049</i>	<i>201.5</i>	<i>Twenty Seven</i>	<i>18-06-2012</i>	<i>18-07-2012</i>
<i>Regional Centres</i>	<i>Govt. Bhim Nayak Pg College Campus , Badwani</i>	<i>Urban</i>	<i>0.114</i>	<i>5000</i>	<i>Twenty Seven</i>	<i>01-11-2017</i>	<i>01-12-2017</i>
<i>Regional Centres</i>	<i>Ima Building Devi Ahilya Vishwavidyalaya Campus Indore</i>	<i>Urban</i>	<i>0.02</i>	<i>900</i>	<i>Twenty Seven</i>	<i>05-11-1996</i>	<i>05-12-1996</i>

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
NCTE	<a href="#">113695_11135_4_1679990255.pdf</a>	
RCI	<a href="#">113695_11135_19_1679990341.pdf</a>	
DEB-UGC	<a href="#">113695_11135_21_1679998635.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	10				10				34			
Recruited	5	1	0	6	0	1	0	1	5	5	0	10
Yet to Recruit	4				9				24			
On Contract	0	0	0	0	0	0	0	0	8	3	0	11



Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				128
Recruited	73	0	0	73
Yet to Recruit				55
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				7
Recruited	6	0	0	6
Yet to Recruit				1
On Contract	1	0	0	1

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	0	1	0	3	5	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	11	0	0	0	0	0	4	0	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

#### Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

#### Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
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**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	31086	348	0	0	31434
	Female	20961	187	0	0	21148
	Others	0	0	0	0	0
PG	Male	5935	5000	0	0	10935
	Female	794	406	0	0	1200
	Others	0	0	0	0	0
Diploma	Male	136	1	0	0	137
	Female	67	1	0	0	68
	Others	0	0	0	0	0
Certificate / Awareness	Male	48	1	0	0	49
	Female	9	0	0	0	9
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

**Details of programmes offered by the Open University (Give data for preceding academic year)**

Sl.No	Program me Level	Name of the Progra mme	Duration In Month	Entry Qua lification	Medium of instructio n	Student strength	No.of students admitted
1	Certificate	CRD CHR	6	Higher Secondary	English + Hindi	96	96
2	Diploma	DBA DCA DIM DNH	12	Higher Secondary	English + Hindi	307	307
3	Under Graduate	BA BSC BCOM	36	Higher Secondary	English + Hindi	65794	65794
4	Post- Graduate	MA MSC MBA MSW	24	Graduate	English + Hindi	9751	9751
<b>Total</b>			78			75948	75948

**Details of Sponsored programmes (if any)**

Sl.No	Sponsored programmes offered	Name of the Sponsoring Agency	Student Strength
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**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The University is prepared to make changes to augment the overall capabilities of the learners as per the National Educational Policy 2020. The following are a few areas wherein the institution has already adopted or is ready to adapt practices pertaining to the transition toward the new paradigm.</p> <ul style="list-style-type: none"> <li>• Choice of Research Topics: The University intends to start the research programs soon, and proposals to this effect have been sent to the UGC. Research topics would be such that they have relevance across disciplinary boundaries.</li> <li>• Collaborative Effort: The institution aims to encourage collaboration in research projects. Three research chairs have been established at the University for tribal studies, Gandhian studies, and topics concerning King Bhoj.</li> <li>• Interdisciplinary Collaboration: During the interdisciplinary collaboration, each member of the group will be</li> </ul>
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	<p>provided with the opportunity to directly experience the concept and approach used across the group members' various specialties. Numerous MoUs have been signed with institutes of distinctive profiles. The University has taken up programs from Sanchi University to make its curriculum more versatile. • The University is offering courses with major, minor, and generic elective courses at the undergraduate level. • Collaborative Publication: The institute believes in a collaborative approach to publication. The NEP conference held by the institute witnessed scholars across disciplines pooling their research expertise on the theme. • Reorganising university curricula to foster interdisciplinary education: Academic council meetings are held at regular intervals for the design of programs other than undergraduate ones. SLM workshops will be conducted, and internal and external experts will be solicited for content preparation.</p>
2. Academic bank of credits (ABC):	<p>UGC implemented a rule on the Academic Bank of Credit through a gazette notice published by the government of India on 28 July 2021. The university has taken concrete steps to develop the required facility. • University is adopting a grading system as a part of examination reform, which is an efficient system for the performance assessment of the learners. • The University has a lateral entry option for select professional programs, which allows more flexibility. This provision is being widened to cover more programs. • The university has officially registered in the ABC and National Academic Depository NAD/ Digi locker. There is a team to look after Digi locker cell for data uploading. Once the data is filled up, the credit bank system will be operationalized.</p>
3. Skill development:	<p>• The university runs several degree and diploma programmes such as Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Education, Certificate program in Yoga etc. to promote skill development in learners. The vocational programmes are so designed to achieve practical knowledge in the chosen field. • The university is starting an e-mentoring program for students, which can provide them a direction while choosing an appropriate career path.</p>
4. Appropriate integration of Indian Knowledge	<p>The university recognizes the importance of</p>

system (teaching in Indian Language, culture, using online course):	popularizing Indian languages. SLMs are available in Hindi as well as English. The University is committed to a value-based education system, and so has introduced programs like Ramcharitmanas for spiritual development.
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> <li>• The university has developed the programme outline based on NEP recommendations and have defined program-specific outcomes and course outcomes.</li> <li>• Lectures, seminars, tutorials/workshops, and project-based internships/apprenticeships/research and fieldwork are some of the recommended methods of instruction at the University.</li> <li>• To develop higher-order skills among learners, the university has initiated programmes in artificial intelligence, cyber security, etc.</li> </ul>
6. Distance education/online education:	The university functions in open and distance learning (ODL) mode. The university is also making plans to provide dedicated vocational courses through online mode in the coming years. Google Meet, Zoom, YouTube and other platforms are used in teaching and reaching out to students. Developing MOOCs for supplementary learning is also on the anvil.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club has been set up at Madhya Pradesh Bhoj Open University, Bhopal, under the Social Responsibility Cell.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Electoral Literacy Club functions under the supervision of the Social Responsibility Cell of the university. Faculty members in this committee are the constituent members. The broad objectives of ELC are to: <ul style="list-style-type: none"> <li>• To promote awareness of the 'Right to Vote' among learners, faculty members, and community level.</li> <li>• To facilitate voter registration for its eligible members who are not yet registered.</li> <li>• To familiarize the targeted inhabitants with voting machines like EVM and VVPAT.</li> <li>• To help students understand the value of their vote.</li> <li>• To inspire citizens to exercise adult suffrage right confidently</li> <li>• To create awareness of voting ethics.</li> </ul>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Various initiatives were undertaken by the Electoral Literacy Club of the institution to educate and spread mass education for the broader benefit of the public and society. 1) As part of social responsibility, the University has adopted ten villages in two districts of the state. While disseminating social functions in these adopted villages, attempts are made to convey the message of the need to vote for a healthy democracy. 2) Awareness Programmes at the institutional level are undertaken to bring consciousness to electoral literacy among learners of the university. 3) The faculty members in the University regularly take part in election duties.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>As part of the awareness programme, the University has republished an article by a faculty member on the need to vote in the official portal.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>In order to enroll eligible learners as voters in the electoral roll, the University communicates to the students through the regional centers and inspire them to register in the electoral roll. Voters is day is celebrated.</p>

## Extended Profile

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### 1 Program

#### 1.1

**Number of Programmes offered by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35	39	39	56	57

#### 1.2

**Number of programmes offered during the last five years, Please provide consolidated number of Programs offered across five years without repeat count, including the programmes that are dropped)**

2021-22	2020-21	2019-20	2018-19	2017-18
35	39	39	56	57

#### 1.3

**Number of learners admitted afresh in first-year during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35744	23479	42130	48429	40742

#### 1.4

**Number of learners during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
79623	86874	105591	133354	140073

#### 1.5

**Number of courses offered by the institution over the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
553	553	553	713	738

#### 1.6



**Total Number of Courses offered by the institution (without repeat count and include courses that are dropped)**

**Response: 766**

## **2 Students**

### **2.1**

**Number of graduated learners**

2021-22	2020-21	2019-20	2018-19	2017-18
27090	32850	22099	39723	35424

### **2.2**

**Number of newly enrolled learners in the preceding academic year who have submitted assignments as per the academic calendar**

**Response: 34049**

### **2.3**

**Number of enrolled learners in the preceding academic year registered for term end examination**

**Response: 34049**

### **2.4**

**Number of newly registered learners in the preceding academic year appeared for term end examination**

**Response: 34049**

### **2.5**

**Number of learners in the preceding academic year passed in the term end examination**

**Response: 24633**

## **3 Teachers**

### **3.1**

**Number of sanctioned posts of full time teachers and other academics**

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	54	54	54

**3.2****Number of full time teachers appointed against the sanctioned posts**

2021-22	2020-21	2019-20	2018-19	2017-18
19	14	15	18	17

**3.3****Number of other academics in position against the sanctioned posts**

2021-22	2020-21	2019-20	2018-19	2017-18
27	16	58	22	14

**3.4****Total number of full time teachers worked in the institution during the last five years (Please include the teachers who left / joined the institution during the assessment period without repeat counts:**

2021-22	2020-21	2019-20	2018-19	2017-18
19	14	15	18	17

**3.5****Total number of full time teachers worked in the institution during the last five years (Please include the teachers who left / joined the institution during the assessment period without repeat counts****Response: 33****3.6****Total number of other academics worked in the institution during the last five years (Please include the other academics who left / joined the institution during the assessment period without repeat counts**

2021-22	2020-21	2019-20	2018-19	2017-18
27	16	58	22	14

**3.7**

**Total number of other academics worked in the institution during the last five years (Please include the other academics who left / joined the institution during the assessment period without repeat count**

**Response: 128**

**4 Institution****4.1**

**Total expenditure excluding salary**

2021-22	2020-21	2019-20	2018-19	2017-18
2365	1883	2334	1590	1202

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning Design and Development

##### 1.1.1 Relevance of curricula planned, designed and developed/adopted

##### Response:

Relevance of curricula planned, designed and developed/adopted

##### Curricula planned:

- The University has a well-organized curriculum design and development system in the form of a Board of Studies (BOS) consisting of faculty members of the concerned department and the invited external experts.
- The Boards of Studies meet periodically and review the existing syllabi and designs and develop the new curriculum based on the needs of the stakeholders.
- The designed curriculum of each department is then placed before the Academic Council for approval.
- Keeping in view the needs, aspirations and expectations of the modern generation and the society, there has been a consistent and systematic effort in designing the curriculum by the concerned Boards of Studies.

##### Curricula designed:

The University has adopted the syllabus the Department of Higher Education, Madhya Pradesh, prescribed for the undergraduate courses. For all other programmes, the University makes a periodic assessment of its curricula, taking into account the student's needs, teaching and research potential of the faculty, emerging trends in various knowledge regimes across the globe, curricular requirements of various teaching and examining bodies in India and above all the local needs.

While designing the curricula across all disciplines, students' employability is emphasized without compromising the core values and ethos of the disciplines. The curricula for all courses have been preprepared under the supervision of Board of Studies, which is further approved by the Academic Council.

The University is adopting many innovative measures in curriculum designing and development, the course-credit system (to be initiated from the current academic year) continuous evaluation through assignments, term end papers, dissertations, seminars, etc. All departments offer their students' major, minor and elective courses that are designed in keeping with the specialized competence of faculties, academic needs, and imperatives of the department. Several programmes in humanities and science departments are interdisciplinary in nature.

The University has a clear policy for promoting research, available on its website. The library has a rich collection of books that include textbooks as well as reference books that support faculty and students in their research and assignments, respectively. It also subscribes to the Number of e-resources. The library also allows remote access to its e-resources, improving it's off-campus access for students, staff, and

faculty. The computer lab provides computing and internet access to students as well as printing support.

### **Curricula developed/adopted:**

Curricula planning designing and development are a very systematic process in the University. At the outset of the curricula planning before the launch of a programme, the academic department conceives the initial idea of development of programme.

The idea is conceived from the point of view of local, regional and global needs. It is thoroughly discussed in the department meetings and the same is put forward before the higher authority for administrative approval.

After the approval of the authority, it is then further preceded for the preparation of Programme Project Report (PPR). This PPR is based on the feasibility study comprising field survey and discussion with various stakeholders.

Thus, after preparation of PPR (with having all the elements as contained in Annexure IX of UGC ODL Regulations 2017) it is once again discussed at appropriate levels with other authorities of the University.

Following the clearance of this initial stage, it is placed before the Board of Studies (BOS) for further approval. After the approval of PPR from the Board of Studies (with or without modification) it is then placed before the Academic Council of the University.

The final approval is gained from the academic council (with or without modification) The programmes are designed in such a way that aim of all these courses is to equip the students with the necessary skills and to specialize in a subject or to make them socially and economically relevant through these courses to prepare for employment or self-employment. The course contents are structured in such a way that each unit of the contents includes learning outcomes for the learners, all of which are divided into subunits.

The Printing and Distribution department is run by the University, whose primary function is to produce and distribute textbooks. The writing of self-study materials is done mostly by external experts.

These self-study materials are recommended by the Board of Studies of the concerned subject.

After that, it is implemented in the University after approval from the Academic Council and the Executive Council.

These SLMs are uploaded on the university website in the form of e-content so that the learners can study the SLM online also.

In addition to any subject for which the University has not prepared the SLM, such study materials are taken from other universities through MOU.

File Description	Document
Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes	<a href="#">View Document</a>
Minutes of the relevant BoS/ School Board / Academic Council	<a href="#">View Document</a>
Mapping of curricula to Programme Outcomes	<a href="#">View Document</a>
Curricula implemented by the University	<a href="#">View Document</a>

### 1.1.2 New Programmes introduced - Percentage of programmes newly introduced by the institution over the last five years

**Response:** 2.86

#### 1.1.2.1 Number of new programmes introduced during the last five years

**Response:** 1

File Description	Document
Minutes of relevant Academic Council/ School Board /BoS meetings	<a href="#">View Document</a>
Details of the Curricula/Syllabi of the new programmes over the last five years	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 1.1.3 Revision of Programmes - Percentage of Programmes revised over the last five years

**Response:** 48.57

#### 1.1.3.1 Total number of Programmes revised over the last five years

**Response:** 17

File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
Details of the revised Curricula/Syllabi of the programmes over the last five years	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 1.1.4 Courses being offered as MOOCs or using OERs. - Percentage of courses being offered as

**MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)****Response:** 100

1.1.4.1 Number of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)

Response: 553

File Description	Document
Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses	<a href="#">View Document</a>
Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**1.1.5 Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years****Response:** 72.19

1.1.5.1 Total number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years

Response: 553

File Description	Document
Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**1.2 Academic Flexibility****1.2.1 Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU over the last five years****Response:** 2.86

1.2.1.1 Number of programmes adopted/adapted by other HEIs over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
MOU for programmes adopted/adapted by other HEIs	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme	<a href="#">View Document</a>

**1.2.2 Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)**

**Response:** 8.57

1.2.2.1 Number of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)

Response: 3

File Description	Document
Data Template	<a href="#">View Document</a>

**1.2.3 Enabling provision for lateral entry for learners - Percentage of learners admitted in the Institution through lateral entry year wise over the last five years**

**Response:** 14.09

**1.2.3.1 Number of admitted strength in programs where lateral entry is provisioned**

2021-22	2020-21	2019-20	2018-19	2017-18
58	34	27	55	46

**1.2.3.2 Number of learners admitted in the Institution through lateral entry based on credit transfer year wise during the last five years**



2021-22	2020-21	2019-20	2018-19	2017-18
12	8	7	2	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 1.2.4 Enabling provision for modular approach - Provision for modular approach for flexible exit to the learners

##### Response:

Keeping pace with the new trends in pedagogy, MPBOU has also provisioned Modular learning in terms of certain flexibilities for students. Although the University is planning to bring in flexible premature exit options and lateral entry options in the coming academic session, MPBOU provides many flexible options to the students.

##### **The flexibility of entry into the Bachelor of Education Programme (Code: )**

The University offers three types of B.Ed programs.

1. Bachelor's Degree in Education (B.Ed)
2. Special B.Ed
3. Diploma in elementary education

Keeping in view the guiding principle of the University to reach the marginalized, extra marks of ten are given in the entrance examination of B.Ed to specially-abled students, wards of differently-abled parents, and those students who have done any course from the Rehabilitation Council of India (RCI).

##### **The flexibility of course duration**

The University is aware of the heterogeneous nature of the students studying in MPBOU. It is quite empathetic to the fact that many are part-timers who continue their studies and jobs. Some students come from trying backgrounds, and completing a course within the stipulated time limit prescribed by conventional universities will be daunting. MPBOU allows its students to complete the Bachelor's and Master's Programs according to their convenience. The University allows the students to extend the stipulated time frame of three years for Bachelor's program by over two years and for PG programs by one year.

##### **Vibrant self-learning materials in dual language and multiple platforms**

Modular Distance Learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy. The hard copies are sent to the learner, and the soft copy of the SLM is available on the University website. The *e-PGpaathshaala* and *swayam* platforms are excellent avenues for references. When the COVID-19 pandemic hit the globe and universities were struggling to reach out to the students, MPBOU came up with the innovative idea of tying up with Doordarshan, which reaches practically every household in the country. The University and DD Madhya Pradesh have produced more than 250 lectures in various subjects with the help of concerned subject matter experts.

*Bhoj Darshan* services are open to all students to learn online at their pace and convenience.

The *Bhojvani* service, an internet-based audio tutorial, is yet another feather in the cap of the University as this service is a blessing for our specially-abled students in the blind spectrum and for those students constantly on the move due to job demands with seldom time at their disposal. There are over 535 lectures available in the *Bhojvani* portal. The various modules thus designed, be it in electronic format, audio version, or printed forms, are all designed to suit the convenience of the students.

We also have a slew of contact centres wherein the students can clear their doubts for 13 days a year.

Overcoming the language barrier, the University has SLMs in dual languages of Hindi and English for the facilities of students from the non-Hindi belt. The list of courses that offer SLM in multiple languages is as follows.

All courses offered by the University are bilingual except those in Hindi.

The vision of the university is to promote education and reach the unreached, and our motto is to Embrace, Engage, Enlighten, and Empower. Remaining true to our motto's spirit, we plan to assimilate the tenets of the modular approach as proposed in the New Education Policy 2020. Dual degrees, a credit-based course system, and flexibility of premature exit are a few programs on the anvil which will be realized in the coming academic year.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

**1.3.1 Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula**

**Response:**

**Institution integrates cross-cutting issues**

- The University integrates crosscutting issues into higher education; through this, students and faculty members are developing a broader understanding of complex global challenges and acquiring the skills necessary to address them effectively. This approach promotes interdisciplinary thinking, critical analysis, and social responsibility, preparing learners to become well-rounded and engaged citizens.
- Curricula in any university should reflect the changing realities in the socio-economic and political sphere, and MPBOU is extremely diligent while designing the syllabi of the programs covered. We offer various courses ranging from conventional degree programs to special certificate programs.
- Our master's program in social work dwells in detail on the problems plaguing Indian society, like juvenile delinquency, issues of human trafficking, crime and violence against women, youth unrest, and patterns of social deviance. The same program has courses detailing concepts regarding organization, leadership, team building, and professional ethics, which strive to create a better working environment for our students.
- Work goes hand in hand with skill development. The diploma in computer applications and MSW also update the students about the developments in IT files, project design, and management and systems analysis.
- Being global citizens facing a multicultural wave, our masters in sociology prepare our students to face the changed world with papers dealing with globalization, its impact on agriculture, and sustainable irrigation methods. It also has sections on the changing diaspora, cultural homogenization, and hegemony of ideas.
- We also try to appraise our sociology students about the ill effects of urbanization, the changing family pattern, the stark social stratification of the haves and have-nots, the expansion of slums, problems of poverty, and the pollution caused by our unsustainable development models.
- Various development models are discussed in the PG program of political science. As resources shrink and the population explodes, myriad problems are bound to manifest, and we have a certificate course on rights that dwells on the various rights of individuals, from the right to education to the right to development.
- For any society to flourish, health is of utmost importance, and our certificate course on nutrition dwells in public health and hygiene and the need to protect the environment. Along with physical health, we accord equal priority to mental health, so we have a diploma in Ramcharitmanas, the celebrated epic of India. It is a treatise on value education cutting across the various facets of an individual, his relation to family, and his relation to society as a social, economic, and political being.
- Thus, in MPBOU, we focus on the holistic development of our students, and our courses touch on all those pertinent issues that need to be introduced, thought about and acted upon.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula	<a href="#">View Document</a>

**1.3.2 Awareness/ soft skills / life skills/value-added courses etc., on offer - Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the last five years****Response:** 766

File Description	Document
Course content of the Value-added courses	<a href="#">View Document</a>
Brochure relating to the listed courses	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**1.3.3 Learners undertaking fieldwork / projects / internships etc. -****Response:** 2.38

1.3.3.1 Number of learners undertaking field work / projects / internships leading to submission of dissertation / Reports (data for the latest completed academic year)

Response: 1896

File Description	Document
List of learners enrolled in Programme involving field work/ projects / internships etc.	<a href="#">View Document</a>
Handbook/Manual for field work/ projects / internships.	<a href="#">View Document</a>
Data Template	<a href="#">View Document</a>
Link to Programme structure(s)	<a href="#">View Document</a>

**1.3.4 Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the last five years****Response:** 100

1.3.4.1 Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years

Response: 766

File Description	Document
Link to programme structure and syllabus of such courses having focus on Employability/ Entrepreneurship/ Skill development	<a href="#">View Document</a>
Data Template	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Feedback for design and review of curriculum Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year**

1. Learners
2. Teachers and other Academics
3. Academic Counsellors
4. External Subject Experts
5. Employers
6. Alumni

**Response:** A. Any 4 or more of the above

File Description	Document
As per Data Template	<a href="#">View Document</a>
20 sample filled in Feedback forms in each category opted for the metrics	<a href="#">View Document</a>

**1.4.2 Action on feedback (feedback collection, analysis and action taken) Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year Options: (Choose any one)**

- A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website
- B. Feedback collected, analyzed and action has been taken
- C. Feedback collected and analyzed
- D. Feedback collected
- E. Feedback not obtained/collected

**Response:** A. Any 4 or more of the above

File Description	Document
Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Learner Enrollment

#### 2.1.1 Average variation in enrolment of learners in the Institution during the last five years

**Response:** 97

File Description	Document
Total enrollment data year wise authenticated by Registrar of the University	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

#### 2.1.2 Efforts for reaching the unreached Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education

**Response:**

The University's motto is to "Reach the Unreached". To fulfil this vision, it has developed diverse and highly acclaimed academic programmes in all conceivable spheres of knowledge building. The University is constantly trying to fulfil its motto with the help of various strategies, publicity media, and community and awareness programmes.

Here are some of the efforts undertaken by the University to reach out to the persons who do not have access to higher education :

1. **State-wide Network of Study Centres:** Through its 11 regional centres and 612 study centres, the M.P Bhoj Open University is working to bring quality and employment-oriented higher education and enhance knowledge and skills to the learners.
1. **Through Newspapers** – The University is reaching out through the various Hindi-language state-wide newspapers of Madhya Pradesh. The University continuously publishes admissions notices, academic activities like webinars, seminars and other activities in newspapers.
2. **University Hoarding** – As per the University's policy, every study centre and the regional centre must display signboards and hoardings in their offices. Regional Directors and Study Centre Coordinators are also placing hoardings of the programmes in the City, Village and nearby higher secondary schools to create awareness and attract potential students.
3. **Through Brochures and Pamphlets** -The brochures and pamphlets containing information on various programmes are regularly circulated to all the regional centres and study centres by the Head Quarter to distribute among the 12th Class Students and the aspirants.
4. **Organizing Coordinator Workshops at Regional Offices** – Study Centres Coordinator's workshops are continuously held at headquarters and regional offices to broaden the University's reach and make them aware of its functioning.
5. **University website** - The information about the University is available on the University website, designed and developed with a user-centric approach, and contains clear and concise information. Learners can register online to enroll for any course and provide updates. The website also contains eSLM and OERs.

6. **Social Media-** The University has also integrated its website with social media tools like Facebook, YouTube, Twitter, etc., to connect the common people with the University and promote distance education.
7. **Dissemination through adopted villages-** In the direction of discharging its social responsibility as an institution of education, the University has adopted 15 villages and promoted the philosophy and methodology of distance education through community works and innovative activities.
8. **Outreach Programmes:** The University conducts various outreach programmes to create awareness about higher education opportunities. These programmes include workshops, seminars, and career counselling sessions in remote areas and underserved communities. The University aims to inspire and motivate individuals to pursue higher education and guide them in choosing suitable courses.
9. **Collaborations and Partnerships:** The University has collaborated with government organizations and other educational institutions to extend its reach to marginalized communities. These collaborations help identify individuals without access to higher education and allow them to enrol in University's distance learning programmes.

File Description	Document
Documents on efforts taken for reaching the unreached	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.2 Catering to Learner Diversity

### 2.2.1 Catering to rural population - Percentage of learners enrolled from rural areas year wise over the last five years

**Response:** 79.23

#### 2.2.1.1 Total number of learners enrolled from rural areas year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26530	18132	33743	40018	32536

File Description	Document
Number of rural learners authenticated by Registrar of the University	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 2.2.2 Reaching out to learners from socially backward categories - Percentage of learners enrolled across different socially backward categories year wise over the last five years

**Response:** 74.62**2.2.2.1 Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms**

2021-22	2020-21	2019-20	2018-19	2017-18
26175	17580	31849	36339	30225

File Description	Document
Number of SC, ST and OBC learners authenticated by Registrar of the University	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**2.2.3 Reaching out to Persons with Disabilities (PwD) - Percentage of PwD learners enrolled year wise over the last five years****Response:** 0.65**2.2.3.1 Number of learners enrolled from Divyangjans categories year wise over the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
212	141	268	404	220

File Description	Document
Number of PwD learners authenticated by Registrar of the University	<a href="#">View Document</a>
Document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**2.2.4 Reaching out to women / Transgender learners -Percentage of Women learners enrolled year wise over the last five years****Response:** 38.35**2.2.4.1 Total number of Women / Transgender learners enrolled from year wise over the last five years**



2021-22	2020-21	2019-20	2018-19	2017-18
13863	9321	16097	18008	15786

File Description	Document
Number of Women / transgender learners authenticated by Registrar of the University	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 2.2.5 Reaching out to employed persons - Percentage of the employed learners who are enrolled year wise over the last five years

**Response:** 16.48

#### 2.2.5.1 Number of employed learners (including self employed) enrolled year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3571	6660	6089	6632	8452

File Description	Document
Number of employed learners authenticated by Registrar of the University	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 2.2.6 Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the last five years

**Response:** 27.6

#### 2.2.6.1 Number of prison inmates enrolled as learners year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
138	00	00	00	00

File Description	Document
Number of prisoners enrolled authenticated by Registrar of the University	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 2.2.7 Learners from Defense and Security Forces - Average number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners over the last five years

**Response:** 9.8

2.2.7.1 Number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
29	16	3	1	00

File Description	Document
Number of learners from defense/security background authenticated by Registrar of the University	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1 Development of Self-Learning Material (SLM) in Print

**Response:**

The development process of Madhya Pradesh Bhoj Open University for self-learning materials depends on the specific context, purpose, and requirements of the learners of different programmes. Madhya Pradesh Bhoj Open University typically follows the following process to develop SLM in print:

1. **Needs Analysis:** Madhya Pradesh Bhoj Open University, Bhopal, identifies the Number of learners after completing the admission process, and their learning needs in accordance with the opted programmes and courses.
2. **Content Planning:** The course structure is prepared in the planning phase, and its division into units and blocks is decided. The content to be included in each block and unit and the ways of presentation of content are also decided. This is done by the publication department and with the collaboration of the respective schools of the university responsible for the development of material for a particular course. The

Boards of Studies of the respective schools approve the course content and its presentation after extensive discussion with subject experts and various other stakeholders such as alumni and industry experts. After that, the same is finally approved by the university's Academic Council. The self-learning material is planned in accordance with the programme outcome and course outcome of all SLMs to determine the goals and objectives of the self-learning material.

3. **Determine the scope and sequence of the material.** Break down the content into modules or units, and outline the key concepts, topics, and subtopics to be covered.

4. **Content Creation:** Develop the actual content of the self-learning material. This involves writing instructional text, creating graphics, recording videos or audio lectures, designing interactive exercises, and sourcing relevant resources. Consider using a variety of media formats to engage different learning styles. Madhya Pradesh Bhoj Open University, Bhopal, is creating print SLM, eSLM, Audio lectures and Video Lectures. The content is written so that it can be understood easily.

5. **Structuring and Organizing:** The university organizes the content of SLMs logically and coherently. SLMs created with a clear structure with an introduction, main body, and conclusion for each module or unit. Use headings, subheadings, bullet points, and numbering to aid navigation and comprehension.

6. **Interactive Elements:** The university incorporates interactive elements to enhance learner engagement and interactivity. This includes quizzes, self-assessment exercises, case studies, simulations, or real-life examples. Interactive elements encourage active learning and self-reflection.

7. **Visual Design:** Attention is paid to the visual design of the material to make it visually appealing and user-friendly. Use consistent formatting, fonts, and colours are used relevant images, charts, or diagrams to support understanding and summarise the text are included.

8. **Editing and Vetting:** After completing the writing work, the material is handed over to the editor for editing. The editing process consists of two main steps. The first step is content editing, and the second is format editing or vetting. Content editing is the most important step in the evaluation phase. In this step, the editor, an expert on the subject, evaluates the written material from various points of view. This includes judging the content's correctness and evaluating the writing style.

9. **Review and Revision:** To provide quality SLM, the University reviews the self-learning material for accuracy, clarity, and coherence, proofreads the content for grammar and spelling errors, and seeks feedback from subject matter experts, instructional designers, or potential learners to identify areas for improvement.

10. **Packaging and Delivery:** After receiving the printed SLM, the University decides on the format and delivery method for the self-learning material. Printed SLM firstly dispatched to 11 Regional Offices to distribute further to 612 study centres. The eSLM audio and video lectures are regularly uploaded on the website, ensuring compatibility with different devices and platforms.

11. **Piloting and Testing:** The in-house faculty does pilot-testing of the self-learning material to gather feedback and assess its effectiveness. Necessary revisions based on the feedback received are also made.

12. **Evaluation:** The impact and effectiveness of the self-learning material is evaluated. Assessment data, learner feedback, and performance indicators are used to determine if the material achieves its goals. Make adjustments and improvements are made as needed.

13. **Publication:** After this, the material is considered suitable for printing. The process of payment to the author(s), editor and Vetter is done, and the material is sent for publication.

14. **Iteration and Updates:** Self-learning materials should be continuously updated and improved based on user feedback, changes in the subject matter, or emerging trends. The material is regularly reviewed and updated to keep it relevant and current.

The SLM policy of the University is made and duly approved by the competent authority, and the plagiarism check of all SMLs of all programmes was also done.

File Description	Document
Policy document on SLM	<a href="#">View Document</a>

### 2.3.2 Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the latest completed academic year

**Response:** 14.29

2.3.2.1 Number of programmes where radio has been used for providing instruction in the latest completed academic year

**Response:** 5

File Description	Document
Schedules of the above activities	<a href="#">View Document</a>
Proof of radio broadcasting with schedules of the programs	<a href="#">View Document</a>
As per Data template	<a href="#">View Document</a>

### 2.3.3 Use of telecast / webcast for providing instruction - Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year

**Response:** 100

2.3.3.1 Number of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year

**Response:** 35

File Description	Document
Schedules of the above activities	<a href="#">View Document</a>
Proof of tele- broadcasting with schedules of the programs	<a href="#">View Document</a>
As per the data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.4 Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs

**Response:** 100

2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year -wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	39	39	56	57

File Description	Document
Data template in Section B	<a href="#">View Document</a>
Links to Digital repository of SLMs	<a href="#">View Document</a>

### 2.3.5 Institutional Mechanism to provide academic counseling support

**Response:**

Madhya Pradesh Bhoj Open University (MPBOU) has an institutional mechanism to support academic counselling in open and distance learning. The facility of academic counselling and guidance is provided at the University for the learners at three levels, mainly as given below:-

- **Headquarter Level**

The University Headquarter, located in Bhopal, is crucial in providing counselling support to learners. As the central administrative body of the University, the University Headquarter oversees and facilitates various counselling services.

**1. Policy Development:** The University Headquarters formulate policies and guidelines for counselling services in the ODL system and also establish the framework for counselling, including the scope, objectives, and standards to ensure consistency and quality across study centres and

regional offices.

2. **Counselling Program Design:** The University Headquarters designs counselling programmes and services to cater to the diverse needs of learners. They develop counselling strategies, frameworks, and models based on best practices in ODL counselling.
3. **Counsellor Training and Development:** The University Headquarters organizes training programmes for counsellors to enhance their skills, knowledge, and competencies in counselling learners.
4. **Counselling Guidelines and Manuals:** The University Headquarters develops and disseminates counselling guidelines and manuals to study centres, regional offices, and counsellors. These resources provide counsellors with information on best practices, ethical considerations, and strategies for providing effective counselling support.
5. **Continuous Professional Development:** The University Headquarters promotes professional development for counsellors. They facilitate opportunities for counsellors to update their knowledge, stay informed about emerging trends and research in counselling, and engage in professional networking.
6. **Quality Assurance:** The University Headquarters ensures the quality of counselling services across the ODL system. They establish mechanisms for monitoring and evaluating counselling practices, including regular audits, assessments, and feedback collection.
7. **Research and Innovation:** The University Headquarters encourages research and innovation in ODL counselling. They may initiate research projects, collaborate with external partners, or support research initiatives to explore effective counselling practices, learner needs, and emerging trends in ODL counselling.
8. **Collaboration and Coordination:** The University Headquarters collaborates with study centres, regional offices, and other stakeholders involved in counselling. They ensure effective coordination, communication, and sharing of best practices across the ODL system.
9. **Technology Integration:** The University Headquarters explores and implements technology solutions to enhance counselling services. They may develop or adopt counselling platforms, online resources, or mobile applications to provide virtual counselling support to learners.

## Regional offices

There are 11 regional offices of Madhya Pradesh Bhoj Open University, Bhopal. The Regional offices of the university provide academic and non-academic support to students enrolled in programmes. The key roles of regional offices are:-

1. **Academic Counselling:** Regional offices offer academic counselling services to learners. They guide program selection, course registration, study planning, and academic progression. Academic counsellors at regional offices assist learners in understanding program requirements, developing study schedules, and addressing academic challenges.
2. **Course Selection Assistance:** Regional offices help learners to select appropriate courses based on their educational background, career goals, and personal interests. They provide information about the available courses, prerequisites, and recommended study paths.
3. **Study Support:** Regional offices provide study support to learners by offering resources and strategies for effective learning in the ODL environment. They provide access to study materials, online resources, tutorials, and self-assessment tools. Counsellors can advise learners on study techniques, time management, and exam preparation to enhance learning outcomes.
4. **Personalized Counselling:** Regional offices conduct individual counselling sessions with learners to address their needs, concerns, and challenges. Counsellors listen to learners' academic and

- personal issues, provide empathetic support, and offer guidance to help them overcome difficulties.
5. **Career Counselling:** Regional offices assist learners with career-related guidance and counselling. They provide information about career opportunities, industry trends, and educational pathways. Counsellors help learners explore their career interests, assess their skills and strengths, and make informed decisions regarding their future professional endeavours.
  6. **Emotional Support:** Regional offices recognize the importance of emotional well-being in learning. Counsellors provide a supportive environment where learners can discuss their concerns, anxieties, and stress related to their studies or personal life.
  7. **Referral Services:** Regional offices collaborate with external counselling and support services to ensure comprehensive assistance for learners. If learners require specialized counselling or support beyond the scope of the regional office, counsellors can refer them to appropriate professionals or agencies.
  8. **Collaboration with Study Centres:** Regional offices collaborate closely with study centres to ensure consistent and coordinated counselling services. Regular communication and collaboration help maintain a strong support system for learners.

## Study Centres

Study centres in open and distance learning (ODL) systems play a crucial role in providing counselling support to learners. These centres act as local hubs where learners can receive academic and non-academic guidance, interact with counsellors, and access various support services. The key roles of study centres in counselling learners in an ODL system:

1. **Academic Counselling:** Study centres offer academic counselling services to learners. Study centres guide course selection, program requirements, study planning, and academic progression. Counsellors at study centres assist learners in understanding the curriculum, clarifying doubts, and addressing academic challenges.
2. **Study Material Assistance:** Study centres provide learners access to study materials, textbooks, and resources required for their courses. Counsellors assist learners in understanding the study materials, navigating online learning platforms, and utilizing resources effectively.
3. **Personalized Guidance:** Study centres offer individualized counselling sessions to learners. Counsellors listen to learners' concerns, provide support, and offer tailored guidance. They help learners set realistic goals, overcome obstacles, and stay motivated throughout their learning journey.
4. **Examination Support:** Study centres help learners understand examination procedures, rules, and guidelines. Counsellors provide information about examination schedules, venue arrangements, and invigilation processes.
5. **Non-Academic Counselling:** Study centres recognize the importance of learners' overall well-being. Counsellors offer non-academic counselling to address personal, social, or emotional concerns that may impact learners' learning experiences.
6. **Referral Services:** Study centres collaborate with external counselling services, health centres, or other support organizations to provide comprehensive assistance to learners.
7. **Feedback and Evaluation:** Study centres collect feedback from learners to evaluate the effectiveness of counselling services.
8. **Collaboration with Headquarters and Regional Offices:** Study centres collaborate closely with regional offices or the central administration of the ODL institution to align counselling services with institutional policies and guidelines.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

## 2.4 Teachers and other Academics- Profile and Quality

### 2.4.1 Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively year wise over the last five years

**Response:** 77

File Description	Document
List of the faculty members authenticated by the Registrar of the University	<a href="#">View Document</a>
Details of full time teachers and other academics As per Data Template	<a href="#">View Document</a>

### 2.4.2 Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree

**Response:** 39

#### 2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree

2021-22	2020-21	2019-20	2018-19	2017-18
19	13	15	18	17

File Description	Document
Number of teachers and other academics with PhD	<a href="#">View Document</a>
As per the Data Template	<a href="#">View Document</a>

### 2.4.3 Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies

**Response:** 3

#### 2.4.3.1 Number of Programmes offered which are developed through collaboration with Government / other agencies year wise during the last five years



2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	<a href="#">View Document</a>
Copies of MoUs with other agencies	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

#### 2.4.4 Percentage of in-house faculty involved in design and development of SLMs year wise during the last five years

**Response:** 80.43

##### 2.4.4.1 Number of in-house faculty involved in design and development of SLMs year wise during the last five years

Response: 37

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

#### 2.4.5 Recognition earned by full time teachers and other academics

**Response:** 3

##### 2.4.5.1 Number of full time teachers who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	00	00	00

File Description	Document
Scanned copies of award/ appointment letters	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**2.4.6 Learner : Academic Counselor ratio****Response:** 0.65**2.4.6.1 Number of empanelled Academic Counselors for the latest completed academic year****Response:** 521**2.5 Evaluation Process and Reforms****2.5.1 Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination****Response:**

Madhya Pradesh Bhoj Open University (MPBOU) follows a process for taking assignments as part of the term-end examination. The process of assignments for term-end examination involves:-

1. **Assignment Distribution:** MPBOU provides assignment questions or topics to students through the study material. The assignments are usually given for each subject or course students are enrolled in for the term-end examination. Every year the assignments are uploaded to the website, and the notice of the last date of submission of the assignments.
2. **Assignment Submission:** Students are required to complete the assignments based on the provided questions or topics. The assignments must be submitted by the specified deadline, which is communicated to the students through official notifications.
3. **Assignment Format and Guidelines:** MPBOU typically provides specific guidelines regarding the format, word limit, referencing style, and other assignment requirements. Students need to follow these guidelines while preparing and submitting their assignments.
4. **Assignment Evaluation:** After submitting the assignments, the study centres' counsellors evaluate the assignments. The evaluation of the assignments covers content, quality, and overall performance of the learners.
5. **Assignment Marks:** MPBOU assigns marks to the submitted assignments after completing the evaluation. The marks obtained in the assignments contribute to the overall assessment of the respective subject or course in the term-end examination.
6. **Result Declaration:** The marks obtained in the assignments are usually included in the overall result declaration for the term-end examination.

It's important to note that the specific details and procedures for taking assignments for the term-end examination at MPBOU may vary based on the course, subject, or program of study. Students are advised to refer to the official notifications, assignment guidelines, and other relevant sources. MPBOU provides for the most accurate and up-to-date information regarding the assignment submission process.

**Term End Examination**

Madhya Pradesh Bhoj Open University (MPBOU) follows a structured procedure to ensure fairness, transparency, and efficiency. The process of term-end examination covers the following: -

1. **Examination Schedule:** MPBOU releases a comprehensive examination schedule well in advance. The schedule includes dates, timings, and venues for each examination. It is communicated to the students through official notifications, the university website, and other relevant channels.
2. **Examination Registration:** Students must register through the university's website or MPONLINE for the term-end examinations within the specified deadline.
3. **Examination Centres:** MPBOU designates examination centres where students must appear for their term-end examinations. These centres are the study centres of the university, established at various locations to cater to the convenience of students across different regions.
4. **Admit Cards:** MPBOU issues admit cards to registered students through its website before the examinations. Students can download their admit cards.
5. **Examination Conduct:** Students report to their assigned examination Centres on the designated dates and timings. They present their admit cards for verification and are allocated seating arrangements. The University ensures proper invigilation and security measures to maintain the integrity of the examinations. Students are given the necessary question papers and answer sheets for their respective subjects.
6. **Examination Evaluation:** After the completion of the term-end examinations, the answer sheets are collected from the examination Centres. MPBOU follows a systematic evaluation process where qualified evaluators assess the answer sheets. The evaluation is conducted fairly and confidentially to ensure the objectivity and accuracy of the assessment.
7. **Result Declaration:** After completing the evaluation process, MPBOU announces the results of the term-end examinations. The results are usually published on the university's website or other official communication channels. Students can access their results by entering their enrollment numbers or other required details. The university may also issue official transcripts or mark sheets to the students as proof of their examination results.

It's important to note that the specific details and procedures for conducting term-end examinations at MPBOU may be subject to change and further refined based on the university's guidelines and regulations. Students are advised to refer to the official notifications, examination guidelines, and other relevant sources provided by MPBOU for the most accurate and up-to-date information regarding the conduct of term-end examinations.

File Description	Document
Schedule of Term End Examination of preceding academic year	<a href="#">View Document</a>
Manual/ Handbook for conduct of Term End Examination	<a href="#">View Document</a>

### 2.5.2 Examination related Grievances Mechanism of the Institution to deal with examination related grievances in a transparent manner

#### Response:

All the queries & grievances of learners related to the examination are resolved in the following mechanism:

1. Directly writing an application and submitting it to the grievance redressal cell.
2. Submitting the same on the counter of the examination cell.
3. Email to the controller of examination.
4. Toll-free Number provided to learners by the university.
5. Speed post/ Registered post/ Simple post.
6. Through Regional Centre or study centre.
7. Through CM Helpline

Madhya Pradesh Bhoj Open University has a transparent mechanism to address examination, which contains:

1. **Grievance Redressal Cell:** MPBOU may have a dedicated Grievance Redressal Cell responsible for handling examination-related grievances. This cell is a central point for students to submit their grievances and ensures they are addressed fairly and transparently.
2. **Grievance Submission Process:** MPBOU likely has a well-defined process for students to submit their examination-related grievances. This includes providing a designated grievance submission form, an online portal, or specific complaint contact details. The process should be communicated to students.
3. **Grievance Investigation:** The University initiates an investigation process to review and assess the complaint. This may involve verifying the facts, collecting relevant evidence, and consulting with relevant stakeholders, such as faculty members, examination administrators, or invigilators, as necessary.
4. **Timely Communication:** MPBOU would strive to maintain regular and timely communication with the students who raised their grievances. The university provides updates on the investigation status, any additional information required, and the expected timeline for resolution.
5. **Fair Evaluation and Decision-making:** MPBOU would conduct a fair evaluation of the grievance based on the evidence and information gathered during the investigation. The decision-making process should be objective, transparent, and based on the university's established policies, rules, and regulations.
6. **Remedial Measures and Resolution:** If the grievance is valid, MPBOU takes appropriate remedial measures to address and relieve the affected student. This may include offering a reevaluation of the examination, conducting a makeup examination, or taking any necessary corrective actions.
7. **Appeals Process:** MPBOU has an appeals process for students dissatisfied with resolving their grievances. This process allows students to escalate their grievances to a higher authority or an appeals committee for further review and consideration.
8. **Transparency and Documentation:** MPBOU would maintain proper documentation throughout the grievance handling process, ensuring transparency and accountability. This documentation would include grievance records, investigation details, decisions made, and actions taken.
9. **Grievances received through the prescribed performance** are completed immediately. In the event of otherwise, the necessary information is obtained through telephone or correspondence to fulfil the first related grievance, after which their grievances are resolved. The grievance of the learner obtained by correspondence is disposed of. Immediate action is taken if the learner, in person, is contacted to the examination department and his/her grievance is resolved on the same day.
10. **Through CM Helpline:** During the last year, 3435 grievances of students majorly related to examinations, mark sheets, degrees, result declarations etc, and all grievances were redressed successfully.

### **2.5.3 Formative Assessment Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution**

#### **Response:**

Standard Operating Procedures employed for continuous (internal) assessment.

In the open and distance education system, assignment is the most important effective means of establishing two-way communication between the learner and the teacher. An assignment is a tool that measures and assesses the change in the learner's knowledge through the teaching-learning process in a given period during the teaching session.

Assignment work is compulsory for learners. The assignment paper is of 30 marks. The assignment is integral to open and distance education by which learners can self-evaluate. This is a medium by which learners can evaluate their performance. The university appoints qualified faculty for the setting of assignment papers. In the setting of assignment question papers main emphasis is on course content. Assignment papers are made available online through a website for the learners. A learner has to submit the assignment on or before the due date. The assignment is a kind of preparation for learners to appear in the terminal examination.

In the traditional education system, the teacher and the student interact face-to-face. In contrast, in this education system, the educational process is possible only through different types of communication media. The completion of the assignment work by the learner and the comments made by the teacher while evaluating the subject which was given to him to learn and understand through the course material. In fact, in the practice-free and remote education system, assignment is the means of learning that provides the basis for strengthening, encouraging and directing experiences.

The assignment work:-

1. To establish two-way communication between learners.
2. To get information on the learning level of the learners.
3. Underlining the object learned by the learner based on the comments given by the counsellor on his learning ability so that the learner can become aware of the actual state of his learning.
4. To provide an opportunity to prepare before the Term End Examination.
5. To fulfil the prescribed credit for the course.
6. To get information about the inhibiting elements in teaching and learning.

#### **Formation of Assignment paper**

The objectives of the open and distance education system is completely different from traditional education. The assignment's basic objective is to provide learning opportunities by motivating the learner directly. It is very useful for analyzing the behavioural changes of the learner. It is very important to keep in mind the interest, suitability and level of students in the creation of assignments.

#### **Types of Assignment Papers**

In the open and distance learning system, various questions are structured to measure the intellectual knowledge of the learners. There are questions like descriptive, explanatory, critical and analytical etc.

## Assessment of Assignment

A three-tier evaluation method has been adopted to evaluate the level of learners. This includes:

### 1. Self Evaluation

The student evaluates himself/ herself in every Unit. This evaluation has no bearing on the examination results but motivates and helps students to improve his/her study.

### 2. Sessional (Assignment)

Assessment In most courses, assignment is evaluated by a subject teacher of the concerned study centre. For practical work, seminars and projects are evaluated. Sessional assessment has 30% weightage.

### 3. Terminal Assessment

For the end semester (or annual session) examination, 70% weightage is given for terminal assessment. The overall result is based on sessional and terminal examination marks. Continuous assessment is based on assignments. In addition to the university's undergraduate and postgraduate degree programmes, it has been made mandatory in the non-credit awareness program. The learner can appear in the Terminal Examinations by completing and submitting the assignment. The teachers evaluate learners who submit the assignment at the study centres. The mentor is guided, instructed and provides feedback by writing a comment in relation to the evaluation of the assignment. Comment itself drives the learning process and provides inspiration. In this way, assignment work is a special and necessary part of free and remote education. Like traditional education, the open and distance education system adopts this tried-and-tested teaching-learning method. Special importance is given to providing feedback to the learner by examining the practice. Assignments help the learner to understand the textual content, and the concept of the subject is clear to him/her. The comment given by the counsellor provides guidance and reinforcement for the learner to read.

#### 2.5.4 Status of automation of Examination/ Evaluation processes Status of automation of examination / evaluation processes is represented by: (Choose any one)

**Response:** B. Only learner registration, Hall ticket issue & Result Processing automated

File Description	Document
Current Manual of examination automation system	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

#### 2.5.5 Involvement of external subject experts in evaluation process Extent of involvement of external subject experts and other academics in the evaluation related activities in the preceding academic year:

1.Evaluation of Assignments

2.Evaluation of Projects

3. Preparation of Term End question papers
4. Moderation of Term End question papers
5. Evaluation of answer scripts
6. Examination related duties as invigilator, observer etc.

**Response:** A. Any 4 or more of the above

File Description	Document
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.6 Learner Performance and Learning Outcomes

**2.6.1 Programme Outcomes** The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process

**Response:**

The Madhya Pradesh Bhoj Open University, Bhopal, follows a definite process to initiate and start all the new programmes. Each programme's Programme Project Report (PPR) is prepared carefully by following the predefined guideline and UGC – DEB regulations. The PPR contains the specific programme objectives and outcomes. The Madhya Pradesh Bhoj Open University, Bhopal, offers 09 UG programmes, 17 PG Programmes, 06 Diplomas and 03 Certificate Programmes. Madhya Pradesh Bhoj Open University, Bhopal, has outlined its curricula in accordance with Graduate Attributes/Programme Outcomes, Programme Specific Outcomes and Course Outcomes for the following reasons:-

1. **Graduate Attributes/Programme Outcomes:** Graduate attributes or programme outcomes refer to the knowledge, skills, and attitudes students are expected to possess upon completing a degree program. These outcomes reflect the overall goals and learning objectives of the programme. These encompass essential qualities and capabilities such as graduate attributes, including critical thinking, effective communication, problem-solving, ethical decision-making, and teamwork.
2. **Programme-Specific Outcomes:** The PSOs of all programmes are aligned with the specific program's goals and objectives and provide more detailed and program-specific statements of what students should be able to do upon graduation. PSOs are designed to reflect the unique focus and requirements of the program and may vary across different disciplines.
3. **Course Outcomes:** Course outcomes are specific learning objectives or statements that describe what students should be able to accomplish or demonstrate by the end of a particular course. They are derived from the broader programme outcomes and aligned with the course's content and learning activities. Course outcomes provide a clear and measurable description of the knowledge, skills, or competencies that students are expected to achieve due to their engagement with the course.
4. **Integration into the Assessment Process:** Assessment methods and tools evaluate students' progress and achievement of the intended learning outcomes at each level mentioned above. The assessment process at MPBOU is likely to incorporate various strategies, such as examinations, assignments, projects, presentations, practical work, fieldwork, and other assessment forms, to

measure students' attainment of the graduate attributes, programme outcomes, programme-specific outcomes, and course outcomes.

5. The assessment tasks and criteria are designed to align with the intended learning outcomes at each level, ensuring that students' performance is evaluated comprehensively and consistently. The assessment process allows students to demonstrate their understanding, application, and mastery of the knowledge and skills outlined in the graduate attributes, programme outcomes, programme-specific outcomes, and course outcomes.
6. These outcomes are often broad and encompass the program's goals. In the assessment process, the University evaluates students' achievement of these outcomes by considering their performance across multiple courses or through specialized assessments designed to measure the development of these attributes.
7. The university has a defined policy to set the programme outcomes in accordance with the level of programmes, the UG, PG, Diploma and Certificate programmes, like:-

### **Undergraduate Program Outcomes:**

1. Discipline-specific knowledge and understanding.
2. Critical thinking and problem-solving skills.
3. Effective communication skills.
4. Teamwork and collaboration abilities.
5. Research and information literacy skills.
6. Ethical and professional conduct.
7. Leadership and management skills.
8. Lifelong learning and self-improvement mindset.
9. Global and cultural awareness.
10. Entrepreneurial and innovation skills.

### **Postgraduate Program Outcomes:**

1. Advanced knowledge and expertise in a specialized area.
2. Advanced research and analytical skills.
3. Proficiency in critical evaluation and synthesis of information.
4. Advanced communication and presentation skills.
5. Leadership and project management abilities.
6. Independent and critical thinking.
7. Advanced problem-solving skills.
8. Ethical and professional conduct.
9. Contribution to the advancement of knowledge in the field.
10. Ability to apply knowledge to complex real-world situations.

### **Diploma Program Outcomes:**

1. Specialized knowledge and understanding in a specific field.
2. Practical skills relevant to the chosen discipline.
3. Basic research and analytical skills.
4. Effective communication skills.
5. Proficiency in applying knowledge to real-world situations.
6. Ethical and professional conduct.



7. Teamwork and collaboration abilities.
8. Ability to adapt to changing industry requirements.
9. Basic problem-solving skills.
10. Awareness of emerging trends and technologies in the field.

#### **Certificate Program Outcomes:**

1. Foundational knowledge in a specific area.
2. Basic skills and techniques relevant to the field.
3. Practical application of knowledge.
4. Awareness of industry standards and practices.
5. Basic problem-solving skills.
6. Effective communication skills.
7. Ethical and professional conduct.
8. Awareness of career opportunities in the field.
9. Ability to work collaboratively in a team.

1. The university has effectively integrated these outcomes into assignments in the following ways:

- Communicating the learning outcomes associated with the assignment to students so they understand the expectations and focus of the task.
- Designing assignment prompts or questions that explicitly address the desired learning outcomes.
- Provide clear guidelines and criteria for assessment, linking them to the specific outcomes.
- Use procedures that align with the outcomes, allowing for consistent and transparent assessment.
- Provide feedback to students highlighting their strengths and areas for improvement based on the assessed outcomes.

By aligning assignments with these outcomes, the University ensures that student's learning is assessed comprehensively and in a manner that reflects the intended program objectives, specific outcomes, and course-level expectations.

#### **2.6.2 Percentage of completion status of UG and PG degree programmes with in specified period**

**Response:** 66.49

2.6.2.1 Number of UG/PG learners completed the degree program within 3 to 5 years for UG & 2 to 4 years for PG.

Response: 27090

File Description	Document
As per Data Template	<a href="#">View Document</a>
Link to declaration of results	<a href="#">View Document</a>

## 2.7 Learner Satisfaction Survey

### 2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process

**Response:**

<b>File Description</b>	<b>Document</b>
Database of all currently enrolled learners	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 Policy for promotion of research** The Institution has a well defined policy for promotion of systemic and discipline based research. Also, explain the assigned budget for research and its utilization, methods for implementation and monitoring.

**Response:**

The University practices a well-defined research policy. University's research policy, which promotes systemic and discipline-based research, was created to facilitate a research-oriented environment, strengthen research management and coordination, improve research culture in the university, and mobilize and manage funds for quality research and innovation. University's research policy aims to provide guidelines to establish research standards, and compliance with research ethics and provide incentives/awards for research achievements. [<http://mpbou.edu.in/ciqa/3.1.html>]. The salient features of the university's research policy are-

1. Promoting ease of doing research on socially, politically, and economically relevant subjects
2. Conducting research on the existing and emerging areas of ODL
3. Ensuring integrity, quality, and ethics in research
4. Building up national and international academic relationships
5. Encouraging need-based research in new areas through an interdisciplinary approach

**University's Systematic Research**

Systematic research follows the evidence on clearly articulated research problems that utilize a systematic and explicit methodology to appraise the situation taken into consideration critically. MPBOU strives to create a conducive research environment that keeps our faculty members motivated and engaged in research endeavors. Faculty members are encouraged to collaborate with external agencies for research projects and grants and publish their research in journals of higher academic repute. They are also encouraged to participate and submit their proposals in seminars, conferences, workshops, and other ODL-related events.

University has established three research chairs, namely Gandhian Chair, Bhoj Chair, and Tribal Chair, to conduct and promote systematic research in a particular domain. The University is planning to incorporate Interdisciplinary research on all aspects of the Indian Knowledge System and preserve and disseminate IKS for further research and societal application.

**Research Ethics committee** : Research ethics is promoted, and unfair practices in research are controlled by following the guidelines of the University's research policy

**Research Cell** ;These Schools and Institutes of the University are encouraged to conduct induction programs and workshops for the students registered for the Ph.D. Programs of the university.

The total number of theses awarded so far is 323.

**Promotion of Research Facilities**

- The University is registered under Inflation- Shodhganga, shodhgangotri, a repository of the thesis for the promotion of transparency in research.
- In order to comply with the UGC regulation 2018 for the Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions, the University has acquired the plagiarism software Urkund.
- For the analysis of quantitative data in research, the University encourages the use of open source software like R, FLOSS, Power BI, etc. There are free databases like EBSCO, Greenlife, Library information science and technology abstracts, teacher reference center, and data.gov.in, data.worldbank.org. Referencing tools like Mendeley are also available for proper referencing.
- There are 421 books/papers on research papers, offline journals and access to online journal repositories like DELNET, the national digital library, and programmes available in the library to facilitate Research. The University is associated with Consortium for Educational Communication (CEC) for the benefit of Learners for availing the e content of the CEC.
- University Grants Commission (UGC) Minimum Standards and Procedure for Awards of M.Phil/ PhD regulation 2016 had discontinued the MPhil and PhD programmes through distance mode. The University is planning to resume the Ph.d programmes in regular mode.

File Description	Document
Policy document on promotion of research	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption	<a href="#">View Document</a>

### 3.1.2 Research facilities for teachers, other academics and learners Research facilities available to the teachers, other academics and learners of the Institution for pursuing research

1. Reference Library
2. Online subscription to research journals
3. Research/Statistical Databases
4. Media Laboratory / studios
5. Science laboratories
6. Computing Laboratory and support for both qualitative and quantitative data analysis including softwares
7. Data curation and sharing facility
8. Language laboratory
9. Central Instrumentation Centre

**Response:** B. Any 4 or 5 of the above

File Description	Document
As per Data Template	<a href="#">View Document</a>
URLs of the available facilities	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1 Government and Non-government grants for research

Response: 0

**3.2.1.1 Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc has been received by the Institution year wise over the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
As per Data Template	<a href="#">View Document</a>

### 3.2.2 Research projects funded to teachers – Number of research projects funded by the institution / government and non-government agencies per teacher

Response: 0

**3.2.2.1 Number of research projects funded by the institution / government and non-government agencies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
As per Data Template	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

**3.3.1 Innovative initiatives of the Institution** Institution has taken initiatives for creating an

**ecosystem for Innovation by establishing Innovation Centre/Cell. The institution has also taken innovative initiatives by providing access to diversified learner groups**

**Response:**

Madhya Pradesh Bhoj (Open) University endeavors to create an ecosystem that promotes innovation among students and faculty members. The primary focus of MPBOU's initiatives is to promote innovation in the Open and Distance Learning (ODL) system, particularly technological interventions in teaching and learning practices in distance mode of education.

1. **Special Learner Disability Centre:** The university has created a center for reaching out to special learners like persons with various kinds of common disabilities, PWD who have difficulty to have access to higher education because of myriad reasons and factors beyond their control. The learners suffering from the common disabilities and the faculties who are supposed to teach them, are trained specifically with the latest pedagogical tools. The University is engaged in researching further the nuances of a specific disability and its teaching requirements. For special learners like persons with disabilities, there are 10 special learner support centers under the University where they are groomed very scientifically and with the coordination as well as the norms of the Rehabilitation Council of India, RCI. These centers are functioning for all specific disabilities like learning disabilities LD, hearing impaired HI, Visually impaired VI and Intellectual Disability ID.
2. **Institute of training and development:** In reference to the minutes of the meeting of academic council dated December 27, 2019, Institute of Training and Development has been proposed, which was duly approved by the academic council in the meeting dated 10/09/2020 and Board of Management of the university in its 90th meeting dated May 30, 2022. Currently, MPBOU is seeking approval from coordination committee to formally make ITD functional. ITD, an institution dedicated to research and development initiatives, has vision to be an ideal center for ODL innovation and research. Moreover, ITD will provide incubation to entrepreneurial ideas of our students and help them realize the same.
3. **Raja Bhoj Eco development Centre:** To develop an eco-friendly environment in the university, regional centers and other centers, this cell has been working continuously. Intensive forestation, seminars, workshops, conferences related to biodiversity conservation, climate change awareness etc. were organized by the university. Environment Policy has been created and approved.
4. **Academia Industry cell:** The University has recently constituted the Academia Industry Cell to bridge the gap between Academy and Industry and making the ODL system learners capable skillfully according to the need of the industry and job market.
5. **Shodh Peeths:**
  1. Gandhi Shodh Peeth - the thoughts, ideology and works of Mahatma Gandhi will be disseminated through researched in the field of Rural india, Atm nirbhar Bharat, Agriculture, small scale cottage industry, Handicrafts and Rural Development and management
  2. Raja Bhoj Shodh Peeth – The University is planning to establish a dedicated Study center on Raja Bhoj's Architecture, Vocal Science, Astrology, Yog, Policies and Philosophy. The research and comparative studies will be conducted.
  3. Janjateeya Shodh Peeth – Research on Tribal traditional culture, Tribal knowledge system, Indian value system, education and culture will be conducted to promote tribal population of the society.

**6. Student Support Portal:** Student support is the heart of open education system. With the help of this support portal, learners can access all information related to their academic needs. It comprises academic

information like admission, program details, fee details, list of study learning centers, list of regional centers, contact classes, practical examination, term and examination, result declaration as well as student helpdesk. The University is planning for a job fair for the learners so that the students can get an opportunity to interact with the recruiters directly, and may get opportunities for internships or jobs.

**7. Library facilities:** The university has a well-equipped, well-lit and well-ventilated library named Raja Bhoj Knowledge Centre, established in 2001, houses 24,518 books of various subjects and is the backbone of the University. The library has 421 research papers on various subjects. The library is partially automated and full automation plan is on the anvil. The library has numerous journals of repute viz. University News of AIU, Current Science, Journal of Scientific and Industrial Research, Indian journal of traditional knowledge, Indian Science Abstract, Science Reporter and CSIR News. The Library houses 528 audio cassettes on different subjects and 213 video cassettes for benefits of learners.

**8. LMS:** The LMS developed by the Department of Higher Education, Madhya Pradesh, is also made available for the students of the University. The University has been subscribing to DELNET for the last three years, and it is also available for students in the library. It is upgraded with an Internet facility for the students to explore new horizons during their stay in the institute. Apart from this, a Digital library with 5 PCs is also available in the library for the benefit of the students, with e-books, e-resources and e-Journals as per the AICTE norms. The Database and routine work is performed with the help of 'e-Granthalaya'. Many free research databases and software's can also be accessed by the learners and faculty.

**9. Equal Opportunities Cell:** Equal Opportunities Cell has been established for supporting ST, SC, OBC, minority groups and physically challenged students. No person shall be discriminated on the basis of caste, creed, religion or their disability. The cell provides library facility, newspapers, magazines and training center and also provides personal guidance and career counselling. The main objectives of Equal Opportunity Cell are to provide financial aid as well as other resources, individually or collectively with social service group, to deprived students. It also organizes conference, seminars workshops to educate and empower students. The university is planning to provide financial assistance to faculty members to attend seminars/conferences and to present their research papers. Some incentives are also being planned for faculty members for realizing research projects.

**10. Social responsibility cell:** The vision of the center is to be self-dependent, promote, inculcate knowledge, understanding, and remain conscious towards society and nature in general. Similarly, it aims to contribute and to achieve social justice, encourage healthy community life, create belongingness for university and environment alike.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
The Innovation Centre/ Cell	<a href="#">View Document</a>
Initiatives taken by the institution	<a href="#">View Document</a>

### 3.3.2 Workshops / seminars conducted on innovative practices

**Response:** 4

**3.3.2.1 Total number of workshops/seminars conducted year wise over the last five years on:**

- Intellectual Property Rights (IPR)
- Open Educational Resources (OERs)
- Massive Open Online Courses (MOOCs)
- Technology-Enabled Learning
- Learning Management System
- Development of e-content

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	0	1

File Description	Document
List of workshops/seminars over the last five years	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Report of the event/ link to the material developed	<a href="#">View Document</a>

**3.3.3 Innovative content developed in the form of e-modules / e-SLMs / MOOCsfor :**

- NMEICT
- NPTEL
- SWAYAM
- e-PG Pathshala
- e-SLMs
- other MOOCs platform
- Institutional LMS

**Response: 143****3.3.3.1 Total number of e-content modules developed for any of the platforms listed above**

2021-22	2020-21	2019-20	2018-19	2017-18
345	0	0	0	4



File Description	Document
List of the innovative contents developed over the last five years	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.4 Awards for innovation

**Response:** 24

#### 3.3.4.1 Number of Awards for innovation received by the Institution, its teachers/other academics/ research scholars/Learners year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	4	13

File Description	Document
Scanned copies of award letters	<a href="#">View Document</a>
Award details	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

**3.4.1 Mechanisms to check malpractices and plagiarism in research** The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years)

1. Research methodology with course on research ethics
2. Ethics Committee
3. Plagiarism Check
4. Committee on publication guidelines

**Response:** B. Any 3 of the above

File Description	Document
Notification for Research Ethics Committee	<a href="#">View Document</a>
Institutional code of ethics document	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**3.4.2 Ph.D. degrees awarded per recognised research guide of the University****Response:** 4.73**3.4.2.1 Number of Full time teachers recognized as guides by the University as per UGC regulation over the last 5 years****Response:** 11**3.4.2.2 Number of Ph.D. degrees awarded per recognised research guide of the University year wise over the last five year**

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	20	11	4

File Description	Document
List of Ph.D. scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**3.4.3 Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the last five years****Response:** 100**3.4.3.1 Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list**

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	10	21	18

File Description	Document
As per Data Template	<a href="#">View Document</a>

**3.4.4 Books and Chapters in edited volumes published per teacher etc****Response:** 14.46**3.4.4.1 Number of books and chapters/ units in books/ SLMs published of the institution during the**

**last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	2	8

**3.4.5 Citations of the publications****Response:** 0

File Description	Document
Data Template	<a href="#">View Document</a>

**3.4.6 h-index of the Institution Details of the publications of the teachers and other academics of the Institution year wise over the last five years to calculate h-index of the Institution based on the Citations of the publications in Scopus / Web of Science****Response:** 0**3.5 Consultancy****3.5.1 Consultancy Policy The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency****Response:**

Consultancy services can enhance the universities' academic and research potential and impact and can enable efficient problem-solving for agencies and organizations through research and support.

**Core Values:**

1. Quality: To meet high standards of quality.
2. Intellectual Property Rights: Shall be acknowledged and protected.
3. Ethics and Professional Standards: Shall comply with ethical and professional standards, including avoiding conflicts of interest and respecting confidentiality.
4. Transparency and Accountability: Shall establish a mechanism for transparent and accountable practices.

**Objectives :**

To enhance academic endeavors in interdisciplinary, multidisciplinary, and intradisciplinary perspectives in collaboration with Universities, Industries, Government Bodies, and Academic Institutions.

? To act as a change agent in industrial, social, and other issues of state and national importance.

? To become an active partner in knowledge exchange with other organizations.

? To create, disseminate, retrieve, and restore the technical know-how and knowledge on cross-cutting issues at the University.

? To expand and fortify the research abilities and competencies of members of the faculty.

? To draw synchronization between the current competencies demands in the industry with the course curriculum.

? To promote entrepreneurship development activities and foster employment opportunities through consultancy services.

### **Types of Consultancies**

**Institutional Consultancy:** Consultancy to various organizations, institutions, government bodies, NGOs, industry and other agencies on behalf of some School of Study, Department, Directorate, Examination, or Group of Collaborators .

**Individual consultancy:** Consultancy services provided by the Member of the Faculty or the Staff in the Individual Capacity.

**Technical Services Rendered:** When the University extends services to a third party or client which are in regular practice or procedure or shares information regarding research conducted or extends routine technical data or allows use of some equipment or instrument.

### **Procedure for Approval**

1. The proposal received by the Faculty or the Staff Member directly from the Client or Organization shall be forwarded for recommendation/approval from the competent authorities and sent by the Director of the concerned School or the Department for approval from the Vice Chancellor.

2. The Vice Chancellor may nominate the Consultant/s . It shall be the accountability of such consultant or team of consultants to maintain the quality standards of such projects. The Vice-Chancellor shall also nominate one member as Principal Consultant who would be accountable for managing the Consultancy Project.

#### **1. General Principles:**

- To comply with the universities' academic mission, values, and goals, be based on sound research methodology, and conform to ethical and professional standards.
- To be offered in a manner consistent with the academic aims of the ODL University.
- To be carried out on behalf of the University.

#### **2. Authorization:**

To require authorization expressed in writing through a contract that outlines the scope of the work, deliverables, timelines, and fees.

### 3. Intellectual Property Rights:

To be assigned through a written agreement.

### 4. Conflicts of Interest:

Consultants must disclose any conflicts of interest that might arise and avoid or manage conflicts that could affect the impartiality or transparency of the consultancy services' outputs.

### 5. Confidentiality:

Consultants must adhere to the university's confidentiality policies.

### 7. Fees

- To be recognized in a written agreement between the University and the Consultant.
- The university shall appoint a committee to evaluate .
- The university shall provide a framework for administrative and logistical support .

### 8. Performance Reviews:

To be conducted regularly to assess the consultant's performance and outcomes of the consultancy work.

## 3.5.2 Revenue from consultancy – Revenue generated by the Institution from consultancy

### Response:

#### 3.5.2.1 Revenue generated from consultancy provided by teachers and other academics of the Institution year wise over the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

## 3.5.3 Revenue from training/ seminars/ conferences/ etc. – Revenue generated through sponsored training programmes/ seminars/ conferences sponsorship, etc.

### Response:

#### 3.5.3.1 Revenue obtained as sponsorship by the Institution for conducting training programmes/seminars/ conferences (INR in Laksh)

File Description	Document
Any other relevant information	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1 Extension activities The impact of the extension activities of the Institution in sensitizing the learners and other stakeholders to social and sustainable development issues leading to inclusive society over the last five years

##### Response:

MPBOU is a leading institution of higher education imparting its services through ODL mode in the entire state of Madhya Pradesh covering vast area and huge population of more than 8.66 crores.

- MPBOU has adopted five villages from its Headquarter district, Bhopal's Huzur Tahseel under the Unnat Bharat Abhiyan, the key initiative of the MHRD. UBA Cell and an executive committee were established in this reference. The committee constituted include the Vice Chancellor as President, Registrar and Director as a member of the UBA committee.
- Initially in 2017, University selected five villages viz. Semari, Kharpa, Jhagariya Khurd, Servor, Khakharod nearby Bhopal district, later on, 10 more villages were adopted.
- Intensive surveys were formulated by the team with the help of the old students and Sarpanch of the related village. This was followed by the preparation of a development plan of the village. To execute the village outreach program and social responsibility of the university, an MOU was signed between IIT Delhi and MPBOU Bhopal.
- The University is continuously making efforts to educate and train the farmers, gardeners, horticulturalists, dairy and milk producers and all other classes of human resources in the society, based on their choice of job to start their own entrepreneurship under the start-up and Make in India schemes of the Government of India.
- University has been sincerely involved in making people conscious health and hygiene issues by organizing various health and awareness camps, fitness workouts and yoga sessions for the community.
- The University keeps on organizing various campaigns i.e. energy literacy voter awareness program, environment awareness program: including mass plantation, water conservation through digging of contour trenches, digging of pits for construction of toilets in the village, making paths and roads. ban on single use plastic materials etc.
- Every year the University selects a village in the vicinity, organizes a camp for a one-week duration and undertakes cleanliness drive, village survey, and other constructive works.
- The operational villages got new green coverage, increased groundwater level and villagers learned the importance of chemical free food production on their farms, the rainwater harvesting and importance of water conservation. The awareness programs have improved their understanding of various social and

health issues , real- life problems, the dignity of labor, team spirit and self-confidence.

We also sensitized the learners to the various social issues and social responsibilities, through its especially dedicated awareness camps, which in turn helped them in their professional development as responsible citizens with moral values.

The 10 centers of the Special B Ed are conducting numerous extension activities through trainings on skill and capacity building viz. Computer training , Data entry ,Fine arts , Pottery , Tailoring , Baking ,Rangoli , Mehndi , awareness camps , health check camps and Employment drives . Apart from these, awareness and trainings are also organized for brail, speech therapy , sign language .

### 3.6.2 Recognition of extension activities

**Response:**

3.6.2.1 Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years:

### 3.6.3 Collaborative extension and outreach Programmes

**Response:**

3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	3	1

### 3.6.4 Participation in extension activities

**Response:** 1963

3.6.4.1 Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1300	0	533	130

### 3.7 Collaboration

#### 3.7.1 Collaborative activities with Institutions

**Response:**

**3.7.1.1 Number of Collaborative activities for research, programme development and faculty exchange with institutions year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

#### 3.7.2 Collaborations with industries

**Response:**

**3.7.2.1 Number of collaborations with industries for learner exchange, internship, establishing Chairs during the last five years:**



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 Facilities available at Institution Headquarters and Regional Centres** Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.

**Response:**

Madhya Pradesh Bhoj Open University, with its 11 Regional centers and 612 Study centers across the vast state of Madhya Pradesh, has a well-equipped infrastructure that comprises a total area of 50.03 acres and a total build-up area of 31683.0 sq mt. The main campus, centrally located at the district headquarters of Madhya Pradesh Bhopal, is lush green and full of biodiversity of rare and indigenous flora and fauna. The main campus is situated in Kolar, one of the busiest areas of the city, amidst residential and commercial establishments, where all the academic and administrative activities are executed. The Administrative campus comprises - offices of the Vice-Chancellor, Registrar, Assistant Registrar, Finance Officer, Regional Director Bhopal, and Directors of different departments viz. Admission & Examination, Self-Learning Material Warehouse, EMPRC, Printing and Distribution, Counselling Cell, Research Cell, Department of Multimedia, Department of Student Support, and Central Library. The Vice-Chancellor's camp office/Residence, ICT Cell (Media Cell), Guest House, Administrative building (G + 2), SBI Bank ATM, and Post office are located on the campus. The EMPRC has a dedicated and well-equipped, ICT-enabled hall near the main building where many activities are executed, namely – the production of educational audio and video programs, recording of important programs of the University, and operation of Youtube channel “emprcnpbou”.

In the University premises, i.e. Academic block, the University has an ICT-equipped Conference hall with a sitting capacity of 100 people. The main building of the Academic campus has G+ 2-storeyed building having 17 departments, ICT enabled Board room, a Meeting hall, Reception, a Help desk, and Electronic Media Production and Research Centre (EMPRC). The ground floor has the Vice Chancellor's office, Registrar's office, Assistant Registrar's office, Finance officer's office, Reception & Help Desk, Waiting area, Board Room, Meeting Hall, Department of Printing and Distribution, Department of IT, Department of Student Support and Department of Establishment, Central Store. The first floor comprises of Central Library & Reading Room with a capacity of 50 readers, 4 classrooms, 6 Faculty rooms, a Department of Multimedia Education, B.Ed (Special Education), an Engineering Section (maintenance), Clinic, and a Foyer waiting area. The Department of Examination & Evaluation is situated on the third floor. There are secured and monitored halls for examination-related activities. Students Amenity Centre is being set up on the campus. A canteen, rooms for Indoor Games, Seminar Room, Common Room, Wash Room, etc. are proposed. Measures for fire safety and smoke detector in the main building is also installed. All the departments, corridors, and Foyer area are under CCTV surveillance. The headquarter and most of the RCs are well equipped with a/v studios capable of live streaming for webinars, and interactive sessions with the learners. All schools and departments have ICT facilities, including computers, photocopiers, scanners, printers, and telephone /internet connections. Keeping in view the needs of the specially-abled students, ramp and lift facilities have also been provided on the campus.

Special attention has been given to green spaces where Herbal Garden, Arogya Vatika, and Nakshatra Vatika are developed. Apart from these, water conservation facilities like rainwater harvesting, borewell

recharge, and wastewater recycling are also practiced. Landscaping is formulated with rare, indigenous medicinal plants and trees on the campus to enhance the tree cover, consequently improving the air quality of the area. A small Vermicompost Unit has also been developed on the university premises to execute biodegradable waste treatment by composting. Measures are taken to control termites, pests, and vector-borne diseases. The campus has been declared "plastic-free" and "tobacco free" zones. The Student Support Centres are the most important components of the University because they are the direct interface with the stakeholders. They are located at the Govt. and Govt aided Colleges, which are affiliated with the conventional Universities of the State. Special SSCs have been developed in Central Jails to provide free education to Jail inmates.

The University has deployed a Roof Top Solar Plant panel (capacity 100KW) under the project RESCO model in collaboration with Madhya Pradesh Urja Vikas Nigam. Under this project, the university has deposited an amount of 33.66 laks to Madhya Pradesh UrjaVikas Nigam. An innovative man-made stop dam has also been constructed behind the Guest House to conserve rainwater and soil. Subsequently, 400 perennial trees, including 300 Sagwan trees, were planted, which has enhanced the area's biodiversity.

There are five toilets blocks of a total area of 341 sqm in the University building. A Generator room of an area of 170 sqm, 3 Guard rooms of an area of 40 sq. mt & Pump house of an area of 33 sq. mt. are also part of the campus. Janitor closets, water coolers, and storage spaces are available on each floor.

In the University premises, the residential blocks for teachers, officers, and employees are situated. Type III, Type II & type I blocks, with an area of 3141 sqm and 8148 sqm area respectively, are well kept. Type III has 45 flats, type II has 24 flats, and type I has 20 flats for the employees of MPBOU. A proposed ICT-enabled, well-equipped 300-seater auditorium is also being constructed where various academic and extension activities shall be performed. University has acquired 2 Acre land in Satna and 1 Acre in Badwani district, where an advanced and ICT-enabled administrative and academic building is planned. The administrative block in Satna has started functioning.

Host Institutions are made available for conducting practical classes. The induction meeting and seminars are also conducted by the SSCs in their seminar rooms. The SSCs are also selected for the University examinations as examination centers. The Academic Counsellors attached to the respective SSCs act as invigilators. The SSCs are also provided with telephones, computers, and broadband facilities for better connectivity with the learners and the University. Before the commencement of each admission process, pre-admission counseling is conducted at each SSC to help prospective learners. The SSCs also conduct the induction meeting before the commencement of the academic session/counseling sessions.

File Description	Document
Geo-tagged photographs of campus and all other infrastructural facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the Institution	<a href="#">View Document</a>

#### 4.1.2 Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation

**Response: 3.08**

4.1.2.1 Expenditure incurred for infrastructure augmentation excluding salary year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
134	20	14	32	89

File Description	Document
Budget allocation for infrastructure	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**4.1.3 Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities****Response: 66.43**

4.1.3.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1039	814	1651	1330	1072

File Description	Document
Budget and Statements of Expenditure	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

## 4.2 IT Infrastructure

**4.2.1 ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters.****Response: 100**

4.2.1.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at the

Institution HQs (Data for the latest completed academic year)

Response: 7

**4.2.1.2 Total number of room and seminar halls for academic support at the Institution HQ (Data for the latest completed academic year)**

Response: 7

File Description	Document
Geo- tagged Photographs of IT infrastructure facilities at HQs	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**4.2.2 ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres (RCs)**

Response: 50

**4.2.2.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Regional Centres (RCs). (Data for the latest completed academic year)**

Response: 11

**4.2.2.2 Total number of room and seminar halls for academic support at Regional Centres (RCs) (Data for the latest completed academic year)**

Response: 22

File Description	Document
Photographs of infrastructure facilities at a few RCs	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**4.2.3 ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the Institution for academic support in learner support centres (LSCs)**

Response: 100

**4.2.3.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)**

Response: 1224

**4.2.3.2 Total number of room and seminar halls for academic support at learner Support Centres (LSCs) (Data for the latest completed academic year)**

Response: 1224

File Description	Document
Geo – tagged Photographs of infrastructure facilities at a few LSCs	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

#### **4.2.4 Frequency of updating of IT facilities – Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc**

##### **Response:**

IT facilities updated at the Headquarters and the Regional Centres of the University include regularly updating the website, online systems, etc. The University has actively automated many facilities at different levels, utilizing the latest technology. The University website is constantly updated, which can be understood from the following points

1. Information regarding Admission is to be uploaded on the university website every year on time.
2. The details of the program that the university runs are uploaded on the university website.
3. Learners' problems, which are given to the examination department through the application for improvement and correction, are being resolved by the concerned department regularly and finally updated on *mponline*, an active technology collaborator of the University.
4. Learners are facilitated by digitized Self-learning Material and audio-video study material on the website.
5. The examination results of all the sessions are continuously uploaded on the university website.
6. The assignment question papers for every academic session are regularly updated and uploaded on the University website.
7. Information about ongoing or proposed seminars or workshops in the university is uploaded from time to time on the university website.
8. Online registrations form related to convocation are uploaded on the University website through which students can get registered for the same.
9. The Registrar's office sends a tender or quotation to upload on the university website.
10. Helpline Number – The helpline number of the University is of great help to learners of remote areas of the state, villagers, employed people, housewives, and others, who are keen to pursue their education at Madhya Pradesh Bhoj Open University.

Likewise, if found obsolete, the hardware is changed or replaced with the new one.

##### **4.2.3.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)**

Response: 1224

##### **4.2.3.2 Total number of room and seminar halls for academic support at learner Support Centres (LSCs) (Data for the latest completed academic year)**

Response: 1224

**4.2.5 Internet Bandwidth at the HQs and RCs – Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution****Response: 1**

File Description	Document
Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**4.2.6 Facilities for media production - Facilities for audio, video and e-content development are available and are in use at the Institution. Audio- video and e-Content production facilities:**

- 1.Audio / video studios
- 2.Outdoor shooting equipment /Outdoor audio recording
- 3.Post production unit / Editing unit
- 4.Duplication unit
- 5.Graphics workstation
- 6.Direct Reception Sets (DRS)
- 7.Set Scenic unit
- 8.Make-up unit
- 9.E-Platform
10. Workstations with broadband connectivity
- 11.Cloud space
- 12.Licensed software
- 13.Uninterrupted web connectivity
- 14.IT security system

**Response: C.** Any 4 – 7 of the above

File Description	Document
Geo-tagged photographs of the facilities for audio, video e-content production	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**4.2.7 Percentage of viewers (learners) to Transmission facilities of the Institution****Response: 100**

4.2.7.1 Number of viewers (learners) of transmission facilities (Radio and Television Channels) for the latest completed academic year

Response: 75951

File Description	Document
Geo-tagged photographs of the facilities available	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**4.2.8 Automation systems The level of automation of different aspects of Institution including the features of Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs)**

**Response:**

#### **A) Automation Processes**

University Website and MPONLINE Portal

Admission Services: The university has introduced an online admission system that allows students to apply for courses through the university's user-friendly and easy-to-navigate website. The system guides students through admission, from completing the application form to submitting the required documents, and allows them to track the status of their applications and receive updates about their admission process. An online payment system for admission fees has also been introduced.

Post-Admission Services: Online student portal that provides students access to various services, including course materials, assignments, examination schedules, and results.

The process chain of services offered is as follows:

- Get a Temporary Password
- Check Candidate Status
- Registration cum choice filling
- Application Form For All Programmes
- Know your Application Status
- Counselling Schedule
- Reprint Receipt - Registration cum choice filling
- Pay Fee
- PayUnpaid View Receipt
- Application for Revaluation/Retotalling
- PayUnpaid Receipt - Revaluation/Retotalling
- Pay Unpaid Application / View Receipt
- Application Form For Supplementary
- Marksheet Display
- Application for Fee Refund
- Pay-unpaid Fee refund application
- Gap/Dropout Students For PG Second / Third Year
- PG Result Display-2021-22

- Apply For NOC/Degree/Dup. Marksheet/Provisional Certi.
- Apply for Name Correction on Marksheet
- Pay Unpaid Application / View Receipt
- Various Fee Submission
- Pay Unpaid Receipt
- Register for SIS

### **Registration for Convocation**

#### **Mobile App**

The mobile app of the University facilitates course management, communication, and notifications and helps learners to access important information and services.

#### **Online Conferencing**

The University regularly organizes online meetings through Webex, Zoom, and Google Meet regularly to resolve various administrative, financial, and Student issues.

#### **Result Processing**

Automated result processing systems of the university are outsourced, which involves data feeding through study centers and regional centers online. The final result is made through an automated system and declared online through its website. The online mark sheet is available through MPONLINE Portal.

#### **Data Base Management System**

The university maintains its database at HQ and then on a backup level with the MPONLINE. The MPONLINE Portal maintains and processes the admission data of the students and results from notifications. The university has outsourced its examination data processing.

#### **Online Grievance Management System**

The university takes the help of channels such as the CM Helpline. and UGC Grievance Channel for grievance redressal.

#### **Tenders/Procurement**

All tenders of procurement of different services and products are being managed through the MP Tender portal.

#### **Notice Board Service**

All notices about the RCs, SCs, and the Students are regularly posted on the University website.

#### **Social Media Activities**

All university activities are regularly posted on its Facebook page and YouTube. All lectures in video and audio related to various courses are available on the university's youtube channel.

#### **e-SLM and Other Reading Material**

e-SLM of all subjects through its website and reading material from e-PGPathshala and LMS of the Department of Higher Education is also made available to the students through University's website.

#### **Alumni Membership**

The membership of alumni is being done online.



File Description	Document
Any other relevant information	<a href="#">View Document</a>
Automation system	<a href="#">View Document</a>

## 4.3 Learning Resources

### 4.3.1 Provision of Learner Support Services Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)

#### Response:

The University focuses on Learner Support Services as the most vital component of the ODL system. The University has a three-tier system of Learner Support Services, viz., at the Head-quarter level, Regional center level, and Study centre level. As Madhya Pradesh Bhoj Open University is committed to imparting value-based, employable, and cost-effective higher education across the state of a vast and diverse population, learners' issues and queries of all kinds are carefully handled by the University. These usually relate to admissions, delivery of SLM, submission of assignments, and the examination. The University has systematically arranged to facilitate Learner Support Services at all three levels. A detailed account of these support services is as follows;

**Help-Desk at Head-quarter level:** Any learner visiting the head-quarter with a query, question, or problem is duly supported at the help desk of the University, which settles telephonic, online, and offline queries of learners.

**Online Counselling:** Besides routine counseling at the SSCs, the University conducts online counselling for the benefit of the learners. It has proved to be a valuable practice for student support services.

**LMS:** The University has a dedicated LMS on which assignments are uploaded, and e-SLM is available to the learners who may use it. At the same time, the physical copy may still be on its way to delivery. Further, video lectures are also available to supplement the learnings made with the help of SLM.

**e-SLM:** It serves as an early support service and encourages the paperless use of SLM.

**Library:** The University has a rich library and a reading room with the facility of e- granthalaya. The learners interested in co-curricular studies and SLM can use the library to enhance their learning. The University has developed and augmented the entire infrastructure of the Library.

**Support services for learners with special needs:** Learners with special needs are taken care of by the University by providing the services of a scribe in the examination to Visually impaired and physically challenged, by allowing extra time during the examination to learners with impairments, and by providing wheel-chair to the differently-abled learners. Ramps and lifts are also available to render them ease and comfort.

**Multimedia Connectivity:** There are several channels to provide online information to support learners. eSLM of all subjects is available to all 24/7. Audio and Video developed on the curriculum are also

available through the website. Other reading materials such as ePGPathshala and LMS (Developed by the Department of Higher Education of MP) are available on all subjects through the university website.

**Regional Centers:** At Regional Centres, the following services are available:

**Video conferencing facility:** The University plans to facilitate the learners at all the 11 RCs with a video conferencing facility through the leased line available on the Internet. To attend to the learners' queries and to communicate with the University to resolve these complaints/ queries. The University has provided ICT facilities to the RCs, and the learners may take support of the same.

**Counselling Session:** Whenever the University conducts special counselling sessions i.e. contact classes of 13 days, at SSCs and college centres, entire arrangements and monitoring is done by the SSCs to ensure maximum learner support. Laboratories are available at the SSCs and are used by the learners for practical and practice purposes. In this context, the university is taking efforts to provide quality education with the help of innovative technological interventions, which will benefit counselling at various centres. The RCs organize seminars to spread the philosophy of ODL. Most of the SSCs are invited so that effective guidance is provided to SSCs for the benefit of the learners. Induction programs are also organised in the beginning of the session to help Learners. RCs organize meetings of the SSCs and monitor the work of SSCs to ensure maximum learner support.

Regional Director at RC keeps visiting SSCs to improve the services provided and to ensure the smooth conduct of term-end examinations.

**Student Support Centers:** SSCs directly engage the learners. Hence, they serve as the backbone of the learner support system. At SSCs, the following system of learner support exists:

Regular counselling is arranged for the learners, including intensive doubt-clearing sessions. Practical sessions are also conducted in the respective subjects that demand practical exposure of the learners. Library facilities and computer facilities are available to the learners at the SSCs. SSCs guide the learners about filling out forms and in case of off-line admissions or the entries in the SIS of the University are made by the SSCs. SSCs provide SLM to the learners, provided the SLM has been sent to the address of the SSC. SSCs guide the learners about assignments, and evaluate the assignments. After evaluation, these assignments are shown to the learners so that they could rectify their mistakes in the future. Apart from the above, various links have been provided by the University to the SSCs regarding entry and editing of learners' information, downloading of I-Card, generating the admit cards, and particulars of the SILM issued, etc. All these facilities and services have been provided to SSCs to ensure the maximum support to the learners, of which regular monitoring is ensured at the HQ level.

**Kiosk:** A kiosk is being planned to be installed by the University which contains all the relevant details of learners, and they may access information related to the submission of admission fees, examination fees, delivery of SLM, etc., by putting their enrollment number and date of birth in the kiosk. It can be a beneficial and convenient source of support for learners.

File Description	Document
Organizational chart of support services available	<a href="#">View Document</a>
List of support services provided at Headquarters, Regional Centres, Learner Support Centres	<a href="#">View Document</a>

#### 4.3.2 Average number of Learners attached to LSCs

**Response:** 124.1

##### 4.3.2.1 Number of LSCs in the preceding academic year

Response: 612

File Description	Document
Enrolment details of the preceding year	<a href="#">View Document</a>
Distribution of learners LSC wise	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

#### 4.3.3 Academic counselling sessions held-Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year

**Response:**

MPBOU provides Academic counselling to learners through various methods. Face-to-face counselling sessions are organized throughout the academic year at the Study Centres (SCs) to assist learners in their self-learning using the provided Self-Learning Material (SLM).

Additionally, counselling services are available via telephonic support, face-to-face contact and counselling sessions, online web-based counselling, and more, throughout the year.

The university offers guidance and teaching through counselling services, which are provided at the following levels for learners.

##### 1. University Headquarters:

The University Headquarters is well-equipped with advanced learning facilities to cater to the needs of learners. During working hours, faculties specializing in different courses are available at the University's Departments to guide learners seeking solutions to their problems. Learners are encouraged to approach the faculties without hesitation; at the Headquarters, they can find assistance for their academic issues. To ensure continuous availability of counselling services, contact classes are organized at the University Headquarters for at least 13 days. To accommodate

learners from remote areas, boarding facilities are provided. Additionally, learners can make use of the library and available laboratories at the University Headquarters during their stay.

The University conducts contact classes for learners based on different courses' curricula and academic calendars. These contact classes not only facilitate subject-based learning but also allow learners to interact face-to-face with subject experts, commonly known as counsellors, to clarify their doubts. During these contact classes, the Self Learning Material (SLM) is briefly discussed, and practical courses involve

conducting experiments in the laboratory. Learners may also utilize the library, computer lab, and other facilities. The objective of these contact classes extends beyond the limited teaching period; they also aim to familiarize learners with the subject experts so that they can seek assistance in resolving their doubts through in-person meetings or phone calls even after the scheduled contact classes have concluded.

## 2. Other Levels:

The University offers professional and specialized courses aimed at enhancing employment opportunities. However, due to limited resources and faculty availability in various remote state regions, the University organizes contact classes. It provides necessary assistance at suitable locations where resources and faculty are accessible. This allows learners to benefit from collective learning experiences.

### Academic Counselling at MPBOU:

One of the primary goals of distance education is to promote and foster meaningful learning among learners. To elevate the educational standards and provide a comprehensive learning experience similar to traditional systems, counselling sessions or personal contact

programs play a vital role in distance learning. These sessions enable learners to directly interact with counsellors and fellow learners, addressing academic concerns and fostering satisfaction.

University has developed a unique network of support systems for the learners to provide counselling. Unlike teaching, academic counselling is basically learner and program-centric. The University is currently using the following formats for counselling.

#### Face to Face Counselling:

In this format, learners directly interact with counsellors in the classroom setting to discuss their problems. MPBOU specifically appoints counsellors from the formal higher education system who possess expertise in pedagogy. This ensures that learners receive guidance from well-qualified individuals who can address their doubts and provide motivation. Furthermore, these interactions with fellow learners in the peer group also contribute to a supportive learning environment.

#### Counselling through Telephone:

The learners may contact the counsellor over the phone at their Study Centre to discuss their doubts while making the assignments or for general queries. Program Coordinators actively participate in this activity in the University to guide learners. University has also made provision to conduct academic counselling through social media, whatsapp groups of the learners .

#### Web based counselling :

The University has established a repository of pre-recorded video lectures, providing learners convenient access to instructional content. These videos are available on the MPBOU website, allowing students to view and study subject-specific e-content at their own pace.

Online classes use platforms such as Google Meet or Zoom App to facilitate real-time interactive sessions. These sessions not only involve regular faculty members but also feature guest speakers, content experts, program coordinators, and senior faculties from other universities. These individuals are invited to deliver lectures on special topics, enriching the learning experience for students.

#### Student Induction Programme/Contact Classes:

The university's regional centres and study centres conduct induction programs for learners enrolled in various academic programs. Learners are notified through the university website about the date and time of their respective induction programs.

#### Assignments for Continuous Evaluation:

The candidates submit the assignments before the due date specified at the appropriate study centre/regional centre. These assignments serve as feedback and will be counted toward the internal assessment of each paper. Assignment is submitted at their Regional Centres/Study Centres within schedule. The assignment can be downloaded from the university website and edited or modified by experts whenever necessary before it is dispatched to the students.

During the Covid-19 lockdown in the state, which began in March 2020, MPBOU took the initiative to ensure uninterrupted learning opportunities by providing academic support through digital means. To achieve this, a variety of online tools and applications were utilized. The university aimed to redefine the role of counselling and mentoring services by leveraging blended and online platforms, thereby transforming the educational landscape.

It was observed that the traditional academic counselling system was inadequate in addressing the specific issues faced by individual learners. To rectify this, the university plans to establish an e-mentoring system and single window students support cell.

File Description	Document
Reports on counselling sessions	<a href="#">View Document</a>

#### 4.3.4 Expenditure on Library – Percentage of annual expenditure on library year wise during the last five years

**Response:** 0.03

##### 4.3.4.1 Annual expenditure on library year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.3	.3	.1	.3	.5

File Description	Document
As per Data Template	<a href="#">View Document</a>
Web-link to relevant resources available in the library	<a href="#">View Document</a>
Web-link to Library catalogues	<a href="#">View Document</a>

#### 4.3.5 Library Automation Library is automated in using Integrated Library Management System (ILMS)

- Name and features of the ILMS software
- Nature and extent of automation (full or partial)
- Year of commencement and completion of automation

**Response:****Library Software –**

University has adopted eGranthalaya, an integrated library automation software developed by India National Informatics Centre (NIC). The eGranthalaya software provides comprehensive features and modules to automate library functions such as cataloging, circulation, acquisition, serial control, administration, and reporting. eGranthalaya enables university librarians to manage library resources efficiently, track book movements, handle member information, and generate various reports for effective library administration.

Key features of eGranthalaya, which the university library is employing, include:

1. Cataloguing: The university librarian created a centralised catalogue of library resources, including books, periodicals, audio-visual materials, and other items. It supports various cataloguing standards, such as MARC 21, and provides options for descriptive, subject, and classification cataloguing.
2. Circulation: eGranthalaya facilitates smooth circulation management, including issuing and returning books, reservation of items, and managing borrower information. It helps track the availability and status of library materials and ensures efficient handling of loan transactions.
3. Acquisition and Serial Control: The eGranthalaya assists in managing the acquisition process, including budgeting, ordering, and receiving new materials. It also supports the management of serial publications, subscription tracking, and renewal management.
4. Administration: eGranthalaya offers administrative tools to configure library settings, define user roles and permissions, and generate statistical reports for analysis.
5. Reports and Statistics: The software provides a range of pre-defined reports and statistical analysis options to evaluate library usage, collection development, circulation patterns, and other performance indicators. e-Granthalaya has been developed using Microsoft .NET Technology, i.e., ASP.NET 4.0, including various functions and features developed using open-source tools and cloud technology. The current version of e-Granthalaya (4.0) is a web-based application installed in a web server and uses PostgreSQL. Even though eGranthalaya, users can access the data of all libraries using eGranthalaya.

University has adopted the eGranthalaya during the last year. Its collection comprises 25131 books, 528 Audio Books, 213 Video Books, 1062 Reference Books, 421 PhD theses and 1073 master's dissertations. The library is subscribing to DELNET. The DELNET database contains a Union Catalogue of 3,76,20,425 bibliographic records of books, a Union List of 1,09,236 Current Periodicals, a Database of 11,24,250 records of Periodical Articles, a CD-ROM

Database of 63,100 records, a Union List of 6,000 Video Recordings, Union List of 1,025 Sound Recordings, a Database of Theses and Dissertations of 1,40,195 records, Union List of 70 Newspapers, and Database of 1613 E-books.

Before eGranthalaya, the university library was utilizing SOUL 1.0 from 2012, developed by INFLIBNET. In 2022, the Department of Higher Education, Government of Madhya Pradesh, has made it mandatory for all government universities and colleges to implement eGranthalaya in library services. Thus, the university moved from SOUL to eGranthalaya in September 2022, utilizing it for library operations. Cataloging of Books and circulation is being made with the eGranthalaya. The university provides free internet in the library and headquarters campus to access e- resources. As the university has the recognition of 2f and 12b, thus utilizing information resources of INFLIBNET, like Shodhganga, i.e., Urkund, which the university faculty is using to detect, prevent, and handle plagiarism.

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## Criterion 5 - Learner Support and Progression

### 5.1 Learner Support

#### 5.1.1 Promotional Activities for Prospective Learners The Institution promotes its programmes for the prospective learners through various activities

##### Response:

Merely designing a progressive curriculum and a user-friendly interface is not sufficient to encourage prospective learners to join a programme. It is necessary to showcase the program as well as promotional activities to make society aware of these programs offered by the University. Reaching the Unreached and promoting access at all levels through sustained efforts in encouragement and publicity for the University programs is a continuous process. For this purpose, the University uses a separate medium, i.e., conventional and electronic medium for the prospective learners. The University website [www.mpbou.edu.in](http://www.mpbou.edu.in) has a display of all the necessary information which a learner can inquire upon. The university website is also linked with social surfing sites like Facebook, Twitter, and YouTube, through which learners can acquaint themselves with the university and upgrade their information regarding activities performed by the MP Bhoj Open University, Bhopal.

The university has a blend of conventional, professional, and vocational courses to meet the emerging aspirations of a massively diverse section of learners in the entire state of Madhya Pradesh. Due to myriad reasons like familial circumstances, responsibilities of women after marriage, the need for employment for the sake of livelihood, the accessibility of resources due to residing in remotest areas, preoccupation, lack of time, lack of finances, and some unexpected eventualities, many are not able to pursue higher education in the conventional mode. Madhya Pradesh Bhoj Open University undertakes the responsibility to educate such learners.

University's mission statement Reaching to the Unreached is our guideline to create a road map to promote diverse activities among its prospective learners. The University has its network over the territory of the entire state of Madhya Pradesh; at the same time, learners of other adjoining states of Madhya Pradesh are also enrolled. The promotional activities through offline mode are organized within the state of Madhya Pradesh and the University makes use of its online platforms to disseminate information to the students outside the state.

The University has its main campus at its Headquarters in the Capital city of Bhopal and along with it there are 11 Regional centers, namely: Bhopal, Indore, Jabalpur, Gwalior, Rewa, Satna, Ujjain, Sagar, Hoshangabad (Narmadapuram), Barwani and Chhindwara.

The 11 Regional centers are a massive network encompassing 612 Study centers. Most of the Study centers are Government UG, and PG colleges spread over the entire nook and corner of Madhya Pradesh. A few Study centers are government-aided private colleges.

The promotional materials are displayed in prominent localities wherein there is a large footfall of potential candidates. Due to the predominantly rural nature of the state, word-by-mouth publicity and other conventional modes are more effective than digital promotions.

The institution promotes its program through various activities. The Institute actively reaches out to



socially disadvantaged groups. Admission of jail inmates through the total exemption of admission fees is one of the initiatives for reaching the unreached. This endeavour is part of its social commitment towards inclusiveness and the moral responsibility to rehabilitate and include them in the mainstream so that they can contribute constructively towards society. It also has exempted the fee of the learners belonging to the Transgender community. It has made provision to exempt fees from the Orphaned learners due to the pandemic Covid 19 in the academic session 2021-22 on the availability of the required documents.

In addition to the above promotional provisions, a fee refund facility within three months of admission is also incorporated if any learner needs to withdraw his/ her admission. The fees will be refunded fully with a mere deduction of 10 percent as the processing amount. In the academic session of 2021-22, The University offered a flat reduction in selected programmes for all learners in view of the financial impact of Covid pandemic. The deaf and dumb learners of the BCA program of the Government deaf and dumb training institute, Indore, under the Ministry of Social Justice and Empowerment, has also been exempted from the admission fee. These measures were not just timely but have helped to inculcate a positive image of the University amongst the potential candidates.

The University also promotes prospective learners through the provision of lateral entry in programs like MBA. In case of a genuine reason, there is a provision to change the study centre according to the requirement. As part of its routine process, it has organized six convocations and its Sthapna Diwas on Oct 1, 2021.

The University displayed its programme and progress at a stall in the India International science festival organized at Maulana Azad National Institute of Technology, Bhopal, during 21 - 24 January 2023 as an introductory and promotional initiative for prospective learners.

The University has started Induction programs also at its learner support centers, (study centers). It has also organized competitions like essays on Nadi Jodo Abhiyan and Nadi ko Jano themes. Such programmes elicit active participation and help to spread the word about the University.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Activities undertaken	<a href="#">View Document</a>

### **5.1.2 Pre-admission Counseling Services Activities undertaken by the Institution for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support Centers**

#### **Response:**

The flexible and innovative characteristic features of the ODL system allow for meeting the educational requirements of a heterogeneous group of learners in a cost effective manner. ODL institutions are therefore offering various programmes for self-motivated learners via self study methods. Since the learners' number is huge and widely dispersed, each institution has developed its form of distance education in accordance with the local resources, target groups, philosophy, and mission of the concerned institution.

The activities undertaken by the institution for providing pre-admission counseling services to such prospective learners depend upon the nature of the target group. The most important thing for Pre-admission counseling services is to contribute to shape the career of the prospective learners and guide them accordingly. Madhya Pradesh Bhoj Open University is the only state Open University in Madhya Pradesh, so it has a towering responsibility to provide pre-admission counseling to the learners mostly belonging to the deprived section of society who need it more than the regular students. The University used to print and distribute the Calendar, Pamphlets and posters which depicted the programmes offered and the fee per programme which provide clarity to the prospective learners.

The Calendar and Pamphlets are sent to all the 612 learner study centers for academic counseling. Most of the SSCs are government colleges that are well-equipped with all the necessary amenities. The Co-ordinator of the study centers who are deputed for this purpose are the senior academicians who then, with his/ her staff, display these promotional materials in the space allotted so that the learners can easily access them.

The learners then go through it and inform themselves about their choice of programmes and then they get some tips from the Co-ordinator when they used to visit. In the same way, at Headquarters, there is a help desk that answers their queries who visit for this purpose. They get all the basic information from the help desk, which not only answers the query face to face but also responds to telephonic queries.

If they require additional information, they usually ask the help desk operator, who sends the learner to the concerned department. University's official website is the appropriate source of updated information regarding Programmes, fees, duration of the programme, and online admission starting and closing dates.

The University has started **Deekashrambh** Programs from this Academic Session as per the guidelines from the UGC for newly enrolled learners. It is a decisive practice to showcase the university profile and orient the learners as per their choice, aptitude, future plans, feasibility, viability and the market demand of the program chosen.

An induction programs/ meeting for the learners is conducted by the University, basically induction Program are organized by our regional centers with the support of our SSC. So in our ODL System, Learner support centers are our key resource centers because every learner first selects his LSC for the admission in our university as per his /her choice and suitability. Therefore, induction meetings are arranged by the coordinator of the respective learner support centers at the level of the regional center by calling any expert from that study centre or university headquarters.

The induction meeting covers the following points:

- 1: The University profile
- 2: The University achievements
- 3: The Programmes offered by the University, especially the new ones
- 4: The strength of the Programme
- 5: The expected efforts by the newly enrolled learners for the specific chosen programme

6: The University self learning material

7: The University examination pattern

8: The Submission of Assignment

9: The information about contact / Counseling classes

10: The career related updated information

11: The grievance redressal for learners

12: Any other related information about fee, any relaxation if applicable, Change of programme and exam center if applicable.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Activities undertaken	<a href="#">View Document</a>

### 5.1.3 Online Admission and Related Activities The status and process of online admission including payment of fees

#### Response:

Information brochure of admission is uploaded on our University website before the admission starts. The whole process is online. Online filling of admission forms are through the MP online portal. Apart from the general information, the Aadhar ID is also taken for future references which is kept confidential. The admissions are made on an annual basis and examination is also conducted on an annual basis.

All the programs which are run by the University caters to the needs of learners stationed in far flung areas across the state. The B.Ed program under University's Department of Multimedia Education, DME runs B.Ed general Programme under the B.Ed colleges( approved as Study center. The BEd Special Education and Foundation course is conducted with the coordination of Rehabilitation council of India, RCI and runs through different centers of Madhya Pradesh.

Admission in Graduate, Postgraduate and Diploma programmes are given through study centers under Regional centers while the admission in Bed (GEDE) programme is through an entrance test. The selected learners are allotted study centers according to their Merit position in the entrance test and locational preferences. The Reservation is given in admission according to the guidelines provided by the department of higher education, government of Madhya Pradesh.

Before starting the online admission process the Learner must have the following documents with him/ her:

1: Scanned copy of passport size photograph

2: Marksheets /certificates/ caste certificate (if applicable) Marriage certificate (if applicable), scanned copy of a valid mobile number and a functional email ID.

Online payment of application fee through internet banking/ debit card/credit card of any other bank. The applicant is required Click on the online admission link of Madhya Pradesh Bhoj Open University from MPONLINE.

The Applicant has to register by entering first name, gender, free ship card, mobile number, email id, course name, date of birth of the learner, AADHAAR card number, Username and password.

Anyone who has registration can login with a registered username password.

There after he/ she will be redirected to the payment link to pay, then he/ she has to click on the make payment button before making a payment, reviewing the information submitted is advised.

To upload the documents, the applicant has to click on the upload button. One can edit/ update the application using the edit option. Then he/she has to click on final submission. After final successful submission, the applicant is required to take a print out of the application form in triplicate and payment receipt as well as required certificates for submission to the study Centre of his / her choice for collection of SLM of his choice of programme and its courses.

Then the Study Centre cross examines the online information provided by the learner by comparing it with the actual document submitted. The Study Centre uploads the verification at the login ID and password provided by the University through which the learner can communicate further.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Online Admission and related activities	<a href="#">View Document</a>

#### **5.1.4 Dispatch of Study Material and related grievance handling mechanisms Strategy followed by the Institution for dispatch of study material to learners and mechanisms to resolve grievances related to Dispatch of Study Material**

##### **Response:**

The dispatch of study material or self-learning material, SLM is a systematic process which aims at timely delivery of study material to the concerned learners. Once the learner gets enrollment no, he/she has to contact the learner study center to get the study material of his chosen programme and courses after showing his Enrollment number.

After the development process of the printed SLMs is over, it is initially dispatched to 11 Regional centers through our transportation. For the purpose of dispatch of the SLM, the University has a dedicated store and dispatch section which first sorts the SLMs Programme wise and subsequently Course wise and then it is packed in bundles according to the no of sets required for a particular study center. The required details

as per programme wise and Course wise is duly provided by the concerned study center as per the allocation of learners to its Regional centers, which subsequently provides the required information to the University Headquarters at Bhopal. The store and dispatch section maintains an inventory of printed study materials Programme wise and Course wise systematically to cross check further whether the study materials have properly reached the Regional centers timely and in proper condition especially in case of inclement weather conditions.

In some circumstantial cases the SLMs are sent to the learners directly via speed post whose record is also maintained in a Register properly by the dispatch section of the University.

The entire process of study material distribution to the Regional centers is transparent and all the records of financial expenditure in the entire process of transportation is maintained.

Grievance handling mechanism:

As per the related grievance handling mechanism concerning the study material of the University, it is sincerely taken care of by the University management. The common grievances on the part of the learners include non or the delayed availability of the SLMs. In case the learner telephonically calls the Student Support department of the University, inquires about the status through the enrollment number provided by the learner, identifies the concerned study center, and directs them to provide. In cases where the learner contacts the Regional Centre directly, they ask the concerned Study Centre to provide. Sometimes the learner does not even provide enrollment no in his letter to the Student Support department, which calls the learner on his given mobile no and asks the study center for further action. Sometimes the learner, due to some unavoidable personal circumstances, is not able to reach the concerned Study Centre, then he requests his / her Study Centre to provide it. Then the concerned Study Centre contacts the Regional Centre and the regional center then sequentially request the headquarters from where the study material is sent to the learner concerned by speed post by asking for his present full postal address. All such documentary proof is maintained in the form of a Register where proof of the speed post receipt is pasted with necessary details.

CM helpline is the online portal of the government which also serves as the grievance redressal mechanism for the University. The University has also started taking feedback in a structured format.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Material dispatch related activities	<a href="#">View Document</a>

**5.1.5 Attending to learners' queries Modes/approaches employed by the University to attend to learners' queries include:**

- 1. Automated interactive voice response system**
- 2. Call centre**

3. Online Help Desk
4. Social media
5. App based support
6. Chat Box
7. E-mail Support
8. Interactive radio counselling
9. Teleconferencing
10. Web-conferencing
11. Learner Services Centre/ Inquiry Counter
12. Postal communication

**Response:** B. Any 6-7 of the above

File Description	Document
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other	<a href="#">View Document</a>

**5.1.6 Academic counselling services- Modes employed by the Institution to provide academic counseling services to its learners include:**

1. Face to face counselling sessions
2. Interactive radio counselling
3. Online LMS based counselling
4. Teleconferencing
5. Web-conferencing
6. Laboratory based counselling
7. Internship
8. Workshops
9. Field study
10. Seminar
11. Extended Contact Programme (ECP)
12. Enhancement of Professional Competency (EPC)

**Response:** D. Any 1-3 of the above

File Description	Document
As per Data Template	<a href="#">View Document</a>
Web-link to counselling schedules for current year	<a href="#">View Document</a>

**5.1.7 Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances. Percentage of grievances received at HQ and redressed during the last five years**

**Response:** 100

**5.1.7.1 Number of grievances received at HQ year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
507	249	435	441	391

**5.1.7.2 Number of grievances received at HQ that are redressed year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
507	249	435	441	391

**5.1.8 Special Learner Support Centres – Reaching out to special learners like persons with disabilities, prison inmates, employees of defense or security forces, transgenders, SC / ST, minorities, women; learners from rural and remote areas etc**

**Response:**

Efforts undertaken by the university for reaching out to special learners like persons with disabilities, PWD, prison inmates, employees of defense or security forces, transgenders, SC, ST minorities, women learners from rural and remote areas have been consistent. These are the groups who have difficulty to have access to higher education because of myriad reasons and factors beyond their control.

For special learners like persons with disabilities, there are 10 special learner support centers under the University where they are groomed very scientifically and with the coordination as well as the norms of the Rehabilitation Council of India, RCI. These centers are functioning for all specific disabilities like learning disabilities, LD, hearing impaired HI, Visually impaired VI and Mental Retardation MR.

For prison inmates, the University has waived off the entire fee and at present there are 138 such Prisoners who are enrolled in different programmes as of now in 2021-22 Academic Session.

There are employees of defense or security forces too who are enrolled in our different Programmes and their number at present is 29 in Academic Session 2021-22.

The University has waived off the entire fee for the persons belonging to the community of transgenders as well.

For SC ST minorities and women learners from rural and remote areas too are focused upon and they

constitute approximately 70% of our enrolled learners. The above category of learners have been our target groups since its inception in 1991.

The university is constantly trying to fulfill its motto with the help of various strategies like publicity media, community and awareness programs as well as extension activities. Some of the strategies are in the form of distribution of brochures and pamphlets, pasting of University's hoardings through wide circulation in newspapers, University Calendar, statewide network of Learner support centers spread at every nook and corner of the state of Madhya Pradesh.

By organizing Seminars, Webinars, Workshops, Conferences, lectures, Convocation, Sthapna Diwas and other events, festivals and celebration of commemorative days etc at headquarters and LSCs through Regional centers, information of updated happenings at University website, announcement and Publicity at different social media platforms is very effectively managed for the prospective learners belonging to the above targeted special learners groups by our Institution.

Apart from the above, the University has collaboration with many of the educational institutions and Bodies /NGOs through which it is able to identify the said marginalized section of learners. Through Bhojwani, the audio lectures are transmitted to reach out to the unreached targeted special learners groups significantly.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
List of Special Learner Support Centres	<a href="#">View Document</a>

#### **5.1.9 Financial Support to learners of disadvantaged groups - Percentage of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other year wise over the last five years**

**Response:** 100

5.1.9.1 Number of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other year wise over the last five years

Response: 4572

5.1.9.2 Total number of learners of disadvantaged groups enrolled in all the programmes

Response: 4572

File Description	Document
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web-link to notifications issued by the Institution	<a href="#">View Document</a>



## 5.2 Learner Progression

### 5.2.1 Submission of assignments - Percentage of learners submitting assignments

**Response:** 95.26

5.2.1.1 Number of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar

**Response:** 34049

5.2.1.2 Total Number of learners enrolled in the preceding academic year (only newly enrolled) (Data auto-populates from Extended profile)

**Response:** 35744

File Description	Document
List of programmes on offer	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Web-link to academic calendar of the Institution	<a href="#">View Document</a>
Web-link of assignments of programmes on offer	<a href="#">View Document</a>

### 5.2.2 Percentage of Newly enrolled learners registered for term end examination

**Response:** 100

File Description	Document
Number of learners (only newlyenrolled)registered for term end examinations	<a href="#">View Document</a>
List of programmes on offer	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Web-link of examination schedule	<a href="#">View Document</a>

### 5.2.3 Percentage of learners appeared for term end exam

**Response:** 100

File Description	Document
List of programmes on offer	<a href="#">View Document</a>
List of learners (only newly enrolled) who have registered for term end examination	<a href="#">View Document</a>
As per the Data Template	<a href="#">View Document</a>
Web-link of examination schedule	<a href="#">View Document</a>

#### 5.2.4 Percentage of learners passed out term end examination

**Response:**

File Description	Document
List of programmes on offer	<a href="#">View Document</a>
Web-link of examination schedule	<a href="#">View Document</a>

#### 5.2.5 Placement services provided to the learners

**Response: 1**

##### 5.2.5.1 Number of placement drives conducted by the institution for the learners year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

File Description	Document
Reports of the campus placement drives	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 5.3 Alumni Engagement

**5.3.1 The Alumni Association- The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services over the last five years**

**Response:**

A proactive Alumni Association can contribute immensely in academic endeavors, learner support services and mobilization of resources both financial and non-financial for their alma mater.

The university from this Academic Session of 2022-23 has registered its Alumni Association on 18/5/2023 only, so it has planned many activities and initiatives now onwards.

Many of our alumni are in prestigious positions, some of them are working overseas also. They are actually our ambassadors.

The first ever Alumni meet was held on Dec 14, 2022 at University headquarters.

This was a historic moment in the history of our Institution where some introductory

exchanges took place and discussions on various issues took place. There was discussion on the registration of the Alumni Association, futuristic planning, probable activities and fixing of next meeting dates preferred by majority of the Alumni to be held on Sundays or Public Holidays because it would be convenient for them to attend.

In the meeting, the alumni introduced themselves and shared their experiences with the institution. In the next stage of the program, the Hon'ble Vice Chancellor Prof Sanjay Tewari in his Presidential address informed about the ad hoc body of the Alumni Association.

At the end of the Program, the Registrar MPBOU Dr LS Solanki thanked all the former students of the University and asked all the former students present there to register at least five alumni for the Alumni Association.

File Description	Document
Frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Details of Alumni Association Activities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 5.3.2 Alumni Association Involvement -Percentage of graduated learners enrolled in Alumni Association

#### Response:

5.3.2.1 Number of graduated learners enrolled in Alumni Association (in latest completed academic year)

File Description	Document
As per Data Template	<a href="#">View Document</a>
Web-link to Alumni Association	<a href="#">View Document</a>

### 5.3.3 Facilities for Alumni Engagement The Alumni Association facilitates its members by the following

- 1.online enrolment for its membership
- 2.online networking amongst its Alumni members
- 3.online payment of fees
- 4.donation by Alumni

**Response:** C. Any 2 of the above

File Description	Document
As per Data Template	<a href="#">View Document</a>
Web-link to online networks	<a href="#">View Document</a>
Web-link to Alumni Registration Portal	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 Governance in accordance with Mission and Vision-The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance, perspective plans and stakeholder's participation in the decision making bodies leading to institutional excellence**

**Response:**

The Madhya Pradesh Bhoj (Open) University (MPBOU) was established under an Act of the State Assembly in 1991 with the following objectives.

Expand Higher Education by reaching the unreached through various flexible means suited to the Open and Distance Learning (ODL) mode using emerging information and communication technology.

To promote national integration and the integrated development of human personality for the Community's well-being.

To determine/maintain standards and promote Distance Education.

The University has clearly defined vision and mission which are approved by the statutory bodies. The proposed perspective plan is also very much aligned with the University goals.

**Vision:** To be an institution of excellence in open and distance education (ODL) through its academic philosophy, inspirational ways of education delivery and systematic interventions in teaching-learning processes to serve the societal needs and sustainable development goals for making future global citizens.

**Mission:**

1. To build an integrated open education system enabling the learners to attain their career as well as social and national goals.
2. To emerge as a knowledge centre through ICT facilities in education delivery processes and academic governance.
3. To attain the global standards of academic practices through research, institutional collaborations and need-based training programs.
4. To make learners competitive and socially responsible citizens by incorporation of humanistic values and vocational skills in academic programs/curriculum.
5. To ensure inclusive and equitable quality higher education and promote lifelong learning opportunities to all sections of society.

**Nature of Governance:** The University has a limited number of faculty. But despite overlapping responsibilities, participative democracy is followed in its governance. All its stakeholders actively participate in its administration. Right from top to bottom, both teaching, as well as non-teaching staff,

play an important role not only in determining the Institutional policies but also in implementing them.

Stake-holders' participation in the Decision-Making Bodies leading to Institutional Excellence:

The University has renowned experts as members on all its statutory bodies and a substantial presence of internal members in the statutory bodies, which is also a manifestation of participatory decision-making. Deliberations are held regularly with various sections of the university community, including Regional Centers, Learner Support Centers, and channels for communication with learners to ensure continuous inputs of stakeholders in decision-making. All such initiatives help fulfill the motto “taking education to the doorstep” and make education affordable and accessible for all. Thus, the governance of MPBOU is directed toward achieving the Vision & Mission of the University.

## 8. Institutional Excellence

The Vision of providing quality education, skill up gradation and training to all is reflected in the use of multiple media and self-learning materials of university acknowledged widely for their high quality. The ever-growing population of diverse learners on university's rolls in its major programs, expanding network of LSCs, use of multiple media (radio, TV, internet, mobile apps, and online education), help to disadvantaged sections of learners through tuition fee waivers, the number of MoUs signed by the University and its successful extension activities are a testimony to its commitment to become an instate of excellence.

File Description	Document
Report of achievements which led to institutional excellence	<a href="#">View Document</a>
Vision and Mission documents approved by the statutory bodies	<a href="#">View Document</a>

### 6.1.2 Decentralization and participative management-Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.

#### Response:

The effective leadership of the University is reflected in its commitment to achieving its objectives of access, equity, and quality through the decentralization of academic, administrative, and financial functions and powers and participative decision-making. This is effective through a three-tier organizational structure—the first tier is the headquarter, which includes Departments and Sections the second tier constitutes Regional Centers (RC) located in the district. The third tier constitutes the student Support Centers (LSCs) spread over the entire state of Madhya Pradesh.

The academic leadership of the MPBOU constitutes the Vice Chancellor, Registrar, Directors of Departments, and Heads of Divisions, consciously promoting collective leadership and participatory decision-making in its functioning. The University ensures complete transparency by involving all stakeholders in various statutory bodies/Committees. This leadership approach is reflected in the following

institutional practices in the university:

The Board of Management is the highest-level body with vast powers ranging from property administration, revenue, appointments, and finance to grievance redressal of learners and staff.

Finance Committee (FC) – It works for the smooth functioning of all the financial affairs of the University.

The planning board, again a consortium of internal and external experts, is responsible for the short-term and long-term plans of the Institute.

The Academic Council, with internal and external members, exercises general supervision over the academic policies of the University and gives directions regarding methods of instruction, evaluation or research, or improvement in academic standards. Each department has its Board of Studies to initiate ideas regarding syllabi revision, change, and course curricula.

Examination Department: The Examination Department mainly deals with the appointment of paper setters, examiners, moderators, and senior supervisors, preparation and publication of the schedule of examinations; the conduct of examinations to get the performance of the candidates at the examinations properly assessed; and timely declaration of results.

Centre for Internal Quality Assurance (CIQA) has been constituted as per norms of UGC (ODL). It monitors the quality aspects of academic & administrative aspects.

The Purchase & Tender Committee deals with matters related to the purchase & tender of the University.

Library Committee takes decisions regarding proposals for improvement & expansion of the University Library Service.

Participative Management: In order to follow the participative principle, the University ensures that the academic and administrative staff are given equal participation in its governing bodies. For example, among academic staff, all the faculty members are given membership of the academic and executive council in rotation as per seniority.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Information / documents pertaining to leadership	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

**6.2.1 Perspective / Strategic plan and deployment - The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables**

**Response:**

The University has been growing day by day since its establishment & is working continuously to reach its Vision. To achieve the Institutional Mission, it has developed a strategic plan which will be constantly reviewed. Following is the Strategic Plan of the University to develop in a systematic, well-thought-out, and phased manner.

The Planning Board is responsible for approving strategic plans and monitoring the University's development in accordance with the Vision, Mission, and Objectives of the University. The annual plans and long-term strategic plans spell out specific objectives, deliverables, and financial, infrastructural, and human resource requirements for Departments, Regional Centers, and Student support centers vis-à-vis development of new Programs, revision of old programs/courses, enhancing access and equity, augmentation of infrastructure and facilities including the application of information communication technology (ICTs), increase in workforce, expansion of student support network, increasing the outreach, etc.

The practices followed by the University for the development, deployment, monitoring, and assessment of its strategic plans are:

#### 1. Methodology Adopted for Developing Strategic Plan:

Long-term plans are formulated with inputs from departments, regional centers, and SSCs responsible for the development, delivery, and implementation of all activities pertaining to teaching and learning. Accordingly, annual plan documents specifying annual targets are also prepared. All proposals and activities are checked against the University's goals, optimization of resources, appropriateness, value addition, etc., and approved by the relevant statutory body before being implemented to ensure that the plans are aligned with the University's goals.

#### 1. Mechanism for the Deployment of the Strategic Plan:

The strategic plans approved by the statutory bodies are communicated to respective departments for implementation. Action Taken Reports (ATR) is sought by the statutory bodies to keep a close watch on the process of development and deployment. The strategic plans for academic programs deployed are in a series of distinct phases reflecting: (i) Program Proposal phase, (ii) Program Development phase, and (iii) Program Launch phase. Each phase requires the approval of statutory bodies.

#### 2. Monitoring and Assessment of the Deliverables:

Reviewing the annual outcomes is the mechanism adopted by the University for monitoring and assessment of the deliverables in all activities. These are collated with inputs from departments and implementing divisions, and the progress is monitored against given criteria. The targets assigned to RCs and SSCs and their performance are monitored on a regular basis by the Student Services Division (SSD) at headquarters.

The Student Support Department(SSD) will monitor the implementation of the strategic plans at Regional centers and student support centers. The Planning division collects all information regarding monitoring and presents the deliverables in the Annual Progress Report, which the Board of Management approves.



File Description	Document
Perspective / Plan and deployment documents	<a href="#">View Document</a>

### 6.2.2 Organizational structure of the Institution - Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc

#### Response:

The University is governed by act no. 20 of the state government called the Madhya Pradesh Bhoj Vishwa Vidyalaya Adhiniyam, 1991. Ordinances and Statutes are made under this Act. All the Officers & Bodies function as per the powers delegated to them by the University Act.

Authorities of the University: - The authorities of the University are the Board of Management which is the principal executive body; the Academic Council, Planning Board, Departments, Board of Studies, the Finance Committee & such other authorities as may be declared by the Statute to be the authorities of the University. The workflow of the University is in accordance with the University Act.

Administrative Set Up: The administrative setup of the University consists of the Vice Chancellor's office, Registrar's Office, Directors' office, Regional Service Division, Finance Section (which has Bill, Account & Internal Audit Sections), Examination Section (which has Confidential, Enrolment, Exam & Degree Sections), Academic Section, Library (which is having Accession, Catalogue, Reference, Issue & Maintenance Sections) Engineering Section (Electrical & Maintenance sections), Other Offices of the University like Self Learning Material division, Printing & Distribution Division, Department of IT, Store, Right to Information Cell, etc.

Functioning of the Various Bodies: - All the bodies of the Universities function as per the powers & functions defined in the University Act and Statutes.

Grievance Redressal Mechanism: - There are several Grievances Redressal Mechanisms in the University. Students directly register their complaints in the student support centre. Then there are different committees constituted in this regard dealing with issues of sexual harassment, code of conduct maintenance, anti ragging, anti-discrimination, Right to Information Cell, and the CM helpline portal. The effectiveness and efficiency of the functioning of the statutory bodies of the University can be seen in the above delegation of authorities.

The main features of the effectiveness of the statutory bodies are reflected in the decisions taken by them, for example, the implementation of all the UGC policies, regulations, and amendments. The organizational structure of the University is as per the statutory provisions, and it ensures the effective and efficient functioning of all the sub-systems of the larger unit, which is the University.

File Description	Document
Organogram of the Institution	<a href="#">View Document</a>
Annual Report of the preceding academic year	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in different areas of operation Areas of operation of Institution which has e-governance implementation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Learner Admission and Support
- 5.Examination

**Response:** A. Any 4 or more of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>

## 6.3 Faculty Development or Empowerment Strategies

### 6.3.1 Welfare measures for teachers, other academics and non-academic staff- The institution has effective welfare measures for teachers, other academics and non-academic staff

**Response:**

The institution has effective welfare measures for teachers, other academics, and non-academic staff. The various welfare measures are as follows:

Contribution to National Pension Scheme (NPS) – The University contributes to the government-sponsored National Pension Scheme for both permanent & temporary employees. Gratuity and other benefits like leave encashment, Contribution to Provident Fund are also provided. The University also contributes its share to the Employee Provident Fund (EPF) for higher authorities of the University.

Financial Assistance for Career Advancement, Funding of Research Projects for Teaching Faculty, Professors, Assistant Professors, and Medical Reimbursement are provided by the University. Staff Quarters facility is also available to the faculty as well as the class 3 and 4 employees.

Leave- The university follows norms of the State Government to grant leave to its employees, which are Academic Leave for Teaching Staff, Study Leave for Teaching Staff, Maternity Leave for Female employees of both Teaching and Non-Teaching Staff, Casual Leave to both Teaching and Non-Teaching Staff, Earned Leave to both Teaching and Non-Teaching Staff, Medical Leave to both Teaching and Non-Teaching Staff, Commuted Leave for both Permanent & Temporary Staff, Special Disability Leave in case of an injury at work, Child Care Leave to Permanent Female Employees and other leaves as per norms of

the State Government.

The University takes special care of the needs of the young mothers who are part of the faculty, employee, and learners. A day care centre has been instituted in this regard.

Faculty development programmes are conducted from time to time.

Health Check Up Programs, and Blood Donation Camps are also held at regular intervals. A permanent resident doctor takes care of the overall health profile of the University staff.

CCTV Surveillance and 24-hour Security Guards deployed at all buildings/blocks to ensure the safety of the University staff.

The following facilities are also provided to employees for efficient functioning

- Internet and Wi-Fi Facility

University has a multicultural environment on campus, which ensures the celebration of all the festivals together. All the staff members are treated on par with each other in obtaining benefits from the University. The Staff is encouraged to give suggestions and regular feedback to improve and initiate the welfare measures in the University.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Policy document on welfare measures	<a href="#">View Document</a>
List of beneficiaries of welfare measures	<a href="#">View Document</a>

### 6.3.2 Percentage of Financial support for faculty development

**Response:** 3.18

#### 6.3.2.1 Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	3	1

File Description	Document
Letters to teachers and other academics provided with financial support to attend conferences, workshops etc.	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 6.3.3 Average number of programmes organised for professional development

**Response:** 1.2

#### 6.3.3.1 Number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	0	1

File Description	Document
Schedules of programmes organized for teachers, other academics and non-academic staff	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 6.3.4 Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)

**Response:** 0.45

#### 6.3.4.1 Number of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), year wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
Letters to teachers and other academics attending PDPs over the last five years	<a href="#">View Document</a>
CIQA report summary	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 6.3.5 Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, over the last five years

**Response:** 0.27

#### 6.3.5.1 Number of full time non-academic staff attended training Programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

#### 6.3.5.2 Number of full time non-academic staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
73	73	73	73	73

File Description	Document
Letters to non-academic staff attending administrative training programmes	<a href="#">View Document</a>
CIQA report summary	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 6.3.6 Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff Institution has performance appraisal system for teaching, promotion for teachers, other academics and non-academic staff

**Response:**

University planning to execute effective Performance Appraisal System for Teaching & Non-Teaching Staff which mainly focus on-

To establish and communicate performance standards, To Measure performance & compare actual performance to performance standards. To derive maximum results on the competencies and capabilities of the employees working within the University Gain advantage in meeting the mission and objectives of the University in a result-oriented manner and Support in creating a good work atmosphere thereby upholding the job-satisfaction and self-respect of every employee.

To ensure that an effective Performance Appraisal System is in place, the University and the employee ensure that the job responsibilities, requirements, and performance expectations are understood and interpreted in the right manner.

The performance of each employee is assessed annually after completion of one academic year on the basis of- UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, with all amendments made therein time to time, for its teaching and non-teaching staff. Teaching Direct Recruitment/Promotion/ time –scale rules 2021, adapted by the University in accordance with the UGC regulations.

### **Mechanism of Performance Appraisal System for Teachers and other academics**

The performance of the teachers is measured on UGC mandate, i.e., the standardized Academic Performance Indicators or the API which is the Performance-based Appraisal System (PBAS) followed for the Career Advancement Scheme (CAS) as framed by the UGC as an objective appraisal tool. The University follows the same mechanism for teacher appraisal. The API model broadly consists of three categories, i.e., the Self appraisal Report as submitted by faculty members including

- 1) Teaching/Learning/Evaluation-related activities,
- 2) Co-curricular, Extension & Professional Development Activities
- 3) Research and Academic Contributions.

Each category consists of a group of questions seeking specific responses from the teachers and weightage is given against each question in that category with a maximum API Score as indicated. The teachers' promotion, through the model of performance appraisal, ensures that the teachers' academic activities are continuously evaluated.

### **promotion under the CAS.**

### **Mechanism of Performance Appraisal System for Non-Teaching Staff**

The performance of non-teaching staff is also accessed through annual confidential reports & performance appraisal.

The performance for staff members is assessed mainly under departmental abilities, capacity to do work, character, habits discipline, reliability, relations with the staff and students, efficient organization of

documents, technical abilities etc. On satisfactory performance further promotions, financial up gradation etc. is granted.

### Best Employee Award

To appreciate and motivate its employees University has developed a tradition of presenting best employee award to Two non-teaching staff, on the University Foundation Day Celebration Ceremony every year. Under this, a trophy, certificate, and award money are presented to both the selected employees. For selecting the best employee, nominations are invited from each department. Duly appointed selection committee selects two employees based on recommendations/nominations received.

Thus, the Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees in motivating them, analysing their strengths & weaknesses, and ensuring better performance.

File Description	Document
Performance appraisal policy of the Institution	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Regular internal and external financial audits Institution conducts internal and external financial audits over the last five years

#### Response:

The University has an effective mechanism for auditing to ensure proper financial Management. As per the MADhya Pradesh Bhoj Viswvidyalaya Adhiniyam, 1991, para 30(1), provisions have been made for preauditing by the state local fund audit system. As per this provision, auditors from the government of Madhya Pradesh offer their services to the University. Pre audit is conducted and audit reports are generated for the same. The University also requires vetting by the financial officer who has been deputed by the state finance department. This system of pre checking ensures transparency and optimization of financial resources of the University.

The annual audited report is duly published in the annual report of the Univeristy which is displayed on the public domain after the necessary formalities. Audited Annual Accounts of the University for the last 5 financial years from 2017-18,18-19, 19-20, 20-21 and 21-22 are available on University's official website.

File Description	Document
Policy on internal and external audit mechanisms	<a href="#">View Document</a>
Financial audit reports over the last five years	<a href="#">View Document</a>

#### 6.4.2 Mobilization and utilization of resources Institutional strategies for mobilization of funds and optimum utilization of resources

##### Response:

For any institution, institutional strategies for mobilization of funds and optimum utilization of resources is the key for its growth. Resource optimization means are essential to ensure the effective utilization of available resources and enhance the quality of education in case of educational institutions. These measures include the following.

Utilizing digital resources such as online libraries, digital textbooks and open educational resources. These resources can be accessed by learners and faculty irrespective of their physical location, reducing the need for physical infrastructure.

Implementing webinars and streaming content through other online platforms to conduct lectures and discussions which are cost effective and accessible to students from various parts of the world.

Implementing flexible learning approaches such as blended learning where students learn using traditional classroom methods and online resources could help reduce demand for physical infrastructure and facilitate a more personalized and self paced learning experience.

Utilizing open Educational resources such as this can help students save on the cost of textbook and other related reading materials.

Energy efficiency through renewable energy sources like solar power Cutting down paper costs by taking double sided photocopies and photocopies and printing.

The University has generated revenue from rent by letting out two blocks at the University headquarters to another government institute and thus paved way for optimal utilization of its infrastructure.

File Description	Document
Procedures for optimal resource utilization	<a href="#">View Document</a>
Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council	<a href="#">View Document</a>

#### 6.4.3 Percentage of Expenditure on Learner Support Services

**Response:** 63.06

##### 6.4.3.1 Expenditure by the Institution on learner support services (excluding salary and capital expenditure) year wise over the last five years (INR in Lakhs)



2021-22	2020-21	2019-20	2018-19	2017-18
1782.77	1089.39	1682.56	761.40	594.69

File Description	Document
Statement of expenditure over the last five years	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

**6.5.1 Institutionalizing the quality assurance through CIQA Details of the activities of CIQA listed below:**

- 1. Programme Project Reports (PPRs) prepared**
- 2. Workshops/ seminars organized on quality related themes**
- 3. Innovative practices implemented for quality enhancement**
- 4. Initiatives undertaken for system based research**
- 5. Feedback mechanisms developed for different stakeholders**

**Response:** A. Any 4 or All of the above

File Description	Document
Scan copies of programme schedules	<a href="#">View Document</a>
Reports of the activities	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**6.5.2 Reforming institutional processes - Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc**

**Response:**

To reform institutional processes, the University has taken various initiatives for quality improvement in all major areas of its operations, such as learner performance, teaching-learning, assessment process, administrative reforms, financial management, etc. To analyse the changes in some of the above-mentioned areas, the University has developed a structured feedback mechanism.

The feedback received is carefully analyzed, which then becomes the basis of reforms in the institutional processes. Recently the University has collected feedback from Learners, Academic Counsellors, Subject Experts, Teachers, and Employees. The Impact Analysis of the feedback received has been carried out.

The main highlights of each feedback analysis are as follows

Academic Counsellors- The syllabus designed for the learners is per the course and serves learners' needs. The objectives of the syllabus are well-defined. The SLMs provided are clear regarding communication, illustrations, and cases.

On inspection of the campuses, it was found that the lecture rooms provided for the counseling sessions are well equipped with black/white board, chalk/pen, duster, dais, etc. The support services provided to the learners in different study centres are as per the requirement.

Counseling sessions taken for the learners are adequate, and class schedules are timely communicated to the learner. The counsellor inspires the learners to have ethical behaviour and motivates learners to access online resources provided by the university. Digitized course materials have the potential to replace printed SLMs.

The induction program and the counselling sessions conducted by the Study Centres were reported to be helpful by the students. The stakeholder feedback analysis states that the study material for the programmes has clarity and is easy to understand.

The assignments were reported to be useful, fair, and timely.

Coming to other aspects of quality, the academic counsellors are qualified to conduct counseling sessions. The University adheres to a schedule of admissions and term-end examinations and results.

Online services were easily accessible and useful, and the University website/mobile app gave helpful information.

The institution promptly addresses queries, and the grievance redressal mechanism of the University was effective. The CM helpline assures grievance redressal.

Electronic media (Audio and Video) is supplementing the teaching-learning process and academic counselling. Learners receive the Self Learning Materials (Printed blocks/modules) regularly and on time.

Teachers' Feedback: The current curriculum is as per requirement. The level of inclusion of relevant content in the curriculum is more than good.

We have many already employed learners in our courses which shows their effectiveness. Learner enrolment, teaching-learning process, evaluation process and reforms, learner performance, and learning outcomes are part of academic improvement activities.

Physical facilities and ICT Infrastructure are continuously improved to facilitate all the stakeholders, ensuring the participation of stakeholders.

The Academic Council and the Board of Management ensure improvements in the quality of teaching and research through regular inputs to all concerned departments based on feedback received.

Apart from the University's online/offline grievance redressal mechanism, the Grievances are lodged on the UGC's 'Online Students Grievance Redressal Portal' also.

Automation of various activities of the University has also helped in bringing reforms in admission processes, examination systems, financial management, library, and many other areas of operations and thus has helped in improvement. Admissions are made through MP online portal to maintain admissions records.

SLMs of MPBOU are also available to the learner through e-SLM. Audio lectures, YouTube videos, Whatsapp Groups, and E-lectures are initiated to facilitate flexible learning options for the learner. University has its duly approved SLM policy.

File Description	Document
Documents / information on the process and results of Impact Analysis	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The University provides equal opportunities to female learners and employees at all levels. The University is highly concerned for women's safety and security in the workplace. It has implemented the provisions for the same. The different measures taken in lieu of that are as follows.

**Safety and Security:** As a primary safety mechanism for all faculties, primarily females, learners, and employees, CCTVs are installed in the administration section, exam section, and other places of business. In total, there are 40 cameras in different locations. Efforts are on to install cameras outside the building also. Security personnel are deployed throughout the University campus, and there are 32 guards for 24 hours, engaged for 3 shifts on duty at day time.

**Seating Arrangements:** Every female employee is provided with suitable seating arrangements at the workplace with due concern for their safety and security. There is a common room in the University for female employees and learners wherein they can meet during recess.

**Bathrooms and Toilets:** In tune with the hygienic requirements and with due respect to privacy, the female staff have separate toilets with appropriate mechanisms for waste disposal. There are four toilets exclusively for females on the University campus. The toilets are well-lit with running water facility

**Day Care Centre:** The University has a functional daycare centre with toys and other recreational activities

**Maternity Benefit:** All maternity benefits under different provisions of state government are being provided to female employees by the University in the form of maternity leaves and other entitled benefits. Child care leave is also provided as per government regulations.

**Establishment of Committees/Cells:** The University has created a committee for the Prevention of Sexual Harassment. There is also a policy for women empowerment that details the perspective of the University with respect to the female staff and learners.

Various awareness programs are held from time to time to create sensitized the staff and learners about the different dynamics of gender disparities. International Women's Day is celebrated every year on 08th March.

**Initiatives for increased participation of females:** The University ensures reservation criteria for women in admission and recruitment as per state government norms.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security at the work place b. Committees to address Prevention of Sexual Harassment c. Common Rooms d. Day care centre for children of the staff e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Wind energy
3. Biogas plant
4. Wheeling to the Grid
5. Sensor-based energy conservation
6. Use of LED bulbs/ power efficient equipment

**Response:** B. Any 3 of the above

File Description	Document
Geo-tagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

Solid waste management: Solid waste like recyclable paper, packaging materials of SLMs, old answer books, gunny bags, cardboard, plastic, glass and cans, biological waste, and broken furniture, etc., are generated continuously from the daily activities of the university. In addition to these, dried leaves, stumps, and plant products from the green area of the university also contribute to the solid wastes.

Madhya Pradesh Bhoj Open University has introduced certain sustainable, remedial methods and regulations regarding the management of the solid waste. University has its own dumping area on the

campus where all the solid waste is dumped. The departments are cleaned daily, and wastes are collected by the university workers who leave the pre-segregated wastes in the dumping area. There are provisions for door-to-door waste collection from the residential blocks and administrative blocks as well. There are clear instructions given to the residents to separate dry and wet wastes.

An agro-waste dumping area is also available on the campus to dispose of grass, fallen leaves, wasted papers, etc. The organic wastes become the input for Vermicompost and Compost Pits. There are around 2 compost pits in the campus of 15x10x1 ft dimensions. The compost thus produced is used for gardening purposes.

Under the auspices of Swachh Bharat Abhiyan, the University administration has motivated the faculty and staff to convert the small landfill behind the warehouse into a waste management park. This has a few interesting artifacts, such as 'kabad se Jugad'.

#### Liquid waste management

The University has adopted some techniques and regulations regarding liquid waste. All liquid wastes are managed on the campus through a pipeline system. Rainwater is stored in the ponds and used for the purposes of irrigation and plantation. A rainwater harvesting mechanism is also in place on the campus. The contaminated water collected from the administrative block, residential houses, and the guest house are collected, treated, and reused for irrigation purposes in the garden. With this end in view, the University has introduced sokhta pits and treatment trenches at the disposal point of drainage.

#### E-Waste management

E-waste or electronic waste is discarded electrical or electronic devices. Different e-wastes are generated in the University, such as defective computers, printers, projectors, Wi-Fi devices, fans, air conditioners, telephones, and defective switchboards, etc. The University adopts and practices sustainable development strategies for the collection, storage management, and recycling of e-waste. A dedicated storage space has been allocated where all the defective electronic waste devices are stored. Electronic devices which are entirely defective or damaged are disposed of, and repairable parts are reused after due repair. Repairing and recycling of laptops, computer hardware, and projectors are encouraged and executed regularly. Some departments use overhauled computer peripherals and laptops as a part of this process. There is also a disposal box for E-waste collection on each floor of the University.

#### Waste paper recycling system

University has facilities for the treatment of paper waste. Waste papers, i.e., one-sided printed paper or used papers generated from various departments, are transferred to the press department and converted into usable forms such as notepad, register, etc. Old answer sheets and old books which are defective or not in use are collected and sold to the vendors.

File Description	Document
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or all of the above

File Description	Document
Geo-tagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives-The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** A. Any 4 or all of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geo-tagged photos / videos of the facilities	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. Green audit
2. Energy audit
3. Environmental audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>

#### **7.1.7 The Institution has friendly, barrier free environment**

- 1. Built environment with ramps/lifts for easy access to classrooms.**
- 2. Differently-abled friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for differently-abled persons (*Divyangjan*) accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc.,**

**Response:** A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

#### **7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities**

##### **Response:**

The Institution has taken several initiatives to maintain harmony in society by contributing to cultural, regional, linguistic, communal, and socio-economic activities.

The university conducts seminars, webinars, lectures, and other programs in order to bring awareness regarding social responsibilities, justice, and equality on various themes such as Cleanliness drives, Blood Donation camps, Disability sensitization, Yuva Utsav, Hindi Diwas, Atma Nirbhar Madhya Pradesh, Environmental awareness, and Gender sensitivity programs, etc. The purpose of organizing these programs is to inculcate values to bring harmony and tolerance among all the stakeholders.

The University has a social responsibility cell, a committee on the prevention of sexual harassment, women empowerment policy, and an annual plan for gender sensitization which are some core components of tolerance.

126 study centers are located in tribal-dominated areas spread across the entire state of Madhya Pradesh, which automatically targets backward and remote areas and communities. These educational centers



provide the necessary support for uplifting the said section of society. The University has ten special learner support centers for the special BEd program.

The University has initiated a complete fee exemption from the current academic session of 2022-23 for the learners belonging to the transgender community.

Fee exemptions for jail inmates and orphaned learners due to covid 19 Pandemic have also been instituted.

Apart from the above, the University has given fee exemptions to deaf and dumb learners of Indore Center running under the Ministry of Social Justice and Empowerment for the BCA course.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

#### ***7.1.9 Sensitization of Learners and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens***

##### **Response:**

MPBOU, celebrating the Vigilance Awareness Week (Satarkta jagrukta saptah) had organized a lecture on 'Imandari ek jeevan shally' on 31/10/2019. The main theme of the program is to inculcate and imbibe the integrity and accountability in our lifestyle in order to become responsible and enlightened citizen of the country, consequently contributing towards nation's overall development. This is an initiative from the University to evoke awareness about our constitutional obligations towards value addition.

There was a resolution taken from the employees of the University towards wearing helmets compulsorily. This is in view of increasing road accident cases where mere wearing a helmet could have resulted in life saving affair. The overcrowded cities and heavy traffic coupled with rash driving, drunken driving and ignorance of road safety rules as well as most significantly the haste are among the factors which are responsible for the ever increasing accident cases. In such a scenario, fullest possible protection at our end is the only way to protect from any such eventuality.

On 15 July 2018 there was a one day workshop on 'Shiksha me Svayatta', Autonomy in Education where experts were of the view that too many interference from other bodies hampers the very objective of any educational institution. The nation's goals can be achieved only through strengthening our education system and empowering our learners to face the ever-increasing demands of the market. At the same time it is the duty of the educational institutions to not only groom the budding talent but to prepare them efficiently productive and imbibing then all the values which are desperately needed in present scenario.

In continuation of the University's policy, on 6/10/2021, there was an awareness lecture on part of The State Bank of India where the bank officials introduced many of their popular policies for our employees so that their future can be secured. They also emphasized the importance of austerity measures and saving in life by showing how money saved can be money earned. They also informed about their policies related

with accident claims by minimum of premium values. They also demonstrated many of the common cyber frauds and how to tackle them effectively.

The Special BEd program learners organized a cultural program and through it they pointed out many of the social evils / practices which still are followed in our society and continue to harm us irreparably. They sensitized the stakeholder about there issues very impressively.

The institutional social responsibility of the University is reflected through the deployment of its faculty members and staff at the Vidhansabha / Panchayat election duty and training.

File Description	Document
Details of activities that inculcate values necessary to nurture Learners to become responsible citizens	<a href="#">View Document</a>

#### **7.1.10 The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

File Description	Document
Code of conduct and ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals**

**Response:**

The institution consistently celebrates and organizes national and international commemorative days, events, and festivals not only to mark the specific day but also to inculcate values through them, to imbibe a sense of responsibility among its stakeholders, and to fulfill its commitment to the nation. It has organized many programs like the Republic and Independence Day, constitutional day, Hindi Diwas, Shikshak Diwas, Swami Vivekananda Jayanti, International Yoga Diwas, World Environment Day, Janjateeya Gaurav Diwas, National Science Day, Rashtriya Ekta Diwas on the occasion of birth anniversary of Sardar Vallabh Bhai Patel, Oath taking event on the occasion of national voters day, lectures on the birth anniversary of Baba Saheb Bhim Rao Ambedkar and international day for the persons with

disabilities to name a few. Details of some of the above programs are:

**Independence Day: 15 August:**

It is celebrated every year on 15th August, when the program begins with the garlanding of the statue of Raja Bhoj followed by the hoisting of the national flag. It is followed by the speech by the Hon'ble Vice-Chancellor.

**Republic Day: 26 January**

Every year on the 26th of January, Republic Day is celebrated by the institution to commemorate the event of our constitution coming into force. A number of formal events, such as the Kavita path, are organized,

**International Yoga Diwas: 21 June**

The university organizes international yoga day on the 21st of June every year to disseminate awareness about the benefits of keeping the body and mind in sound health. All the faculties, as well as non-teaching staff, enthusiastically participate in different yogic exercises. The state of Madhya Pradesh has an affinity towards Surya Namaskar, and there are government directives to organize Surya Namaskars in educational institutions.

**World Environment Day: 5 June**

The University celebrates World Environment Day on the 5th of June every year, in which plantation drives are carried out by the faculties and non-teaching staff. Signature camps, oath taking to save the earth are some of the activities carried out in this regard.

**Constitutional Day: 26 November**

On November 26, every year, the University organizes the Samvidhan Divas to commemorate 26 November 1949, when the constituent assembly of India adopted the constitution of India on this very day. The University organizes lectures on this occasion.

## 7.2 Best Practices

**7.2.1 Describe any four Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.**

**Response:**

### **1: Green initiatives**

- **Solar panels:** The University has installed Roof Top Solar Plant Panels under the project RESCO model in June 2019, with a plant capacity of 100 KW and by linking it with the existing MPEB grid system. In this regard, the University has deposited an amount of Rs. 33.556 lakhs to MP Urja Vikas Nigam, which is the nodal agency for the same. The electricity bill was charged Rs. 3,50,000.00 per month before the

installation of the solar panels, and after installation, the bill has been reduced to Rs. 2,16,000.00 per month. Therefore, the university is saving approximately Rs. 1,34,000.00 per month by generating and exporting 4775 units each month to the grid. Additionally, the university has also been saving Rs. 16,08,000.00 per year since June 2019, and has saved approximately Rs. 60,00,000.00 till date.

- **1.5o Climate Clock:** The university has installed a 1.5o climate clock in the administrative building of the campus. The clock indicates how much time is remaining until the global temperature increases by 1.5o Celsius due to global warming.

- **Rainwater harvesting:** The University has a well-laid-out plan to create infrastructure and augment existing systems to facilitate rainwater harvesting on a large scale.

- **Saving paper:** The University is consciously working towards reducing the use of paper by digitalizing documents , encourages duplex printing ,photocopying and use of printed letterheads for internal memos. Old answer sheets and packaging materials of the SLMs are being handed over to NEPA LIMITED, for recycling purposes .

**Nakshatra Garden**—The University has successfully developed a Nakshatra Vatika of 27 Nakshatra, incorporating environmental consciousness, traditional knowledge, and spirituality.

## **2:Adoption of the Villages under**

### **1.Unnat Bharat Abhiyaan-**

MPBOU has adopted 05 villages under Unnat Bharat Abhiyan, andwhile designing and implementing the practice, the following features were incorporated to make holistic development possible.

? The adopted villages are located in remote and rural areas of Madhya Pradesh, where access to education and healthcare is limited.

? Local participation was a cornerstone of the approach for customization and continuity.

? The technology-enabled approach was adopted to deliver educational programs and services to remote and rural areas.

? An inclusive approach was followed with a focus on women and marginalized communities.

? Sustainable development was a vital aspect of the program and included initiatives to promote eco-friendly practices, renewable energy, and water conservation.

As per the directive,the University adopted five villages of Bhopal naming Semari, Kharpa, Jagrakhand, Sarvar, and Khakhasrdole had a tribal-dominant population of about 5000 to 6000.

### **B) Sickle Cell AnemiaAwareness Program**

MPBOU adopted following five villages from the Dharmapuri Block of district Dhar on 5th July 2022.

1: Rampura

2: Dhegda

3: Bhvanyakhurd

4: Gulati

5: Dasoda

Later , following 5 villages of Dharmapuri block of the District Dhar were adopted by the University on 16/3/2023.

1: Nimbola

2: Pedwee

3: Pagara

4: Pipaliya Khut

5: Bhogwa

This program could help prevent the spread of the disease and improve the quality of life of those affected by involving various activities, such as workshops, seminars, and health camps in educating villagers about sickle cell anaemia. In addition, the University worked with local health authorities and medical professionals to provide accurate and up-to-date information about the disease, causes, symptoms, and treatments. The program could also focus on raising awareness of the importance of genetic testing and counselling, as sickle cell anaemia is inherited. This could help individuals and families make informed decisions about their and their children's health. In addition to education, the program could provide support and resources to those affected by sickle cell anaemia, such as access to medical treatment, counselling, and support groups. This could help to reduce the stigma and discrimination faced by those living with the disease and improve their quality of life.

### **3 : Fee Exemption and fee return facility to the Learners .**

1. **Jail inmates** who are kept behind bars due to various reasons, and MPBOU encourages them not only to gain knowledge and gainful employment but at the same time facilitate them into the mainstream of the society .

2. **Transgender community** who are an integral part of the university from the recent session of 2022-23.

3. **Orphaned learners** from the Covid 19 Pandemic who have lost their parents/ guardians due to the pandemic. They were co-opted into the system from 2020-21.

4. **Learners from the deaf and dumb** centre at Indore pursuing DCA under the Department of Social Justice and the empowerment of the disabled.

### **4 : Reaching the Unreached: An Experiment of MPBOU to disseminate higher education via state-owned Television Channels.**

? Internet Video Service of Bhoj Darshan University -University internet video service Bhoj Darshan has been operational since 26 January 2015 and is open for students. Through this service, students can watch video lectures on a computer, laptop, or mobile phone through the Internet. The important features of Bhoj Darshan Seva are the range of its compositions. Student can study by watching video programs on the Internet at his convenience. About 300 video programs in Bhoj Darshan service Link for students <http://mpbou.edu.in/ada/bhojdarshan.html>.

? Bhojvani - Internet Audio Service of the University -EMPRC Internet audio service (Bhojvani) started on 8 July 2006 and is operational. This was the first attempt at an internet-based audio service for educational use in Madhya Pradesh. In this service, the student can choose audio programs according to his convenience and study through an audio medium. This service is available free to all students and the public without any login password. New audio lectures/programs are created and aired from time to time in Bhojvani. Currently, about 535 audio programs are available in the Bhojvani service link <http://mpbou.edu.in/Bhojvani.html>.

? Issuance of press notes to newspapers -University Press notes are prepared and issued to the newspapers on information pertaining to seminars, workshops, training programs, and other events organized by the University from time to time.

? Photography and Videography work -Photography and video are done as per the administrative instructions of the programs organized by the university from time to time.

? Operation of YouTube channel -In order to make various educational visual and audio programs made can be accessed by the students, question paper-wise playlists are uploaded on the YouTube channel from time to time. Till now, 835 programs have been uploaded. This can be viewed by visiting the following link <https://www.youtube.com/@emprempbou>. The other statistics relating to the channel are as follows.

Channel Subscriber: 42,416 Channel Total Views: 25,94,487

Total available video programs - 300 Total available audio programs –535.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1 Portray the performance of the Institution in two areas distinctive to its priority and thrust.

#### Response:

#### Landscaping the Campus: (University's Distinctiveness)

MPBOU's headquarter campus is spread over a total area of 50.03 acres and total build up area 31683.0 sq mt., near Kaliasot dam at the centre of Bhopal, the capital city of Madhya Pradesh.

**Flora and Fauna**-MPBOU is rich in flora and fauna viz .trees, shrubs , herbs , climbers grasses , birds , butterflies, insects and reptiles . The University is continuously making efforts in direction of soil and water conservation .Calotropis , Bantulsi, Nirgundi, Giloi, Asparagus are commonly found in the university campus, in addition to these ,plants of antioxidant and medicinal properties are intensively planted in the campus . In addition to these, Neem, Sisoo, Kachnar, Bel, Babool, Narium, Palash, Saptparni, Chandan, Khair, Mahua and Amaltas are in abundance.

**Sustainable Waste Management Practice** - Organic practice of growing vegetables and fruits are very enthusiastically taken up by the campus inmates. In addition to this practice vermicompost pit is also deployed, by recycling the dried leaves and stumps of the garden area .

**Biodiversity Aesthetics** - The Indian roller, house sparrow, House crow, Small blue kingfisher, Peacock, Peahen, Herron are commonly found in open scrub areas and commonly seen running along the ground or perching on low thorny shrubs and rocks and contributing to the biodiversity and aesthetics of the campus. The ecosystem of the University premises has a large bio-diversity of flora and fauna.

In order to maintain the ecological balance, the landscaping of the university was done to enhance the biodiversity of the area, which consequently attributes to conservation of the natural resources.

Today, university campus is bundled with trees, horticulture plantations, nursery, natural forests, evergreen trees and shrubs, rare and indigenous plant species migratory birds, reptiles, butterflies, honey bees, and variety of insects with the highest level of biodiversity, on the campus. This has been made possible because of the untiring efforts of the dedicated faculty, staff, inmates of the campus and students of the university.

**Bio-diversity Conservation:** The entire 50.03-acre campus of the university has extensive green cover throughout the campus with diverse species of horticulture crop plants, forest trees, herbal and medicinal plants, ornamental trees, avenue trees, creepers, climbers and shrubs providing beautiful and cool surroundings. 400 perennial trees including 300 Sagwan trees were planted, contributing to the enhancement of the biodiversity of the area. The university planted these Sagwan (Teak) trees in huge number strategically, as these trees have highest carbon sequestration capacity. There are 2809 fruit and forest trees and plants hosted on the campus creating a visible bio-diversity hot spot, releasing tons of oxygen every day in the heart of the city thereby helping to create sustainable environment.

**Horticulture Plantation:** The horticulture plantation is spread over the entire green area of land hosting variety of fruit trees and plants, which includes Gular, Mango, Ber, Guava, Sapota, Tamarind, Litchi, Khirni, Jamun, Aonla, Drumstick are in abundance.

**Agro-forestry Plantation:** The agro-forestry plantation is spread over of entire green land hosting various types of forest trees, avenue trees and ornamental trees, which includes many fruit trees, vegetables climbers .

Thus the creation of bio-diversity hot spot on the campus hosting more than 3000 trees and plants with sustainable ecosystem is a unique feature of the university campus. The University has prioritised its activities towards biodiversity conservation, as it is interlinked with human well-being.

**University's Zero-Carbon Commitment:** Net zero Creation of Additional Carbon sink by intensive plantation is carried out on vacant land patches is carried out by the university.

Penetration into the Remote, Tribal Areas: In academic session 2021-22, the University has a total of 611 LSCs and 11 RCs spread throughout the State of Madhya Pradesh. The university headquarters is situated in the Bhopal district of the state. It connects with many adjoining districts of other neighbouring states. 126 LSCs are operational in the rural/remote tribal dominated areas of the State. This is a conscious effort by the institution to meet the expectation of its tag line 'Aapki Shiksha, Aapke Dwar' and 'Reaching to the Unreached'.

1. Policy to establish study centers in rural/tribal areas: Establishment of LSCs involves decisions to open centers across various locations of Madhya Pradesh. The LSCs are located in the rural segment spread across the geography of the state, especially in the backward areas. Some of these are located in the remote tribal areas dominantly in Badwani, Jabalpur, Rewa, Chindwara, etc. 126 Learner Support Centers (LSCs) are located in the tribal belt of the state. These Learners study centers are identified and marked as Tribal area special learner study centers by the university.
2. Establishment of regional centers in the tribal areas: Among all the study centres, Barwani has 29 LSC in tribal dominated area, Rewa has 25 LSC of tribal population, Jabalpur has 17 and Chindwara has 15 tribal dominant population. Hoshangabad and Satna Regional Centers are also tribal area and located in the central region of the state. Many LSCs in northern remote areas are under these regional centers.
3. Recognition of special study centers: The University has also recognized 126 LSCs for, Tribal areas in the state as special LSCs.
4. Distribution of students: In the academic session 2021-22, total 28421 learners were enrolled in the university out of which, 8441 learners were from the urban areas and 19980 learners were from the rural areas.

5. Facilities for SC and ST Students: In order to give privilege to the weaker section of the society i.e. SC and ST students scholarship scheme is being planned to provide, which is aligned through the initiative of the state government.

6. Establishment of Examination Centres: In remote, tribal and disadvantaged areas to reach and help the learners in their continuity in learning Hence, the university caters the need of the deprived section of the society residing in remotest and far flung areas across the state.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

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### Additional Information :

Institute's flagship programme of special B.Ed

The special education department of the University runs courses like B.Ed( SE -DE) and PGPD( SE-DE) as a joint venture of Madhya Pradesh Bhoj open university and Rehabilitation council of India, RCI.

The objective of the special education program are:

- 1: To train the teachers for the students with special needs under inclusive education .
- 2 : To develop the capability of organizing the learning experiences as a special educator.
- 3: To understand the nuances of teaching and evaluation in the context of learners of special needs.
- 4: To enhance the capabilities to systematize different co curricular and extra curricular activities.
- 5: To train for the utilization of different instruments for the adjustment of learners of special needs in the class of normal students .

After graduating from here the learners get the opportunity for government services in states like Maharashtra, Gujarat, Rajasthan, Delhi ,Bihar, Uttar Pradesh, Karnataka, Odisha etc.

Every year approximately more than ten thousand appointments are made in the special education sector but due to shortage of students/ applicants,posts remain vacant. At the same time after the conduction of these programs,at the national level state and central governments have implemented IEDC, Inclusive Education, Education for all ( Sarva Shiksha Abhiyan. At national level under SSA project all government teachers have to compulsorily pursue FC( SEDE)

Many of the Alumni are working in the educational field successfully at international level in the USA, Australia and Canada and still the demand for the experts remains.

By observing the popularity of the above program, the Madhya Pradesh Bhoj Open University was considered among the Global Mega University whose annual functions are organized in foreign countries.

There was a Tripartite MOU signed which had the plan to conduct these courses in foreign countries but due to inevitable reasons it could not happen.

These programs were conducted at National level till the year 2001 but due to the MOU signed in 2009 the whole program was limited within the state of Madhya Pradesh only .

### Concluding Remarks :

The University is progressing towards the goals set by NEP by providing academic flexibility, and increasing the outreach. The programmes offered will have specific outcomes, and the outcome of the courses offered will cumulatively add to achieve program outcomes. Graduate attributes will be considered, and the programmes offered will inculcate knowledge, skills, attitudes, and values that the learners are supposed to possess upon completing a particular academic program.

Madhya Pradesh Bhoj Open University is establishing clear program outcomes for its various undergraduate, postgraduate, diploma, and certificate courses. Critical thinking and problem-solving, Communication skills, Professionalism, and ethics are certain attributes that are the guiding factors of the curricula.

The University is committed is to provide high-quality holistic education that prepares learners for the challenges of the 21st century.