SELF STUDY REPORT (SSR) OF YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY FOR INSTITUTIONAL ASSESSMENT AND ACCREDITATION - 2020

CRITERION I- CURRICULAR ASPECTS (150)

Key Indicator- 1.1 Curriculum Planning, Design and Development (60)

Metric	Description of the Metrics	Weightage
No.		
1.1.1	Relevance of curricula planned, designed and developed/adopted	
$\mathbf{Q}_{\mathbf{l}}\mathbf{M}$		
	Curricula developed and implemented, of all the programs have relevance to	
	the local, national, regional and global needs which are visible in Program	
	Outcomes, Program Specific Learning Outcomes and Course Learning	
	Outcomes offered by the University, as per the norms of the Regulatory Bodies	
	and in the conformity of the University's Mission and Goals	
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	15
	Provide web-link to	
	Curricula implemented by the University	
	Mapping of curricula to Program Outcomes	
	Outcome analysis of Program Specific Learning Outcomes and Course	
	Learning Outcomes	
	• Minutes of the relevant BoS / School Board / Academic Council	
	• Any other relevant information	
1.1.2	New Programs introduced	
QnM		
	Percentage of Programs newly introduced by the institution over the last five	
	years	
	Number of new Programs introduced over the last five years	
		10
	Data Requirement: (As per Data Template)	
	Program Code	
	Names of the New Programs introduced	
	Name of the Department / School	
	• Year of Introduction	
	Formula:	

	Total Number of new Programmes	
	introduced over the last five years	
	Total number of Programmes offered by the X 100	
	institution over the last five years	
	RESPONSE OF THE UNIVERSITY	
	Upload	
	Minutes of relevant Academic Council/ School Board /BoS meetings	
	• Details of the Curricula/Syllabi of the new programs over the last five	
	years	
	As per Data Template	
	Any other relevant information	
1.1.3 QnM	Revision of Programs	
	Percentage of Programs revised or are under revision over the last five years	
	Total number of Programs revised or are under revision over the last five years	
	Data Requirement: (As per Data Template)	
	Program Code	
	Names of the Programs revised	
	Name of the Department / School	
	Year of Initiation	
	Year of Completion	
	Formula:	
	Total number of Programmes	10
	revised over the last five years	10
	Total number of Programmes offered by the X 100	
	institution over the last five years	
	institution over the last live years	
	RESPONSE OF THE UNIVERSITY	
	Upload	
	Minutes of relevant Academic Council/BoS meetings	
	_	
	• Details of the revised Curricula/Syllabi of the programs over the last	
	five years	
	As per Data Template	
	Any other relevant information	
	As per Data Template	

1.1.4	Courses being offered as MOOCs or using OERs.	
QnM	Percentage of courses being offered as MOOCs or using OERs to supplement	
Quint	the existing courses (data for the preceding academic year)	
	Number of courses being offered as MOOCs or using OERs to supplement the	
	existing courses (data for the preceding academic year)	
	Data requirement: (As per Data Template)	
	• Name of the Program (with Program Code)	
	• Name of the courses being offered as MOOCs or using OERs (with	
	Course code (s))	
	• Credit weightage of the courses	
	Formula:	
	Total number of courses in which	
	MOOCs or OERs used in the preceding academic year Tatal wave for some of some of some that he the	
	Total number of courses offered by the	5
	Institution in the preceding academic year	5
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	• Web-link to the list of MOOCs approved	
	• Curriculum/Syllabus of the courses being offered as MOOCs or	
	using OERs	
	Minutes of the Boards of Studies/ School Boards/ Academic Council	
	meetings for approvals of these courses	
	 As per Data Template 	
115	Any other relevant information	
1.1.5 Q _n M	Electronic media and other digital components in the curriculum	
V n ¹	Percentage of the Programs on offer have incorporated electronic media and	
	other digital components in their curriculum over the last five years	
	such distait components in their curriculum over the fast five years	
	Total number of the Programs on offer have incorporated electronic media and	
	other digital components in their curriculum over the last five years	
	Sener arguar components in their curriculum over the last five years	
	Data requirement : (As per Data Template)	
		20
	• Names of the Program(s) with Program Code (s) incorporating	20
	electronic media and other digital components in the curriculum	
	Formula:	
	Number of programmes in which digital	
	media is used in curriculum over the last five years	
	lotal number of programmes offered by the	
	institution over the last five years	

RESPONSE OF THE UNIVERSITY
Upload:
• Details of Programs incorporating electronic media and other digital components offered year wise over the last five years
• As per Data Template
Any other relevant information

Key Indicator – 1.2: Academic Flexibility (40)

Metric No.		Weightage
1.2.1 Q _n M	Programs being adopted/adapted by other HEIs	
Z11-1-	Percentage of programs adopted/adapted by other HEIs over the last five years	10
	Number of programs adopted/adapted by other HEIs over the last five years	10
	 Data requirement: (As per Data Template) Name of the Program(s) of the OU adopted/adapted by other HEI(s) Names of the HEI (s) adopting/adapting the programs of the OU Formula: Number of OU programmes adopted/adapted by other <u>HEIs</u> X 100 Total Number of programmes offered by the OU 	
	RESPONSE OF THE UNIVERSITY	
	······	
	Upload:	
	• Letter of Agreement	
	 Details of Program Details of HEI(s) 	
	 Details of HEI(s) As per Data Template 	
	 Any other relevant information 	
1.2.2 QnM	Implementation of CBCS / ECS	5
×	Percentage of degree Programs in which Choice Based Credit System CBCS/	

	Elective Course System (ECS) has been implemented out of the total number of Programs. (Data of the preceding academic year)	
	Number of degree Programs in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total number of Programs. (Data of the preceding academic year)	
	 Data requirements: (As per Data Template) Name of all Programs (with Program Code) adopting CBCS Names of Programs (with Program Code) adopting Elective Course System (ECS) 	
	Formula: Number of degree Programmes in which CBCS or ECS implemented Total number of degree Programmes offered in the preceding academic year X 100	
	RESPONSE OF THE UNIVERSITY	
	Upload	
	 Minutes of relevant Academic Council/BoS/ School Board meetings As per Data Template Any other relevant information 	
1.2.3 Q _n M	Enabling provision for lateral entry for learners Average percentage of learners admitted in the Institution through lateral entry based on credit transfer year wise over the last five years	15
	Number of learners admitted in the Institution through lateral entry based on credit transfer year wise over the last five years	
	Year2015-162016-172017-182018-192019-20Number of learners admitted for lateral entry <th></th>	
	 Data requirement: (As per Data Template) Name of the program (with code) Number of the learners admitted through lateral entry based on credit transfer year wise over the last five years Total number of learners 	
	Formula: Percentage per year = $\frac{\text{Number of learners admitted for lateral}}{\text{Total number of learners}} \times 100$	
	Average percentage = $\frac{\sum Percentage per year}{5}$	

	RESPONSE OF THE UNIVERSITY	
	Upload:	
	Credit transfer policy	
	List of programs having provision for lateral entry	
	• As per Data Template	
	Any other relevant information	
1.2.4 Q _l M	Enabling provision for modular approach	10
×1	Provision for modular approach for flexible exit to the learners	
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	• The list of Programs having modular approach with flexible exit options for the learners	
	Any other relevant information	

Key Indicator – 1.3: Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1	Institution integrates crosscutting issues	
Q _l M	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	·····	5
	Provide web-link to	
	 List of courses that integrate crosscutting issues mentioned above Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula Any other relevant information 	

1.3.2	Awareness/ soft skills / life skills/value-added courses etc., on offer	
QnM		10
	Number of courses imparting awareness/ life skills /soft skills/value-added (credit/	
	non-credit) have been offered by the Institution over the last five years	
	Data requirement : (As per Data Template)	
	Name of courses imparting awareness/ life skills / soft skills/value-added (credit/	
	non-credit)	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	 Brochure or any other document relating to the listed courses 	
	• As per Data Template	
	Any other relevant information	
1.3.3	Learners undertaking fieldwork / projects / internships etc.	
QnM	Percentage of learners undertaking field work / projects / internships /dissertations	10
	/ seminars/ extended contact programs/ practical sessions/ workshops (data for the	
	preceding academic year) across all Programs requiring such activities	
	Data requirements: (As per Data Template)	
	• Names of the Program involving field work/ projects / internships etc.	
	• Number of learners undertaking field work/ projects / internships etc.	
	• Number of learners enrolled in Program involving field work/ projects /	
	internships etc.	
	Formula: Number of learners undertaking	
	•	
	field projects or interships in the preceding academic year	
	Total number of learners in such programmes in the preceding academic year	
	DESDONGE OF THE UNIVERSITY	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	• Link to Program structure(s)	
	 Handbook/Manual for field work/ projects / internships etc. 	
	 List of learners enrolled in Program involving field work/ projects / 	
	internships etc.	
	• As per Data Template	
	Any other relevant information	
1.3.4	Courses on employability/ entrepreneurship/ skill development	
QnM	Average percentage of courses on offer has focus on employability/	
	Average percentage of courses on offer has focus on employability/	

entrepreneurship/ skill development over the last five years	
	5
Number of courses having focus on employability/ entrepreneurship/ skill	
development over the last five years	
Data requirement: (As per Data Template)	
• Name of the Program (s) with Program Code (s) having such courses	
year wise over last 5 years	
• Name (s) of Course (s) Course Code (s) having focus on employability/	
entrepreneurship/ skill development.	
endeprenedisnip, skill development.	
Formula:	
Number of courses having focus on	
employability or entrepreneurship	
or skill development	
Percentage per year = $\frac{\text{or skin development}}{\text{Total Number of courses in all Programmes}} X 100$	
Iotal Number of courses in all Programmes	
Σ Percentage per vear	
Average percentage = $\frac{\sum \text{Percentage per year}}{5}$	
RESPONSE OF THE UNIVERSITY	
Upload:	
Link to program structure of such courses having focus on Employability/	
Entrepreneurship/ Skill development	
• As per Data Template	
Any other relevant information	

Metric No.		Weightage
1.4.1	Feedback for design and review of curriculum	
QnM	Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders	10
	Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year	10
	 Learners Teachers and other Academics 	
	3) Academic Counselors	
	4) Subject Experts	
	5) Employers6) Alumni	
	Options: (Choose any one)	
	A. Any 4 of the above	
	B. Any 3 of the above	

	C. Any 2 of the above							
	D. Any 1 of the above							
	E. None of the above							
	RESPONSE OF THE UNIVERSITY							
	Upload:							
	Data collection instruments							
	• As per Data Template							
	Any other relevant information							
1.4.2	Action on feedback (feedback collection, analysis and action taken)							
QnM	Mechanism is in place for analyzing the Feedback obtained from stake holders on							
	curriculum/syllabus for the preceding academic year	10						
	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							
	Data requirements : (As per Data Template)							
	Stakeholder feedback report received from different stakeholders							
	RESPONSE OF THE UNIVERSITY							
	Upload:							
	Stakeholder feedback report							
	• Action taken report of the Institution on feedback report as stated in the							
	minutes of the Governing Council/ Syndicate/ Board of Management							
	• As per Data Template							
	• Any other relevant information							
L		1						

Section B: Data Templates / Documents for Quantitative Metrics (QnM)

Data Templates / Documents for Quantitative Metrics

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

Sr. No.	Criterion I–Curricular Aspects (150)										
	Key Indicator - 1.1 Curriculum Planning, Design and Development (60)										
1.		1.1.2 Percentage of Programs newly introduced by the institution year wise over the last five years (10)									
	Name progra	e of the new am	Program Code		me of the Department/ nool		Year	of Intr	oduction		
2.	1.1.3: I (10)	Percentage of Progra	ms has been r	revis	ed or are under revision	year	wise ov	ver the	e last five years		
	Name or revised	of the program	Program Code		Name of the Department/ School		ear of tiation		Year of Completion		
3.	 Upload: Minutes of relevant Academic Council/BoS meetings Details of the revised Curricula/Syllabi of the programs year wise over the last five years 1.1.4: Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses in the preceding academic year. (5) 										
	Sr. No.	Programme Name	Progra Code	m	Names of the courses being offered as MOOCs or using OERs		urse de	Cred	it weightages of ses		
	Upload • •	Web-link to the list Curriculum/ Syllab	us of the / cou	irses	ved by the respective Na being offered as MOOC 1001 Boards/ Academic C	s or u	ising O	ERs			

YCMOU: Assessment & Accreditation

- 4. 1.1.5: Percentage of the Programs on offer incorporated electronic media and other digital components in their curriculum year wise over the last five years (20) Name of the Program Programme Name of Year Link to the relevant Department/ electronic media Name Code portion of documents School and where electronic media other digital and other digital components components have incorporated incorporated **Upload:**
 - Details of Programs incorporating electronic media and other digital components offered year wise over the last five years

	Key Indicator - 1.2 Academic Flexibility (40)										
5.	1.2.1: N	umber	of programs ado	pted/a	dapted b	y other HEI	's year wise	over las	t five y	years (10)	
	Name of the HEI			Nam	Name of the Programme					Year of adoption/ adaption	
	 Upload: Letter of Agreement Details of Program Details of HEIs Any additional information 										
6.	1.2.2: Percentage of degree Programs in which Choice Based Credit System CBCS/ Elective Cours System (ECS) has been implemented out of the total number of Programs requiring CBCS/ECS. (Date of the preceding academic year) (10)						S/ Elective Course CBCS/ECS. (Date				
	Name of allName of allProgramsPrograms adoptrequiringCBCSadoption ofCBCS		ting Name of all Programs adopting ECS		ns	Program Code	Year of implementation of CBCS ECS	ment of	Total No. of learners		
		Minut	es of relevant Ac								
7						ted in the Ir	stitution thro	ugh late	eral en	try based on credit	
	transfer year wise over the last f Year Program Name		Program Number of the learners Code admitted through lateral entry/ vertical mobility based on credit transfer				Total	No. of Learners			
	Upload:		t transfer policy				angebre Ope			Noshik I 11	

• List of Programs having provision for lateral entry/ vertical mobility

Key	Indicator - 1.3 C	urriculum l	Enrichm	ent (30)				
8						soft skills/ value-added (cre	edit/ non-	
	credit)have been	offered by t	offered by the Institution year wise over the last five years (10)					
	Program Name	Pro	gram Co	m Code Name of the courses imparting			Course Code	
	_		-			/ life skills / soft skills/		
					value-add	ed (credit/ non-credit)		
	Upload:							
	 Brochure 	e or any othe	er docum	ent relatin	g to the liste	d courses		
						cts / internships /Dissertatio		
9.	extended contact all Programs requ				workshops (c	lata for the preceding acade	emic year) across	
	Program Name r		Program	m Nu	mber of	No. of learners undertake	ing field work /	
	such activities		Code		rners olled in the	projects / internships/ dissertations/ seminars/ extended contact		
				Prog		programs/ practical sessi		
					0		.	
	Upload:		_	I				
		Program stru						
					cts / internsh	nps etc. work/ projects / internships	a etc	
	• List of le			Jgrain inv	orving field	work/ projects / internships	, etc.	
10.						employability/ entrepreneur	rship/ skill	
	development yea							
	Year	Program Na	ame	Program	Code	Name of the courses has f on employability/	focus Course Co	
						entrepreneurship/ skill		
						development		
	2015-16							
	2016-17							
	2017-18							
	2018-19							
	2019-20							
	Upload:				.			
		program stru velopment	cture of s	such cours	es naving fo	cus on Employability/ Entr	epreneurship/	
	Skill dev	eropinent						

Key Indicator - 1.4 Feedback System (20)

 11.
 1.4.1 Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders for the preceding academic year from various stake holders (10)

 1) Learners, 2) Teachers and other academics 3) Academic Counselors, 4) Subject Experts,

 5) Employers, 6) Alumni

 Vear

 Data collection instruments

 Upload:

 •
 URL for stakeholder feedback instruments

,	ers, 2) Teachers and o yers, 6) Alumni	aner academics	S) Readenne	Couriscions, 4)	Subject Expe	1.0,
Year	Report of analysis on feedback received from Learners	Report of analysis on feedback received from teachers and other academics	Report of analysis on feedback received from Academic Counsellors	Report of analysis on feedback received from Subject Experts	Report of analysis on feedback received from Employers	Report o analysis feedback received from Alu
2015-16						
2016-17						
2017-18						
2018-19						
2019-20						

 Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place: Nashik-422222. Date:.....

SECTION: C: APPENDICES

Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit	An exercise which conver to provide ecouronce that the delegated
Academic Audit	An exercise which serves to provide assurance that the delegated
	responsibilities for quality and standards of academic provision are being
	appropriately discharged.
Academic Calendar	The schedule of the institution for the academic year, giving details of all
	academic and administrative events.
Academic Counselling	Informing, advising, guiding, tutoring and mentoring students individually or
	collectively on the curriculum; student tracking; providing feedback on
	performance; prevention of student dropout; and career prospects.
Academic Counsellor	A subject expert (teacher) who is competent to inform, advise, guide, tutor and
	mentor students on curriculum; facilitate the students in their progression in the
	course by providing feedback on their performance; finding solutions to the
	problems encountered by them and motivating them to successfully complete
	the program of study.
Academic Consultant	A full time, temporary teacher/subject expert involved in preparation of Self
	Learning Material for the transaction of Curriculum.
Academic Flexibility	Choice offered to the students in the curriculum offering and the curriculum
	transactions.
Academic Session	An academic cycle of twelve months duration beginning either in January or in
	the month of July of every year
Accreditation	Certification of quality that is valid for a fixed period, which in the case of
	NAAC is five years
Assessment	Performance evaluation of an institution or its units based on certain established

	criteria
Assessors	Trained academics or experts who represent NAAC on peer teams.
Benchmarks	An example of good performance that serves as a standard for comparison of
	one's own performance. It is a technique in which an institution measures its
	performance against that of the best of others.
Bibliometrics	is a statistical analysis of written publications, such as books or articles
Blended Learning	A mixing of different learning environments such as traditional face-to-face
	classroom methods with modern computer-mediated activities.
Carbon Neutral	A term used to describe fuels that neither contribute to nor reduce the amount of
	carbon (measured in the release of carbon dioxide) into the atmosphere.
Catering to Student	The strategies adopted by institution to fulfill the needs of a heterogeneous
Diversity	group of students.
Choice Based Credit	A mode of learning in higher education which facilitates a student to have some
System (CBCS)	freedom in selecting his/her own choices, across various disciplines for
	completing a UG / PG program. All UG and PG programs, as per UGC, have to
	implement CBCS
Centre for Internal	A Centre established by a Higher Educational Institution offering programmes
Quality Assurance	in Open and Distance Learning mode for ensuring the quality of programmes offered by it including the services provided to the learners through internal
	quality monitoring mechanism and to ensure continuous improvement in the
	entire operations of the HEI.
Citation Index	The number of times a research papers is referred to by other researchers in
	refereed journals, and is a measure of validity of its contents.
Co-Curricular	Activities, which support the curriculum such as field trips, display of academic
Activities	achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	Formal agreement/understanding between any two or more institutions for
	training, research, student/ faculty exchange or extension support.
Completion	The ratio of the total number of learners successfully completing a course/
Rates(course/)	graduating from a program in a given year to the total number of learners who
	initially enrolled on the course/program.
Continuous	The assessment process followed by the HEI throughout the learning
Assessment	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Course	A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule	Details of sessions being offered, its time, location, academic counselors, which
	students must know in order to register. The counseling schedule is published
Creadit	prior to the commencement of registration for each semester / session.
Credit	The study input of thirty hours required by a learner to acquire the prescribed
	level of learning (learning outcome) in respect of an ODL program equivalent
	to one printed block comprising 3-4 units; comprehending the print material; listening to audio; watching video; attending counseling sessions;
Cradit transfor	teleconferencing and preparing assignment responses. It is a term used by an HEI for granting credit to a student for educational
Credit transfer	
	experiences or courses undertaken at another institution. The courses under consideration for credit transfer are evaluated to see if the courses meet the
	requirements of the receiving institution in terms of curriculum content and

	design.
Criteria	Pre-determined standards of functioning of an institution of higher education
	that form the basis of assessment and accreditation as identified/defined by
	NAAC.
Cross Cutting Issues	Cross cutting issues refer to the abilities of students to have sufficient
	disciplinary knowledge, to engage in public discussions on related issues; are
	careful consumers of scientific and technological information related to their
	everyday lives; are able to continue to learn outside school; and have the skills
	to enter careers of their choice.
Curriculum Design	Process of defining the contents of units of study and usually obtained through
and Development	needs assessment, feedback from stakeholders and expert groups. Curriculum
	design and curriculum development are procedures which are closely linked to
	the description of learning outcomes.
Cycles of	An institution undergoing the accreditation process by NAAC for the first time
Accreditation	is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and
	so on.
Degree	A degree means a degree specified under sub-section (3) of section 22 of the
Demand Ratio	UGC Act, 1956. The ratio of the number of seats available in a program/institute to the number
Demanu Katio	of valid applications
Directorates of	Departments/ Centers/ Institutes exclusively established to offer programs
Distance Education	through ODL mode by conventional universities established by an Act of
Distance Education	Parliament or State Legislature, Deemed to be universities declared by the
	Central Government under Section 3 of the University Grants Commission Act,
	1956 and institutions of national importance declared by an Act of Parliament.
Eco system for	Eco system for innovation comprises of material resources (funds, equipment,
Innovations	facilities, etc.) and the human resources (students, faculty, staff, industry
	representatives, etc.) and linkages among them that make up the institutional
	entities to promote the development of products and systems that are likely to
	have significant economic value.
E-learning Resources	Learning resources available on Internet
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across
	all disciplines of social sciences, arts, fine arts & humanities, natural &
	mathematical sciences, linguistics and languages developed under the initiative
	of MHRD, under its National Mission on Education through ICT (NMEICT)
	Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga @INFLIBNET provides a platform for research students to deposit
	their Ph.D. theses and make it available to the entire scholarly community in
	open access.
e-Shodh Sindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as
	archival access to more than 15,000 core and peer-reviewed journals and a
	number of bibliographic, citation and factual databases in different disciplines
	from a large number of publishers and aggregators to its member institutions
	including centrally-funded technical institutions.
Elective Courses	A choice available to students to select from among a large number of subjects

	related to specific disciplines.
Emerging Areas	New areas of study and research deemed important to pursue. These areas may
	have been identified by national agencies or international bodies.
Enrichment Courses	Courses offered by institution for student empowerment and enrichment for
	effectively serving the society and participating in social and economic
	development.
Evaluation	Assessment of learning, teaching and evaluation process and reforms to increase
Process and Reforms	the efficiency and effectiveness of the system.
Examination Centre	A place where examinations are conducted for the Open and Distance Learning
	mode learners and is having the requisite infrastructure and adequate manpower
	for smooth conduct of examinations
Examination	Examination management system is a well-defined document or a software
Management System	application for the planning, administration, documentation, tracking,
	evaluation of students responses, and announcement of grades/marks obtained
	by students in all formal learning activities in an educational program
Experiential Learning	Is a process of learning through experience and is more specifically defined as
	"learning through reflection on doing".
Extension	The aspect of education, which emphasizes neighborhood services. These are
Activities	often integrated with curricula as extended opportunities intended to help, serve
	reflect and learn. The curriculum- extension interface has educational values,
	especially in rural India.
Faculty Development	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Program	
Feedback	Formative and evaluative comments given by tutors on the performance of
	individual learners.
	Evaluative comments made by stakeholders to the institution on the quality and
	effectiveness of a defined process.
	Response from students, academic peers and employers for review and design
	of curriculum.
Field Project	Formal projects students need to undertake that involve conducting surveys
	outside the college/university premises and collection of data from designated
Financial	communities or natural places
Management	Budgeting and optimum utilization of financial resources.
Flexibility	A mechanism through which students have wider choices of Programs to
1 ICALULIILY	choose from, as well as, multiple entry and exit points for Programs /courses.
Formative Assessment	The assessment process followed by the HEI throughout the learning
r or manye Assessment	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Full Time Teachers	A teacher employed for at least 90 per cent of the normal or statutory number of
- un rime reachers	hours of work for a full-time teacher over a complete academic year is classified
	as a full-time teacher.
Graduate	The disciplinary expertise or technical knowledge that has traditionally formed
Attributes	the core of most university courses. They are qualities that also prepare
	graduates as agents for social good in an unknown future.
	Stadaatos as agonts for sooiar good in an ankilown fataro.

Green Audit	The process of assessing the environmental impact of an organization, process,
Green Huun	project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed,
Onevance Reuressar	complaints and other formal requests made by learners, staff and other
	stakeholders on the institutional provisions promised and perceived.
Lighan Educational	Education, imparted by means of conducting regular classes or through distance
Higher Educational	
Institutions(HEI)	education systems, beyond twelve years of schooling leading to the award of a
	Degree or Certificate or Diploma or Postgraduate Diploma.
H-index(Hirsch Index)	An index that attempts to measure both the productivity and impact of the
	published work of a scientist or scholar. The index is based on the set of the
	scientist's most cited papers and the number of citations that they have received
	in other publications.
Human Resource	The process of assessing the human power requirements, recruiting, monitoring
Management	the growth and appraising them periodically and plan the staff development
	programs for the professional development and provide the necessary incentives
	and feedback.
Humanities	A comprehensive database covering journals, books and reference sources in
International	the humanities. This database provides citation information for articles, essays
Complete	and reviews, as well as original creative works including poems and fiction.
	Photographs, painting and illustrations are also referenced
Information	Information and Communication Technology Consists of the hardware,
Communication	software, networks and media for the collection, storage, processing,
Technology (ICT)	transmission and presentation of information (voice, data, text, images) as well
	as related services.
Impact factor	A measure of the citations to science and social sciences journals. The impact
(IF)	factor for a journal is calculated based on a three-year period and can be
	considered to be the average number of times published papers are cited up to 2
	years after publication.
Inclusion,	Inclusiveness in educational institutions refers to the educational experiences
Inclusiveness	practiced with reference to gender, ethnicity, social class and differently a bled.
INFLIBNET Database	Information and Library Network Centre maintains a database on books, theses
	and serials
Infrastructure	Physical facilities like building, playfields, hostels etc. which help run an
	institutional Program.
Institutional	IIQA is a requirement, which needs to be submitted online by all categories of
Information for	HEIs
Quality Assessment	
(IIQA)	
Institutional	Institutional distinctiveness is characterized by its reason for coming to
Distinctiveness	existence, vision, mission, nature of stakeholders, access to resources, cultural
	ambience and physical location
Institutional	Focuses on the institution's responsibilities to the public in terms of protection
Social Responsibility	of public health, safety and the environment, the public ethical behavior and the
(ISR)	need to practice good citizenship.
Interdisciplinary	An integrative approach in which information from more than one discipline
J	

research	issued in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality	Self regulated responsibilities of the HEI aimed at continuous improvement of
Assurance	quality for achieving academic and administrative excellence.
System(IQAS)	
Internship	A designated activity that carries some credits involving more than 25 days of
memp	working in an organization under the guidance of an identified mentor
ISO Certification	ISO 9001 certification enhances customer satisfaction by meeting customer
150 Certification	requirements. The institution is able to provide right services. ISO certification
	enhances functional efficiency of an organization.
Loodonahin	
Leadership	Term used for setting direction and create a student- focused, learning oriented
	climate, clear and visible values and high expectation by ensuring the creation
	of strategies, system and methods for achieving excellence, stimulating
	innovation and building knowledge and capabilities
Learner Support	Learner Support Centre is a Centre established by the Higher Education
Centre (LSC)	Institution in a College or Institute affiliated to a recognized university or a
	Government recognized Higher Educational Institution offering conventional
	mode programs of equivalent level in the same broad areas under the relevant
	faculty and having all the necessary infrastructure and availability of
	appropriate number of qualified faculty not below the rank of qualified
	Assistant Professors of recognized Colleges or Institutes offering a similar
	program for engaging theory contact sessions and supervising practical sessions
	in laboratory or field.
Learner Support	Services provided by a Higher Educational Institution in order to facilitate the
Services	acquisition of teaching-learning experiences by the learner to the prescribed
	level in respect of a program of study.
Learning Management	A learning management system (LMS) is a software application for the
Systems	administration, documentation, tracking, reporting and delivery of educational
	courses or training Programs. They help the instructor deliver material to the
	students, administer tests and other assignments, track student progress, and
	manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	Specific intentions of a Program or module, written in clear terms. They
	describe what a student should know, understand, or be able to do at the end of
	that Program or module
Library as a Learning	The library holdings in terms of titles of books, journals and other learning
Resource	materials and technology aided learning mechanism, which enable the students
	to acquire information, knowledge and skills required for their study.
Modular Approach	The approach followed by an HEI in which the curriculum is divided into
	learning units called modules. A module is a well structured or self-contained learning unit which is complete with specific objectives, contents, teaching /
	learning strategies and assessment mechanism. A learner can exit from a
	programme after successful completion of a module(s) and will be certified.
Moodle	Moodle is a free and open-source learning management system (LMS) written
Now Technologies	in PHP and distributed under the GNU General Public License.
New Technologies	Digital tools and resources (hardware and software) and their application in the field of education.
NIDE (National	
NIRF (National	National Institutional Ranking Framework (NIRF), approved by the MHRD,

Institutional Ranking	outlines a methodology to rank institutions across the country. The parameters
Framework)	and sub-parameters associated with this mechanism are evolving from year to
,	year.
	https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.
	pdf
N-LIST	N-LIST stands for "National Library and Information services Infrastructure for
	Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
Open and Distance	This is a mode of providing flexible learning opportunities by overcoming
Learning (ODL)	separation of teacher and learner using a variety of media, including print,
	electronic, online and occasional interactive face-to-face meetings with the
	presence of an Higher Educational Institution or Learner Support Services to
	deliver teaching-learning experiences, including practical or work experiences.
Open Educational	Educational materials and resources offered freely and openly for anyone to use
Resources (OER)	and under some licenses to re-mix, improve and redistribute.
Open University	They are single mode HEIs offering programs through ODL mode, established
	by Acts of the Central or State Legislature, which impart education through
	distance education or Open and Distance Learning mode: using multiple media
	to impart instruction like print, audio, video, broadcasts, e-resources/ digital
	resources, etc and to support the learning endeavor of the distance learners.
Optimum Utilization	The infrastructure facilities are made available to the student for their maximum
of Infrastructure	utilization. e.g. Extended hours for computer center and library, sharing of
	facilities for interdisciplinary and multidisciplinary Programs.
Organogram	Organogram is the word, a diagram that shows the structure of an organization
	and the relationships between the relative ranks of its part and position/ job. It is
	also known as Organisational Structure.
Other Academics	Academic staff other than teachers, appointed for implementation of the
	transaction of curriculum through organizing and administering support services
Outcome	to the learners to facilitate their successful completion of program of study. An outcome of an educational Program is what the student should be able to do
Outcome	at the end of a Program/ course/ instructional unit.
Outreach Activities	Is the practice of conducting local public awareness activities through targeted
	community interaction
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes,
Tur norpunt to Dourning	behaviors and relationships, which enable and empower people to share,
	analyze and enhance their knowledge of their life and conditions, and to plan,
	act, monitor, evaluate and reflect.
Participative	Refers to an open form of management where employees are actively involved
Management	in the institution's decision making process.
Perspective	Is a blue print regarding the objectives and targets of long term growth
Development	
Physical Facilities	Infrastructure facilities of the institution to run the educational Programs
	efficiently and the growth of the infrastructure to keep pace with the academic
	growth of the institution.
Policy for Promotion	Processes defined by the institution to facilitate the teachers to write research
of Research	proposals, seek funding, conduct research, publish, and evaluate and reward the

	research done.					
Pre-qualifiers	For the Assessment and Accreditation (A&A) in revised framework the NAAC					
	has proposed a pre-qualifier test. It is a condition for peer team visit and will be					
	based on Institutional system generated score (SGS) in all Q_nM after					
	undergoing DVV process. As a Pre-qualifier, the institution should score at least					
	30% in Quantitative Metrics (Q_nM) as per the final score after the DVV					
	Process. If the HEI does not clear the Pre-qualifier stage then they will have to					
	apply afresh by submitting the IIQA and its fees.					
Programme	A range of learning experiences offered to students in a formal manner over a					
	period of one-to-four years leading to certificates/ diplomas/ degrees. Examples:					
	BA (Economics) BSc (Physics). All possible formal degree Programs are identified by UGC					
Programme Options	A range of courses offered to students to choose at various levels leading to					
r rogramme Options	degrees/ diplomas/ certificates.					
Programme Outcomes	Program Outcomes (POs) are what knowledge, skills and attitudes a graduate					
Trogramme Outcomes	should have at the time of graduation. While no agency has formally defined					
	the POs of General Higher Education 3-year degree Programs in India, POs of					
	all professional Programs in engineering and other areas are identified at					
	national level by the concerned accrediting agency. POs are not specific to a					
	discipline.					
Promotion of	The process of promoting research culture among faculty and students by					
Research and	facilitating faculty and student participation in research budget allocation,					
Research Support	research fellowship and other faculties.					
System						
Regional Centre (RC)	Regional Centre is the unit established or maintained by the University for the					
	purpose of coordinating and supervising the work of the Learner Support					
	Centers functioning in the operational area of the region. The RC ensures the					
	smooth delivery of ODL programs designed and developed by the University,					
	with the help of its LSCs and academic counselors empanelled therein.					
Research	Systematic intellectual investigations aimed at discovering, interpreting and					
Descent Court	revising human knowledge.					
Research Grant	Grant generated/received from different agencies by the institution for conducting research projects.					
Research Output	Quality research outcome beneficial for the discipline, society, industry and					
Research Output	dissemination of knowledge including theoretical and practical findings.					
Resource Mobilization	Generation of funds through internal and external sources such as donations,					
	consultancy, self-financing courses and so on.					
SCOPUS	The world's largest abstract and citation data base of peer-reviewed literature					
	and quality web sources.					
Self Learning Material	Study material specially designed and developed for the learners, in print or					
(SLM)	non-print media, which is inter-alia self-explanatory, self-contained, self-					
	directed at the learner, and amenable to self-evaluation, and enables the learner					
	to acquire the prescribed level of learning in a course of study, but does not					
	include textbooks or guide-books.					
Situatedness	Situatedness refers to involvement within a context. It also refers to placement					

	of learning experiences in authentic contexts or settings
SJR(SCImago	This takes three years of publication data into account to assign relative scores
Journal Rank)	to all the sources (journal articles, conference proceedings, review articles, etc.)
	in a citation network (Journals in SCOPUS database).
SNIP(Source	Is the ratio of the source's average citation count per paper in a three year
Normalized Impact	citation window over the "citation potential" of its subject field?
per Person)	
Special Learner	A centre established by the HEI for imparting instruction to persons referred to
Support Centre	in the Rights of Persons with Disabilities Act 2016, including the employees of
	Defense or Security Forces and jail inmates interested to study through the
	Open and Distance Learning mode. However, in case of programs like those
	being developed by the Government for Skill Development or Lifelong
	Learning, the Study Centre or Learner Support Centre could be opened in
	Government institutions having capabilities for learner support services in the
	respective areas.
Stakeholder	Affiliation and interaction with groups or individuals who have an interest in
Relationship	the actions of the institutions and the ability to influence its actions, decisions,
	policies, practices or goals of the organization.
Strategic Plan	A specific, action-oriented medium or long-term plan for making progress
	towards a set of institutional goals.
Strategy Development	Formulation of objectives, directives and guidelines with specific plans for
	institutional development.
Student Centric	Methods of instruction that focus on products of learning by the students
Methods	
Student Profile	The student community of the institution, their strength and the diversity in
	terms of economic and social strata, location and other demographic aspects
	such as gender, age, religion, caste, rural/ urban.
Student Progression	Vertical movement of students from one level of education to the next higher
	level successfully or towards gainful employment.
Student Support	Facilitating mechanism for access to information fee structure and refund
	policies and also guidance and placement cell with student welfare measures to
	give necessary learning support to the students.
Summative	It is the assessment of the learners at the end of the academic year to assess a
Assessment	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
SWAYAM	SWAYAM is a Program initiated by Government of India and designed to
	achieve the three cardinal principles of Education Policy viz., access, equity and
	quality. https://swayam.gov.in/
Teacher Quality	A composite term to indicate the qualification of the faculty, the adequacy
	meant for recruitment procedures, professional development, recognition and
	teachers characteristics.
Terminal Assessment	It is the assessment of the learners at the end of the academic year to assess a
	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.

Value Added Courses	Courses of varying durations which are optional, and offered outside the
	curriculum that add value and helping them students in getting placed.

Appendix II: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
AIM	-	Assessors Interaction Meetings
AISHE	-	All India Survey on Higher Education
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
ASC	-	Academic Staff College
BoM	-	Board of Management
BoS	-	Board of Studies
CAL	-	Computer Aided Learning
CAS	-	Career Advancement Scheme
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CGPA	-	Cumulative Grade Point Average
CIQA	-	Centre for Internal Quality Assurance
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
CSIR	-	Council of Scientific and Industrial Research
DCI	-	Dental Council of India
DDE	-	Directorate of Distance Education
DEB	-	Distance Education Bureau
DEC	-	Distance Education Council
DELNET	-	Developing Library Network
DEP	-	Distance Education Programs
DLitt	-	Doctor of Literature
DRS	-	Direct Reception System
DSc	-	Doctor of Science
DVV	-	Data Validation and Verification
EC	-	Executive Committee
ECS	-	Elective Course System
ECP		Extended Contact Program
EMS	-	Examination Management System
EPC	-	Enhancement of Professional Competency
ERP	-	Enterprise Resource Planning
FDP	-	Faculty Development Program
GC	-	Governing Council
GST	-	Goods and Services Tax

HEI	-	Higher Education Institute
HQs	-	Headquarters
ICT	-	Information and Communication Technology
IIQA	-	Institutional Information for Quality Assessment
ILMS	-	Integrated Library Management System
INR	-	Indian Rupees
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
IPR	-	Intellectual Property Rights
ISBN	-	International Standard Book Number
ISSN	-	International Standard Serial Number
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
LAN	-	Local Area Network
LSC	-	Learners Support Centre
MCI	-	Medical Council of India
MHRD	-	Ministry of Human Resource and Development
MoA	-	Memorandum of Association
MoC	-	Memorandum of Contract
MOOC	-	Massive Open Online Courses
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NAAC	-	National Assessment and Accreditation Council
NCG	-	National Consultative Group
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NIRF	-	National Institutional Ranking Framework
NGO	-	Non Governmental Organization
NPE	-	National Policy Education
NPTEL	-	National Programmed Technology Enhanced Learning
OBC	-	Other Backward Class
ODL	-	Open and Distance Learning
OER	-	Open Educational Resource
OU	-	Open University
PCI	-	Press Council of India
PDP	-	Professional Development Program
PG	-	Post Graduate
Ph.D.	-	Doctorate of Philosophy
POA	-	Program of Action
PPR	-	Program Project Report
PTR	-	Peer Team Report
PwD	-	Persons with Disabilities

QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
QIF	-	Quality Indicator Framework
Q _l M	-	Qualitative Metrics
Q _n M	-	Quantitative Metrics
RC	-	Regional Centre
RCI	-	Rehabilitation Council of India
SAP	-	Special Assistance Program
SC	-	Scheduled Caste
SET/SLET	-	State Level Eligibility Test
SGS	-	System Generated Scores
SLM	-	Self Learning Material
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
UG	-	Under Graduate
UGC	-	University Grants Commission
URL	-	Uniform Resource Locator
Wi-Fi	-	Wireless Fidelity

CRITERION II – TEACHING-LEARNING AND EVALUATION (250)

Key Indicator - 2.1: Learner Enrolment (10)

Metric No.	Description of the Metrics										
2.1.1	Increase in the enrolment										
Q _n M	Average percentage increase in the enrolment of learners in the Institution year wise over the last five years										
	Increase/ decrease in the enrolment of learners in the Institution year wise over the last five yearsYear2015-162016-172017-182018-192019-20										
	Fresh										
	Enrolment *Admission										
	into next										
	semester										
	(re-										
	registration) Total										
	enrolment										
	Increase /										
	Decrease										
	over										
	preceding academic										
	year										
	*Admission in			& 4 th semeste	r) / 3 rd year (5	$^{\text{th}}\&6^{\text{th}}$					
	semester) for U	JG level lear	ners	o 4th		1.1					
	*Admission in	to 2^{-1} year (3)	semester	& 4 th semeste	r) for PG leve	el learners					
	Data requiren	nent: (As per	Data Temp	late)							
	• Number of learners freshly enrolled and re-registered year wise for the										
	last five years										
	Formula:										
	Increase /decrease in number of enrolment										
	Percentage per year = $\frac{\text{Increase / decrease in number of enrolment}}{\text{Total enrolment of the preceding academic year}} X 100$										
		Average j	percentage	_	ige per year 5						
	RESPONSE OF THE UNIVERSITY										
			· · · · · · · · · · · · · · · · · · ·		•••••	•••••					
	Upload										
			data year w	ise authentica	ted by Regist	rar of the					
		versity									
	As per Data Template										

	Any other r	elevant inform	nation							
2.1.2	Efforts for reaching	the unreache	ed				5			
Q _l M	Efforts undertaken by have access to higher		n for reachir	ng out to the	e persons wh	o do not				
	Write description in m	aximum of 5	00 words							
	RESPONSE OF THI	E UNIVERS	ITY							
			••••••	••••••						
		ts on efforts t relevant info		ching the u	nreached					
	Key Ind	icator - 2.2 (Catering to	Learner D	iversity (35)					
2.2.1	Catering to rural pe	opulation								
Q _n M	Average percentage five years	of learners e	enrolled from	n rural area	is year wise	over the las	t 5			
	Total number of learners enrolled from rural areas year wise over the last five years									
	Year	2015-16	2016-17	2017-18	2018-19	2019-20				
	Number of learners enrolled from rural areas									
	 Data requirement: (As per Data Template) Number of learners enrolled from rural areas year wise over the last five years 									
	Formula: Percentage per year = $\frac{\text{Number of rural learners enrolled}}{\text{True learners enrolled}} X 100$									
	Percentage per year =	Total	number of l	earners	<u>×u</u> X 100					
	Average	Average percentage = $\frac{\sum Percentage per year}{5}$								
	RESPONSE OF TH	IE UNIVER	SITY							
	Upload:									
	• As per Dat	f rural learner a Template		ted by Regi	strar of the	University				
	Any other	relevant info	rmation							



	 Data requirement: (As per Data Template) Total number of PwD learners enrolled year wise over the last five years 									
	Formula: Percenta	Formula: Number of PwD Percentage per year = $\frac{\text{Number of PwD}}{\text{Total number of learners}} X 100$								
		Average percentage = $\frac{\sum Percentage per year}{5}$								
	RESPONSE OF THE UNIVERSITY									
						••••••				
	 Upload: Number of PwD learners authenticated by Registrar of the University As per Data Template Document submitted by the Institution to a Government agency givin information Any other relevant information 									
2.2.4	Reaching out to women			s			5			
Q _n M	Average percentage of learners enrolled across different gender year wise over the last five years Total number of learners enrolled from different gender year wise over the last five									
	years									
	Year Number of women learners Number of transgender learners	2015-16	2016-17	2017-18	2018-19	2019-20				
	Total									
	• Number	 Data requirement: (As per Data Template) Number of learners enrolled from different gender year wise over the last five years 								
	Formula:									
	Percentage per year = $\frac{\text{Number of women/transgender learners enrolled}}{\text{Total number of learners}} X 100$									
	Average percentage = $\frac{\sum Percentage per year}{5}$									
	RESPONSE OF THE U	JNIVERSIT	Y							

2.2.5 Q _n M	8 · · · · · · · · · · · ·							
	Year	2015-16	2016-17	2017-18	2018-19	2019-20		
	Number of employed learners including self-employed							
	Percentage per year = $\frac{\text{Number of employed learners enrolled}}{\text{Total Number of learners}} X 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$							
	RESPONSE OF THE	SITY						
	 Upload: Number of em University As per Data Te Any other rele 	emplate		icated by R	egistrar of	the		
2.2.6	Learners from Specia	l Target G	roup: priso	n inmates			5	
Q _n M	Average number of prison inmates enrolled as learners year wise over the last five years Number of prison inmates enrolled as learners year wise over the last five years							
	Year 2 Number of prison inmates enrolled as learners	2015-16	2016-17	2017-18	2018-1	9 2019-20		

	 Data requirement: (As per Data Template) Number of prison inmates enrolled year wise 								
	Formula:								
	Numberof prison inmates enrolled as learners over the last five years 5								
	RESPONSE OF THE UNIVERSITY								
	 Upload: Number of prisoners enrolled authenticated by Registrar of the University As per Data Template Any other relevant information 								
2.2.7	Learners from Defense and Security Forces			5					
Q _n M	 Average 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 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 								
	Year 2015-16 2016-17 2017-18 2	2018-19	2019-20						
	Number of learners from Defense/ Security Personnel/ Ex-service men/ War widows enrolled								
	 Data requirement: (As per Data Template) Number of persons from Defence and Security Forces background enrolled year wise 								
	Formula: Number of learners from defence/security personnel/Exe enrolledover the last five years	servicem	an/War wid						
	5								
	RESPONSE OF THE UNIVERSITY								

Upload:							
 Number of learners from defense/security background authenticated by Registrar of the University As per Data Template Any other relevant information 							

Metric		Weightage						
No.	Development of Self-Learning Material (SLM) in Print							
2.3.1	Development of Sen-Learning Material (SLM) in Frint							
	Process followed for development of Self-Learning Material (in Print)							
QıM		20						
	Write description in maximum of 1000 words							
	RESPONSE OF THE UNIVERSITY							
	Provide web-link to							
	Policy document on SLM							
	Any other relevant information							
2.3.2	Use of Radio for providing instruction	10						
QnM								
	Percentage of programs where radio has been used for providing instruction in the preceding academic year							
	preceding academic year							
	Number of programs where radio has been used for providing instruction in the							
	preceding academic year							
	Formula							
	Number of programmes using radio for providing instructions							
	Total Number of programmes on offer in the preceding year							
	Data requirement: (As per Data Template)							
	RESPONSE OF THE UNIVERSITY							
	• Number of programmed where radio has been used for presiding							
	• Number of programmes where radio has been used for providing instruction in the preceding academic year							
	Upload:							
	Schedules of the above activities							
	• As per Data template							
	Any other relevant information							

2.3.3	Use of telecast / webcast for	r providin <u>ş</u>	g instructio	n			10	
QnM	Percentage of programs where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year							
	Number of programs where web conferencing / webina academic year							
	Formula Number of programmes wi				nding inst	trcutions		
	Total number of programmes on offer							
	Data requirement: (As per Data Template)							
	• Number of programs where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year							
	RESPONSE OF THE UNI							
		••••••	•••••	• • • • • • • • • • • • • • • • • • • •	•••••			
				•••••	•••••			
	 Upload: Schedules of the above activities As per the data template Any other relevant information 							
2.3.4	Availability of digitized SL	Ms for the	learners				5	
QnM	Average percentage of the 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							
	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							
	Year	2015-16	2016-17	2017-18	2018-19	2019-20		
	Number of programs for which the digitized content is available for the learners							
	 Data requirement(As per Data Template) Number of Programs whose learning material has been digitized and made available to the learners 							
	Formula:							
	Percentage per year = $\frac{\text{Number of SLMs digitized in programs}}{\text{Total number of programmes}} X 100$							

	Average percentage = $\frac{\sum Percentage per year}{r}$	
	Average percentage = $\frac{5}{5}$	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	Digital repository of SLMs	
	Data template in Section B	
	• Any other relevant information	
2.3.5	Institutional Mechanism to provide academic counseling support	15
Q ₁ M	An Institutional mechanism is in place to provide academic counseling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills	
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	Schedules of different counseling activities	
	 Any other relevant information 	

Key Indicator - 2.4: Teachers and other Academics - Profile and Quality (55)

Metric No.								Weightage
2.4.1	Full-time te	Full-time teachers and other academics in positions						15
QnM	Average per other academ Number of academics re	15						
	Year		2015-16	2016-17	2017-18	2018-19	2019-20	
	Number of	Sanctioned						
	Teachers	posts						
		In position						
		Sanctioned						
	other	posts						
	academics	In position						
		Sanctioned						
	Total	posts						
		In position						

	 Data requirement: (As per Data Template) Number of full time teachers and other academics in position Number of sanctioned posts of full time teachers and other academics 							
	Formula: Percentage per year = $\frac{\text{Number of full-time teachers and other academis}}{\text{Number of an extra strand parts}} X 100$							
	Number of sanctioneuposts							
	Average pe	ercentage = $\frac{\sum Perc}{\sum}$	entage per 5	year				
	RESPONSE OF THE UNIVERSITY							
	Upload:							
		 Details of further Template List of the further Universitie Any other red 	aculty me ty	embers au			-	
2.4.2 OnM	Full-time t	teachers and oth			Ph.D.			10
Qiiivi	QnM Average percentage of full-time teachers and other academics with Ph. degree							
	Number of	full-time teacher	s and othe	er academi	cs with l	Ph.D. degr	ee	
		Year	2015-16	2016-17	2017-18	3 2018-19	2019-20	
	Number of	In position with Ph.D						
	Teachers	In position without PhD						
	Number	In position with Ph.D						
	of other academic	In position						
	s Total	without PhD In position with						
		Ph.D In position						
		without PhD						
	 Data requirement: (As per Data Template) Number of full time Teachers and other Academics with Ph.D degree Number of full time Teachers and other Academics without Ph.D in position Total number of Teachers and other Academics 							
	Formula:							

	Number of full time teachers and other academics	
	Percentage per year = $\frac{\text{withPh.D.}}{\text{Number of full time teachers and other academics}} X 100$	
	Average percentage = $\frac{\sum Percentage per year}{5}$	
	RESPONSE OF THE UNIVERSITY	
	Upload:Number of teachers and other academics with PhDAs per the Data Template	
	Any other relevant information	
2.4.3	Programs on offer through Collaboration	5
QnM	Programs offered which are developed through collaboration with Government / other agencies year wise over the last five years	5
	Year 2015-16 2016-17 2017-18 2018-19 2019-20	
	Number of Program developed in 2010 10 2010 10 2010 20	
	collaboration	
	with Government/	
	other agencies	
	Data requirement: (As per Data Template): • Number of programs developed in collaboration with Government/ other agencies RESPONSE OF THE UNIVERSITY	
	 Upload: Copies of MoUs with other agencies Minutes of relevant Academic Council/BoS/ School Board meetings 	
	As per Data TemplateAny other relevant information	
2.4.4 QnM	As per Data Template	15
	 As per Data Template Any other relevant information Average percentage of participation of in-house faculty involved in	15
	 As per Data Template Any other relevant information Average percentage of participation of in-house faculty involved in preparation of SLMs Average percentage of in-house faculty involved in design and development 	15
house faculty involved in	i	
--	---	
writing/ transforming/ editing of units		
 Data requirement (As per Data Template): In-house faculty involved in, writing transformation of units and editing 		
Formula:Percentage per year Number of inhouse faculty involved in developing $= \frac{SLMS}{Total number of in house faculty in theinstitution$		
Average percentage = $\frac{\sum \text{Percentage per year}}{5}$		
RESPONSE OF THE UNIVERSITY		
 Upload: Minutes of relevant Academic Council/BoS/ School Board meetings Credit page of Blocks/ Courses As per Data Template Any other relevant information 		
2.4.5 Recognition earned by full time teachers and other academics 5		
QnM Percentage of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year wise over the last five years		
Year2015-162016-172017-182018-192019-20Number of teachers and other academics who received awards, fellowships, recognition etc. </th <th></th>		
Data requirement : (As per Data Template) Number of full time teachers and academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year wise over the last five years		
Formula:		

r	Numberoffulltimeteachers	
	and other academics who receivdawards	
	fromstatelevel, nationallevel,	
	internationallevel bodies over the last five years	
	Average numberof full time teachers over the last five years	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	 Scanned copies of award/ appointment letters 	
	• As per Data Template	
	Any other relevant information	
2.4.6	Teaching Experience of Academic Counselors	
		5
QnM	Percentage of empanelled Academic Counselors having more than five years	
	of teaching experience for the preceding academic years	
	Number of empanelled Academic Counselors having more than five years of	
	teaching experience for the preceding academic years	
	Data requirement : (As per Data Template)	
	• Total teaching experience in years of the empanelled Academic	
	Counselors for the preceding academic year	
	Formula: Number of academic counsellors having more than	
	five years of teaching even arises	
	Number of academic counsellors for the preceding academic year	
	, , , , , , , , , , , , , , , , , , ,	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	• Number of Academic Counselors with details of total teaching	
	experience for the preceding academic year	
	• As per Data Template	
L	Any other relevant information	

Key Indicator - 2.5 Evaluation Process and Reforms (40)

Metric No.		Weightage
2.5.1 Q _l M	Process of conduct of Term-end examination	10
	Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination	
	Write description in maximum of 1000 words	

	RESPONSE OF THE UNIVERSITY	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	 Schedule of Term End Examination of preceding academic year Manual/ Handbook for conduct of Term End Examination Any other relevant information 	
2.5.2	Examination related Grievances	5
Q _l M	Mechanism of the Institution to deal with examination related grievances in a transparent manner	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	 Standard Operating Procedures related to Term End Examination related Grievances Any other relevant information 	
2.5.3	Formative Assessment	
Q _l M	Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution	
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	10
	Provide web-link toPolicy documents on Evaluation Methodology	
	Any other relevant information	

2.5.4	Status of automation of Examination/ Evaluation processes	
QnM		
-	Status of automation of examination / evaluation processes is represented by:	
	(Choose any one)	
	A. 100% automation of entire Division & implementation of	
	Examination Management System (EMS)	
	B. Only learner registration, Hall ticket issue & Result Processing	
	automated	10
	C. Only learner registration and result processing automated	10
	D. Only result processing automated	
	E. No automation of Examination/ Evaluation Division	
	Data requirements: (As per Data Template)	
	• Activity which are automated	
	• Date of commencement of activity	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	 Current Manual of examination automation system 	
	-	
	• Annual reports of examination including the present status of	
	automation	
	• As per Data Template	
	Any other relevant information	
2.5.5	Involvement of external experts in evaluation process	
2.5.5 Q _n M		
	Extent of involvement of external teachers and other academics in the	
	Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year:	
	Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year: 1. Evaluation of Assignments	
	 Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year: 1. Evaluation of Assignments 2. Evaluation of Projects 	
	 Extent of involvement of external teachers 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 	
	 Extent of involvement of external teachers 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 	
	 Extent of involvement of external teachers 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 	
	 Extent of involvement of external teachers 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. 	
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, 	
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. 	
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above C. Any 2 of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above D. Any 1 of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above C. Any 2 of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above D. Any 1 of the above E. None of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above D. Any 1 of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above C. Any 2 of the above E. None of the above E. None of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above C. Any 2 of the above E. None of the above E. None of the above 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above C. Any 2 of the above E. None of the above E. None of the above Mame of external evaluators course wise 	5
	 Extent of involvement of external teachers 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. 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc. Options:(Choose any one of the below) A. Any 4 and more of the above B. Any 3 of the above C. Any 2 of the above E. None of the above E. None of the above Mame of external evaluators course wise 	5

Upload:

- Link to list of evaluators
- As per Data Template
- Any other relevant information

Key Indicator -2.6 Learner Performance and Learning Outcomes (20)

No.					Weightage
2.6.1 QIM	Program Ou	tcomes			
Quvi			braduate Attributes / Program e Outcomes which are integrat		
	Write descrip	tion in maximum	of 1000 words		
	RESPONSE	OF THE UNIV	ERSITY		10
		•••••			
	Cours	uate Attributes / se Outcomes	Program Outcomes, Program S	Specific Outcomes and	
2.6.2 QnM		other relevant info status of UG and	PG degree programs		10
	PG Degree in For calculatin academic year	maximum period ng completion sta rs back and for P	ed batch who have successfully d of 5 and 4 years respectively. tus in case of UG degree, the end G degree the enrolment data of	nrolment data of 5	
	back should b	be taken from the	preceding year.		
	Level	Total Enrolment	Completed Program within maximum period	Total number of learners successfully completed	
	Level	Total	Completed Program	of learners successfully	
		Total	Completed Program	of learners successfully completed	
	Level PG UG Data Require • Progr	Total Enrolment ement: (As per D ram wise enrolme	Completed Program within maximum period	of learners successfully completed the program	
	Level PG UG Data Require • Progr	Total Enrolment ement: (As per D ram wise enrolme	Completed Program within maximum period	of learners successfully completed the program	
	Level PG UG Data Require • Progr • Progr Formula: Total number	Total Enrolment ement: (As per D ram wise enrolme ram wise complet	Completed Program within maximum period	vel evel	

RESI	PONSE OF THE UNIVERSITY
•••••	
•••••	
•••••	
Uplo	ad:
-	ad: Link to declaration of results
•	

Key Indicator – 2.7 Learner Satisfaction Surveys (30)

Metric No.		Weightage
2.7.1	Online Learner Satisfaction Survey regarding teaching-learning process	
QnM	Furnish data regarding learner satisfaction with respect to teaching-learning process.	
	The online survey would be conducted by NAAC	
	 Data Requirements: (As per Data Template) Name of the Learner / Gender Name of the Program enrolled Learner Id number Mobile number Email id (Database of all currently enrolled learners need to be prepared and shared with NAAC along with the online submission of QIF) 	30
	RESPONSE OF THE UNIVERSITY	
	 Upload: Database of all currently enrolled learners As per Data Template Any other relevant information 	

Section B: Data Templates/Documents for Quantitative Metrics (QnM)

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

2.1.1. Average pe five years (5)	ercentage of incr	rease in the enrolment of	of learners in the Instit	ution year wise over
Year	Fresh enrollment	*Admission into next semester (re- registration)	Total enrollment	% of increase/ decrease over the previous year
2015-16				
2016-17				
2017-18				
2018-19				
2019-20				
(Current year)				

2.2.1. Average Per	rcentage of learners enrolle	ed from rural area	as year wise over	the last five years (5)
Year	Total enrolment(No.)	Urban(No)	Rural*(No.)	% of Rural learners
2015-16				
2016-17				
2017-18				
2018-19				
2019-20				
(Current year)				
*Rural also includ	es tribal areas			

	Year	Number	of students a	admitted from	Socially ba	ckward category	Total number of learners
		SC	ST	OBC	Gen	Others	enrolled
1.5	2015-16						
15.	2016-17						
	2017-18						
	2018-19						
	2019-20						
	(Current						
	year)						

Upload:

Institutional data

2015-16 Image: Constraint of the second	Year	Number of learners with Speech & hearing impairme nt	Number of learners with Loco motor impairment	Number of learners with Visual impairment	Number of learners with Low vision	Number of learners with Any other Disability	Total number of PWD learners applied for admissions	Total number of PWD learners enrolled	Percentag of PWD learners enrolled
2017-18 Image: Constraint of the second	2015-16								
2018-19 Image: Constraint of the second	2016-17								
2019-20 (Current year) Image: Current year) Image: Current year) Image: Current year) Upload: Image: Current year) Current year) Upload: Image: Current year) Current year) Current year) Current year) Current year) Ver Vear Number of learners enrolled from different genders years Year Number of learners enrolled from different genders learners Total numb learners enrolled transgender learners 2015-16 Image: Current year Image: Current year Image: Current year 2015-16 Image: Current year Image: Current year Image: Current year Image: Current year 2018-19 Image: Current year Image: Current year Image: Current year Image: Current year	2017-18								
(Current year) verify the second	2018-19								
(Current year) Image: Current year) Image: Current year) Image: Current year) Image: Current with the submitted by the Institution to a Government agency giving this information 2.2.4. Average percentage of enrolled learners across different genders year wise over the last five years Image: Current year wise over the last five years Year Number of learners enrolled from different genders learners Image: Current year wise over the last five years Year Number of learners enrolled from different genders learners Image: Current year wise over the last five year wise over the last five y	2019-20								
Upload: • Institutional data • Any other document submitted by the Institution to a Government agency giving this information 2.2.4. Average percentage of enrolled learners across different genders year wise over the last five years Year Number of learners enrolled from different genders Number of Number of female learners learners 2015-16	(Current								
YearNumber of learners enrolled from different gendersTotal numbric learnersNumber of Male learnersNumber of female learnersTotal numbric learners2015-162016-172017-182018-1911	• Inst			(C			
Number of Male learnersNumber of female learnersNumber of transgender learnersTotal number learners2015-162016-172017-182018-19	Inst Any infc	y other docum prmation	ment submit	-					
2015-16	Inst Any infc 2.2.4. Avera //ears	y other docum prmation	ment submit ge of enrolle	d learners ac	eross diffe	erent gender	rs year wise o	over the la	ast five
2017-18	Inst Any infc 2.2.4. Avera //ears	y other docum ormation age percenta	ment submit ge of enrolle Number of nber of Aale	d learners ac learners enro Numl fem	biled from biled from ber of nale	erent gender n different g	rs year wise of genders Number of ransgender	over the la	number o
2018-19	 Inst Any info 2.2.4. Avera years Year 	y other docum ormation age percenta	ment submit ge of enrolle Number of nber of Aale	d learners ac learners enro Numl fem	biled from biled from ber of nale	erent gender n different g	rs year wise of genders Number of ransgender	over the la	number o
	 Inst Any infc 2.2.4. Avera years Year 2015-16 	y other docum ormation age percenta	ment submit ge of enrolle Number of nber of Aale	d learners ac learners enro Numl fem	biled from biled from ber of nale	erent gender n different g	rs year wise of genders Number of ransgender	over the la	number o
	 Inst Any infc 2.2.4. Avera /ears Year 2015-16 2016-17 2017-18 	y other docum ormation age percenta	ment submit ge of enrolle Number of nber of Aale	d learners ac learners enro Numl fem	biled from biled from ber of nale	erent gender n different g	rs year wise of genders Number of ransgender	over the la	number o
2019-20 (Current year)	 Inst Any infc 2.2.4. Avera 7ears Year 2015-16 2016-17 2016-17 2017-18 2018-19 	y other docum ormation age percenta	ment submit ge of enrolle Number of nber of Aale	d learners ac learners enro Numl fem	biled from biled from ber of nale	erent gender n different g	rs year wise of genders Number of ransgender	over the la	number o

18	2.2.5. Average Percentage	of the	enrolled lear	ners en	ployed year	wise	over the la	ıst five	e years (5)	
	Year	learne	ding self-	oyed	Number of are not emp				number of rs enrolled	
	2015-16	empro	Jea							
	2016-17									
	2017-18									
	2018-19									
	2019-20 (Current year)									
19	Institutional data 2.2.6: Average number of prison inmates enrolled as learners year wise over the last five years (5)									
	Year		Number of learners enrolled under category of Prisoners			Total number of learners enrolled				
	2015-16									
	2016-17									
	2017-18									
	2018-19									
	2019-20 (Current year)									
	Upload: • Institutional data									
20	 2.2.7: Average number of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows, enrolled as learners year wise over last five years (5) 									
	Year	learne unde	Imber of ers enrolled er category Ex Service men	learne unde	umber of ers enrolled er category far widows	learn unc of	Jumber of ners enrolle ler categor Defense / Security Personnel	$y \begin{vmatrix} 1 \\ 1 \end{vmatrix}$	Fotal number of earners enrolled	
	2015-16					1	ersonner			
	2016-17									
	2017-18									
	2018-19									
	2019-20 (Current year)									

Key	Indicator - 2.3 Teaching-Learnin	ng Process (60)			
21	2.3.2: Percentage of programs v academic year (10)	where radio has been us	ed for providin	ıg instru	
	Program Name		Program Code	•	Number of radio sessions conducted
	Upload • Status Report of audio a	nd video programs of the	Institution		
22	2.3.3 Percentage of programs conferencing / webinars, etc) for	where telecast / web	cast (TV broa		
	Program Name		Program Coo		Number of telecast/ webcast conducted
	Upload • Schedules of the abo	ove activities			
23	2.3.4: Average percentage of the on the website / Online Reposito wise over the last five years (5)	e learning material of the			
	Year	Total number of pro which the digitized available for the lea	content is	Total on off	number of programs Fer
	2015-16				
	2016-17				
	2017-18				
	2018-19				
	2019-20 (Current year)				
	Upload • Digital repository of	SLM			

	ent year) nal data of teacl	Sanctioned p	oosts	In posi	tion		tioned	ther Academics	
2016-17 2017-18 2018-19 2019-20 (Curre Upload: • Institution						po	osts		In position
2017-18 2018-19 2019-20 (Curre Upload: • Institution									
2018-19 2019-20 (Curre Upload: • Institution									
2019-20 (Curre Upload: • Institution									
Upload: • Institution									
Institution	nal data of teacl								
2.4.2. Number of five years. (10)	e faculty memb full time teache	ers authenticat	ed by	the Regis				ise o	ver the las
	Nı	umber of Teacl	ners			Numbe	r of othe	r aca	demics
Year	In position	With PhD	Witho	out PhD	In p	osition	With P	hD	Withou PhD
2015-16									
2016-17									
2017-18									
2018-19									
2019-20									
(Current year)									
Upload: • Institution	nal data of teacl	hers and other	acadei	nics					
Institution 2.4.3 Programs of year wise over the Year		e developed th	rough N de co Go		f in on it/	with gove Numb Progr develop out sour exter ager	er of ams bed by cing to rnal	N] ada	r agencies /umber of Program adopted/ apted from ther HEIs
Institution 2.4.3 Programs of year wise over the Year 2015-16	ffered which are e last five years Number of Programs	e developed th (5) Number of Program developed	rough N de co Go	Lumber o Program veloped i Ilaboratio with	f in on it/	Numb Progr develop out sour exter	er of ams bed by cing to rnal	N] ada	lumber of Program adopted/ apted from
Institution 2.4.3 Programs of year wise over the Year 2015-16 2016-17	ffered which are e last five years Number of Programs	e developed th (5) Number of Program developed	rough N de co Go	Lumber o Program veloped i Ilaboratio with	f in on it/	Numb Progr develop out sour exter	er of ams bed by cing to rnal	N] ada	lumber of Program adopted/ apted from
Institution 2.4.3 Programs of year wise over the Year 2015-16 2016-17 2017-18	ffered which are e last five years Number of Programs	e developed th (5) Number of Program developed	rough N de co Go	Lumber o Program veloped i Ilaboratio with	f in on it/	Numb Progr develop out sour exter	er of ams bed by cing to rnal	N] ada	umber of Program adopted/ apted from
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YCMOU: Assessment & Accreditation

Sr. No.	Name of academic counselor	Year of Appointment	Highest Educational Qualifications	Teaching experience in years
1			Qualifications	
2				
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Upload:

• Number of Academic Counselors with details of qualifications

K	ey Indicator	- 2.5 Ev	valuation Process and Refo	orms (40))			
30	2.5.4 Status	of autor	nation of Examination/ Eva	luation H	rocesse	es (10)		
	Sr. No.	Name	of the activity automated		Date o	f commencement of act	ivity	
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31			olvement of external teacher demic year (5)	s and of	her aca	demics in the evaluation	related activities	
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32								
	Name of t program	he	Total enrolment of	Total enrolment of learners			ompleted d batch	

YCMOU: Assessment & Accreditation

	Under Graduate program (five academic years back)	Post Graduate program (four academic years back)	Under Graduate program	Post Graduate program
 Upload Link to declaration of	of results	<u> </u>		

	Key India	cator - 2.7	Learner Sa	atisfaction S	Survey(30))						
3	2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process (30)											
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Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Place:.....Date:....

Signature of the Head of the institution with seal

SECTION: C: APPENDICES

Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit	An exercise which serves to provide assurance that the delegated							
	responsibilities for quality and standards of academic provision are being							
	appropriately discharged.							
Academic Calendar	The schedule of the institution for the academic year, giving details of all							
Academic Calendar	academic and administrative events.							
A and amin Councelling	Informing, advising, guiding, tutoring and mentoring students individually or							
Academic Counselling								
	collectively on the curriculum; student tracking; providing feedback on							
	performance; prevention of student dropout; and career prospects.							
Academic Counsellor	A subject expert (teacher) who is competent to inform, advise, guide, tutor and							
	mentor students on curriculum; facilitate the students in their progression in the							
	course by providing feedback on their performance; finding solutions to the							
	problems encountered by them and motivating them to successfully complete							
	the program of study.							
Academic Consultant	A full time, temporary teacher/subject expert involved in preparation of Self							
	Learning Material for the transaction of Curriculum.							
Academic Flexibility	Choice offered to the students in the curriculum offering and the curriculum							
	transactions.							
Academic Session	An academic cycle of twelve months duration beginning either in January or in							
	the month of July of every year							
Accreditation	Certification of quality that is valid for a fixed period, which in the case of							
	NAAC is five years							
Assessment	Performance evaluation of an institution or its units based on certain established							
	criteria							
Assessors	Trained academics or experts who represent NAAC on peer teams.							
Benchmarks	An example of good performance that serves as a standard for comparison of							
	one's own performance. It is a technique in which an institution measures its							
	performance against that of the best of others.							
Bibliometrics	is a statistical analysis of written publications, such as books or articles							
Blended Learning	A mixing of different learning environments such as traditional face-to-face							
	classroom methods with modern computer-mediated activities.							
Carbon Neutral	A term used to describe fuels that neither contribute to nor reduce the amount of							
	carbon (measured in the release of carbon dioxide) into the atmosphere.							
Catering to Student	The strategies adopted by institution to fulfill the needs of a heterogeneous							
Diversity	group of students.							
Choice Based Credit	A mode of learning in higher education which facilitates a student to have some							
System (CBCS)	freedom in selecting his/her own choices, across various disciplines for							
	completing a UG / PG program. All UG and PG programs, as per UGC, have to							
	implement CBCS							
	1							

Centre for Internal Quality AssuranceA Centre established by a Higher Educational Institution offering programmes in Open and Distance Learning mode for ensuring the quality of programmes offered by it including the services provided to the learners through internal quality monitoring mechanism and to ensure continuous improvement in the entire operations of the HEI.Citation IndexThe number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents.Co-Curricular ActivitiesActivities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etcCollaborationFormal agreement/understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.Completion Rates(course/)The ratio of the total number of learners successfully completing a course/ graduating from a program in a given year to the total number of learners who initially enrolled on the course/program.
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Rates(course/) graduating from a program in a given year to the total number of learners who initially enrolled on the course/program.
initially enrolled on the course/program.
Continuous The assessment process followed by the HEI throughout the learning
Assessment period, which determines the progress of the learners in achieving the expected
learning outcomes and providing feedback for further improvement.
Course A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule Details of sessions being offered, its time, location, academic counselors, which
students must know in order to register. The counseling schedule is published
prior to the commencement of registration for each semester / session.
Credit The study input of thirty hours required by a learner to acquire the prescribed
level of learning (learning outcome) in respect of an ODL program equivalent
to one printed block comprising 3-4 units; comprehending the print material;
listening to audio; watching video; attending counseling sessions;
teleconferencing and preparing assignment responses.
Credit transferIt is a term used by an HEI for granting credit to a student for educational
experiences or courses undertaken at another institution. The courses under
consideration for credit transfer are evaluated to see if the courses meet the
requirements of the receiving institution in terms of curriculum content and
design.
Criteria Pre-determined standards of functioning of an institution of higher education
that form the basis of assessment and accreditation as identified/defined by
NAAC.
Cross Cutting Issues Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are
careful consumers of scientific and technological information related to their
everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design Process of defining the contents of units of study and usually obtained through
and Development needs assessment, feedback from stakeholders and expert groups. Curriculum
design and curriculum development are procedures which are closely linked to
the description of learning outcomes.
Cycles of An institution undergoing the accreditation process by NAAC for the first time
Accreditation is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and
so on.

Degree	A degree means a degree specified under sub-section (3) of section 22 of the UGC Act, 1956.
Demand Ratio	The ratio of the number of seats available in a program/institute to the number
	of valid applications
Directorates of	Departments/ Centers/ Institutes exclusively established to offer programs
Distance Education	through ODL mode by conventional universities established by an Act of
	Parliament or State Legislature, Deemed to be universities declared by the
	Central Government under Section 3 of the University Grants Commission Act,
	1956 and institutions of national importance declared by an Act of Parliament.
Eco system for	Eco system for innovation comprises of material resources (funds, equipment,
Innovations	facilities, etc.) and the human resources (students, faculty, staff, industry
	representatives, etc.) and linkages among them that make up the institutional
	entities to promote the development of products and systems that are likely to
	have significant economic value.
E-learning Resources	Learning resources available on Internet
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across
	all disciplines of social sciences, arts, fine arts & humanities, natural &
	mathematical sciences, linguistics and languages developed under the initiative
	of MHRD, under its National Mission on Education through ICT (NMEICT)
	Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga @INFLIBNET provides a platform for research students to deposit
	their Ph.D. theses and make it available to the entire scholarly community in
	open access.
e-Shodh Sindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as
	archival access to more than 15,000 core and peer-reviewed journals and a
	number of bibliographic, citation and factual databases in different disciplines
	from a large number of publishers and aggregators to its member institutions
	including centrally-funded technical institutions.
Elective Courses	A choice available to students to select from among a large number of subjects
	related to specific disciplines.
Emerging Areas	New areas of study and research deemed important to pursue. These areas may
	have been identified by national agencies or international bodies.
Enrichment Courses	Courses offered by institution for student empowerment and enrichment for
	effectively serving the society and participating in social and economic
	development.
Evaluation	Assessment of learning, teaching and evaluation process and reforms to increase
Process and Reforms	the efficiency and effectiveness of the system.
Examination Centre	A place where examinations are conducted for the Open and Distance Learning
	mode learners and is having the requisite infrastructure and adequate manpower
	for smooth conduct of examinations
Examination	Examination management system is a well-defined document or a software
Management System	application for the planning, administration, documentation, tracking,
	evaluation of students responses, and announcement of grades/marks obtained
	by students in all formal learning activities in an educational program
Experiential Learning	Is a process of learning through experience and is more specifically defined as

	"learning through reflection on doing".
Extension	The aspect of education, which emphasizes neighborhood services. These are
Activities	often integrated with curricula as extended opportunities intended to help, serve
	reflect and learn. The curriculum- extension interface has educational values,
	especially in rural India.
Faculty Development	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Program	
Feedback	Formative and evaluative comments given by tutors on the performance of
	individual learners.
	Evaluative comments made by stakeholders to the institution on the quality and
	effectiveness of a defined process.
	Response from students, academic peers and employers for review and design
	of curriculum.
Field Project	Formal projects students need to undertake that involve conducting surveys
	outside the college/university premises and collection of data from designated
	communities or natural places
Financial	Budgeting and optimum utilization of financial resources.
Management	
Flexibility	A mechanism through which students have wider choices of Programs to
	choose from, as well as, multiple entry and exit points for Programs /courses.
Formative Assessment	The assessment process followed by the HEI throughout the learning
	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Full Time Teachers	A teacher employed for at least 90 per cent of the normal or statutory number of
	hours of work for a full-time teacher over a complete academic year is classified
	as a full-time teacher.
Graduate	The disciplinary expertise or technical knowledge that has traditionally formed
Attributes	the core of most university courses. They are qualities that also prepare
	graduates as agents for social good in an unknown future.
Green Audit	The process of assessing the environmental impact of an organization, process,
~	project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed,
	complaints and other formal requests made by learners, staff and other
	stakeholders on the institutional provisions promised and perceived.
Higher Educational	Education, imparted by means of conducting regular classes or through distance
Institutions(HEI)	education systems, beyond twelve years of schooling leading to the award of a
TT • 1. (TT• 1 T 1)	Degree or Certificate or Diploma or Postgraduate Diploma.
H-index(Hirsch Index)	An index that attempts to measure both the productivity and impact of the publiched work of a scientist or scholar. The index is based on the set of the
	published work of a scientist or scholar. The index is based on the set of the scientist's most sited papers and the number of sitetions that they have received
	scientist's most cited papers and the number of citations that they have received
II D	in other publications.
Human Resource	The process of assessing the human power requirements, recruiting, monitoring the growth and approximate them periodically and plan the staff development
Management	the growth and appraising them periodically and plan the staff development
	programs for the professional development and provide the necessary incentives
	and feedback.

International Completethe humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referencedInformation Communication Technology (ICT)Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.Impact factor (IF)A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.Inclusion, InclusivenessInclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently a bled.INFLIBNET Database and serialsInformation and Library Network Centre maintains a database on books, theses and serialsInfrastructurePhysical facilities like building, playfields, hostels etc. which help run an institutional Program.	TT	A community details according internal books and reference contraction						
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-	Leadership							
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of strategies, system and methods for achieving excellence, stimulating								
innovation and building knowledge and capabilities								
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	Centre (LSC)							
Government recognized Higher Educational Institution offering conventional		Government recognized Higher Educational Institution offering conventional						

faculty and having all the necessary infrastructure and availability of appropriate number of qualified faculty not below the rank of qualified Assistant Professors of recognized Colleges or Institutes offering a similar program for engaging theory contact sessions and supervising practical session in laboratory or field .Learner Support ServicesServices provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescriber level in respect of a program of study.Learning Management SystemsA learning management system (LMS) is a software application for th administration, documentation, tracking, reporting and delivery of educationar courses or training Programs. They help the instructor deliver material to th students, administer tests and other assignments, track student progress, an manage record-keeping. MOODLE is an example of open source LMSLearning OutcomesSpecific intentions of a Program or module, written in clear terms. The describe what a student should know, understand, or be able to do at the end of that Program or module
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Library as a Learning The library holdings in terms of titles of books, journals and other learnin
Resource materials and technology aided learning mechanism, which enable the student
to acquire information, knowledge and skills required for their study.
Modular Approach The approach followed by an HEI in which the curriculum is divided int
learning units called modules. A module is a well structured or self-containe learning unit which is complete with specific objectives, contents, teaching
learning strategies and assessment mechanism. A learner can exit from
programme after successful completion of a module(s) and will be certified.
Moodle Moodle is a free and open-source learning management system (LMS) writte
in PHP and distributed under the GNU General Public License.
New Technologies Digital tools and resources (hardware and software) and their application in th field of education.
NIRF (National National Institutional Ranking Framework (NIRF), approved by the MHRD
Institutional Ranking outlines a methodology to rank institutions across the country. The parameter
Framework) and sub-parameters associated with this mechanism are evolving from year t
year.
https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017
pdf
N-LIST N-LIST stands for "National Library and Information services Infrastructure for
Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
Open and Distance This is a mode of providing flexible learning opportunities by overcomin
Learning (ODL) separation of teacher and learner using a variety of media, including prin
electronic, online and occasional interactive face-to-face meetings with th
presence of an Higher Educational Institution or Learner Support Services t
deliver teaching-learning experiences, including practical or work experiences.
Open Educational Educational materials and resources offered freely and openly for anyone to us
Resources (OER) and under some licenses to re-mix, improve and redistribute.
Open University They are single mode HEIs offering programs through ODL mode, establishe
by Acts of the Central or State Legislature, which impart education throug

	distance education or Open and Distance Learning mode: using multiple media
	to impart instruction like print, audio, video, broadcasts, e-resources/ digital
	resources, etc and to support the learning endeavor of the distance learners.
Optimum Utilization	The infrastructure facilities are made available to the student for their maximum
of Infrastructure	utilization. e.g. Extended hours for computer center and library, sharing of
	facilities for interdisciplinary and multidisciplinary Programs.
Organogram	Organogram is the word, a diagram that shows the structure of an organization
Organogram	and the relationships between the relative ranks of its part and position/ job. It is
	also known as Organisational Structure.
Other Academics	Academic staff other than teachers, appointed for implementation of the
other reducines	transaction of curriculum through organizing and administering support services
	to the learners to facilitate their successful completion of program of study.
Outcome	An outcome of an educational Program is what the student should be able to do
outcome	at the end of a Program/ course/ instructional unit.
Outreach Activities	Is the practice of conducting local public awareness activities through targeted
	community interaction
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes,
Tarticipative Learning	behaviors and relationships, which enable and empower people to share,
	analyze and enhance their knowledge of their life and conditions, and to plan,
	act, monitor, evaluate and reflect.
Participative	Refers to an open form of management where employees are actively involved
Management	in the institution's decision making process.
Perspective	Is a blue print regarding the objectives and targets of long term growth
Development	is a blac principega and a bojectives and targets of fong term growth
Physical Facilities	Infrastructure facilities of the institution to run the educational Programs
- mj =	efficiently and the growth of the infrastructure to keep pace with the academic
	growth of the institution.
Policy for Promotion	Processes defined by the institution to facilitate the teachers to write research
of Research	proposals, seek funding, conduct research, publish, and evaluate and reward the
	research done.
Pre-qualifiers	For the Assessment and Accreditation (A&A) in revised framework the NAAC
-	has proposed a pre-qualifier test. It is a condition for peer team visit and will be
	based on Institutional system generated score (SGS) in all Q _n M after
	undergoing DVV process. As a Pre-qualifier, the institution should score at least
	30% in Quantitative Metrics (Q_nM) as per the final score after the DVV
	Process. If the HEI does not clear the Pre-qualifier stage then they will have to
	apply afresh by submitting the IIQA and its fees.
Programme	A range of learning experiences offered to students in a formal manner over a
	period of one-to-four years leading to certificates/ diplomas/ degrees. Examples:
	BA (Economics) BSc (Physics). All possible formal degree Programs are
	identified by UGC
Programme Options	A range of courses offered to students to choose at various levels leading to
	degrees/ diplomas/ certificates.
Programme Outcomes	Program Outcomes (POs) are what knowledge, skills and attitudes a graduate
	should have at the time of graduation. While no agency has formally defined
	service at the time of graduation. (This ho ageney has formally defined

	the POs of General Higher Education 3-year degree Programs in India, POs of
	all professional Programs in engineering and other areas are identified at
	national level by the concerned accrediting agency. POs are not specific to a
	discipline.
Promotion of	The process of promoting research culture among faculty and students by
Research and	facilitating faculty and student participation in research budget allocation,
Research Support	research fellowship and other faculties.
System	
Regional Centre (RC)	Regional Centre is the unit established or maintained by the University for the
	purpose of coordinating and supervising the work of the Learner Support
	Centers functioning in the operational area of the region. The RC ensures the
	smooth delivery of ODL programs designed and developed by the University,
	with the help of its LSCs and academic counselors empanelled therein.
Research	Systematic intellectual investigations aimed at discovering, interpreting and
	revising human knowledge.
Research Grant	Grant generated/received from different agencies by the institution for
-	conducting research projects.
Research Output	Quality research outcome beneficial for the discipline, society, industry and
	dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	Generation of funds through internal and external sources such as donations,
	consultancy, self-financing courses and so on.
SCOPUS	The world's largest abstract and citation data base of peer-reviewed literature
Salf Learning Material	and quality web sources.
Self Learning Material	Study material specially designed and developed for the learners, in print or non-print media, which is inter-alia self-explanatory, self-contained, self-
(SLM)	directed at the learner, and amenable to self-evaluation, and enables the learner
	to acquire the prescribed level of learning in a course of study, but does not
	include textbooks or guide-books.
Situatedness	Situatedness refers to involvement within a context. It also refers to placement
Situateuness	of learning experiences in authentic contexts or settings
SJR(SCImago	This takes three years of publication data into account to assign relative scores
Journal Rank)	to all the sources (journal articles, conference proceedings, review articles, etc.)
	in a citation network (Journals in SCOPUS database).
SNIP(Source	Is the ratio of the source's average citation count per paper in a three year
Normalized Impact	citation window over the "citation potential" of its subject field?
per Person)	
Special Learner	A centre established by the HEI for imparting instruction to persons referred to
Support Centre	in the Rights of Persons with Disabilities Act 2016, including the employees of
	Defense or Security Forces and jail inmates interested to study through the
	Open and Distance Learning mode. However, in case of programs like those
	being developed by the Government for Skill Development or Lifelong
	Learning, the Study Centre or Learner Support Centre could be opened in
	Government institutions having capabilities for learner support services in the
	respective areas.
Stakeholder	Affiliation and interaction with groups or individuals who have an interest in

Relationship	the actions of the institutions and the ability to influence its actions, decisions,
	policies, practices or goals of the organization.
Strategic Plan	A specific, action-oriented medium or long-term plan for making progress
	towards a set of institutional goals.
Strategy Development	Formulation of objectives, directives and guidelines with specific plans for
	institutional development.
Student Centric	Methods of instruction that focus on products of learning by the students
Methods	
Student Profile	The student community of the institution, their strength and the diversity in
	terms of economic and social strata, location and other demographic aspects
	such as gender, age, religion, caste, rural/ urban.
Student Progression	Vertical movement of students from one level of education to the next higher
	level successfully or towards gainful employment.
Student Support	Facilitating mechanism for access to information fee structure and refund
	policies and also guidance and placement cell with student welfare measures to
	give necessary learning support to the students.
Summative	It is the assessment of the learners at the end of the academic year to assess a
Assessment	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
SWAYAM	SWAYAM is a Program initiated by Government of India and designed to
	achieve the three cardinal principles of Education Policy viz., access, equity and
	quality. https://swayam.gov.in/
Teacher Quality	A composite term to indicate the qualification of the faculty, the adequacy
	meant for recruitment procedures, professional development, recognition and
	teachers characteristics.
Terminal Assessment	It is the assessment of the learners at the end of the academic year to assess a
	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
Value Added Courses	Courses of varying durations which are optional, and offered outside the
	curriculum that add value and helping them students in getting placed.
L	

Appendix II: Abbreviations

A&A (A/A)	-	ssessment and Accreditation			
AC	-	ademic Council			
AIM	-	sessors Interaction Meetings			
AISHE	-	India Survey on Higher Education			
AMC	-	Annual Maintenance Contract			
AVRC	-	udio-Visual Research Centre			
AICTE	-	All India Council for Technical Education			
AQAR	-	Annual Quality Assurance Report			
ASC	-	Academic Staff College			
BoM	-	Board of Management			

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CAL-Computer Aided LearningCAS-Career Advancement SchemeCBCS-Choice Based Credit SystemCD-Compact DisketteCGPA-Cumulative Grade Point AverageCIQA-Centre for Internal Quality AssuranceCr-CriteriaCr-GPA(s)-Criterion-wise Grade Point Average(s)CSIR-Council of Scientific and Industrial ResearchDCI-Dental Council of IndiaDDE-Directorate of Distance Education							
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CSIR-Council of Scientific and Industrial ResearchDCI-Dental Council of IndiaDDE-Directorate of Distance Education							
CSIR-Council of Scientific and Industrial ResearchDCI-Dental Council of IndiaDDE-Directorate of Distance Education	iterion-wise Grade Point Average(s)						
DDE - Directorate of Distance Education							
DEB - Distance Education Bureau							
DEC - Distance Education Council							
DELNET - Developing Library Network							
DEP - Distance Education Programs							
DLitt - Doctor of Literature							
DRS - Direct Reception System							
DSc - Doctor of Science	1 2						
DVV - Data Validation and Verification							
EC - Executive Committee							
ECS - Elective Course System							
ECP Extended Contact Program							
EMS - Examination Management System							
EPC - Enhancement of Professional Competency							
ERP - Enterprise Resource Planning							
FDP - Faculty Development Program							
GC - Governing Council							
GST - Goods and Services Tax							
HEI - Higher Education Institute							
HQs - Headquarters							
ICT - Information and Communication Technology							
IIQA - Institutional Information for Quality Assessment							
ILMS - Integrated Library Management System							
INR - Indian Rupees							
IQAC - Internal Quality Assurance Cell							
IQAS - Internal Quality Assurance System							
INFLIBNET - Information and Library Network							
IPR - Intellectual Property Rights							
ISBN - International Standard Book Number							
ISSN - International Standard Serial Number							
KI - Key Indicator							
KI-GP(s) - Key Indicator-wise Grade Point(s)	-						
LAN - Local Area Network							

MCI MHRD								
MHRD	-	edical Council of India						
	-	Ministry of Human Resource and Development						
MoA	-	Memorandum of Association						
MoC	-	Memorandum of Contract						
MOOC	-	Massive Open Online Courses						
MoU	-	Memorandum of Understanding						
MIR	-	Minimum Institutional Requirements						
MIS	-	Management Information System						
NAAC	-	National Assessment and Accreditation Council						
NCG	-	tional Consultative Group						
NCTE	-	ional Council for Teacher Education						
NET	-	ional Eligibility Test						
NIRF	-	National Institutional Ranking Framework						
NGO	-	Non Governmental Organization						
NPE	-	National Policy Education						
NPTEL	-	National Programmed Technology Enhanced Learning						
OBC	-	r Backward Class						
ODL	-	en and Distance Learning						
OER	-	Open Educational Resource						
OU	-	Open University						
PCI	-	Press Council of India						
PDP	-	Professional Development Program						
PG	-	Post Graduate						
Ph.D.	-	Doctorate of Philosophy						
POA	-	Program of Action						
PPR	-	Program Project Report						
PTR	-	Peer Team Report						
PwD	-	Persons with Disabilities						
QA	-	Quality Assurance						
QAA	-	Quality Assurance Agency						
QIF	-	Quality Indicator Framework						
Q _l M	-	Qualitative Metrics						
Q _n M	-	Quantitative Metrics						
RC	-	Regional Centre						
RCI	-	Rehabilitation Council of India						
SAP	-	Special Assistance Program						
SC	-	Scheduled Caste						
SET/SLET	-	State Level Eligibility Test						
SGS	-	System Generated Scores						
SLM	-	Self Learning Material						
SSR	-	Self-Study Report						
SSS	-	Student Satisfaction Survey						
ST	-	Scheduled Tribe						

SWOC	-	rengths, Weaknesses, Opportunities and Challenges				
TEE	-	Term End Examination				
UG	-	Under Graduate				
UGC	-	Iniversity Grants Commission				
URL	-	Uniform Resource Locator				
Wi-Fi	-	Wireless Fidelity				

Section D: Annexure

ONLINE STUDENT SATISFACTION SURVEY QUESTIONNAIRE

National Assessment and Accreditation Council (NAAC): Criterion II of Teaching, Learning and Evaluation: Key Indicator - 2.7.1: Learner Satisfaction Survey

Guidelines for Learners

NAAC (National Assessment and Accreditation Council), a body of the UGC is conducting a Learner Satisfaction Survey regarding Teaching-learning and Evaluation in your University. This will help us to upgrade the quality of Higher Education in the country.

There are a total of 21 questions in the survey. Of these the first 20 questions are MCQ type where you are expected to select the most appropriate choice. Question 21 is open ended wherein you are expected to give your honest opinion on the University in terms of its strengths and weaknesses and suggestions for its improvement.

Please provide your personal details here:

Name: Age: Gender: (Male / Female / Transgender): Name of the University you are enrolled with: The program of study you are enrolled in: Level of the program:

Instructions to fill the questionnaire

- All questions should be compulsorily attempted.
- Each question has five responses, choose the most appropriate one.
- The response to the question no. 21 should be your honest opinion on the University in terms of its strengths and weaknesses and suggestions for its improvement.

Answer the following questions based on your experience in the institution you are enrolled with

- 1. Induction program conducted by the Learner Support Centre, where you are studying was useful
 - 4– Strongly Agree \Box
 - 3–Agree□
 - 2– Neutral 🗆
 - 1– Disagree \Box
 - 0– Strongly disagree \Box
- 2. The study material for the programme was comprehensive and easy to understand with useful illustrations of concepts and examples
 - 4– Strongly Agree \Box
 - 3-Agree
 - 2- Neutral \square
 - 1– Disagree \Box
 - 0- Strongly disagree

- 3. The assignments were very useful in grasping of the content given in the Study Material
 - 4– Strongly Agree 🗆
 - 3-Agree
 - 2- Neutral \square
 - 1– Disagree \Box
 - 0– Strongly disagree \Box
- 4. The academic counselling provided at the Learner Support Centre facilitated the understanding of study material provided to you
 - 4– Strongly Agree \Box
 - 3-Agree
 - 2– Neutral 🗆
 - 1– Disagree \Box
 - 0– Strongly disagree \square
- 5. The academic counsellors are qualified and were well prepared for conducting the counseling sessions scheduled at the Learner Support Centre
 - 4– Strongly Agree \Box
 - 3–Agree□
 - 2– Neutral 🗆
 - 1– Disagree \Box
 - 0– Strongly disagree \Box
- 6. The University adheres to schedule of admissions and term end examinations.
 - 4– Strongly Agree \Box
 - 3–Agree□
 - 2– Neutral 🗆
 - 1-Disagree
 - 0– Strongly disagree \Box
- 7. The counseling sessions organized at the Learner Support Centre helped you to clear doubts and keep you on track
 - 4– Strongly Agree \Box
 - 3–Agree□
 - 2- Neutral \square
 - 1– Disagree \Box
 - 0– Strongly disagree \Box
- 8. The learner centric methods used by the institution to promote learning, enhanced your problem solving skills, employability skills, life skills and made your ready for the world of work
 - 4– Strongly Agree \Box
 - 3–Agree□
 - 2- Neutral \square
 - 1– Disagree \Box
 - 0– Strongly disagree \square
- 9. Online services provided to you were easily accessible and useful.
 - 4– Strongly Agree \Box
 - 3-Agree
 - 2- Neutral \square

- 1– Disagree 🗆
- 0– Strongly disagree \Box
- 10. The internal assessment through assignments was fair and timely
 - 4– Strongly Agree \Box
 - 3–Agree□
 - 2– Neutral 🗆
 - 1− Disagree □
 - 0– Strongly disagree \Box

11. Your queries were promptly addressed by the institution

- 4– Strongly Agree 🗆
- 3-Agree
- 2- Neutral \square
- 1− Disagree □
- 0– Strongly disagree \square
- 12. The term end examination was conducted fairly and the sanctity of the examination was maintained
 - 4– Strongly Agree \Box
 - 3–Agree□
 - 2– Neutral 🗆
 - 1− Disagree □
 - 0– Strongly disagree \Box

13. The results of term end examinations were declared timely

- 4– Strongly Agree \Box
- 3–Agree□
- 2– Neutral 🗆
- 1– Disagree 🗆
- 0– Strongly disagree \Box
- 14. The academic program which you are pursuing, has all the requisite academic content to achieve the expected competency
 - 4– Strongly Agree \square
 - 3-Agree
 - 2– Neutral 🗆
 - 1-Disagree
 - 0– Strongly disagree \square
- 15. Electronic media (Audio and Video including radio interactions) is supplementing the teaching learning process and academic counselling.
 - 4– Strongly Agree \Box
 - 3-Agree
 - 2– Neutral
 - 1− Disagree □
 - 0– Strongly disagree \Box

16. The grievance redressal mechanism of the University was effective

- 4– Strongly Agree \Box
- 3-Agree

- 2– Neutral 🗆
- 1-Disagree
- 0– Strongly disagree \square
- 17. The University website/mobile app gave useful information
 - 4– Strongly Agree \Box
 - 3-Agree
 - 2– Neutral 🗆
 - 1– Disagree \Box
 - 0– Strongly disagree \square

18. .The study material was available in digital form

- 4– Strongly Agree \Box
- 3-Agree
- 2- Neutral \square
- 1– Disagree \Box
- 0– Strongly disagree \Box
- 19. You are receiving the Self Learning Materials(Printed blocks/modules) on regular basis
 - 4 Complete set of material
 - 3-75% of the material
 - 2-50% of the material
 - 1-25% of the material
 - 0 None of the material
- 20. How will you rate the overall teaching-learning experience in the institution?
 - 4– Excellent \Box
 - 3–Very Good \Box
 - 2-Good \square
 - 1– Satisfactory
 - 0– Unsatisfactory \Box

21. a) Please give your honest opinion on the university in terms of its strengths and weaknesses

b) Please give suggestions for the improvement of the University

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION (200)

Key Indicator – 3.1 Promotion of Research and Facilities (15)

Metric No.	Description of the Metrics	Weightage			
3.1.1	Policy for promotion of research				
Q _l M	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.				
	Write description in maximum of 500 words				
	RESPONSE OF THE UNIVERSITY				
	Provide web-link to				
	 Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption Policy document on promotion of research Any other relevant information 				
3.1.2	Descends facilities for teachard, other academics and learners	5			
QnM	Research facilities for teachers, other academics and learners Research facilities available to the teachers, other academics and learners of the Institution for pursuing research				
	 Reference Library Online subscription to research journals Research/Statistical Databases Media Laboratory / studios Science laboratories Computing Laboratory and support for both qualitative and quantitative data analysis including soft wares Data curation and sharing facility 				
	 8. Language laboratory 9. Central Instrumentation Centre 				
	10. Any other				
	Options (Choose any one of the below) A. Any 6and more of the above B. Any 4or 5of the above C. Any 2or 3of the above D. Any 1of the above E. None of the above				
	RESPONSE OF THE UNIVERSITY				

Data 1	requirement: (As per Data Template)
•	List of facilities available
•	Date of procurement / launch / establishment
Uploa	d:
•	URLs of the available facilities
•	As per Data Template
•	Any other relevant information

Key Indicator – 3.2 Resource Mobilizations for Research (15)

Metric							Weightage
<u>No.</u> 3.2.1 QnM	Government and Non-government grants for research 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					5	
	year wise over the Year Total grants for research received (INR in Lakhs)	ast five yes	2016-17	Lakhs)	2018-19	2019-20	
	 Data requirement: (As per Data Template) Name of the Project Name of the Principal Investigator Department of Principal Investigator Year of Award Funds provided Duration of the project Funding Agency Total amount of funds received 						
	RESPONSE OF THE UNIVERSITY						
	 Upload: Award letters for research projects sponsored by government and non-government As per Data Template Any other relevant information 						
3.2.2 QnM	Research projects funded to teachers and other academics Average number of teachers and other academics having research projects funded by the institution / government and non-government agencies year wise					10	

over the last five years	8				
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number of teachers and other academics					
Data requirement: (A Name of Prime Title of the re Department/S Duration of prime Amount / Fun Name of fund Year of sancti Formula: Total number of te Average number of	cipal Invest search proj School of re roject d received ing agency on	tigator ect ecipient d other aca	demics hav	-	
RESPONSE OF TH	E UNIVER	RSITY			
				·····	
Upload: • List of research • Document fro • Link of the fu • As per Data T	m Funding nding agen	•••			
Any other rele		mation			

Key Indicator – 3.3: Innovation Ecosystem (35)

Metric No.		Weightage
3.3.1	Innovative initiatives of the Institution	
QıM	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 Write description in maximum of 1000 words	10
	RESPONSE OF THE UNIVERSITY	

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	Provide web-lin	nk to							
	 The Innovation Centre/ Cell Initiatives taken by the institution Any other relevant information 								
3.3.2	Workshops / se	eminars cor	nducted or	ı innovative	practices			10	
QnM	 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 and Other innovative technologies 								
	Year	2015-16	2016-17	2017-18	2018-19	2019-20	Total		
	Number of workshops / seminars								
	 Number of Participants Schedule of the activity conducted Report of the workshops / seminars 								
	 Upload: Report of the event/ link to the material developed List of workshops/seminars over the last five years As per Data Template Any other relevant information 								
3.3.3 OnM	Innovative content developed								
QnM	Innovative conte NMEIC NPTEL SWAYA e-PG Pa e-SLMs	T AM uthshala	ed in the fo	orm of e-mo	dules / e-SL	Ms / MOOCs	for :		

1-04-	dahova									
liste	listed above.									
Year	2015-1	6 2016-1	7 2017-	18 2018-	19 2019-2	20 Total				
Number of innovative contents developed										
	rements : (As of the innov			ed						
RESPONS	E OF THE U	JNIVERSI	Г Ү							
Upload:										
• As	of the innov per Data Tem other releva	plate	-	ed over the l	ast five years	5				
.4 Awards for	innovation									
M Number of a	wards for in	novation re	ceived by d	ifferent sect	ions of the In	stitution				
research sch	olars/student	s year wise	over the las	st five years	1	1				
Year	2015-16	2016-17	2017-18	2018-19	2019-20	Total				
Number										
NarNarYea	 Data requirements: (As per Data Template) Name of the Awardees Name of the Awarding Agency with contact details Year of Award RESPONSE OF THE UNIVERSITY									
RESPONS										
RESPONS										
RESPONS										
Upload: • Sca • Aw	nned copies o ard details per Data Tem		ters							

Key Indicators – 3.4 Research Publications and Awards (70)

Metric No.							Weightage		
3.4.1	Mechanisms to check	nalpractice	s and plagi	arism in re	search				
QnM	The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years)								
	 Research methodology with course on research ethics Ethics Committee Plagiarism Check Committee on publication guidelines 								
	Options: (Choose any one) A. All 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above								
	RESPONSE OF THE UNIVERSITY								
	Upload:								
	 Institutional code of ethics document Notification for Research Ethics Committee Minutes of the committee As per Data Template Any other relevant information 								
3.4.2	Ph.Ds and M.Phils awarded								
QnM	Average Number of M.Phil and Ph.D degrees awarded per teacher year wise over the last five years.								
	Year	2015-16	2016-17	2017-18	2018-19	2019-20			
	Number of M.Phil degrees awarded								
	Number of Ph.D								
	degrees awarded Number of teachers								
	recognized as								
	research guides Total								
	 Data requirements: (As per Data Template) Number of Ph.Ds awarded Number of PhDs awarded Number of teachers recognised as research guides 								
	Formula:								
-------	---	----------------------------	-----------------	----------------	-----------------	----------------	----	--	--
	Numberof M. Phil and Ph. Ddegreesawarded over the last five years Average Numberof Teachers recognised as reaseach guides								
	over the last five years								
	RESPONSE	RESPONSE OF THE UNIVERSITY							
	Upload:								
	-	link of the Re	search page						
	• List o	of Ph. D schol	ars and their d	etails like na	me of the gu	ide, title of			
	thesis	, year of awa	rd etc						
	• As pe	r Data Templ	ate						
	• Any o	other relevant	information						
	Research nu	blications ner	r teacher and	other acade	mic				
3.4.3	Research pu	oncutions per	teacher and	other acade	inic				
				rage publish	ed by teach	ners and other	20		
QnM	academics of	the Institution	1						
	Average number of research papers published by teachers and other academics								
	of the Institu	tion in the .	Journals notif	ied on UGC	2 website /	peer reviewed			
	journals year	wise over the	last five years						
	Year	2015-16	2016-17	2017-18	2018-19	2019-20			
	Number of								
	papers								
	published								
	Data require	ments: (As p	er Data Templ	ate)					
	-	of paper	-						
		e of the author							
	Depa acade		ol/ Division/ C	entre/ Unit/ C	Cell of the tea	acher/			
		enne e of Journal							
		of publication	ı						
		of the Journa							
	Formula:								
		1	Number of pu	hlications in	ı				
	UGC		nals over the						
			number of fu						
		-	cademics ove						
	RESPONSE	OF THE UN	IVERSITY						

	 Upload: Web-link of research papers published As per Data Template Any other relevant information 								
3.4.4	Books and Chapter	rs in edi	ted volumes	etc.			20		
3.4.4 QnM	Number of books at by teachers and other Number of books at other academics of t Year 201 Number of books published Number of chapters in books published Total Data Requirements • Title of the 1 • Name of the 1 • Name of the 1 • Title of the 1 • Title of the 1 • Total nu • Total nu	nd chap ber acader nd chap he Instit 15-16 s: (As per paper: N book: N	ters/ units in nics of the In ters/ units in ution year w 2016-17 er Data Temp fame of the to ame of the to ame of the to ame of the autor for books and over the las nber of full t	a books/ SLM istitution books/ SLM ise over the 1 2017-18 plate) eacher/ acade uthor/s d chapters, u	s published ast five year 2018-19 emic emic	by teachers and s	20		
	RESPONSE OF TI		., ERGIII						
	·····								
	Upload: • Web-link of • As per Data • Any other re	Templa	te						

3.4.5	Publications on Distance Education	5
QnM	Number of books, chapters in books, articles and research papers in journals in	
	the area of Distance Education published by teachers and other academics of the	
	Institution	
	Details of the publications teachers and other academics of the Institution year	
	wise over the last five years.	
	Data Requirements: (As per Data Template)	
	• Title of the book / Journal	
	Name of the publisher: National / International National / international / ISBN/(SSN of the publication	
	 National / international : ISBN/ISSN of the publication Year of publication 	
	Formula:	
	Numberofpublications on Distance Education	
	over the last five years	
	Number of full time teachers and other academics	
	over the last five years	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	Web-link of publications	
	• As per Data Template	
	• Any other relevant information	
3.4.6	Bibliometrics of the publications	5
QnM	Impact of the research publications from the Institution	
	Impact of the research publications from the Institution	
	Bibliometrics of the publications by teachers and academics over the last five	
	years based on average Citation index in Scopus/ Web of Science or Pub-Med/	
	Indian Citation Index etc.	
	Data Daguingmenta: (As non Data Tanalata)	
	Data Requirements: (As per Data Template)Title of the paper	
	Name of the author	
	 Title of the journal 	
	Year of publication	
	Citation Index	
	Formula:	
	0.45 X Total number of Citation in SCOPUS in five years +	
	0.45 X Total number of Citation in Web of Science in five years + 0.1 X Total number of Citation in Indian Citation Index in five years	
	0.45 X Total number of Publication in SCOPUS in five years +	
	0.45 X Total number of Publication in Web of Science in five years +	
	0. 1 X Total number of Publication in Indian Citation Index in five years	

	RESPONSE OF THE UNIVERSITY							
	Upload: (The Data obtained from INFLIBNET will be used for the purpose of calculation of scores)							
3.4.7 QnM	h-index of the Institution	5						
QIIM	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 Bibliometrics of the publications in Scopus / Web of Science							
	Data Requirements:							
	• Title of the paper							
	• Name of the author							
	• Title of the journal							
	Year of publicationh- index							
	Formula:							
	h – Index of Scopus + h – index of Web of Science							
	h index =							
	2							
	RESPONSE OF THE UNIVERSITY							
	· · · · · · · · · · · · · · · · · · ·							
	Upload:							
	 Bibliometrics of publications based on Scopus / Web of Science – h- index of the institution 							
	• As per Data Template							
	Any other relevant information							
	The Data obtained from INFLIBNET will be used for the purpose of calculation of scores							

Key Indicators - 3.5 Consultancy (10)

Metric No.		Weightage
3.5.1	Policy on Consultancy	2
QıM	The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency	
	Write description in maximum of 500 words	

	DESDONGE			7						
	RESPONSE OF THE UNIVERSITY									
	Provide web	-link to								
	 Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy Policy document on consultancy Any other relevant information 									
3.5.2	Revenue fro									
QnM	Revenue gen			rom conculta	nov		3			
QIIM	Kevenue gen	erated by the	mstitution	consulta	licy					
					teachers and	other academ	nics			
	of the Institution year wise over the last five years									
	Year	2015-16	2016-17	2017-18	2018-19	2019-20]			
	Revenue generated									
	Data requirement: (As per Data Template) • Names of the teacher/ academic • Name of consultancy project • Consulting/Sponsoring agency with contact details • Revenue generated (amount in rupees) RESPONSE OF THE UNIVERSITY • Audited statements of accounts indicating the revenue generated through consultancy • List of teachers and other academics providing consultancy									
		er Data Temp other relevan		n						

3.5.3	Revenue from training/ seminars/ conferences/ etc.	5				
QnM	Revenue generated by the Institution by conducting training programs/ seminars/ conferences/ through sponsorship, etc.					
	Revenue generated by the Institution from training / seminars/ conferences/ etc. through sponsorship, etc , year wise over the last five years (INR in lakhs)					

Year	2015-16	2016-17	2017-18	2018-19	2019-20			
Revenue generated (INR in								
lakhs)								
 Data Requirement: (As per Data Template) Title of the Training Programme Agency seeking training with contact details Revenue generated (INR in lakhs) Number of trainees Total Sponsorship generated in rupees 								
RESPONSE	OF THE U	NIVERSIT	Y					
•••••	•••••		•••••	••••••				
•••••	•••••		•••••			•••••		
•••••		••••••						
Upload:								
 Audited statements of account indicating the revenue generated through training 								
	dule of the t		rams					
-	er Data Tem	-						
• Any	other relevan	nt informatio	on					

Key Indicators - 3.6 Extension Activities (35)

Metric		Weightage
No.		
3.6.1	Extension activities	
Q ₁ M	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 Write description in maximum of 500 words RESPONSE OF THE UNIVERSITY	5
	 Provide web-link to Brochures of the activities Activity Reports Any other relevant information 	
3.6.2	Recognition of extension activities	10

								· · · · · · · · · · · · · · · · · · ·		
QnM	Number of awards and recognition received for extension activities from Government /recognized bodies year wise over the last five years									
	Year	2015	5-16	2016-17	2017-18	2018-19	2019-20			
	Number of award and recognition	ds								
		e activity e Award/ rec e Awarding	cognitie	on	ognized b	odies				
	RESPONSE OF T	HE UNIVE	RSITY	Y						
	·····		· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·					
	Scanned coAs per Data	-	ard let	ters						
	Any other n	elevant info	rmation	n						
3.6.3	Collaborative exte	nsion and o	utreac	ch Progra	ms			10		
QnM	Number of extensi Community Base Organizations year	ed Organiz	zations	, Gover			ration with government			
	Year	2015-16	2016	-17 201	7-18	2018-19	2019-20			
	Number									
	• Name of th	number of th e collaborati	e exter ng age	nsion and ency	outreach I	Programmes				
	RESPONSE OF T	HE UNIVE	RSITY	Y						
	Upload: • Reports of	the event or	onized	4						
	As per Data	the event org a Template relevant info								
								I		

3.6.4 QnM	Participation in ex	articipation in extension activities							
Quivi	Number of empl conducted by the I Organizations and issues, Rights of Pv								
	Year	2015-16	2016-17	2017-18	2018-19	2019-20			
	Number of employees and learners participating								
	Data Requirement Name of th Name of th Year of the Number of Number of								
	RESPONSE OF T								
	·····								
	Upload:								
	Report of t								
	As per DataAny other particular								

Metric No.							Weightage		
3.7.1	Collaborative activ	vities					10		
QnM	Number of Collaborative activities for research, programme development and faculty exchange year wise over the last five years								
	Year	2015-16	2016-17	2017-18	2018-19	2019-20			
	Number of collaborative Activities								
	Data requirements Title of the Name of the Source of fit Year of coll 								

	DuratioNature	n of the activity								
	RESPONSE O		RSITV							
	Upload:									
	-	d copies of colla	boration doc	ument						
		Data Template								
	Any oth	er relevant info	rmation							
3.7.2	Linkages with	institutions/ind	ustries				10			
QnM	Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc over the last five years									
	Year	2015-16	2016-17	2017-18	2018-19	2019-20				
	Number									
	 Data requirem Title of Name o details Year of Duratio Nature of 									
	RESPONSE O 									
		Data Template								
		er relevant info	rmation							

Data Templates / Documents for Quantitative Metrics

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

Section B: Data Templates / Documents for Quantitative Metrics (QnM)

	Key Inc	licator - 3.1 Promotion of Research and Facilities (15)
Ļ		esearch facilities provided by the Institution for teach g research(5)	ners, other academics and learners for
	2. 3. 4. 5. 6. 7. 8. 9. 10. 11. Options A. Any B. Thre	four facilities exist e of the facilities exist	quantitative data analysis
	D. One	of the facilities exist of the facilities exist of the facilities exist	
	Sr. No.	Name of the facility	Date of procurement / launch / establishment
	1		
	2		
	3		
	4		

	Key	Indicator -	3.2 Resource Mol	oilizatio	n for Res	earch (15)							
35			research projects a										
			n received by the I										
36	3.2.2: Average Number of teachers/ other academics having research projects funded by government												
	and non-government agencies year wise over the last five years (10)												
	Sr.	Name of	Name of the	Nam	Туре	Department/	Year	Funds	Duratio				
	No.	the	Principal	e of	(Gover	School of	of	provided	n of the				
		Project/	Investigator/Co	the	nment/	Principal	Award	(INR in	project				
		Chairs	Investigator	Fund	Non-	Investigator/		Lakhs)					
				ing	Govern	Co Investigator							
				agen	ment)								
				су									
	1												
	2												
	3												
		1					1						
	2.2.1												
	3.2.1	Upload:		1	4								
	322	• Awa Upload:	rd letters for resear	cn proje	ects sponse	ored by governmen	nt and no	n-governme	nt				
	5.2.2	-	esearch projects										
			nt from Funding A	geney									
					obsito								
	•	Web-Lin	k of the funding ag	gency w	ebsite								

37	3.3.2: Number of workshops/seminars conducted on: Intellectual Property Rights (IPR); Open Education Resources (OER); Massive Open Online Courses (MOOCs); Technology-Enabled Learning; Learning Management System; and other innovative technologies, year wise over the last five years (10)										
	Year	Name of the workshop/ seminar and content development	Number of Participants	Date From – To	link to the activity report/ URL of the materials developed, on the website						
	2015-16	•									
	2016-17										
	2017-18										
	2018-19										
	2019-20										
	-	ort of the event of workshops/semi	nars over last five ye	ears							

Name of Platform					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number of e-					
modules/ e-					
SLM's/					
MOOCs					

Г

39.		3.3.4: Number of awards for innovation received by different sections of the Institution, its teachers/other academics/ research scholars/learners year wise over the last five years(5)									
	Title of the innovation	Name of the Awardee	Name of the Awarding Agency with contact details	Year of Award	Category- teachers/other academics/ research scholars/students						
	Upload: • Scan	ned copies of aw	vard letters								

3.4.1 The institution has a stated code of ethics for research, the implementation of which is ensure by the following: (over the last five years) (5)									
1) Research n		th course on r	esearch ethics						
2) Ethics Committee 3) Plagiarism Check									
3) Plagiarism Check4) Committee on publication guidelines									
4) Committee	on publication	guidennes							
Name of Anti-									
plagiarism									
Software									
Number of Thesis									
checked									
Year	2015-16	2016-17	2017-18	2018-19	2019-20				
TT. 1 1									
Upload:									
• Institution:	al code of ethic	s document							
			44.0.0						
	n for Research		Ittee						
 Minutes of 	the committee								

Year	Number of teachers recognized as research guides	Number of M. Phil. awarded	Name of P awarded
2015-16			
2016-17			
2017-18			
2018-19			
2019-20			

Upload:

- Web-link of the research page on HEI web site
- List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

42 3.4.3: Number of research papers on an average published by teachers and other academics of the Institution. Research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years (20) Department School/ Title Name of Division/ Centre/ Unit/ Name of Year of ISSN Link of the of the Cell of the teacher/ and journal publication number publication author/s paper other academic **Upload:** Web-link of the research papers Link of the recognition in UGC- CARE enlistment of the Journal •

Sr. No.	Name of the teacher/ other academic	Title of the book	Title of the Chapter / Unit	Year of publication	ISBN number of the publication	Affiliating Institute at the time of publication	Name of the publisher	Link of the publication
1								
2								
3								
4								
Upl	oad • Web-link	of public	ations					

44 3.4.5 Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution. (5)

YCMOU: Assessment & Accreditation

Sr.No	Name	Title of	Title of	Name of	Year	ISBN/	Affiliating	Name of the	Links of t
	of the	the	the paper	the Journal	of	ISSN	Institute at	publisher	publicatio
	teacher	book/chap			publica	number of	the time of	_	
	/ other	ters			tion	the	publicatio		
	acade	published/				publicatio	n		
	mic	units				n			
		published							
1									
2									
3									

45	last f	3.4.6: Number of Bibliometrics of the publications by teachers and other academics year wise over the last five years based on average Citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index etc (5)											
	Sr. No.	Name of the author	Title of the paper	Title of the Journal	Year of publication	ISBN/ISSN number of the publication	Citation Index	Name of the publisher					
	1												
	2												
	3												
	Uplo		ometrics of the	publications	over the last fiv	e years							

Sr. No.	five years (5) Name of the author	Title of the paper	Title of the Journal	Year of publicati on	ISBN/ISSN number of the publication	H Index	Name of the publisher			
1										
2										
3										
 Upload •	Upload:H-index of the institution based on the publications									

		3.5.2 Total revenue generated from consultancy provided by teachers and other academics of the Institution year wise over the last five years (INR in lakhs) (3)							
	Names of the teacher/ other academic	Name of consultancy project	Consulting/Sponsor ing agency with contact details	Year	Revenue generated (INR in Lakhs)	Name of consultancy project			
-									

48.		3.5.3: Revenue generated by the Institution from training / seminars/ conferences/ etc. for government and non-government bodies, year wise over the last five years (INR in lakhs) (5)							
	Title of the Training Program Title of the corporate training Program	Agency seeking training with contact details	Year	Revenue generated (INR in Lakhs)	Number of trainees				
	Upload: • Audited statements of acc	count indicating the reve	nue gei	nerated through traini	ng				
	 Audited statements of account indicating the revenue generated through training Schedule of the training programmes 								

	Key Indicator - 3.6	Extension Activities (35)							
49.	3.6.2 Number of awards and recognition received for extension activities from Government /recognized bodies year wise over the last five years (10)								
	Name of the activity	Name of the Award/ recognition	Name of the Awarding government/ recognized bodies	Year of award					
	Upload • Awards for extension activities • Scanned copy of the award letters								

50.	3.6.3: Number of extension and outreach Programs conducted in collaboration with Community Base Organizations, Non-Government Organizations year wise over the last five years (10)					
	Name of the activity	Organizing unit/ agency/ collaborating agency	Year of the activity	Number of learners participated in such activities		
	Upload: • Reports of	the event organized				

51. 3.6.4: Number of employees and learners participating in extension activities with Government Organizations, Non-Government Organizations and Programs such as Swachh Bharat, AIDS Awareness, Gender Issue, etc. year wise over the last five years (10)

YCMOU: Assessment & Accreditation

Nam th activ	e	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity	Number of employees participated in such activities	Number of learners participated in such activities
Uplo. •		port of the event				

	Key	Indicato	r - 3.7 Collabor	ation (20)							
52.		3.7.1 Number of Collaborative activities for research and faculty exchange year wise over last five years (10)									
	Sr. No.	Title of the Collab orative activit y	Name of the collaborating agency with contact details	Name of the participant	Source of financial support	Year of collaborati on	Duration	Nature of the activity	Link of the relevant document		
	1										
	2										
	3										
	Uplo	Upload: • Scanned copies of collaboration document									

Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Year of commencement	Durat ion (Fro m- To)	Nature of linkage	Name of the participant	Link o the relevan t docum nt
	ink of website of collaborator canned copies of MoU of the co					

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place:

SECTION: C: APPENDICES

Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit	An exercise which serves to provide assurance that the delegated					
	responsibilities for quality and standards of academic provision are being					
	appropriately discharged.					
Academic Calendar	The schedule of the institution for the academic year, giving details of all					
	academic and administrative events.					
Academic Counselling	Informing, advising, guiding, tutoring and mentoring students individually or					
	collectively on the curriculum; student tracking; providing feedback on					
	performance; prevention of student dropout; and career prospects.					
Academic Counsellor	A subject expert (teacher) who is competent to inform, advise, guide, tutor and					
	mentor students on curriculum; facilitate the students in their progression in the					
	course by providing feedback on their performance; finding solutions to the					
	problems encountered by them and motivating them to successfully complete					
	the program of study.					
Academic Consultant	A full time, temporary teacher/subject expert involved in preparation of Self					
	Learning Material for the transaction of Curriculum.					
Academic Flexibility	Choice offered to the students in the curriculum offering and the curriculum					
	transactions.					
Academic Session	An academic cycle of twelve months duration beginning either in January or in the month of July of every year					
Accreditation	the month of July of every year Certification of quality that is valid for a fixed period, which in the case of					
	NAAC is five years					
Assessment	Performance evaluation of an institution or its units based on certain established					
	criteria					
Assessors	Trained academics or experts who represent NAAC on peer teams.					
Benchmarks	An example of good performance that serves as a standard for comparison of					
	one's own performance. It is a technique in which an institution measures its					
	performance against that of the best of others.					
Bibliometrics	is a statistical analysis of written publications, such as books or articles					
Blended Learning	A mixing of different learning environments such as traditional face-to-face					
	classroom methods with modern computer-mediated activities.					
Carbon Neutral	A term used to describe fuels that neither contribute to nor reduce the amount of					
	carbon (measured in the release of carbon dioxide) into the atmosphere.					
Catering to Student	The strategies adopted by institution to fulfill the needs of a heterogeneous					
Diversity	group of students.					
Choice Based Credit	A mode of learning in higher education which facilitates a student to have some					
System (CBCS)	freedom in selecting his/her own choices, across various disciplines for					
	completing a UG / PG program. All UG and PG programs, as per UGC, have to					

	implement CBCS
Centre for Internal	A Centre established by a Higher Educational Institution offering programmes
Quality Assurance	in Open and Distance Learning mode for ensuring the quality of programmes
	offered by it including the services provided to the learners through internal
	quality monitoring mechanism and to ensure continuous improvement in the entire operations of the HEI.
Citation Index	The number of times a research papers is referred to by other researchers in
	refereed journals, and is a measure of validity of its contents.
Co-Curricular	Activities, which support the curriculum such as field trips, display of academic
Activities	achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	Formal agreement/understanding between any two or more institutions for
	training, research, student/ faculty exchange or extension support.
Completion	The ratio of the total number of learners successfully completing a course/
Rates(course/)	graduating from a program in a given year to the total number of learners who
	initially enrolled on the course/program.
Continuous	The assessment process followed by the HEI throughout the learning
Assessment	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Course	A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule	Details of sessions being offered, its time, location, academic counselors, which
	students must know in order to register. The counseling schedule is published
	prior to the commencement of registration for each semester / session.
Credit	The study input of thirty hours required by a learner to acquire the prescribed
	level of learning (learning outcome) in respect of an ODL program equivalent
	to one printed block comprising 3-4 units; comprehending the print material;
	listening to audio; watching video; attending counseling sessions;
	teleconferencing and preparing assignment responses.
Credit transfer	It is a term used by an HEI for granting credit to a student for educational
	experiences or courses undertaken at another institution. The courses under
	consideration for credit transfer are evaluated to see if the courses meet the
	requirements of the receiving institution in terms of curriculum content and
	design.
Criteria	Pre-determined standards of functioning of an institution of higher education
	that form the basis of assessment and accreditation as identified/defined by
	NAAC.
Cross Cutting Issues	Cross cutting issues refer to the abilities of students to have sufficient
	disciplinary knowledge, to engage in public discussions on related issues; are
	careful consumers of scientific and technological information related to their
	everyday lives; are able to continue to learn outside school; and have the skills
<u> </u>	to enter careers of their choice.
Curriculum Design	Process of defining the contents of units of study and usually obtained through
and Development	needs assessment, feedback from stakeholders and expert groups. Curriculum
	design and curriculum development are procedures which are closely linked to
	the description of learning outcomes.
Cycles of	An institution undergoing the accreditation process by NAAC for the first time
Accreditation	is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and

	so on.
Degree	A degree means a degree specified under sub-section (3) of section 22 of the
	UGC Act, 1956.
Demand Ratio	The ratio of the number of seats available in a program/institute to the number
	of valid applications
Directorates of	Departments/ Centers/ Institutes exclusively established to offer programs
Distance Education	through ODL mode by conventional universities established by an Act of
	Parliament or State Legislature, Deemed to be universities declared by the
	Central Government under Section 3 of the University Grants Commission Act,
	1956 and institutions of national importance declared by an Act of Parliament.
Eco system for	Eco system for innovation comprises of material resources (funds, equipment,
Innovations	facilities, etc.) and the human resources (students, faculty, staff, industry
	representatives, etc.) and linkages among them that make up the institutional
	entities to promote the development of products and systems that are likely to
	have significant economic value.
E-learning Resources	Learning resources available on Internet
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across
	all disciplines of social sciences, arts, fine arts & humanities, natural &
	mathematical sciences, linguistics and languages developed under the initiative
	of MHRD, under its National Mission on Education through ICT (NMEICT)
	Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga @INFLIBNET provides a platform for research students to deposit
	their Ph.D. theses and make it available to the entire scholarly community in
	open access.
e-Shodh Sindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as
	archival access to more than 15,000 core and peer-reviewed journals and a
	number of bibliographic, citation and factual databases in different disciplines
	from a large number of publishers and aggregators to its member institutions
	including centrally-funded technical institutions.
Elective Courses	A choice available to students to select from among a large number of subjects
	related to specific disciplines.
Emerging Areas	New areas of study and research deemed important to pursue. These areas may
	have been identified by national agencies or international bodies.
Enrichment Courses	Courses offered by institution for student empowerment and enrichment for
	effectively serving the society and participating in social and economic
	development.
Evaluation	Assessment of learning, teaching and evaluation process and reforms to increase
Process and Reforms	the efficiency and effectiveness of the system.
Examination Centre	A place where examinations are conducted for the Open and Distance Learning
	mode learners and is having the requisite infrastructure and adequate manpower
	for smooth conduct of examinations
Examination	Examination management system is a well-defined document or a software
Management System	application for the planning, administration, documentation, tracking,
	evaluation of students responses, and announcement of grades/marks obtained
	by students in all formal learning activities in an educational program

Experiential Learning	Is a process of learning through experience and is more specifically defined as "learning through reflection on doing".
Extension	The aspect of education, which emphasizes neighborhood services. These are
Activities	
Acuvities	often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values,
	especially in rural India.
Faculty Development	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Program	
Feedback	Formative and evaluative comments given by tutors on the performance of
	individual learners.
	Evaluative comments made by stakeholders to the institution on the quality and
	effectiveness of a defined process.
	Response from students, academic peers and employers for review and design
	of curriculum.
Field Project	Formal projects students need to undertake that involve conducting surveys
	outside the college/university premises and collection of data from designated
	communities or natural places
Financial	Budgeting and optimum utilization of financial resources.
Management	
Flexibility	A mechanism through which students have wider choices of Programs to
	choose from, as well as, multiple entry and exit points for Programs /courses.
Formative Assessment	The assessment process followed by the HEI throughout the learning
	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Full Time Teachers	A teacher employed for at least 90 per cent of the normal or statutory number of
	hours of work for a full-time teacher over a complete academic year is classified
	as a full-time teacher.
Graduate	The disciplinary expertise or technical knowledge that has traditionally formed
Attributes	the core of most university courses. They are qualities that also prepare
Titlibutes	graduates as agents for social good in an unknown future.
Green Audit	The process of assessing the environmental impact of an organization, process,
Green Audit	project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed,
Gilevance Keuressai	complaints and other formal requests made by learners, staff and other
	stakeholders on the institutional provisions promised and perceived.
Higher Educational	Education, imparted by means of conducting regular classes or through distance
Institutions(HEI)	education systems, beyond twelve years of schooling leading to the award of a
··· · · · · · · · · · · · · · · · · ·	Degree or Certificate or Diploma or Postgraduate Diploma.
H-index(Hirsch Index)	An index that attempts to measure both the productivity and impact of the
	published work of a scientist or scholar. The index is based on the set of the
	scientist's most cited papers and the number of citations that they have received
	in other publications.
Human Resource	The process of assessing the human power requirements, recruiting, monitoring
Management	the growth and appraising them periodically and plan the staff development
	programs for the professional development and provide the necessary incentives

	and feedback.	
Humanities	A comprehensive database covering journals, books and reference sources in	
International	the humanities. This database provides citation information for articles, essays	
Complete	and reviews, as well as original creative works including poems and fiction.	
	Photographs, painting and illustrations are also referenced	
Information	Information and Communication Technology Consists of the hardware,	
Communication	software, networks and media for the collection, storage, processing,	
Technology (ICT)	transmission and presentation of information (voice, data, text, images) as well	
	as related services.	
Impact factor	A measure of the citations to science and social sciences journals. The impact	
(IF)	factor for a journal is calculated based on a three-year period and can be	
	considered to be the average number of times published papers are cited up to 2	
	years after publication.	
Inclusion,	Inclusiveness in educational institutions refers to the educational experiences	
Inclusiveness	practiced with reference to gender, ethnicity, social class and differently a bled.	
INFLIBNET Database	Information and Library Network Centre maintains a database on books, theses	
	and serials	
Infrastructure	Physical facilities like building, playfields, hostels etc. which help run an	
	institutional Program.	
Institutional	IIQA is a requirement, which needs to be submitted online by all categories of	
Information for	HEIs	
Quality Assessment		
(IIQA)		
Institutional	Institutional distinctiveness is characterized by its reason for coming to	
Distinctiveness	existence, vision, mission, nature of stakeholders, access to resources, cultural	
	ambience and physical location	
Institutional	Focuses on the institution's responsibilities to the public in terms of protection	
Social Responsibility	of public health, safety and the environment, the public ethical behavior and the	
(ISR)	need to practice good citizenship.	
Interdisciplinary	An integrative approach in which information from more than one discipline	
research	issued in interpreting the content of a subject, phenomenon, theory or principle.	
Internal Quality	Self regulated responsibilities of the HEI aimed at continuous improvement of	
Assurance	quality for achieving academic and administrative excellence.	
System(IQAS)		
Internship	A designated activity that carries some credits involving more than 25 days of	
	working in an organization under the guidance of an identified mentor	
ISO Certification	ISO 9001 certification enhances customer satisfaction by meeting customer	
	requirements. The institution is able to provide right services. ISO certification	
	enhances functional efficiency of an organization.	
Leadership	Term used for setting direction and create a student- focused, learning oriented	
	climate, clear and visible values and high expectation by ensuring the creation	
	of strategies, system and methods for achieving excellence, stimulating	
	innovation and building knowledge and capabilities	
Learner Support	Learner Support Centre is a Centre established by the Higher Education	
Centre (LSC)	Institution in a College or Institute affiliated to a recognized university or a	

	Government recognized Higher Educational Institution offering conventional			
	mode programs of equivalent level in the same broad areas under the relevant			
	faculty and having all the necessary infrastructure and availability of			
	appropriate number of qualified faculty not below the rank of qualified			
	Assistant Professors of recognized Colleges or Institutes offering a similar			
	program for engaging theory contact sessions and supervising practical sessions			
.	in laboratory or field .			
Learner Support Services provided by a Higher Educational Institution in order to factorial				
Services	acquisition of teaching-learning experiences by the learner to the prescribed			
	level in respect of a program of study.			
Learning Management	A learning management system (LMS) is a software application for the			
Systems	administration, documentation, tracking, reporting and delivery of educational			
	courses or training Programs. They help the instructor deliver material to the			
	students, administer tests and other assignments, track student progress, and			
	manage record-keeping. MOODLE is an example of open source LMS			
Learning Outcomes	Specific intentions of a Program or module, written in clear terms. They			
	describe what a student should know, understand, or be able to do at the end of			
	that Program or module			
Library as a Learning	The library holdings in terms of titles of books, journals and other learning			
Resource	materials and technology aided learning mechanism, which enable the students			
	to acquire information, knowledge and skills required for their study.			
Modular Approach	The approach followed by an HEI in which the curriculum is divided into			
	learning units called modules. A module is a well structured or self-contained			
	learning unit which is complete with specific objectives, contents, teaching / learning strategies and assessment mechanism. A learner can exit from a			
	programme after successful completion of a module(s) and will be certified.			
Moodle	Moodle is a free and open-source learning management system (LMS) written			
	in PHP and distributed under the GNU General Public License.			
New Technologies	Digital tools and resources (hardware and software) and their application in the			
	field of education.			
NIRF (National	National Institutional Ranking Framework (NIRF), approved by the MHRD,			
Institutional Ranking	outlines a methodology to rank institutions across the country. The parameters			
Framework)	and sub-parameters associated with this mechanism are evolving from year to			
	year.			
	https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.			
	pdf			
N-LIST	N-LIST stands for "National Library and Information services Infrastructure for			
	Scholarly Content". http://nlist.inflibnet.ac.in/faq.php			
Open and Distance	This is a mode of providing flexible learning opportunities by overcoming			
Learning (ODL)	separation of teacher and learner using a variety of media, including print,			
	electronic, online and occasional interactive face-to-face meetings with the			
	presence of an Higher Educational Institution or Learner Support Services to			
	deliver teaching-learning experiences, including practical or work experiences.			
Open Educational	Educational materials and resources offered freely and openly for anyone to use			
Resources (OER)	and under some licenses to re-mix, improve and redistribute.			
Open University	They are single mode HEIs offering programs through ODL mode, established			

	by Acts of the Central or State Legislature, which impart education through			
	distance education or Open and Distance Learning mode: using multiple media			
	to impart instruction like print, audio, video, broadcasts, e-resources/ digital			
	resources, etc and to support the learning endeavor of the distance learners.			
Optimum Utilization	The infrastructure facilities are made available to the student for their maximum			
-				
of Infrastructure	utilization. e.g. Extended hours for computer center and library, sharing of			
0	facilities for interdisciplinary and multidisciplinary Programs.			
Organogram	Organogram is the word, a diagram that shows the structure of an organization			
	and the relationships between the relative ranks of its part and position/ job. It is			
	also known as Organisational Structure.			
Other Academics	Academic staff other than teachers, appointed for implementation of the			
	transaction of curriculum through organizing and administering support services			
	to the learners to facilitate their successful completion of program of study.			
Outcome	An outcome of an educational Program is what the student should be able to do			
	at the end of a Program/ course/ instructional unit.			
Outreach Activities	Is the practice of conducting local public awareness activities through targeted			
	community interaction			
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes,			
	behaviors and relationships, which enable and empower people to share,			
	analyze and enhance their knowledge of their life and conditions, and to plan,			
	act, monitor, evaluate and reflect.			
Participative	Refers to an open form of management where employees are actively involved			
Management	in the institution's decision making process.			
Perspective	Is a blue print regarding the objectives and targets of long term growth			
Development				
Physical Facilities	Infrastructure facilities of the institution to run the educational Programs			
J	efficiently and the growth of the infrastructure to keep pace with the academic			
	growth of the institution.			
Policy for Promotion	Processes defined by the institution to facilitate the teachers to write research			
of Research	proposals, seek funding, conduct research, publish, and evaluate and reward the			
	research done.			
Pre-qualifiers	For the Assessment and Accreditation (A&A) in revised framework the NAAC			
The qualifiers	has proposed a pre-qualifier test. It is a condition for peer team visit and will be			
	based on Institutional system generated score (SGS) in all Q_nM after			
	undergoing DVV process. As a Pre-qualifier, the institution should score at least			
	30% in Quantitative Metrics (Q_nM) as per the final score after the DVV			
	Process. If the HEI does not clear the Pre-qualifier stage then they will have to			
	apply afresh by submitting the IIQA and its fees.			
Programme	A range of learning experiences offered to students in a formal manner over a			
	period of one-to-four years leading to certificates/ diplomas/ degrees. Examples:			
	BA (Economics) BSc (Physics). All possible formal degree Programs are			
	identified by UGC			
Programme Antions	-			
Programme Options	A range of courses offered to students to choose at various levels leading to			
Deve annual const	degrees/ diplomas/ certificates.			
Programme Outcomes	Program Outcomes (POs) are what knowledge, skills and attitudes a graduate			

	should have at the time of graduation. While no agency has formally defined				
	the POs of General Higher Education 3-year degree Programs in India, POs of				
	all professional Programs in engineering and other areas are identified at				
	national level by the concerned accrediting agency. POs are not specific to a				
	discipline.				
Promotion of					
Research and facilitating faculty and student participation in research budget allo					
Research Support research fellowship and other faculties.					
System	Regional Centre is the unit established or maintained by the University for the				
Regional Centre (RC)	Regional Centre is the unit established or maintained by the University for the				
_	purpose of coordinating and supervising the work of the Learner Support				
	Centers functioning in the operational area of the region. The RC ensures the				
	smooth delivery of ODL programs designed and developed by the University,				
	with the help of its LSCs and academic counselors empanelled therein.				
Research	Systematic intellectual investigations aimed at discovering, interpreting and				
	revising human knowledge.				
Research Grant	Grant generated/received from different agencies by the institution for				
	conducting research projects.				
Research Output	Quality research outcome beneficial for the discipline, society, industry and				
	dissemination of knowledge including theoretical and practical findings.				
Resource Mobilization					
	consultancy, self-financing courses and so on.				
SCOPUS	The world's largest abstract and citation data base of peer-reviewed literatur				
	and quality web sources.				
Self Learning Material					
(SLM)	non-print media, which is inter-alia self-explanatory, self-contained, self-				
	directed at the learner, and amenable to self-evaluation, and enables the learner				
	to acquire the prescribed level of learning in a course of study, but does not				
	include textbooks or guide-books.				
Situatedness	Situatedness refers to involvement within a context. It also refers to placement				
	of learning experiences in authentic contexts or settings				
SJR(SCImago	This takes three years of publication data into account to assign relative scores				
Journal Rank)	to all the sources (journal articles, conference proceedings, review articles, etc.)				
	in a citation network (Journals in SCOPUS database).				
SNIP(Source	Is the ratio of the source's average citation count per paper in a three year				
Normalized Impact	citation window over the "citation potential" of its subject field?				
per Person)					
Special Learner	A centre established by the HEI for imparting instruction to persons referred to				
Support Centre	in the Rights of Persons with Disabilities Act 2016, including the employees of				
	Defense or Security Forces and jail inmates interested to study through the				
	Open and Distance Learning mode. However, in case of programs like those				
	being developed by the Government for Skill Development or Lifelong				
	Learning, the Study Centre or Learner Support Centre could be opened in				
	Government institutions having capabilities for learner support services in the				
	respective areas.				

Stakeholder	Affiliation and interaction with groups or individuals who have an interest in			
	the actions of the institutions and the ability to influence its actions, decisions,			
Relationship	-			
	policies, practices or goals of the organization.			
Strategic Plan	A specific, action-oriented medium or long-term plan for making progress			
	towards a set of institutional goals.			
Strategy Development Formulation of objectives, directives and guidelines with specific pla				
	institutional development.			
Student Centric	Methods of instruction that focus on products of learning by the students			
Methods				
Student Profile	The student community of the institution, their strength and the diversity in			
	terms of economic and social strata, location and other demographic aspects			
	such as gender, age, religion, caste, rural/ urban.			
Student Progression	Vertical movement of students from one level of education to the next higher			
	level successfully or towards gainful employment.			
Student Support	Facilitating mechanism for access to information fee structure and refund			
	policies and also guidance and placement cell with student welfare measures to			
	give necessary learning support to the students.			
Summative	It is the assessment of the learners at the end of the academic year to assess a			
Assessment	student's mastery over the given subject areas and can typically be awarded a			
	pass/fail grade/marks.			
SWAYAM	SWAYAM is a Program initiated by Government of India and designed to			
	achieve the three cardinal principles of Education Policy viz., access, equity and			
	quality. https://swayam.gov.in/			
Teacher Quality	A composite term to indicate the qualification of the faculty, the adequacy			
Teacher Quanty	meant for recruitment procedures, professional development, recognition and			
	teachers characteristics.			
Terminal Assessment				
i erminai Assessment	It is the assessment of the learners at the end of the academic year to assess a			
	student's mastery over the given subject areas and can typically be awarded a			
	pass/fail grade/marks.			
Value Added Courses	Courses of varying durations which are optional, and offered outside the			
	curriculum that add value and helping them students in getting placed.			

Appendix II: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
AIM	-	Assessors Interaction Meetings
AISHE	-	All India Survey on Higher Education
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
ASC	-	Academic Staff College
BoM	-	Board of Management

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CAL - Computer Aided Learning CAS - Career Advancement Scheme CBCS - Choice Based Credit System CD - Compact Diskette CGPA - Cumulative Grade Point Average CIQA - Centre for Internal Quality Assurance Cr - Criteria Cr-GPA(s) - Criteria CSIR - Concil of Scientific and Industrial Research DDE - Directorate of Distance Education DEB - Directorate of Distance Education DEB - Distance Education Council DELNET - Deter Reception System DES - Distance Education Programs DLitt - Doctor of Literature DRS - Doctor of Science DVV - Data Validation and Verification EC - Extended Contact Program EKS - Elective Course System FCP - Elective Course System ERV - Enhancement of Professional Competnety <th>BoS</th> <th>-</th> <th>Board of Studies</th>	BoS	-	Board of Studies
CBCS-Choice Based Credit SystemCD-Compact DisketteCGPA-Cumulative Grade Point AverageCIQA-Centre for Internal Quality AssuranceCr-CriteriaCr-GPA(s)-Criterion-wise Grade Point Average(s)CSIR-Concil of Scientific and Industrial ResearchDCI-Dental Council of IndiaDDE-Directorate of Distance EducationDBB-Distance Education BureanDEC-Distance Education CouncilDELNET-Developing Library NetworkDEP-Distance Education ProgramsDLitt-Doctor of LiteratureDRS-Dictor of ScienceDVV-Data Validation and VerificationEC-Excentive CommitteeECS-Ective Course SystemECP-Extended Contact ProgramEMS-Good Services TaxFIP-Enancent of Professional CompetencyERP-Good Services TaxHEI-Higher Education InstituteHQA-Information and Communication TechnologyIIQA-Information and Communication TechnologyIIQA-Information and Communication TechnologyERP-Enancement of Professional CompletencyERP-Good and Services TaxHEI-Information and Communication TechnologyIIQA-Information and Communication	CAL	-	Computer Aided Learning
CD - Compact Diskette CGPA - Cutualitive Grade Point Average CIQA - Centre for Internal Quality Assurance Cr - Criterion Cr GPA(s) - Criterion-wise Grade Point Average(s) CSIR - Conncil of Scientific and Industrial Research DDI - Dental Council of India DDE - Directorate of Distance Education DEB - Distance Education Bureau DEC - Distance Education Council DELNET - Developing Library Network DEP - Distance Education Programs DLitt - Doctor of Citerature DRS - Doctor of Science DVV - Data Validation and Verification EC - Executive Committee ECS - Executive Committee ECS - Executive Course System EPC - Entancement of Professional Competency ERP - Entancement of Professional Competency ERP - Enterpr	CAS	-	Career Advancement Scheme
CGPA-Cumulative Grade Point AverageCIQA-Centre for Internal Quality AssuranceCr-CriteriaCr-GPA(s)-Criterion-wise Grade Point Average(s)CSIR-Council of Scientific and Industrial ResearchDCI-Dental Council of IndiaDDE-Directorate of Distance EducationDEB-Distance Education BureauDEC-Distance Education CouncilDENT-Developing Library NetworkDEP-Distance Education ProgramsDLitt-Doctor of LiteratureDRS-Direct Reception SystemDSc-Doctor of ScienceDVV-Data Validation and VerificationEC-Executive Course SystemECP-Extended Contact ProgramEMS-Exemination Management SystemEPP-Faculty Development ProgramERP-Enterprise Resource PlanningFDP-Faculty Development ProgramGC-Governing CouncilGST-Good and Services TaxHEI-Higher Education InstituteHQ8-Institutional Information for Quality AssessmentILMS-Indergated Library Management SystemINR-Internation and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Intergated Library Management SystemINR-<	CBCS	-	Choice Based Credit System
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EC-Executive CommitteeECS-Elective Course SystemECP-Extended Contact ProgramEMS-Examination Management SystemEPC-Enhancement of Professional CompetencyERP-Enterprise Resource PlanningFDP-Faculty Development ProgramGC-Goods and Services TaxHEI-Higher Education InstituteHQS-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	DSc	-	Doctor of Science
ECS-Elective Course SystemECPExtended Contact ProgramEMS-Examination Management SystemEPC-Enhancement of Professional CompetencyERP-Enterprise Resource PlanningFDP-Faculty Development ProgramGC-Goods and Services TaxHEI-Higher Education InstituteHQs-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	DVV	-	
ECPExtended Contact ProgramEMS-Examination Management SystemEPC-Enhancement of Professional CompetencyERP-Enterprise Resource PlanningFDP-Faculty Development ProgramGC-Goods and Services TaxHEI-Higher Education InstituteHQs-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Integrated Library Management SystemINR-Integrated Library Management SystemINR-Integrated Library Management SystemINR-Integrated Library Management SystemISSN-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	EC	-	Executive Committee
ECPExtended Contact ProgramEMS-Examination Management SystemEPC-Enhancement of Professional CompetencyERP-Enterprise Resource PlanningFDP-Faculty Development ProgramGC-Governing CouncilGST-Goods and Services TaxHEI-Higher Education InstituteHQs-HeadquartersICT-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	ECS	-	Elective Course System
EMS-Examination Management SystemEPC-Enhancement of Professional CompetencyERP-Enterprise Resource PlanningFDP-Faculty Development ProgramGC-Governing CouncilGST-Goods and Services TaxHEI-Higher Education InstituteHQs-HeadquartersICT-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	ECP		
EPC-Enhancement of Professional CompetencyERP-Enterprise Resource PlanningFDP-Faculty Development ProgramGC-Governing CouncilGST-Goods and Services TaxHEI-Higher Education InstituteHQs-HeadquartersICT-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Internal Quality Assurance SystemISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	EMS	-	
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GST-Goods and Services TaxHEI-Higher Education InstituteHQs-HeadquartersICT-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	FDP	-	Faculty Development Program
HEI-Higher Education InstituteHQs-HeadquartersICT-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	GC	-	Governing Council
HQs-HeadquartersICT-Information and Communication TechnologyIIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	GST	-	Goods and Services Tax
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IIQA-Institutional Information for Quality AssessmentILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key Indicator-wise Grade Point(s)	HQs	-	Headquarters
ILMS-Integrated Library Management SystemINR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	ICT	-	Information and Communication Technology
INR-Indian RupeesIQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	IIQA	-	Institutional Information for Quality Assessment
IQAC-Internal Quality Assurance CellIQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	ILMS	-	Integrated Library Management System
IQAS-Internal Quality Assurance SystemINFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	INR	-	Indian Rupees
INFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	IQAC	-	Internal Quality Assurance Cell
INFLIBNET-Information and Library NetworkIPR-Intellectual Property RightsISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	IQAS	-	Internal Quality Assurance System
ISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	INFLIBNET	-	Information and Library Network
ISBN-International Standard Book NumberISSN-International Standard Serial NumberKI-Key IndicatorKI-GP(s)-Key Indicator-wise Grade Point(s)	IPR	-	Intellectual Property Rights
KI - Key Indicator KI-GP(s) - Key Indicator-wise Grade Point(s)	ISBN	-	
KI-GP(s) - Key Indicator-wise Grade Point(s)	ISSN	-	International Standard Serial Number
KI-GP(s) - Key Indicator-wise Grade Point(s)	KI	-	Key Indicator
	KI-GP(s)	-	-
		-	-

LSC	-	Learners Support Centre
MCI	-	Medical Council of India
MHRD	-	Ministry of Human Resource and Development
MoA	-	Memorandum of Association
MoC	-	Memorandum of Contract
MOOC	-	Massive Open Online Courses
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NAAC	-	National Assessment and Accreditation Council
NCG	-	National Consultative Group
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NIRF	-	National Institutional Ranking Framework
NGO	-	Non Governmental Organization
NPE	-	National Policy Education
NPTEL	-	National Programmed Technology Enhanced Learning
OBC	_	Other Backward Class
ODL	_	Open and Distance Learning
OER	_	Open Educational Resource
OU	_	Open University
PCI	_	Press Council of India
PDP	_	Professional Development Program
PG	-	Post Graduate
Ph.D.	_	Doctorate of Philosophy
POA	-	Program of Action
PPR	-	Program Project Report
PTR	-	Peer Team Report
PwD	-	Persons with Disabilities
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
QIF	-	Quality Indicator Framework
Q ₁ M	-	Qualitative Metrics
Q _n M	-	Quantitative Metrics
RC	-	Regional Centre
RCI	-	Rehabilitation Council of India
SAP	-	Special Assistance Program
SC	-	Scheduled Caste
SET/SLET	-	State Level Eligibility Test
SGS	-	System Generated Scores
SLM	-	Self Learning Material
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
L	<u> </u>	

SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
UG	-	Under Graduate
UGC	-	University Grants Commission
URL	-	Uniform Resource Locator
Wi-Fi	-	Wireless Fidelity

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES (100)

Metri **Description of the Metrics** Weightage c No 4.1.1 Facilities at Institution Headquarters, Regional Centers and Learner Support 10 Centers Q_lM Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc. Write description in maximum of 1000 words **RESPONSE OF THE UNIVERSITY** Provide web-link to Annual report of the Institution Geo-tagged photographs of campus and all other infrastructural facilities ٠ Any other relevant information 4.1.2 Expenditure incurred for infrastructure augmentation Average percentage of expenditure incurred for infrastructure augmentation **QnM** 5 Expenditure incurred for infrastructure augmentation and total expenditure excluding salary year wise over the last five years (INR in lakhs) Year 2015-16 2016-17 2017-18 2018-19 2019-20 Expenditure incurred for infrastructure augmentation Total expenditure excluding salary Data requirements: (As per Data Template) Expenditure incurred for infrastructure augmentation year wise for five years ٠ Total expenditure of the University excluding salary year wise for five years Formula: Expenditure incurred for infrastructure augmentation over the last five years Total expenditure excluding salary over the last five years X100 Average percentage = $\frac{\sum Percentage per year}{\sum Percentage per year}$ 5

Key Indicator - 4.1 Physical Facilities (20)



Metric No.		Weightage
4.2.1	ICT enabled facilities at HQs	5
QnM	Percentage of the rooms and seminar halls of the Institution Headquarters IT enabled as on date	
	Details of the number of rooms and seminar halls with ICT facilities/Wi-Fi/LAN at the Institution HQs (as on date) and total number of rooms and seminar halls.	
	Number of IT enabled rooms at HQ	
	Total number of rooms at HQ Number of IT enabled Seminar halls at HQ	
	Total number of Seminar halls at HQ	
	 Data requirements: (As per Data Template) Number of rooms and seminar halls with ICT facilities/Wi-Fi/LAN Total number of rooms and seminar halls at the University HQs Formula: <u>Number of classrooms and seminar halls with ICT facilities at HQ</u> Total number of rooms and seminar halls at HQ 	
	RESPONSE OF THE UNIVERSITY	
	 Upload: Geo- tagged Photographs of IT infrastructure facilities at HQs As per Data Template Any other relevant information 	
4.2.2 QnM	ICT enabled facilities at RCs Percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled	5
	as on date Details of the number of rooms with ICT facilities/Wi-Fi/LAN at RCs. (data as on date) at RCs (cumulative). Also provide the total number of rooms (cumulative) at the RCs.	
	Number of IT enabled rooms at RC* Total number of rooms at RC Number of IT enabled Seminar halls at RC Total number of Seminar halls at RC * Provide separate data for all RCs	
	 Data requirements: (As per Data Template) Number of rooms with ICT facilities/Wi-Fi/LAN at RCs 	

Key Indicator – 4.2: IT Infrastructure (40)

	• Total number of rooms (cumulative) at the RCs	
	Formula:	
	Number of classrooms and seminar halls with ICT facilities at RCs Total number of rooms and seminar halls at RCs $X100$	
	RESPONSE OF THE UNIVERSITY	
	Upload:Photographs of infrastructure facilities at a few RCs	
	As per Data Template	
	Any other relevant information	
4.2.3 QnM	ICT enabled facilities at LSCs	5
	Percentage of the rooms of the learner support centers are IT enabled as on date	
	Details of rooms with ICT facilities/Wi-Fi/LAN (data as on date) at Learner Support Centers (cumulative) and total number of rooms at the LSCs (cumulative)	
	Number of IT enabled rooms at LSC**	
	Total number of rooms at LSC Number of IT enabled Seminar halls at LSC	
	Total number of Seminar halls at LSC	
	** Provide data for all LSCs under each RC	
	Data requirements : (As per Data Template)	
	 Number of rooms with ICT facilities/Wi-Fi/LAN at LSCs Total number of rooms (cumulative) at the LSCs 	
	Formula:	
	Number of classrooms and seminar halls with ICT facilities at LSCs Total number of rooms and seminar halls at LSCs	
	RESPONSE OF THE UNIVERSITY	
	 Upload: Geo – tagged Photographs of infrastructure facilities at a few LSCs 	
	 As per Data Template Any other relevant information 	
4.2.4	Frequency of updating of IT facilities	5

Q _l M	Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY:	
	Provide web-link to	
	Scanned copy of agreementAny other relevant information	
4.2.5	Internet Bandwidth at the HQs and RCs	~
QnM	Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution	5
	Internet connection (s) in the Institution (Leased line) in terms of the available bandwidth for the current year (as per actual)	
	Data requirements: (As per Data Template)Available internet bandwidth	
	RESPONSE OF THE UNIVERSITY	
	 Upload: Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres As per Data Template Any other relevant information 	
4.2.6	Facilities for media production	5
QnM	Facilities for audio, video and e-content development are available and are in use at the Institution	
	Audio- video and e-Content production facilities:	
	 Audio / video studios Outdoor shooting equipment /Outdoor audio recording Post production unit / Editing unit Duplication unit Graphics workstation 	
	 Direct Reception Sets (DRS) 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	
	15. Any other	
	Options: (Choose any one of the below)	
	A. More than 10of the above	
	B. Any 8-9 of the above	
	C. Any $4 - 7$ of the above	
	D. Any $1 - 3$ of the above	
	E. None of the above	
	Data requirements: (As per Data Template)	
	 List of the audio, video and e-content production facilities 	
	• List of the audio, video and e-content production facilities	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	• Geo-tagged photographs of the facilities for audio, video e-content	
	production	
	• As per Data Template	
	Any other relevant information	
4.2.7	Transmission facilities at the Institution	5
4.2.7 QnM	Transmission facilities at the institution	5
QIIM	Number of transmission facilities (Channels) available as on date in the Institution	
	Number of Radio Channels	
	Number of TV Channels	
	Data requirements : (As per Data Template)	
	• List of the radio and TV broadcast facilities (channel details and frequency,	
	studios, etc.)	
	• Details of technical staff	
	• Details of relevant infrastructure	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	• Geo-tagged photographs of the facilities available	
	• As per Data Template	
	 Any other relevant information 	
1	i my other relevant information	

	Automation systems	
4.2.8		
	The level of automation of different aspects of Institution including the features of	5
QIM	Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and	
	LSCs)	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	Automation system	
	• Any other relevant information	

Key Indicator -	4.3 Learning	Resources(40)
ixcy mulcator ·		Mesources(+0)

Metric No.		Weightage
4.3.1	Provision of Learner Support Services	10
Q _l M	Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)	
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	 List of support services provided at Headquarters, Regional Centers, Learner Support Centers Organizational chart of support services available Any other relevant information 	

4.3.2	Average number of Learners attached to LSCs	10
QnM	Number of learners on an average enrolled at LSCsin the preceding academic year	10
	 Data requirement: (As per Data Template) List of LSCs Number of learners enrolled in the preceding academic year 	
	• Number of learners enrolled in the preceding academic year Formula:	

	Total Number of learners enrolled in the preceding year X100	
	Total number of LSCs in preceding year X100	
	RESPONSE OF THE UNIVERSITY	
	······	
	Upload:Enrolment details of the preceding year	
	 Distribution of learners LSC wise 	
	As per Data Template	
	Any additional information	10
4.3.3	Academic counselling sessions held	10
QIM	Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year	
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	
	 Name of Programme Programme wise enrolment in the current session Total number of programme wise counselling sessions held at LSCs under each RC As per Data Template Provide web-link to Monitoring reports of LSCs 	
	Expenditure incurred on counselling sessionsAs per Data Template	
	As per Data remplateAny other relevant information	
4.3.4	Expenditure on Library	5
QnM	Average percentage of annual expenditure on library year wise over the last five years	
	Annual expenditure on library year wise over the last five years (INR in lakhs)	
	Year 2015-16 2016-17 2017-18 2018-19 2019-20	
	Amount (INR in lakhs)	
	 Data requirement: (As per Data Template) Expenditure on library year wise over the last five years (INR in lakhs) 	
	Formula	
---------------------------	---	---
	Total Expenditure on library over the last five years X 100	
	1000000000000000000000000000000000000	
	Average percentage = $\frac{\sum Percentage per year}{5}$	
	RESPONSE OF THE UNIVERSITY	
	Upload: • Web-link to Library catalogues	
	 Web-link to Elorary catalogues Web-link to relevant resources available in the library As per Data Template Any other relevant information 	
4.3.5 Q ₁ M	Library Automation	
	 Library is automated in using Integrated Library Management System (ILMS) Name and features of the ILMS software 	5
	• Nature and extent of automation (full or partial)	
	• Year of commencement and completion of automation	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	Geo-tagged photographsAny other relevant information	

Data Templates / Documents for Quantitative Metrics

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

Criterion IV – Infrastructure and Learning Resources (100) Key Indicator - 4.1 Physical Facilities (20) 4.1.2 Expenditure incurred on infrastructure augmentation and total expenditure excluding salary 54 year wise over the last five years (INR in lakhs) (5) Budget allocated for infrastructure Total expenditure of the Institution excluding Years augmentation salary 2015-16 2016-17 2017-18 2018-19 2019-20 Upload: Audited utilization statements 55 4.1.3 Expenditure incurred on maintenance of physical facilities and academic support facilities and total expenditure excluding salary year wise over the last five years (INR in lakhs) (5) Total expenditure of the Institution Expenditure on Campus (excluding salary) Maintenance (INR in lakhs) INR in lakhs) Year 2015-16 2016-17 2017-18

Section B: Data Templates / Documents for Quantitative Metrics (Q_nM)

	2018-19]
	2019-20						
	- -			1			
	Key Indicator - 4.2 I	T Infrastructu	ıre (40)				
56	4.2.1: Percentage of retter the preceding academ		nar halls v	vith ICT f	acilities/W	/i-Fi/LA	N at the Institution HQ for
	Number of rooms and Fi/LAN	seminar halls	with ICT	facilities/		Type of Configu	TCT facility and aration
	Upload: • Geo-tagged P	hotographs of I	IT infrast	ructure fac	cilities at H	łQs	
57	4.2.2: Percentage of t date(5)	he rooms and	seminar	halls of t	he Region	al Cente	ers (RCs) IT enabled as on
	Number of rooms with	h ICT facilities	//Wi-Fi/L	AN		Type of Configu	f ICT facility and uration
	Upload: • Geo-tagged P few RCs	hotographs of	infrastruc	ture facil	ities at a		
58	4.2.3: Percentage of ro Learner Support Cent Number of rooms and Fi/LAN	ers (5)					ceding academic year at fICT facility
	Upload: • Geo-tagged P	hotographs of i	nfrastruct	ure facilit	ies at a fev	v LSCs	
59	4.2.5 Internet connect bandwidth. (5)	tion (s) in the	Institutio	on (Leased	d line) in	terms o	f the number and available
	Number of bandwid	lths		Availab	le internet	t bandw	idth
	Upload: • Relevant docu	iments on avail	lable band	width of i	internet co	nnection	in the Institution
60	4.2.6: Facilities for au (5)	idio, video and	l e-conten	t develop	ment avail	able and	l are in use at the institution
	Sr.NameofNo.production fa12	the audio cilities		of the tion facili		content	Name of the e-comproduction facilities
	3						

4.2.7: Number of transmission facilities available in the institution as on date in the Institution (5)											
	Vame of hannel	radio	Frequency	Studio hired)	(owned/	Name of channel	ΤV	Frequency	Studio hired)	(0)	
De	etails of tec	chnical s	staff								
	etails of tec br. No.		staff Jame of techn	ical staff				Designation	1		
				ical staff				Designation			
	br. No.			ical staff				Designation			

Key Indicator - 4.3 Learning Resources (40)

Total No. of LSCs	Total Enrolment
	(Fresh and Re-registration) of preceding year
Inload:	
•	of the preceding academic year
	of the preceding academic year
•	

Regional Centre nar					
Name of programs		<u> </u>	held at LSCs for	Total enrolmen	t in the program
	Theory		Practical		
Regional Centre na	ame				
Name of programs	Counsell	ing sessions	held at LSCs for	Total enrolmen	t in the program
	Theory		Practical		
1					
	eports of LS(C S			
Monitoring r Expenditure 4.3.4: Average percer	incurred on c ntage of annu	counselling s al expendite	ure on library year		-
Monitoring rExpenditure	incurred on c	counselling s		wise over the last 2018-19	five years (5)
Monitoring r Expenditure 4.3.4: Average percer Year Total Expenditure	incurred on c ntage of annu	counselling s al expendite	ure on library year		-
Monitoring r Expenditure 4.3.4: Average percer Year	incurred on c ntage of annu	counselling s al expendite	ure on library year		-
 Monitoring r Expenditure 4.3.4: Average percer Year Total Expenditure on Library Amount (INR in 	incurred on c ntage of annu	counselling s al expendite	ure on library year		-
Expenditure 4.3.4: Average percent Year Total Expenditure on Library Amount (INR in lakhs) Total Expenditure	incurred on c ntage of annu	counselling s al expendite	ure on library year		-

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge. This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced. I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place: Date:

SECTION: C: APPENDICES

Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit	An exercise which serves to provide assurance that the delegated
	responsibilities for quality and standards of academic provision are being
	appropriately discharged.
Academic Calendar	The schedule of the institution for the academic year, giving details of all
	academic and administrative events.
Academic Counselling	Informing, advising, guiding, tutoring and mentoring students individually or
	collectively on the curriculum; student tracking; providing feedback on
	performance; prevention of student dropout; and career prospects.
Academic Counsellor	A subject expert (teacher) who is competent to inform, advise, guide, tutor and
	mentor students on curriculum; facilitate the students in their progression in the
	course by providing feedback on their performance; finding solutions to the
	problems encountered by them and motivating them to successfully complete
	the program of study.
Academic Consultant	A full time, temporary teacher/subject expert involved in preparation of Self
	Learning Material for the transaction of Curriculum.
Academic Flexibility	Choice offered to the students in the curriculum offering and the curriculum
	transactions.
Academic Session	An academic cycle of twelve months duration beginning either in January or in
	the month of July of every year
Accreditation	Certification of quality that is valid for a fixed period, which in the case of
	NAAC is five years
Assessment	Performance evaluation of an institution or its units based on certain established
	criteria
Assessors	Trained academics or experts who represent NAAC on peer teams.
Benchmarks	An example of good performance that serves as a standard for comparison of
	one's own performance. It is a technique in which an institution measures its
	performance against that of the best of others.
Bibliometrics	is a statistical analysis of written publications, such as books or articles
Blended Learning	A mixing of different learning environments such as traditional face-to-face
	classroom methods with modern computer-mediated activities.
Carbon Neutral	A term used to describe fuels that neither contribute to nor reduce the amount of
	carbon (measured in the release of carbon dioxide) into the atmosphere.
Catering to Student	The strategies adopted by institution to fulfill the needs of a heterogeneous
Diversity	group of students.
Choice Based Credit	A mode of learning in higher education which facilitates a student to have some
System (CBCS)	freedom in selecting his/her own choices, across various disciplines for
	completing a UG / PG program. All UG and PG programs, as per UGC, have to
	implement CBCS
Centre for Internal	A Centre established by a Higher Educational Institution offering programmes

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Citation Index Co-Curricular Activities Collaboration	offered by it including the services provided to the learners through internal quality monitoring mechanism and to ensure continuous improvement in the entire operations of the HEI. The number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents. Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
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Activities	refereed journals, and is a measure of validity of its contents. Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
Activities	Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	
	Formal agreement/understanding between any two or more institutions for
	training, research, student/ faculty exchange or extension support.
Completion	The ratio of the total number of learners successfully completing a course/
Rates(course/)	graduating from a program in a given year to the total number of learners who
	initially enrolled on the course/program.
Continuous	The assessment process followed by the HEI throughout the learning
Assessment	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Course	A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule	Details of sessions being offered, its time, location, academic counselors, which
	students must know in order to register. The counseling schedule is published
	prior to the commencement of registration for each semester / session.
Credit	The study input of thirty hours required by a learner to acquire the prescribed
	level of learning (learning outcome) in respect of an ODL program equivalent
Credit transfer	
	-
Critorio	
Cilicila	
Cross Cutting Issues	
	everyday lives; are able to continue to learn outside school; and have the skills
	to enter careers of their choice.
Curriculum Design	Process of defining the contents of units of study and usually obtained through
and Development	needs assessment, feedback from stakeholders and expert groups. Curriculum
-	design and curriculum development are procedures which are closely linked to
	the description of learning outcomes.
Cycles of	An institution undergoing the accreditation process by NAAC for the first time
Accreditation	is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and
	so on.
and Development Cycles of	to one printed block comprising 3-4 units; comprehending the print material listening to audio; watching video; attending counseling session: teleconferencing and preparing assignment responses. It is a term used by an HEI for granting credit to a student for education: experiences or courses undertaken at another institution. The courses under consideration for credit transfer are evaluated to see if the courses meet the requirements of the receiving institution in terms of curriculum content and design. Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified/defined be NAAC. Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; and careful consumers of scientific and technological information related to the everyday lives; are able to continue to learn outside school; and have the skil to enter careers of their choice. Process of defining the contents of units of study and usually obtained throug needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes. An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 3 and the consecutive five year periods as Cycle 2, 4 and the consecutive five year per

	UGC Act, 1956.
Demand Ratio	The ratio of the number of seats available in a program/institute to the number
	of valid applications
Directorates of	Departments/ Centers/ Institutes exclusively established to offer programs
Distance Education	through ODL mode by conventional universities established by an Act of
	Parliament or State Legislature, Deemed to be universities declared by the
	Central Government under Section 3 of the University Grants Commission Act,
	1956 and institutions of national importance declared by an Act of Parliament.
Eco system for	Eco system for innovation comprises of material resources (funds, equipment,
Innovations	facilities, etc.) and the human resources (students, faculty, staff, industry
	representatives, etc.) and linkages among them that make up the institutional
	entities to promote the development of products and systems that are likely to
	have significant economic value.
E-learning Resources	Learning resources available on Internet
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across
	all disciplines of social sciences, arts, fine arts & humanities, natural &
	mathematical sciences, linguistics and languages developed under the initiative
	of MHRD, under its National Mission on Education through ICT (NMEICT)
	Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga @INFLIBNET provides a platform for research students to deposit
	their Ph.D. theses and make it available to the entire scholarly community in
	open access.
e-Shodh Sindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as
	archival access to more than 15,000 core and peer-reviewed journals and a
	number of bibliographic, citation and factual databases in different disciplines
	from a large number of publishers and aggregators to its member institutions
	including centrally-funded technical institutions.
Elective Courses	A choice available to students to select from among a large number of subjects
T	related to specific disciplines.
Emerging Areas	New areas of study and research deemed important to pursue. These areas may
Enrichment Courses	have been identified by national agencies or international bodies.Courses offered by institution for student empowerment and enrichment for
Em chinent Courses	effectively serving the society and participating in social and economic
	development.
Evaluation	Assessment of learning, teaching and evaluation process and reforms to increase
Process and Reforms	the efficiency and effectiveness of the system.
Examination Centre	A place where examinations are conducted for the Open and Distance Learning
	mode learners and is having the requisite infrastructure and adequate manpower
	for smooth conduct of examinations
Examination	Examination management system is a well-defined document or a software
Management System	application for the planning, administration, documentation, tracking,
	evaluation of students responses, and announcement of grades/marks obtained
	by students in all formal learning activities in an educational program
Experiential Learning	Is a process of learning through experience and is more specifically defined as
	"learning through reflection on doing".

Extension	The aspect of education, which emphasizes neighborhood services. These are
Activities	often integrated with curricula as extended opportunities intended to help, serve
A cuvilics	reflect and learn. The curriculum- extension interface has educational values,
	especially in rural India.
Faculty Development	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Program	
Feedback	Formative and evaluative comments given by tutors on the performance of
	individual learners.
	Evaluative comments made by stakeholders to the institution on the quality and
	effectiveness of a defined process.
	Response from students, academic peers and employers for review and design
	of curriculum.
Field Project	Formal projects students need to undertake that involve conducting surveys
	outside the college/university premises and collection of data from designated
	communities or natural places
Financial	Budgeting and optimum utilization of financial resources.
Management	
Flexibility	A mechanism through which students have wider choices of Programs to
	choose from, as well as, multiple entry and exit points for Programs /courses.
Formative Assessment	The assessment process followed by the HEI throughout the learning
	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Full Time Teachers	A teacher employed for at least 90 per cent of the normal or statutory number of
	hours of work for a full-time teacher over a complete academic year is classified
	as a full-time teacher.
Graduate	The disciplinary expertise or technical knowledge that has traditionally formed
Attributes	the core of most university courses. They are qualities that also prepare
	graduates as agents for social good in an unknown future.
Green Audit	The process of assessing the environmental impact of an organization, process,
	project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed,
	complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.
Higher Educational	Education, imparted by means of conducting regular classes or through distance
Institutions(HEI)	education, imparted by means of conducting regular classes of unough distance education systems, beyond twelve years of schooling leading to the award of a
Institutions(III21)	Degree or Certificate or Diploma or Postgraduate Diploma.
H-index(Hirsch Index)	An index that attempts to measure both the productivity and impact of the
II muta(IIII Stil muta)	published work of a scientist or scholar. The index is based on the set of the
	scientist's most cited papers and the number of citations that they have received
	in other publications.
Human Resource	The process of assessing the human power requirements, recruiting, monitoring
Management	the growth and appraising them periodically and plan the staff development
	programs for the professional development and provide the necessary incentives
	and feedback.
Humanities	
Humanities	A comprehensive database covering journals, books and reference sources in

International	the humanities. This database provides citation information for articles, essays
Complete	and reviews, as well as original creative works including poems and fiction.
Compiete	Photographs, painting and illustrations are also referenced
Information	Information and Communication Technology Consists of the hardware,
Communication	software, networks and media for the collection, storage, processing,
Technology (ICT)	transmission and presentation of information (voice, data, text, images) as well
	as related services.
Impact factor	A measure of the citations to science and social sciences journals. The impact
(IF)	factor for a journal is calculated based on a three-year period and can be
	considered to be the average number of times published papers are cited up to 2
	years after publication.
Inclusion,	Inclusiveness in educational institutions refers to the educational experiences
Inclusiveness	practiced with reference to gender, ethnicity, social class and differently a bled.
INFLIBNET Database	Information and Library Network Centre maintains a database on books, theses
	and serials
Infrastructure	Physical facilities like building, playfields, hostels etc. which help run an
	institutional Program.
Institutional	IIQA is a requirement, which needs to be submitted online by all categories of
Information for	HEIs
Quality Assessment	
(IIQA)	
Institutional	Institutional distinctiveness is characterized by its reason for coming to
Distinctiveness	existence, vision, mission, nature of stakeholders, access to resources, cultural
	ambience and physical location
Institutional	Focuses on the institution's responsibilities to the public in terms of protection
Social Responsibility	of public health, safety and the environment, the public ethical behavior and the
(ISR)	need to practice good citizenship.
Interdisciplinary	An integrative approach in which information from more than one discipline
research	issued in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality	Self regulated responsibilities of the HEI aimed at continuous improvement of
Assurance	quality for achieving academic and administrative excellence.
System(IQAS)	
Internship	A designated activity that carries some credits involving more than 25 days of
	working in an organization under the guidance of an identified mentor
ISO Certification	ISO 9001 certification enhances customer satisfaction by meeting customer
	requirements. The institution is able to provide right services. ISO certification
	enhances functional efficiency of an organization.
Leadership	Term used for setting direction and create a student- focused, learning oriented
	climate, clear and visible values and high expectation by ensuring the creation
	of strategies, system and methods for achieving excellence, stimulating
I	innovation and building knowledge and capabilities
Learner Support	Learner Support Centre is a Centre established by the Higher Education
Centre (LSC)	Institution in a College or Institute affiliated to a recognized university or a
	Government recognized Higher Educational Institution offering conventional
	mode programs of equivalent level in the same broad areas under the relevant

	faculty and having all the necessary infrastructure and availability of
	appropriate number of qualified faculty not below the rank of qualified
	Assistant Professors of recognized Colleges or Institutes offering a similar
	program for engaging theory contact sessions and supervising practical sessions
	in laboratory or field.
Learner Support	Services provided by a Higher Educational Institution in order to facilitate the
Services	acquisition of teaching-learning experiences by the learner to the prescribed
	level in respect of a program of study.
Learning Management	A learning management system (LMS) is a software application for the
Systems	administration, documentation, tracking, reporting and delivery of educational
	courses or training Programs. They help the instructor deliver material to the
	students, administer tests and other assignments, track student progress, and
	manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	Specific intentions of a Program or module, written in clear terms. They
	describe what a student should know, understand, or be able to do at the end of
	that Program or module
Library as a Learning	The library holdings in terms of titles of books, journals and other learning
Resource	materials and technology aided learning mechanism, which enable the students
	to acquire information, knowledge and skills required for their study.
Modular Approach	The approach followed by an HEI in which the curriculum is divided into
	learning units called modules. A module is a well structured or self-contained
	learning unit which is complete with specific objectives, contents, teaching / learning strategies and assessment mechanism. A learner can exit from a
	programme after successful completion of a module(s) and will be certified.
Moodle	Moodle is a free and open-source learning management system (LMS) written
	in PHP and distributed under the GNU General Public License.
New Technologies	Digital tools and resources (hardware and software) and their application in the field of education.
NIRF (National	National Institutional Ranking Framework (NIRF), approved by the MHRD,
Institutional Ranking Framework)	outlines a methodology to rank institutions across the country. The parameters
r raniework)	and sub-parameters associated with this mechanism are evolving from year to
	year. https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.
	pdf
N-LIST	
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Open and Distance	
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	electronic, online and occasional interactive face-to-face meetings with the
	presence of an Higher Educational Institution or Learner Support Services to
	deliver teaching-learning experiences, including practical or work experiences.
Open Educational	Educational materials and resources offered freely and openly for anyone to use
Resources (OER)	and under some licenses to re-mix, improve and redistribute.
Open University	They are single mode HEIs offering programs through ODL mode, established
I I	by Acts of the Central or State Legislature, which impart education through
Resources (OER)	presence of an Higher Educational Institution or Learner Support Services to deliver teaching-learning experiences, including practical or work experiences. Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. They are single mode HEIs offering programs through ODL mode, established

	to impart instruction like print, audio, video, broadcasts, e-resources/ digital
	resources, etc and to support the learning endeavor of the distance learners.
Optimum Utilization	The infrastructure facilities are made available to the student for their maximum
of Infrastructure	utilization. e.g. Extended hours for computer center and library, sharing of
	facilities for interdisciplinary and multidisciplinary Programs.
Organogram	Organogram is the word, a diagram that shows the structure of an organization
8 8	and the relationships between the relative ranks of its part and position/ job. It is
	also known as Organisational Structure.
Other Academics	Academic staff other than teachers, appointed for implementation of the
	transaction of curriculum through organizing and administering support services
	to the learners to facilitate their successful completion of program of study.
Outcome	An outcome of an educational Program is what the student should be able to do
	at the end of a Program/ course/ instructional unit.
Outreach Activities	Is the practice of conducting local public awareness activities through targeted
	community interaction
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes,
	behaviors and relationships, which enable and empower people to share,
	analyze and enhance their knowledge of their life and conditions, and to plan,
	act, monitor, evaluate and reflect.
Participative	Refers to an open form of management where employees are actively involved
Management	in the institution's decision making process.
Perspective	Is a blue print regarding the objectives and targets of long term growth
Development	
Physical Facilities	Infrastructure facilities of the institution to run the educational Programs
	efficiently and the growth of the infrastructure to keep pace with the academic
	growth of the institution.
Policy for Promotion	Processes defined by the institution to facilitate the teachers to write research
of Research	proposals, seek funding, conduct research, publish, and evaluate and reward the
	research done.
Pre-qualifiers	For the Assessment and Accreditation (A&A) in revised framework the NAAC
	has proposed a pre-qualifier test. It is a condition for peer team visit and will be
	based on Institutional system generated score (SGS) in all Q _n M after
	undergoing DVV process. As a Pre-qualifier, the institution should score at least
	30% in Quantitative Metrics (Q_nM) as per the final score after the DVV
	Process. If the HEI does not clear the Pre-qualifier stage then they will have to
	apply afresh by submitting the IIQA and its fees.
Programme	A range of learning experiences offered to students in a formal manner over a
	period of one-to-four years leading to certificates/ diplomas/ degrees. Examples:
	BA (Economics) BSc (Physics). All possible formal degree Programs are
Due groupers - O offere	identified by UGC
Programme Options	A range of courses offered to students to choose at various levels leading to
D uo guo una a O4	degrees/ diplomas/ certificates.
Programme Outcomes	Program Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no accept has formally defined
	should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3 year degree Programs in India POs of
	the POs of General Higher Education 3-year degree Programs in India, POs of

	all professional Programs in engineering and other areas are identified at
	national level by the concerned accrediting agency. POs are not specific to a
	discipline.
Promotion of	The process of promoting research culture among faculty and students by
Research and	
	facilitating faculty and student participation in research budget allocation,
Research Support	research fellowship and other faculties.
System	
Regional Centre (RC)	Regional Centre is the unit established or maintained by the University for the
	purpose of coordinating and supervising the work of the Learner Support
	Centers functioning in the operational area of the region. The RC ensures the
	smooth delivery of ODL programs designed and developed by the University,
	with the help of its LSCs and academic counselors empanelled therein.
Research	Systematic intellectual investigations aimed at discovering, interpreting and
	revising human knowledge.
Research Grant	Grant generated/received from different agencies by the institution for
	conducting research projects.
Research Output	Quality research outcome beneficial for the discipline, society, industry and
	dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	Generation of funds through internal and external sources such as donations,
	consultancy, self-financing courses and so on.
SCOPUS	The world's largest abstract and citation data base of peer-reviewed literature
	and quality web sources.
Self Learning Material	Study material specially designed and developed for the learners, in print or
(SLM)	non-print media, which is inter-alia self-explanatory, self-contained, self-
	directed at the learner, and amenable to self-evaluation, and enables the learner
	to acquire the prescribed level of learning in a course of study, but does not
	include textbooks or guide-books.
Situatedness	Situatedness refers to involvement within a context. It also refers to placement
	of learning experiences in authentic contexts or settings
SJR(SCImago	This takes three years of publication data into account to assign relative scores
Journal Rank)	to all the sources (journal articles, conference proceedings, review articles, etc.)
	in a citation network (Journals in SCOPUS database).
SNIP(Source	Is the ratio of the source's average citation count per paper in a three year
Normalized Impact	citation window over the "citation potential" of its subject field?
per Person)	
Special Learner	A centre established by the HEI for imparting instruction to persons referred to
Support Centre	in the Rights of Persons with Disabilities Act 2016, including the employees of
	Defense or Security Forces and jail inmates interested to study through the
	Open and Distance Learning mode. However, in case of programs like those
	being developed by the Government for Skill Development or Lifelong
	Learning, the Study Centre or Learner Support Centre could be opened in
	Government institutions having capabilities for learner support services in the
	respective areas.
Stakeholder	Affiliation and interaction with groups or individuals who have an interest in
Relationship	the actions of the institutions and the ability to influence its actions, decisions,
-	

	policies, practices or goals of the organization.
Strategic Plan	A specific, action-oriented medium or long-term plan for making progress
	towards a set of institutional goals.
Strategy Development	Formulation of objectives, directives and guidelines with specific plans for
	institutional development.
Student Centric	Methods of instruction that focus on products of learning by the students
Methods	
Student Profile	The student community of the institution, their strength and the diversity in
	terms of economic and social strata, location and other demographic aspects
	such as gender, age, religion, caste, rural/ urban.
Student Progression	Vertical movement of students from one level of education to the next higher
	level successfully or towards gainful employment.
Student Support	Facilitating mechanism for access to information fee structure and refund
	policies and also guidance and placement cell with student welfare measures to
	give necessary learning support to the students.
Summative	It is the assessment of the learners at the end of the academic year to assess a
Assessment	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
SWAYAM	SWAYAM is a Program initiated by Government of India and designed to
	achieve the three cardinal principles of Education Policy viz., access, equity and
	quality. https://swayam.gov.in/
Teacher Quality	A composite term to indicate the qualification of the faculty, the adequacy
	meant for recruitment procedures, professional development, recognition and
	teachers characteristics.
Terminal Assessment	It is the assessment of the learners at the end of the academic year to assess a
	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
Value Added Courses	Courses of varying durations which are optional, and offered outside the
	curriculum that add value and helping them students in getting placed.

Appendix II: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
AIM	-	Assessors Interaction Meetings
AISHE	-	All India Survey on Higher Education
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
ASC	-	Academic Staff College
BoM	-	Board of Management

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CAL - Computer Aided Learning CAS - Career Advancement Scheme CBCS - Choice Based Credit System CD - Compact Diskete CGPA - Cumulative Grade Point Average CIQA - Centre for Internal Quality Assurance Cr - Criteria Cr-GPA(s) - Criteria CSIR - Concil of Scientific and Industrial Research DDE - Directorate of Distance Education DEB - Directorate of Distance Education DEB - Distance Education Council DELNET - Detexteducation Programs DLIt - Doctor of Literature DRS - Direct Reception System DSc - Doctor of Science DVV - Data Validation and Verification EC - Executive Committee FCS - Elective Course System EC - Extended Contact Program EMS - Endereprise Resoure Planning <	BoS	-	Board of Studies			
CBCS-Choice Based Credit SystemCD-Compact DisketteCGPA-Cumulative Grade Point AverageCIQA-Centre for Internal Quality AssuranceCr-CriteriaCr.GPA(s)-Criterion-wise Grade Point Average(s)CSIR-Council of Scientific and Industrial ResearchDCI-Dental Council of IndiaDDE-Directorate of Distance EducationDEB-Directorate of Distance EducationDEC-Distance Education CouncilDELNET-Developing Library NetworkDEP-Distance Education ProgramsDLitt-Doctor of LiteratureDRS-Dictor of ScienceDVV-Data Validation and VerificationEC-Executive CommitteeECS-Ective Course SystemECP-Entancetor ProgramEMS-Good Science PlantanceDW-Entance TorpisanEMS-Ective Course SystemECP-Entance Index ProgramEMS-Good and Services TaxHEI-Higher Education InstituteHQS-Information and Communication TechnologyIIQA-Information and Communication TechnologyIIQA-Information and Communication TechnologyIIQA-Information and Communication TechnologyIIQA-Information and Communication Technology	CAL	-	Computer Aided Learning			
CD - Compact Diskette CGPA - Cumulative Grade Point Average CIQA - Centre for Internal Quality Assurance Cr - Criterion Cr GPA(s) - Criterion-wise Grade Point Average(s) CSIR - Conncil of Scientific and Industrial Research DDI - Dental Council of India DDE - Directorate of Distance Education DEB - Distance Education Bureau DEC - Distance Education Council DELNET - Developing Library Network DEP - Distance Education Programs DLitt - Doctor of Literature DRS - Doctor of Science DVV - Data Validation and Verification EC - Executive Committee ECS - Elective Course System EPC - Extended Contact Program EMS - Executive Course System EPC - Entancement of Professional Competency ERP - Enterprise Resource	CAS	-	Career Advancement Scheme			
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KI-GP(s) - Key Indicator-wise Grade Point(s)	KI	-	Key Indicator			
	KI-GP(s)	-	-			
		-	-			

LSC	-	Learners Support Centre
MCI	-	Medical Council of India
MHRD	-	Ministry of Human Resource and Development
MoA	-	Memorandum of Association
MoC	-	Memorandum of Contract
MOOC	-	Massive Open Online Courses
MoU	-	Memorandum of Understanding
MIR	_	Minimum Institutional Requirements
MIS	-	Management Information System
NAAC	-	National Assessment and Accreditation Council
NCG	-	National Consultative Group
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NIRF	-	National Institutional Ranking Framework
NGO	-	Non Governmental Organization
NPE	-	National Policy Education
NPTEL	-	National Programmed Technology Enhanced Learning
OBC	_	Other Backward Class
ODL	_	Open and Distance Learning
OER	_	Open Educational Resource
OU	_	Open University
PCI	_	Press Council of India
PDP	_	Professional Development Program
PG	-	Post Graduate
Ph.D.	_	Doctorate of Philosophy
POA	-	Program of Action
PPR	-	Program Project Report
PTR	-	Peer Team Report
PwD	-	Persons with Disabilities
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
QIF	-	Quality Indicator Framework
Q ₁ M	-	Qualitative Metrics
Q _n M	-	Quantitative Metrics
RC	-	Regional Centre
RCI	-	Rehabilitation Council of India
SAP	-	Special Assistance Program
SC	-	Scheduled Caste
SET/SLET	-	State Level Eligibility Test
SGS	-	System Generated Scores
SLM	-	Self Learning Material
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
L	<u> </u>	

SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
UG	-	Under Graduate
UGC	-	University Grants Commission
URL	-	Uniform Resource Locator
Wi-Fi	-	Wireless Fidelity

CRITERION V - LEARNER SUPPORT AND PROGRESSION (100)

Metric No.	Description of the Metrics	Weightage
	Promotional Activities for Prospective Learners	
5.1.1 Q _l M	The Institution promotes its programs for the prospective learners through various activities	10
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	
	· · · · · · · · · · · · · · · · · · ·	
	Provide web-link to	
	Activities undertakenAny other relevant information	
5.1.2	Pre-admission Counseling Services	10
Q _l M	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	10
	Write description in maximum of 1000 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	Activities undertaken	
	Any other relevant information	
5.1.3	Online Admission and Related Activities	5
Q _l M	The status and process of online admission including payment of fees	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	

Key Indicator - 5.1 Learners Supports (65)

	Provide web-link to					
	Online Admission and related activities					
	Any other relevant information					
5.1.4	Dispatch of Study Material to Learners	5				
Q _l M	Strategy followed by the Institution for dispatch of study material to learners					
	Write description in maximum of 500 words					
	white description in maximum of 500 words					
	RESPONSE OF THE UNIVERSITY					
	Provide web-link to					
	Material dispatch related activitiesAny other relevant information					
5.1.5 QnM	Attending to learners' queries					
2	Modes employed by the University to attend to learners' queries	10				
	Enlist the approaches given below, used by the University to attend to learners' queries:					
	1. Automated interactive voice response system					
	 Call centre Online Help Desk 					
	4. Social media					
	5. App based support					
	6. Chat Box					
	 E-mail Support Interactive radio counselling 					
	9. Teleconferencing					
	10. Web-conferencing					
	11. Student Services Centre/ Inquiry Counter					
	12. Postal communication13. Any other (please specify)					
	Options: (Choose any one of the below) A. Any 8 or more of the above					
	B. Any 6-7of the above					
	C. Any 4-5 of the above					
	D. Any 1-3 of the above					
	E. None of the above					
	RESPONSE OF THE UNIVERSITY					

	Upload:				
	Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counseling, Web-conferencing, Student Services Centre, any other				
	 As per Data Template 				
	Any other relevant information				
5.1.6	Academic counseling services				
QnM	Number of modes employed by the Institution to provide academic counseling	10			
	services to its learners	10			
	1. Face to face counseling sessions				
	2. Interactive radio counseling				
	3. Online LMS based counseling				
	4. Teleconferencing				
	5. Web-conferencing				
	6. Laboratory based counseling				
	7. Internship 8. Workshops				
	 Workshops Field study 				
	10. Seminar				
	11. Extended Contact Program (ECP)				
	12. Enhancement of Professional Competency (EPC)				
	13. Any other (please specify)				
	Options: (Choose any one of the below)				
	A. Any 8 or more of the above				
	B. Any 6-7 of the above				
	C. Any 4-5 of the above				
	D. Any 1-3 of the above				
	E. None of the above				
	Data requirement: (As per Data Template)				
	 Name of the Programmes Modes amplexed by the Institution to provide condemic councelling for 				
	 Modes employed by the Institution to provide academic counselling for theory courses 				
	 Modes employed by the Institution to provide academic counselling for practical courses 				
	RESPONSE OF THE UNIVERSITY				
	Upload:				
	Web-link to counseling schedules for current year				
	 As per Data Template 				
	As per Data remplateAny other relevant information				
	- Thy other relevant information				

5.1.7 QnM	8 8						
	Year2015-162016-172017-182018-192019-20Number of grievances received at HQ </th <th></th>						
	Data requirement: (As per Data Template) • Number of grievances received at HQ and redressed year wise over the last five years Formula: Percentage per year = $\frac{\text{Number of grievances redressed at HQs}}{\text{Total number of grievances received at HQ}} X 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ RESPONSE OF THE UNIVERSITY						
5.1.8 Q _i M							

	Provide web-link to							
	 List of Special Lea Any other relevant 							
5.1.9 Q _n M	Financial Support to lear	rners of disa	advantaged	groups			5	
~ 11-7-	Percentage of learners of provided by the Governmy ears							
	Year	2015-16	2016-17	2017-18	2018-19	2019-20		
	Number of learners of disadvantaged groups benefited by financial support							
	Total number of learners of disadvantaged groups enrolled in all the programs							
	 Data requirement: (As per Data Template) Name of the scheme Number of learners benefited 							
	Formula:							
	Percentage per year = <u>Number of learners with disadvantaged group benefited by financial support</u> <u>Total number of learners of disadvantaged group enrolled</u> X100							
	Average percentage = $\frac{\sum Percentage per year}{5}$							
	RESPONSE OF THE UNIVERSITY							
				•••••				
	 Upload: Web-link to notifications issued by the Institution As per Data Template 							

Key Indicator - 5.2 Learner Progression (25)

Metric	Submission of assignments	5					
No.							
5.2.1	Percentage of learners enrolled in the preceding academic year (only newly enrolled)						
Q _n M	have submitted assignments as per the academic calendar						
	$\mathbf{D}_{\mathbf{f}}$						
	Data requirement: (As per Data Template)						
	Name of the program and courses						
	 Program wise Enrollment details Number of assignment(s) per course 						
	• Number of assignment(s) submitted per course						
	Formula:						
	Number of newly enrolled learners submitted						
	Percentage per year = $\frac{\text{assignments in the preceding academic year}}{\text{Total numberof newly enrolled learners in the}} X100$						
	preceding academic year						
	RESPONSE OF THE UNIVERSITY						
	Upload:						
	• Web-link to academic calendar of the Institution						
	List of programs on offer						
	Web-link of assignments of programs on offer						
	• As per Data Template						
	• Any other relevant information						
	Newly enrolled learners registered for term end examination						
5.2.2	Newly enfonce learners registered for term end examination	5					
Q _n M	Percentage of learners enrolled in the preceding academic year (only newly enrolled)	U					
Cli	have registered for term end examination						
	Data requirement (BAs per Data Template)						
	Name of the program and courses						
	Program wise enrollment details						
	• Name and enrolment number of learners (only newly enrolled)registered for						
	term end examinations						
	Formula:						
	rormuta.						
	Number of newly enrolled learners						
	Percentage per year = $\frac{\text{registered for term end examination in the preceding academic year}}{\text{Total numberoflearnersenrolled in the}} X100$						
	preceding academic year						
	RESPONSE OF THE UNIVERSITY						
	Upload:						
	List of programs on offer						

	 Web-link of examination schedule Number of learners (only newly enrolled)registered for term end examinations As per Data Template 	
	Any other relevant information	
5.2.3 Q _n M	Number of learners appeared for term end exam	5
Qnivi	Percentage of learners enrolled in the preceding academic year (only newly enrolled) have appeared for term end examination	5
	Data requirement⊗As per Data Template)	
	 Name of the program and courses Program wise Enrollment details Name and enrolment number of learners (only newly enrolled) appeared for term end examinations 	
	Formula:	
	Number of newly enrolled learners appreared in the preceding year Total numberof learners enrolled in term end examination in the preceding year	
	RESPONSE OF THE UNIVERSITY	
	·····	
	Upload:	
	 List of programs on offer Web-link of examination schedule List of learners (only newly enrolled) who have registered for term end examination 	
	As per the Data TemplateAny other relevant information	
5.2.4	Number of learners passed out term end examination	
Q _n M	Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination	5
	Data requirement⊗As per Data Template)	
	 Name of the program and courses Program wise Enrollment details Name and enrolment number of learners (only freshly enrolled)who have passed term end examinations 	
	Formula:	
	Number of freshly enrolled learners passed in the preceding year	
	Total numberof freshly enrolled learners in term end examination in the preceding year	

	RESPONSE OF THE UNIVERSITY	
	·····	
	 Upload: List of programs on offer Web-link of examination schedule Number of learners (only freshly enrolled)who have passed term end examination As per Data Template Any other relevant information 	
5.2.5 Q _n M	Placement services provided to the learners Number of placement drives conducted by the institution for the learners year wise	5
	 Number of placement drives held over the last five years Details of the collaborating agencies Number of learners given placement 	
	Year2015-162016-172017-182018-192019-20Number of placement drives conducted by the institution </th <th></th>	
	RESPONSE OF THE UNIVERSITY	
	 Upload: Reports of the campus placement drives As per Data Template Any other relevant information 	

Key Indicator – 5.3 Alumni Engagement (10)

Metric No.		Weightage
5.3.1	Alumni Association Involvement	
Q _n M	Percentage of passed out learners enrolled in Alumni Association	4
	Data requirement⊗As per Data Template)	
	• The number of learners enrolled in the alumni association till preceding year	
	 Total number of passed out learnersof the OU from inception till preceding 	

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	year	
	Formula:	
	r ormula:	
	Percentage of Alumni Registered =	
	Number of passed out learners enrolled in alumni association till 134articipa year X 100	
	Total number of passed out learners of OU since inception till preceding year	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	Web-link to Alumni Association	
	• As per Data Template	
	Any other relevant information	
522	Eacilities for Alumni Engagor	
5.3.2 Q _n M	Facilities for Alumni Engagement	3
×n ¹	The Alumni Association facilitates its members by the following	0
	1. online enrolment for its membership	
	2. online networking amongst its Alumni members	
	3. online payment of fees	
	4. donation by Alumni	
	5. any other	
	Options: (Choose any one of the below)	
	7. Any 4 or more of the above	
	B. Any 3 of the above	
	C. Any 2 of the above	
	D. Any 1 of the above	
	E. None of the above	
	RESPONSE OF THE UNIVERSITY	
	Data requirement As per Data Template)	
	Alumni Enrollment Data	
	Online Alumni Networks	
	• Fee received	
	Donation received	
	Unland	
	Upload:Web-link to Alumni Registration Portal	
	 Web-link to Alumin Registration Portal Web-link to online networks 	
	 Scan copy of statement of receipts 	
	 As per Data Template 	
	 Any other relevant information 	

5.3.3 Q ₁ M	Contribution of 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 Write description in maximum of 300 words RESPONSE OF THE UNIVERSITY	3
	 Provide web-link to Details of Alumni Association Activities Frequency of meetings of Alumni Association with minutes Quantum of financial contribution Audited Statement of Accounts of the Alumni Association Any other relevant information 	

Data Templates / Documents for Quantitative Metrics

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

Section B: Data Templates / Documents for Quantitative Metrics (QnM)

	Criterion V - Learner Support and Progression (100)					
	Key Indicator - 5.1 Learner Support (65)					
6	5.1.5Modes employed by the Institution to attend to learner's queries. (10)					
5	Year	Type of Approach	Number of the queries received	Number of queries addressed		
	Upload:	Upload:				
		1	k, App based support, Chat Box	, Interactive radio counselling,		
	Web	-conferencing, Student Se	ervices Centre, Any other			

Name of program	ac	Iodes employed cademic counse ourses		Modes employe academic couns practical course	seling for
 Upload: Web-links to co 5.1.7 Average percentag (5) 	-	_	ling academic ye		he last five
• Web-links to co	-	_			he last five <u>2019-2</u>

68	5.1.9 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 (5)					
	Year Name of the scheme Number of learners of disadvantage groups benefitted					
	Upload:					

• Scanned copies of notifications issued by the Institution

		5.2.1 Percentage of Newly enrolled learners in the preceding year who have submitted assignments as per the academic calendar. (5)					
Name of the program and courses	Total enrollment in the program	Number of assignment(s) per course	Number of assignment(s) submitted per course				
	1 0						

- Web-link of assignments of programs on offer •
- Web-link of monthly monitoring report, if any •

70	5.2.2 Percentage of newly enrolled learners in the preceding academic year who have registered for Term End Examination (5)				
	Name of the program and courses	Total enrollment in the program	Number of learners (only newly enrolled)registered for term end examinations		
	Upload:				

- List of programs on offer
- Web-link of examination schedule •
- List of learners (only freshly enrolled)registered for term end examination •

71	5.2.3 Percentage of newly enrolled learners in the preceding academic year who have appeared in Term End Examination (5)		
	Name of the program and courses	Total enrollment in the program	Number of learners (only freshly enrolled) appeared in term end examinations
	Upload: • List of programs on of	fer	

- Web-link of examination schedule
- List of learners (only freshly enrolled) who have appeared in term end examination •

72	5.2.4 Percentage of newly enrolled learners in the preceding academic year who have passed in Term				
	End Examination (5)				
	Name of the program and courses	Total enrollment in the program	Number of		
			learners (only		
			freshly		

					pass in T	olled) ed erm End minations	
73	 Upload: List of programs on offer Web-link of examination schedule List of learners (only freshly enrolled) passed in Term End Examinations 5.2.5.Number of placement drives conducted by the institution for the learners year wise over the last 						
13	five years (5)	-	held year wise over	Details of the collab agencies	orating Nur lear	nber of ners given	
						ement	
	Upload: • Reports of the campus placement drives						
74	-		lumni Engagem ut learners enrolled i	ent (10) n Alumni Association	. (4)		
/4							
	Year Al		learners enrolled in ciation till precedin year	a Total number	of passed out learn reption till precedi		
	Year Al 2015-16 2016-17 2017-18 2017-18		ciation till precedin	a Total number			
	Year Al 2015-16 2016-17 2017-18 2018-19 2019-20 Upload:	umni Asso	ciation till precedin	a Total number			
75	Year Al 2015-16 2016-17 2017-18 2018-19 2019-20 Upload: • Web-link 5.3.2 The Alumn 1. online enrol	umni Asso	ciation till precedin year Association	g OU from inc	eption till precedi		

Upload:		
•	Web-link to Alumni Registration Portal	
•	Web-link to online networks	
•	Scan copy of statement of receipts	

SECTION: C: APPENDICES

Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit	An exercise which serves to provide assurance that the delegated
	responsibilities for quality and standards of academic provision are being
	appropriately discharged.
Academic Calendar	The schedule of the institution for the academic year, giving details of all
	academic and administrative events.
Academic Counselling	Informing, advising, guiding, tutoring and mentoring students individually or
	collectively on the curriculum; student tracking; providing feedback on
	performance; prevention of student dropout; and career prospects.
Academic Counsellor	A subject expert (teacher) who is competent to inform, advise, guide, tutor and
	mentor students on curriculum; facilitate the students in their progression in the
	course by providing feedback on their performance; finding solutions to the
	problems encountered by them and motivating them to successfully complete
	the program of study.
Academic Consultant	A full time, temporary teacher/subject expert involved in preparation of Self
	Learning Material for the transaction of Curriculum.
Academic Flexibility	Choice offered to the students in the curriculum offering and the curriculum
	transactions.
Academic Session	An academic cycle of twelve months duration beginning either in January or in the month of July of every year
Accreditation	Certification of quality that is valid for a fixed period, which in the case of
	NAAC is five years
Assessment	Performance evaluation of an institution or its units based on certain established
	criteria
Assessors	Trained academics or experts who represent NAAC on peer teams.
Benchmarks	An example of good performance that serves as a standard for comparison of
	one's own performance. It is a technique in which an institution measures its
	performance against that of the best of others.
Bibliometrics	is a statistical analysis of written publications, such as books or articles
Blended Learning	A mixing of different learning environments such as traditional face-to-face
	classroom methods with modern computer-mediated activities.
Carbon Neutral	A term used to describe fuels that neither contribute to nor reduce the amount of
	carbon (measured in the release of carbon dioxide) into the atmosphere.
Catering to Student	The strategies adopted by institution to fulfill the needs of a heterogeneous
Diversity	group of students.
Choice Based Credit	A mode of learning in higher education which facilitates a student to have some

System (CBCS)	freedom in selecting his/her own choices, across various disciplines for
	completing a UG / PG program. All UG and PG programs, as per UGC, have to
	implement CBCS
Centre for Internal	A Centre established by a Higher Educational Institution offering programmes
	in Open and Distance Learning mode for ensuring the quality of programmes
Quality Assurance	offered by it including the services provided to the learners through internal
	quality monitoring mechanism and to ensure continuous improvement in the
	entire operations of the HEI.
Citation Index	The number of times a research papers is referred to by other researchers in
	refereed journals, and is a measure of validity of its contents.
Co-Curricular	Activities, which support the curriculum such as field trips, display of academic
Activities	achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	Formal agreement/understanding between any two or more institutions for
	training, research, student/ faculty exchange or extension support.
Completion	The ratio of the total number of learners successfully completing a course/
Rates(course/)	graduating from a program in a given year to the total number of learners who
	initially enrolled on the course/program.
Continuous	The assessment process followed by the HEI throughout the learning
Assessment	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Course	A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule	Details of sessions being offered, its time, location, academic counselors, which
counsening senerativ	students must know in order to register. The counseling schedule is published
	prior to the commencement of registration for each semester / session.
Credit	The study input of thirty hours required by a learner to acquire the prescribed
orcuit	level of learning (learning outcome) in respect of an ODL program equivalent
	to one printed block comprising 3-4 units; comprehending the print material;
	listening to audio; watching video; attending counseling sessions;
	teleconferencing and preparing assignment responses.
Credit transfer	It is a term used by an HEI for granting credit to a student for educational
Cicuit transier	experiences or courses undertaken at another institution. The courses under
	consideration for credit transfer are evaluated to see if the courses meet the
	requirements of the receiving institution in terms of curriculum content and
	design.
Criteria	Pre-determined standards of functioning of an institution of higher education
	that form the basis of assessment and accreditation as identified/defined by
	NAAC.
Cross Cutting Issues	Cross cutting issues refer to the abilities of students to have sufficient
CI 055 Cutting Issues	disciplinary knowledge, to engage in public discussions on related issues; are
	careful consumers of scientific and technological information related to their
	everyday lives; are able to continue to learn outside school; and have the skills
	to enter careers of their choice.
Cuminulum Design	Process of defining the contents of units of study and usually obtained through
Curriculum Design	
and Development	needs assessment, feedback from stakeholders and expert groups. Curriculum
	design and curriculum development are procedures which are closely linked to
	the description of learning outcomes.

Cycles of	An institution undergoing the accreditation process by NAAC for the first time
Accreditation	is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and
The curtation	so on.
Degree	A degree means a degree specified under sub-section (3) of section 22 of the UGC Act, 1956.
Demand Ratio	The ratio of the number of seats available in a program/institute to the number
	of valid applications
Directorates of	Departments/ Centers/ Institutes exclusively established to offer programs
Distance Education	through ODL mode by conventional universities established by an Act of
	Parliament or State Legislature, Deemed to be universities declared by the
	Central Government under Section 3 of the University Grants Commission Act,
	1956 and institutions of national importance declared by an Act of Parliament.
Eco system for	Eco system for innovation comprises of material resources (funds, equipment,
Innovations	facilities, etc.) and the human resources (students, faculty, staff, industry
	representatives, etc.) and linkages among them that make up the institutional
	entities to promote the development of products and systems that are likely to
	have significant economic value.
E-learning Resources	Learning resources available on Internet
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across
	all disciplines of social sciences, arts, fine arts & humanities, natural &
	mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT)
	Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga @INFLIBNET provides a platform for research students to deposit
e-shounganga	their Ph.D. theses and make it available to the entire scholarly community in
	open access.
e-Shodh Sindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as
	archival access to more than 15,000 core and peer-reviewed journals and a
	number of bibliographic, citation and factual databases in different disciplines
	from a large number of publishers and aggregators to its member institutions
	including centrally-funded technical institutions.
Elective Courses	A choice available to students to select from among a large number of subjects
	related to specific disciplines.
Emerging Areas	New areas of study and research deemed important to pursue. These areas may
	have been identified by national agencies or international bodies.
Enrichment Courses	Courses offered by institution for student empowerment and enrichment for
	effectively serving the society and participating in social and economic
	development.
Evaluation	Assessment of learning, teaching and evaluation process and reforms to increase
Process and Reforms	the efficiency and effectiveness of the system.
Examination Centre	A place where examinations are conducted for the Open and Distance Learning
	mode learners and is having the requisite infrastructure and adequate manpower
	for smooth conduct of examinations
Examination	Examination management system is a well-defined document or a software
Management System	application for the planning, administration, documentation, tracking,

	evaluation of students responses, and announcement of grades/marks obtained
	by students in all formal learning activities in an educational program
Experiential Learning	Is a process of learning through experience and is more specifically defined as
	"learning through reflection on doing".
Extension	The aspect of education, which emphasizes neighborhood services. These are
Activities	often integrated with curricula as extended opportunities intended to help, serve
	reflect and learn. The curriculum- extension interface has educational values,
	especially in rural India.
Faculty Development	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Program	
Feedback	Formative and evaluative comments given by tutors on the performance of
	individual learners.
	Evaluative comments made by stakeholders to the institution on the quality and
	effectiveness of a defined process.
	Response from students, academic peers and employers for review and design
	of curriculum.
Field Project	Formal projects students need to undertake that involve conducting surveys
	outside the college/university premises and collection of data from designated
	communities or natural places
Financial	Budgeting and optimum utilization of financial resources.
Management	
Flexibility	A mechanism through which students have wider choices of Programs to
	choose from, as well as, multiple entry and exit points for Programs /courses.
Formative Assessment	The assessment process followed by the HEI throughout the learning
	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Full Time Teachers	A teacher employed for at least 90 per cent of the normal or statutory number of
	hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
Graduate	The disciplinary expertise or technical knowledge that has traditionally formed
Attributes	the core of most university courses. They are qualities that also prepare
Attributes	graduates as agents for social good in an unknown future.
Green Audit	The process of assessing the environmental impact of an organization, process,
STOOL TRUNK	project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed,
	complaints and other formal requests made by learners, staff and other
	stakeholders on the institutional provisions promised and perceived.
Higher Educational	Education, imparted by means of conducting regular classes or through distance
Institutions(HEI)	education systems, beyond twelve years of schooling leading to the award of a
	Degree or Certificate or Diploma or Postgraduate Diploma.
H-index(Hirsch Index)	An index that attempts to measure both the productivity and impact of the
	published work of a scientist or scholar. The index is based on the set of the
	scientist's most cited papers and the number of citations that they have received
	in other publications.
Human Resource	The process of assessing the human power requirements, recruiting, monitoring

Management	the growth and appraising them periodically and plan the staff development
_	programs for the professional development and provide the necessary incentives
	and feedback.
Humanities	A comprehensive database covering journals, books and reference sources in
International	the humanities. This database provides citation information for articles, essays
Complete	and reviews, as well as original creative works including poems and fiction.
	Photographs, painting and illustrations are also referenced
Information	Information and Communication Technology Consists of the hardware,
Communication	software, networks and media for the collection, storage, processing,
Technology (ICT)	transmission and presentation of information (voice, data, text, images) as well
	as related services.
Impact factor	A measure of the citations to science and social sciences journals. The impact
(IF)	factor for a journal is calculated based on a three-year period and can be
	considered to be the average number of times published papers are cited up to 2
	years after publication.
Inclusion,	Inclusiveness in educational institutions refers to the educational experiences
Inclusiveness	practiced with reference to gender, ethnicity, social class and differently a bled.
INFLIBNET Database	Information and Library Network Centre maintains a database on books, theses
	and serials
Infrastructure	Physical facilities like building, playfields, hostels etc. which help run an
	institutional Program.
Institutional	IIQA is a requirement, which needs to be submitted online by all categories of
Information for	HEIs
Quality Assessment	
(IIQA)	
Institutional	Institutional distinctiveness is characterized by its reason for coming to
Distinctiveness	existence, vision, mission, nature of stakeholders, access to resources, cultural
T	ambience and physical location
Institutional	Focuses on the institution's responsibilities to the public in terms of protection of public health, affety and the environment, the public athread heavier and the
Social Responsibility (ISR)	of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship.
Interdisciplinary	An integrative approach in which information from more than one discipline
research	issued in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality	Self regulated responsibilities of the HEI aimed at continuous improvement of
Assurance	quality for achieving academic and administrative excellence.
System(IQAS)	
Internship	A designated activity that carries some credits involving more than 25 days of
F	working in an organization under the guidance of an identified mentor
ISO Certification	ISO 9001 certification enhances customer satisfaction by meeting customer
	requirements. The institution is able to provide right services. ISO certification
	enhances functional efficiency of an organization.
Leadership	Term used for setting direction and create a student- focused, learning oriented
	climate, clear and visible values and high expectation by ensuring the creation
	of strategies, system and methods for achieving excellence, stimulating
	innovation and building knowledge and capabilities

Learner Support	Learner Support Centre is a Centre established by the Higher Education
Centre (LSC)	Institution in a College or Institute affiliated to a recognized university or a
	Government recognized Higher Educational Institution offering conventional
	mode programs of equivalent level in the same broad areas under the relevant
	faculty and having all the necessary infrastructure and availability of
	appropriate number of qualified faculty not below the rank of qualified
	Assistant Professors of recognized Colleges or Institutes offering a similar
	program for engaging theory contact sessions and supervising practical sessions
	in laboratory or field.
Learner Support	Services provided by a Higher Educational Institution in order to facilitate the
Services	acquisition of teaching-learning experiences by the learner to the prescribed
	level in respect of a program of study.
Learning Management	A learning management system (LMS) is a software application for the
Systems	administration, documentation, tracking, reporting and delivery of educational
	courses or training Programs. They help the instructor deliver material to the
	students, administer tests and other assignments, track student progress, and
	manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	Specific intentions of a Program or module, written in clear terms. They
	describe what a student should know, understand, or be able to do at the end of
	that Program or module
Library as a Learning	The library holdings in terms of titles of books, journals and other learning
Resource	materials and technology aided learning mechanism, which enable the students
	to acquire information, knowledge and skills required for their study.
Modular Approach	The approach followed by an HEI in which the curriculum is divided into
	learning units called modules. A module is a well structured or self-contained
	learning unit which is complete with specific objectives, contents, teaching / learning strategies and assessment mechanism. A learner can exit from a
	programme after successful completion of a module(s) and will be certified.
Moodle	Moodle is a free and open-source learning management system (LMS) written
Now Tashnalagias	in PHP and distributed under the GNU General Public License. Digital tools and resources (hardware and software) and their application in the
New Technologies	field of education.
NIDE (National	National Institutional Ranking Framework (NIRF), approved by the MHRD,
NIRF (National Institutional Ranking	outlines a methodology to rank institutions across the country. The parameters
Framework)	and sub-parameters associated with this mechanism are evolving from year to
- Tunic (VIR)	year.
	https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.
	pdf
N-LIST	N-LIST stands for "National Library and Information services Infrastructure for
	Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
Open and Distance	This is a mode of providing flexible learning opportunities by overcoming
Learning (ODL)	separation of teacher and learner using a variety of media, including print,
	electronic, online and occasional interactive face-to-face meetings with the
	presence of an Higher Educational Institution or Learner Support Services to
	deliver teaching-learning experiences, including practical or work experiences.
Open Educational	Educational materials and resources offered freely and openly for anyone to use
	5 ····· F·· 5 ···· 5 ···· 5 ···· 6 ····
Resources (OER)	and under some licenses to re-mix, improve and redistribute.
----------------------------	---
Open University	They are single mode HEIs offering programs through ODL mode, established
	by Acts of the Central or State Legislature, which impart education through
	distance education or Open and Distance Learning mode: using multiple media
	to impart instruction like print, audio, video, broadcasts, e-resources/ digital
	resources, etc and to support the learning endeavor of the distance learners.
Optimum Utilization	The infrastructure facilities are made available to the student for their maximum
of Infrastructure	utilization. E.g. Extended hours for computer center and library, sharing of
	facilities for interdisciplinary and multidisciplinary Programs.
Organogram	Organogram is the word, a diagram that shows the structure of an organization
	and the relationships between the relative ranks of its part and position/ job. It is
	also known as Organisational Structure.
Other Academics	Academic staff other than teachers, appointed for implementation of the
	transaction of curriculum through organizing and administering support services
	to the learners to facilitate their successful completion of program of study.
Outcome	An outcome of an educational Program is what the student should be able to do
	at the end of a Program/ course/ instructional unit.
Outreach Activities	Is the practice of conducting local public awareness activities through targeted
	community interaction
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes,
	behaviors and relationships, which enable and empower people to share,
	analyze and enhance their knowledge of their life and conditions, and to plan,
	act, monitor, evaluate and reflect.
Participative	Refers to an open form of management where employees are actively involved
Management	in the institution's decision making process.
Perspective	Is a blue print regarding the objectives and targets of long term growth
Development	
Physical Facilities	Infrastructure facilities of the institution to run the educational Programs
	efficiently and the growth of the infrastructure to keep pace with the academic
	growth of the institution.
Policy for Promotion	Processes defined by the institution to facilitate the teachers to write research
of Research	proposals, seek funding, conduct research, publish, and evaluate and reward the
	research done.
Pre-qualifiers	For the Assessment and Accreditation (A&A) in revised framework the NAAC
	has proposed a pre-qualifier test. It is a condition for peer team visit and will be
	based on Institutional system generated score (SGS) in all Q _n M after
	undergoing DVV process. As a Pre-qualifier, the institution should score at least
	30% in Quantitative Metrics (Q_nM) as per the final score after the DVV
	Process. If the HEI does not clear the Pre-qualifier stage then they will have to
D	apply afresh by submitting the IIQA and its fees.
Programme	A range of learning experiences offered to students in a formal manner over a
	period of one-to-four years leading to certificates/ diplomas/ degrees. Examples:
	BA (Economics) BSc (Physics). All possible formal degree Programs are
Des anno 10 di	identified by UGC
Programme Options	A range of courses offered to students to choose at various levels leading to

	degrees/ diplomas/ certificates.
Programme Outcomes	Program Outcomes (Pos) are what knowledge, skills and attitudes a graduate
-	should have at the time of graduation. While no agency has formally defined
	the Pos of General Higher Education 3-year degree Programs in India, Pos of all
	professional Programs in engineering and other areas are identified at national
	level by the concerned accrediting agency. Pos are not specific to a discipline.
Promotion of	The process of promoting research culture among faculty and students by
Research and	facilitating faculty and student participation in research budget allocation,
Research Support	research fellowship and other faculties.
System	
Regional Centre (RC)	Regional Centre is the unit established or maintained by the University for the
	purpose of coordinating and supervising the work of the Learner Support
	Centers functioning in the operational area of the region. The RC ensures the
	smooth delivery of ODL programs designed and developed by the University,
	with the help of its LSCs and academic counselors empanelled therein.
Research	Systematic intellectual investigations aimed at discovering, interpreting and
	revising human knowledge.
Research Grant	Grant generated/received from different agencies by the institution for
D	conducting research projects.
Research Output	Quality research outcome beneficial for the discipline, society, industry and
	dissemination of knowledge including theoretical and practical findings.
Resource Mobilization Generation of funds through internal and external sources such as dom	
consultancy, self-financing courses and so on.	
SCOPUS	The world's largest abstract and citation data base of peer-reviewed literature
	and quality web sources.
Self Learning Material	Study material specially designed and developed for the learners, in print or non-print media, which is inter-alia self-explanatory, self-contained, self-
(SLM)	directed at the learner, and amenable to self-evaluation, and enables the learner
	to acquire the prescribed level of learning in a course of study, but does not
	include textbooks or guide-books.
Situatedness	Situatedness refers to involvement within a context. It also refers to placement
Situateuness	of learning experiences in authentic contexts or settings
SJR(SCImago	This takes three years of publication data into account to assign relative scores
Journal Rank)	to all the sources (journal articles, conference proceedings, review articles, etc.)
((((((((((in a citation network (Journals in SCOPUS database).
SNIP(Source	Is the ratio of the source's average citation count per paper in a three year
Normalized Impact	citation window over the "citation potential" of its subject field?
per Person)	
Special Learner	A centre established by the HEI for imparting instruction to persons referred to
Support Centre	in the Rights of Persons with Disabilities Act 2016, including the employees of
Defense or Security Forces and jail inmates interested to study throu	
	Open and Distance Learning mode. However, in case of programs like those
	being developed by the Government for Skill Development or Lifelong
	Learning, the Study Centre or Learner Support Centre could be opened in
	Government institutions having capabilities for learner support services in the

	respective areas.
Stakeholder	Affiliation and interaction with groups or individuals who have an interest in
Relationship	the actions of the institutions and the ability to influence its actions, decisions,
	policies, practices or goals of the organization.
Strategic Plan	A specific, action-oriented medium or long-term plan for making progress
	towards a set of institutional goals.
Strategy Development	Formulation of objectives, directives and guidelines with specific plans for
	institutional development.
Student Centric	Methods of instruction that focus on products of learning by the students
Methods	r
Student Profile	The student community of the institution, their strength and the diversity in
	terms of economic and social strata, location and other demographic aspects
	such as gender, age, religion, caste, rural/ urban.
Student Progression	Vertical movement of students from one level of education to the next higher
Student 1 rogression	level successfully or towards gainful employment.
Student Support	Facilitating mechanism for access to information fee structure and refund
Student Support	policies and also guidance and placement cell with student welfare measures to
G	give necessary learning support to the students.
Summative	It is the assessment of the learners at the end of the academic year to assess a
Assessment student's mastery over the given subject areas and can typically be aw	
	pass/fail grade/marks.
SWAYAM	SWAYAM is a Program initiated by Government of India and designed to
	achieve the three cardinal principles of Education Policy viz., access, equity and
	quality. https://swayam.gov.in/
Teacher Quality	A composite term to indicate the qualification of the faculty, the adequacy
	meant for recruitment procedures, professional development, recognition and
	teachers characteristics.
Terminal Assessment	It is the assessment of the learners at the end of the academic year to assess a
	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
Value Added Courses	Courses of varying durations which are optional, and offered outside the
	curriculum that add value and helping them students in getting placed.

Appendix II: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
AIM	-	Assessors Interaction Meetings
AISHE	-	All India Survey on Higher Education
AMC	-	Annual Maintenance Contract

AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
ASC	-	Academic Staff College
BoM	-	Board of Management
BoS	_	Board of Studies
CAL	_	Computer Aided Learning
CAS	_	Career Advancement Scheme
CBCS	-	Choice Based Credit System
CD	_	Compact Diskette
CGPA	_	Cumulative Grade Point Average
CIQA	-	Centre for Internal Quality Assurance
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
CSIR	-	Council of Scientific and Industrial Research
DCI	_	Dental Council of India
DDE	_	Directorate of Distance Education
DEB	-	Distance Education Bureau
DED	-	Distance Education Bureau Distance Education Council
DEC	-	Developing Library Network
DELINET	-	Distance Education Programs
DLF		Doctor of Literature
DRS	-	Direct Reception System
DRS DSc	-	Doctor of Science
DSC	-	Data Validation and Verification
EC EC	-	Executive Committee
EC ECS	-	
ECS ECP	-	Elective Course System Extended Contact Program
_		
EMS	-	Examination Management System
EPC	-	Enhancement of Professional Competency
ERP	-	Enterprise Resource Planning
FDP	-	Faculty Development Program
GC	-	Governing Council
GST	-	Goods and Services Tax
HEI	-	Higher Education Institute
HQs	-	Headquarters
ICT	-	Information and Communication Technology
IIQA	-	Institutional Information for Quality Assessment
ILMS	-	Integrated Library Management System
INR	-	Indian Rupees
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
IPR	-	Intellectual Property Rights

ISSN - International Standard Serial Number KI - Key Indicator-wise Grade Point(s) LAN - Local Area Network ISC - Learners Support Centre MCI - Medical Council of India MHRD - Ministry of Human Resource and Development MoA - Memorandum of Association MOC - Memorandum of Contract MOOC - Masive Open Online Courses MOU - Memorandum of Contract MOOC - Masive Open Online Courses MOU - Memorandum of Understanding MIR - Minimum Institutional Requirements MIS - Mational Consultative Group NCTE - National Council for Teacher Education NET - National Council for Teacher Education NEF - National Council for Teacher Education NPE - National Council for Teacher Education NEF - National Institutional Ranking Framework NGO - Non Governmental Organizatio <	ISBN	-	International Standard Book Number
KI-GP(s)-Key Indicator-wise Grade Point(s)LAN-Local Area NetworkLSC-Learners Support CentreMCI-Medical Council of IndiaMHRD-Ministry of Human Resource and DevelopmentMoA-Memorandum of AssociationMoC-Memorandum of ContractMOOC-Massive Open Online CoursesMoU-Memorandum of UnderstandingMIR-Minimum Institutional RequirementsMIS-Mational Assessment and Accreditation CouncilNACC-National Consultative GroupNCTE-National Consultative GroupNCTE-National Council for Teacher EducationNET-National EducationNET-National Institutional Ranking FrameworkNGO-Non Governmental OrganizationNPE-National Policy EducationNPTEL-National Policy EducationNPTEL-Open and Distance LearningOBC-Open IniversityOL-Open IniversityPCI-Press Council of IndiaPDP-Professional Development ProgramPG-Program Project ReportPR-Program Project ReportPR-Quality AssuranceQAA-Quality Assurance AgencyQM-Quality Assurance AgencyQM-Quality MetricsQAM-Quality Metrics </td <td>ISSN</td> <td>-</td> <td>International Standard Serial Number</td>	ISSN	-	International Standard Serial Number
LAN-Local Area NetworkLSC-Learners Support CentreMCI-Medical Council of IndiaMHRD-Ministry of Human Resource and DevelopmentMoA-Memorandum of AssociationMoC-Memorandum of ContractMOOC-Massive Open Online CoursesMoU-Memorandum of UnderstandingMIR-Minimum Institutional RequirementsMIS-Management Information SystemNAAC-National Assessment and Accreditation CouncilNCG-National Council for Teacher EducationNET-National Council for Teacher EducationNET-National Council for Teacher EducationNET-National Institutional Ranking FrameworkNGO-No Governmental OrganizationNPTEL-National Policy EducationNPTEL-National Policy EducationNPTEL-National Policy EducationNPTEL-Open and Distance LearningOBC-Open Educational ResourceOU-Open Educational ResourceOU-Poet GraduatePhDPorgram Project ReportPR-Porgram Project ReportPR-Per Team ReportPWD-Per Team ReportPWD-Quality AssuranceQAA-Quality AssuranceQMA-Quality AssuranceQMA-Quality Metri	KI	-	Key Indicator
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MCI - Medical Council of India MHRD - Ministry of Human Resource and Development MoA - Memorandum of Association MoC - Memorandum of Contract MOOC - Massive Open Online Courses MoU - Memorandum of Understanding MIR - Memorandum of Understanding MIR - Management Information System NAAC - National Assessment and Accreditation Council NCG - National Cosultative Group NCTE - National Cosultative Group NCTE - National Institutional Ranking Framework NGO - National Institutional Ranking Framework NGO - Non Governmental Organization NPE - National Programmed Technology Enhanced Learning OBC - Other Backward Class ODL - Open and Distance Learning OER - Open and Distance Larning OER - Open University PCI - Press Council of India PDP </td <td>LAN</td> <td>-</td> <td></td>	LAN	-	
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RCI - Rehabilitation Council of India SAP - Special Assistance Program SC - Scheduled Caste	Q _n M	-	Quantitative Metrics
SAP - Special Assistance Program SC - Scheduled Caste	RC	-	Regional Centre
SC - Scheduled Caste	RCI	-	Rehabilitation Council of India
SC - Scheduled Caste	SAP	-	Special Assistance Program
	SC	-	Scheduled Caste
SET/SLET - State Level Eligibility Test	SET/SLET	-	State Level Eligibility Test

SGS	-	System Generated Scores
SLM	-	Self Learning Material
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
UG	-	Under Graduate
UGC	-	University Grants Commission
URL	-	Uniform Resource Locator
Wi-Fi	-	Wireless Fidelity

Metric No.	Description of the Metrics	Weightage
6.1.1	Governance in accordance with Mission and Vision	5
Q ₁ M	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	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	 Vision and Mission documents approved by the statutory bodies Report of achievements which led to institutional excellence Any other relevant information 	
6.1.2	Decentralization and participative management	_
Q _l M	Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.	5
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	Information / documents pertaining to leadership	
	Any other relevant information	

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT (100) Key Indicator – 6.1 Institutional Vision and Leadership (10)

Key Indicator – 6.2 Strategy Development and Deployment (15)

Metric No.		Weightage
6.2.1	Perspective / Strategic plan and deployment	3
Q _l M	The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables Write description in maximum of 500 words	

	RESPONSE OF THE UNIVERSITY	
	••••••	
	Provide web-link to	
	 Perspective / Plan and deployment documents Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables Any other relevant information 	
6.2.2	Organizational structure of the Institution	2
Q ₁ M	Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	••••••	
	Provide web-link to	
	 Organogram of the Institution Annual Report of the preceding academic year 	
	 Annual Report of the preceding academic year Minutes of the meetings of various bodies / relevant committees 	
	Any other relevant information	
6.2.3	Implementation of a gavemanas in different areas of energian	10
0.2.5	Implementation of e-governance in different areas of operation	10
	Areas of operation of Institution which has e-governance implementation	
Q _n M	1. Planning and Development	
C.	2. Administration	
	3. Finance and Accounts	
	 Student Admission and Support Examination 	
	Options: (Choose any one of the below)	
	A. Any 4 or more of the aboveB. Any 3 of the above	
	C. Any 2 of the above	
	D. Any 1 of the above	
	E. None of the above	
	Data requirements: (As per Data Template)	
	• List of areas of operations where e-governance has been implemented	
	• Name of the vendor (if any), with contact details	
	• Year of implementation	

RESP	ONSE OF THE UNIVERSITY
•••••	
•••••	
•••••	
Uploa	d:
•	ERP Document
	Screen shots of user interfaces
	Screen shots of user interfaces As per Data Template

Key Indicator – 6.3 Faculty Development / Empowerment Strategies (30)

Metric No.		Weightage
6.3.1	Welfare measures for teachers, other academics and non-academic staff	5
Q _l M	The institution has effective welfare measures for teachers, other academicsand non-academic staff	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	 Policy document on welfare measures List of beneficiaries of welfare measures 	
	 Any other relevant information 	
6.3.2	Financial support for faculty development	
Q _n M	Average percentage 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	5
	Data requirement (3) As per Data Template)	
	 Name of teachers / other academics Name of conference/ workshop attended for which financial support 	
	 provided Name of the professional body for which membership fee is provided Amount of support 	
	Formula:	
	Percentage per year = Number of teachers and other academics provided with financial	
	support to attend conferences, workshops and	
	towards membership fee of professional bodies Number of full time teachers and other academics X 100	

		Average	percentage =	∑ Percentage p 5	oer year			
	RESPONSE OF THE UNIVERSITY							
	• As per	to teachers and conferences, w Data Template her relevant in	orkshops etc.	-	d with financ	ial support to		
6.3.3	Organizing pro	ograms for pr	ofessional de	evelopment				
Q _n M	Total number organized by th year wise over t	e University f	or teachers,				5	
	Year	2015-16	2016-17	2017-18	2018-19	2019-20		
	Number of Programs organized							
	 Data requirement: As per Data Template) Title of the professional development Program organized for teachers and other academics Title of the administrative training Program organized for non-academic staff Number of participants Dates (From-to) 							
	Formula: Total Number of professional development or administrative training Programmes organized for teachers/other academic/ non teaching staff over the last five years 5							
	RESPONSE OF THE UNIVERSITY							
	· · · · · · · · · · · · · · · · · · ·							
	academ As per	les of program ic staff Data Template her relevant in	2	or teachers, c	other academi	cs and non-		



Q _n M	Average percentage of non-a over the last five years	academic sta	aff attended	l training Pr	ograms, ye	ar wise
	Year	2015-16	2016-17	2017-18	2018-19	2019-20
	Number of non-academic staff attended administrative training program					
	Data requirement⊗As per • Total number of non	-	,	tion		

	Total number of non-academic staff attended administrative training program	
	• Title of the Program	
	 Duration (From- to -) 	
	Formula: Total Number of full time non-academic staff	
	Percentage per year = <u></u>	
	full time non–academic staff	
	Average percentage = $\frac{\sum \text{Percentage per year}}{5}$	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	CIQA report summary	
	• Letters to non-academic staff attending administrative training programs	
	As per Data Template	
	Any other relevant information	
6.3.6	Mechanism of performance appraisal system, promotion for teachers, other	5
0.14	academics and non-academic staff	
Q _l M		
	Institution has performance appraisal system for teaching, promotion for teachers,	
	other academics and non-academic staff	
	White description in marine of 500 ments	
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	RESPONSE OF THE UNIVERSITY	
	Provide web-link to	
	Performance appraisal policy of the Institution	
	 Document on promotion/CAS for teachers, other academic and non- 	
	academic staff	
	Any other relevant information	
1		

Metric No.							Weightage	
6.4.1	Regular interna	l and exter	nal financia	al audits				
Q _l M	Institution condu	cts internal	and externa	l financial au	dits over the	last five years	5	
	Write description in maximum of 500 words							
	RESPONSE OF	THE UNI	VERSITY					
		•••••	•••••		•••••			
	Provide web-link to							
	• Policy on internal and external audit mechanisms							
		-		last five years	8			
	• Any othe	er relevant i	nformation					
6.4.2	Mobilization an	d utilizatio	n of resour	ces			_	
$\mathbf{Q}_{\mathbf{l}}\mathbf{M}$	Institutional strategies for mobilization of funds and optimum utilization of resources						5	
	Write description	n in maximu	um of 500 w	ords				
	RESPONSE OF	THE UNI	VERSITY					
		_						
	Provide web-lin	ık to						
	ManagerProcedure		icate / Gove nal resource	erning Counci		y the Board of		
6.4.3	Expenditure on	Learner St	upport Serv	vices			10	
Q _n M	Average percentage of expenditure by the Institution on learner support services year wise over the last five years							
	Year	2015-16	2016-17	2017-18	2018-19	2019-20		
	Expenditure on learner support							
	support services (INR in lakhs)							
	Data requireme							

Key Indicator – 6.4 Financial Management and Resource Mobilization (20)

• Tc	otal expenditure on learner support services per year by the institution for the last five years otal expenditure of the institution excluding salary per year over the last
Formula	Total expenditure on learner support services V 100
	e per year = $\frac{\text{Total expenditure on learner support services}}{\text{Total expenditure excluding salary of the institution}} X 100$ ercentage = $\frac{\Sigma \text{ Percentage per year}}{5}$
RESPON	SE OF THE UNIVERSITY
Upload:	• Statement of expenditure over the last five years
	As per Data TemplateAny other relevant information

Key Indicator – 6.5 Internal Quality Assurance Systems (25)

Metric		Weightage
No.		
6.5.1	Institutionalizing the quality assurance through CIQA	15
$\mathbf{Q}_{\mathbf{n}}\mathbf{M}$		
	Details of the activities of CIQA listed below:	
	1. Number of Program Project Reports (PPRs) prepared	
	2. Number of workshops/ seminars organized on quality related themes	
	3. Number of innovative practices implemented for quality enhancement	
	4. Number of initiatives undertaken for system based research	
	5. Number of feedback mechanisms developed for different stakeholders	
	6. Activities undertaken for recognition and accreditation of the Institution	
	7. Any other activity	
	Options: (Choose any one of the below)	
	A. More than 5 of the above	
	B. Any 4-5 of the above	
	C. Any 3-4 of the above	
	D. Any 1-2 of the above	
	E. None of the above	
	Data requirement (SAs per Data Template)	
	• PPRs prepared	
	Details of workshops/ seminars organized	
	Innovative practices implemented	
	 Initiatives for system based research 	
	 Feedback mechanisms developed 	
	 Activities for recognition and accreditation 	

	RESPONSE OF THE UNIVERSITY Upload: • Scan copies of program schedules • Reports of the activities • As per Data Template • Any other relevant information	
6.5.2 Q ₁ M	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 Write description in maximum of 1000 words RESPONSE OF THE UNIVERSITY	10
	 Provide web-link to Documents / information on the process and results of Impact Analysis Relevant Reports/ Minutes approved by concerned Authorities Any other relevant information 	

Data Templates / Documents for Quantitative Metrics

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

	Key Indicator – 6.2Strategy Develo	pment and Deployment (15)					
76	6.2.3 Areas of operation of Institution which has e-governance implementation (10)						
	Areas of e governance	Year of implementation	Web-link of relevant website/ document				
	Planning and Development						
	Administration						
	Finance and Accounts						
	Student Admission and Support						
	Examination, assessment and evaluation						

- Screen shots of user interfaces
- Implementation of e-governance in different areas of operation (Data Template)

Key Indicator – 6.3 Faculty Development / Empowerment Strategies (30)

6.3.2 Percentage 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 (5)

Year	Name of teacher / other academic	PAN	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2015-16					
2016-17					
2017-18					
2018-19					
2019-20					

• Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. year wise over the last five years

78	6.3.3 Total number of Professional development / administrative training Programs organized by the								
	Institution fo	Institution for teaching and other academic; and non-academic staff year wise over the last five years							
	(5)	(5)							
	Year	Title of the professional	Title of the administrative	Number of	Dates				
		development Program	training Program organized	Participant	(from-to-)				
	organized for teaching and/or for non-academic staff								
		other academic,							

2015-16		
2016-17		
2017-18		
2018-19		
2019-20		

79	Programs,	6.3.4 Average percentage of Teachers and other academics attended professional development Programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise over the last five years (5)						
	Year	Total number of teachers and other academics in position	Total number of teachers and other academics attended PDPs	Title of the professional development Program	Date and Duration (from – to-)			
	2015-16							
	2016-17							
	2017-18							
	2018-19							
	2019-20							

80	6.3.5 Aver years (5)	6.3.5 Average percentage of non-academic staff attended training Programs, year wise over the last five years (5)						
	Year	Total number of non-academic staff in position	Total number of non-academic staff attended administrative training program	Title of the Program	Date and Duration (from – to-)			
	2015-16							
	2016-17							
	2017-18							
	2018-19							
	2019-20							

		ator – 6.4 Financial Management and Resource					
81	6.4.3 Average percentage of expenditure by the Institution on learner support services year wise over the last five years (10) (INR in <i>Lakhs</i>)						
	Year	Total expenditure on learner support services per year by the institution over the last five years	Total expenditure of the institution excluding salary per year over the last five years				
	2015-16						
	2016-17						
	2017-18						
	2018-19						
	2019-20						
	Upload: • Annual Budget of Institution for last five years						

	Key Indicato	r – 6.5 Inter	nal Quality A	ssurance Syst	em (25)			
82	6.5.1 Quality initiatives by IQAC per year for promoting quality culture (15) Details of the activities of CIQA listed below:							
	2. Numb 3. Numb 4. Numb 5. Numb 6. Activ	 Number of workshops/ seminars organized on quality related themes Number of innovative practices implemented for quality enhancement 						
	Year	PPRs prepared	Details of workshops/ seminars organized	Innovative practices implement ed	Initiatives for system based research	Feedback mechanisms developed	Activities for recognition and accreditation	
	2015-16							
	2016-17							
	2017-18							
	2018-19							
	2019-20							

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place: Date:

SECTION: C: APPENDICES

Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit	An exercise which serves to provide assurance that the delegated			
	responsibilities for quality and standards of academic provision are being			
	appropriately discharged.			
Academic Calendar	The schedule of the institution for the academic year, giving details of all			
	academic and administrative events.			

Academic Counselling	Informing, advising, guiding, tutoring and mentoring students individually or
8	collectively on the curriculum; student tracking; providing feedback on
	performance; prevention of student dropout; and career prospects.
Academic Counsellor	A subject expert (teacher) who is competent to inform, advise, guide, tutor and
	mentor students on curriculum; facilitate the students in their progression in the
	course by providing feedback on their performance; finding solutions to the
	problems encountered by them and motivating them to successfully complete
	the program of study.
Academic Consultant	A full time, temporary teacher/subject expert involved in preparation of Self
	Learning Material for the transaction of Curriculum.
Academic Flexibility	Choice offered to the students in the curriculum offering and the curriculum
	transactions.
Academic Session	An academic cycle of twelve months duration beginning either in January or in
	the month of July of every year
Accreditation	Certification of quality that is valid for a fixed period, which in the case of
	NAAC is five years
Assessment	Performance evaluation of an institution or its units based on certain established
	criteria
Assessors	Trained academics or experts who represent NAAC on peer teams.
Benchmarks	An example of good performance that serves as a standard for comparison of
	one's own performance. It is a technique in which an institution measures its
	performance against that of the best of others.
Bibliometrics	is a statistical analysis of written publications, such as books or articles
Blended Learning	A mixing of different learning environments such as traditional face-to-face
	classroom methods with modern computer-mediated activities.
Carbon Neutral	A term used to describe fuels that neither contribute to nor reduce the amount of
	carbon (measured in the release of carbon dioxide) into the atmosphere.
Catering to Student	The strategies adopted by institution to fulfill the needs of a heterogeneous
Diversity	group of students.
Choice Based Credit	A mode of learning in higher education which facilitates a student to have some
System (CBCS)	freedom in selecting his/her own choices, across various disciplines for
	completing a UG / PG program. All UG and PG programs, as per UGC, have to
	implement CBCS
Centre for Internal	A Centre established by a Higher Educational Institution offering programmes
Quality Assurance	in Open and Distance Learning mode for ensuring the quality of programmes offered by it including the services provided to the learners through internal
	quality monitoring mechanism and to ensure continuous improvement in the
	entire operations of the HEI.
Citation Index	The number of times a research papers is referred to by other researchers in
	refereed journals, and is a measure of validity of its contents.
Co-Curricular	Activities, which support the curriculum such as field trips, display of academic
Activities	achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	Formal agreement/understanding between any two or more institutions for
	training, research, student/ faculty exchange or extension support.
Completion	The ratio of the total number of learners successfully completing a course/
Rates(course/)	graduating from a program in a given year to the total number of learners who

	initially enrolled on the course/program.
Continuous	The assessment process followed by the HEI throughout the learning
Assessment	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Course	A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule	Details of sessions being offered, its time, location, academic counselors, which
ere and	students must know in order to register. The counseling schedule is published
	prior to the commencement of registration for each semester / session.
Credit	The study input of thirty hours required by a learner to acquire the prescribed
	level of learning (learning outcome) in respect of an ODL program equivalent
	to one printed block comprising 3-4 units; comprehending the print material;
	listening to audio; watching video; attending counseling sessions;
	teleconferencing and preparing assignment responses.
Credit transfer	It is a term used by an HEI for granting credit to a student for educational
	experiences or courses undertaken at another institution. The courses under
	consideration for credit transfer are evaluated to see if the courses meet the
	requirements of the receiving institution in terms of curriculum content and
	design.
Criteria	Pre-determined standards of functioning of an institution of higher education
	that form the basis of assessment and accreditation as identified/defined by
	NAAC.
Cross Cutting Issues	Cross cutting issues refer to the abilities of students to have sufficient
	disciplinary knowledge, to engage in public discussions on related issues; are
	careful consumers of scientific and technological information related to their
	everyday lives; are able to continue to learn outside school; and have the skills
	to enter careers of their choice.
Curriculum Design	Process of defining the contents of units of study and usually obtained through
and Development	needs assessment, feedback from stakeholders and expert groups. Curriculum
	design and curriculum development are procedures which are closely linked to
	the description of learning outcomes.
Cycles of	An institution undergoing the accreditation process by NAAC for the first time
Accreditation	is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and
Deserves	so on. A degree means a degree specified under sub-section (3) of section 22 of the
Degree	UGC Act, 1956.
Demand Ratio	The ratio of the number of seats available in a program/institute to the number
	of valid applications
Directorates of	Departments/ Centers/ Institutes exclusively established to offer programs
Distance Education	through ODL mode by conventional universities established by an Act of
	Parliament or State Legislature, Deemed to be universities declared by the
	Central Government under Section 3 of the University Grants Commission Act,
	1956 and institutions of national importance declared by an Act of Parliament.
Eco system for	Eco system for innovation comprises of material resources (funds, equipment,
Innovations	facilities, etc.) and the human resources (students, faculty, staff, industry
	representatives, etc.) and linkages among them that make up the institutional

	entities to promote the development of products and systems that are likely to
	have significant economic value.
E-learning Resources	Learning resources available on Internet
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across
	all disciplines of social sciences, arts, fine arts & humanities, natural &
	mathematical sciences, linguistics and languages developed under the initiative
	of MHRD, under its National Mission on Education through ICT (NMEICT)
	Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga @INFLIBNET provides a platform for research students to deposit
	their Ph.D. theses and make it available to the entire scholarly community in
	open access.
e-Shodh Sindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as
	archival access to more than 15,000 core and peer-reviewed journals and a
	number of bibliographic, citation and factual databases in different disciplines
	from a large number of publishers and aggregators to its member institutions
	including centrally-funded technical institutions.
Elective Courses	A choice available to students to select from among a large number of subjects
	related to specific disciplines.
Emerging Areas	New areas of study and research deemed important to pursue. These areas may
	have been identified by national agencies or international bodies.
Enrichment Courses	Courses offered by institution for student empowerment and enrichment for
	effectively serving the society and participating in social and economic
	development.
Evaluation	Assessment of learning, teaching and evaluation process and reforms to increase
Process and Reforms	the efficiency and effectiveness of the system.
Examination Centre	A place where examinations are conducted for the Open and Distance Learning
	mode learners and is having the requisite infrastructure and adequate manpower
	for smooth conduct of examinations
Examination	Examination management system is a well-defined document or a software
Management System	application for the planning, administration, documentation, tracking,
	evaluation of students responses, and announcement of grades/marks obtained
	by students in all formal learning activities in an educational program
Experiential Learning	Is a process of learning through experience and is more specifically defined as
F =-4	"learning through reflection on doing".
Extension	The aspect of education, which emphasizes neighborhood services. These are
Activities	often integrated with curricula as extended opportunities intended to help, serve
	reflect and learn. The curriculum- extension interface has educational values, especially in rural India.
Faculty Development	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Program	riograms arrive at updating the knowledge and pedagogical skins of faculty.
Feedback	Formative and evaluative comments given by tutors on the performance of
	individual learners.
	Evaluative comments made by stakeholders to the institution on the quality and
	effectiveness of a defined process.
	Response from students, academic peers and employers for review and design

	of curriculum.
Field Project	Formal projects students need to undertake that involve conducting surveys
	outside the college/university premises and collection of data from designated
	communities or natural places
Financial	Budgeting and optimum utilization of financial resources.
Management	
Flexibility	A mechanism through which students have wider choices of Programs to
	choose from, as well as, multiple entry and exit points for Programs /courses.
Formative Assessment	The assessment process followed by the HEI throughout the learning
	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Full Time Teachers	A teacher employed for at least 90 per cent of the normal or statutory number of
	hours of work for a full-time teacher over a complete academic year is classified
	as a full-time teacher.
Graduate	The disciplinary expertise or technical knowledge that has traditionally formed
Attributes	the core of most university courses. They are qualities that also prepare
	graduates as agents for social good in an unknown future.
Green Audit	The process of assessing the environmental impact of an organization, process,
	project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed,
	complaints and other formal requests made by learners, staff and other
	stakeholders on the institutional provisions promised and perceived.
Higher Educational	Education, imparted by means of conducting regular classes or through distance
Institutions(HEI)	education systems, beyond twelve years of schooling leading to the award of a
	Degree or Certificate or Diploma or Postgraduate Diploma.
H-index(Hirsch Index)	An index that attempts to measure both the productivity and impact of the
	published work of a scientist or scholar. The index is based on the set of the
	scientist's most cited papers and the number of citations that they have received
	in other publications.
Human Resource	The process of assessing the human power requirements, recruiting, monitoring
Management	the growth and appraising them periodically and plan the staff development
	programs for the professional development and provide the necessary incentives
Humanities	and feedback.
International	A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays
Complete	and reviews, as well as original creative works including poems and fiction.
	Photographs, painting and illustrations are also referenced
Information	Information and Communication Technology Consists of the hardware,
Communication	software, networks and media for the collection, storage, processing,
Technology (ICT)	transmission and presentation of information (voice, data, text, images) as well
	as related services.
Impact factor	A measure of the citations to science and social sciences journals. The impact
(IF)	factor for a journal is calculated based on a three-year period and can be
	considered to be the average number of times published papers are cited up to 2
	years after publication.

Inclusion,	Inclusiveness in educational institutions refers to the educational experiences
Inclusiveness	practiced with reference to gender, ethnicity, social class and differently a bled.
menusiveness	practiced with reference to gender, enhibity, social class and differently a bled.
INFLIBNET Database	Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	Physical facilities like building, playfields, hostels etc. which help run an
	institutional Program.
Institutional	IIQA is a requirement, which needs to be submitted online by all categories of
Information for	HEIs
Quality Assessment	
(IIQA)	
Institutional	Institutional distinctiveness is characterized by its reason for coming to
Distinctiveness	existence, vision, mission, nature of stakeholders, access to resources, cultural
	ambience and physical location
Institutional	Focuses on the institution's responsibilities to the public in terms of protection
Social Responsibility	of public health, safety and the environment, the public ethical behavior and the
(ISR)	need to practice good citizenship.
Interdisciplinary	An integrative approach in which information from more than one discipline
research	issued in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality	Self regulated responsibilities of the HEI aimed at continuous improvement of
Assurance	quality for achieving academic and administrative excellence.
System(IQAS)	
Internship	A designated activity that carries some credits involving more than 25 days of
•	working in an organization under the guidance of an identified mentor
ISO Certification	ISO 9001 certification enhances customer satisfaction by meeting customer
	requirements. The institution is able to provide right services. ISO certification
	enhances functional efficiency of an organization.
Leadership	Term used for setting direction and create a student- focused, learning oriented
•	climate, clear and visible values and high expectation by ensuring the creation
	of strategies, system and methods for achieving excellence, stimulating
	innovation and building knowledge and capabilities
Learner Support	Learner Support Centre is a Centre established by the Higher Education
Centre (LSC)	Institution in a College or Institute affiliated to a recognized university or a
	Government recognized Higher Educational Institution offering conventional
	mode programs of equivalent level in the same broad areas under the relevant
	faculty and having all the necessary infrastructure and availability of
	appropriate number of qualified faculty not below the rank of qualified
	Assistant Professors of recognized Colleges or Institutes offering a similar
	program for engaging theory contact sessions and supervising practical sessions
	in laboratory or field .
Learner Support	Services provided by a Higher Educational Institution in order to facilitate the
Services	acquisition of teaching-learning experiences by the learner to the prescribed
	level in respect of a program of study.
Learning Management	A learning management system (LMS) is a software application for the
Systems	administration, documentation, tracking, reporting and delivery of educational
~,~~	

	courses or training Programs. They help the instructor deliver material to the
	students, administer tests and other assignments, track student progress, and
	manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	Specific intentions of a Program or module, written in clear terms. They
Learning Outcomes	describe what a student should know, understand, or be able to do at the end of
	that Program or module
Library as a Learning	The library holdings in terms of titles of books, journals and other learning
Resource	materials and technology aided learning mechanism, which enable the students
Kesource	to acquire information, knowledge and skills required for their study.
Modular Approach	The approach followed by an HEI in which the curriculum is divided into
	learning units called modules. A module is a well structured or self-contained
	learning unit which is complete with specific objectives, contents, teaching /
	learning strategies and assessment mechanism. A learner can exit from a
Maadla	programme after successful completion of a module(s) and will be certified.
Moodle	Moodle is a free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License.
New Technologies	Digital tools and resources (hardware and software) and their application in the
0	field of education.
NIRF (National	National Institutional Ranking Framework (NIRF), approved by the MHRD,
Institutional Ranking	outlines a methodology to rank institutions across the country. The parameters
Framework)	and sub-parameters associated with this mechanism are evolving from year to
	year.
	https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.
	pdf
N-LIST	N-LIST stands for "National Library and Information services Infrastructure for
	Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
Open and Distance	This is a mode of providing flexible learning opportunities by overcoming
Learning (ODL)	separation of teacher and learner using a variety of media, including print,
	electronic, online and occasional interactive face-to-face meetings with the
	presence of an Higher Educational Institution or Learner Support Services to
	deliver teaching-learning experiences, including practical or work experiences.
Open Educational	Educational materials and resources offered freely and openly for anyone to use
Resources (OER)	and under some licenses to re-mix, improve and redistribute.
Open University	They are single mode HEIs offering programs through ODL mode, established
	by Acts of the Central or State Legislature, which impart education through
	distance education or Open and Distance Learning mode: using multiple media
	to impart instruction like print, audio, video, broadcasts, e-resources/ digital
	to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners.
Optimum Utilization	to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners. The infrastructure facilities are made available to the student for their maximum
Optimum Utilization of Infrastructure	to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners.The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of
of Infrastructure	to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners. The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programs.
-	 to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners. The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programs. Organogram is the word, a diagram that shows the structure of an organization
of Infrastructure	 to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners. The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programs. Organogram is the word, a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is
of Infrastructure Organogram	 to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners. The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programs. Organogram is the word, a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
of Infrastructure	 to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavor of the distance learners. The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programs. Organogram is the word, a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is

	to the learners to facilitate their successful completion of program of study.
Outcome	An outcome of an educational Program is what the student should be able to do
	at the end of a Program/ course/ instructional unit.
Outreach Activities	Is the practice of conducting local public awareness activities through targeted
	community interaction
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes,
	behaviors and relationships, which enable and empower people to share,
	analyze and enhance their knowledge of their life and conditions, and to plan,
	act, monitor, evaluate and reflect.
Participative	Refers to an open form of management where employees are actively involved
Management	in the institution's decision making process.
Perspective	Is a blue print regarding the objectives and targets of long term growth
Development	
Physical Facilities	Infrastructure facilities of the institution to run the educational Programs
	efficiently and the growth of the infrastructure to keep pace with the academic
	growth of the institution.
Policy for Promotion	Processes defined by the institution to facilitate the teachers to write research
of Research	proposals, seek funding, conduct research, publish, and evaluate and reward the
	research done.
Pre-qualifiers	For the Assessment and Accreditation (A&A) in revised framework the NAAC
	has proposed a pre-qualifier test. It is a condition for peer team visit and will be
	based on Institutional system generated score (SGS) in all Q_nM after
	undergoing DVV process. As a Pre-qualifier, the institution should score at least
	30% in Quantitative Metrics (Q_nM) as per the final score after the DVV
	Process. If the HEI does not clear the Pre-qualifier stage then they will have to
	apply afresh by submitting the IIQA and its fees.
Programme	A range of learning experiences offered to students in a formal manner over a
	period of one-to-four years leading to certificates/ diplomas/ degrees. Examples:
	BA (Economics) BSc (Physics). All possible formal degree Programs are
D	identified by UGC
Programme Options	A range of courses offered to students to choose at various levels leading to
	degrees/ diplomas/ certificates.
Programme Outcomes	Program Outcomes (Pos) are what knowledge, skills and attitudes a graduate
	should have at the time of graduation. While no agency has formally defined the Pos of General Higher Education 3-year degree Programs in India, Pos of all
	professional Programs in engineering and other areas are identified at national
	level by the concerned accrediting agency. Pos are not specific to a discipline.
Promotion of	The process of promoting research culture among faculty and students by
Research and	facilitating faculty and student participation in research budget allocation,
Research Support	research fellowship and other faculties.
System	
Regional Centre (RC)	Regional Centre is the unit established or maintained by the University for the
-inground Contro (ICC)	purpose of coordinating and supervising the work of the Learner Support
	Centers functioning in the operational area of the region. The RC ensures the
	smooth delivery of ODL programs designed and developed by the University,
	since a derivery of obd programs designed and developed by the oniversity,

	with the help of its LSCs and academic counselors empanelled therein.
Research	Systematic intellectual investigations aimed at discovering, interpreting and
	revising human knowledge.
Research Grant	Grant generated/received from different agencies by the institution for
	conducting research projects.
Research Output	Quality research outcome beneficial for the discipline, society, industry and
	dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	Generation of funds through internal and external sources such as donations,
	consultancy, self-financing courses and so on.
SCOPUS	The world's largest abstract and citation data base of peer-reviewed literature
	and quality web sources.
Self Learning Material	Study material specially designed and developed for the learners, in print or
(SLM)	non-print media, which is inter-alia self-explanatory, self-contained, self-
	directed at the learner, and amenable to self-evaluation, and enables the learner
	to acquire the prescribed level of learning in a course of study, but does not
	include textbooks or guide-books.
Situatedness	Situatedness refers to involvement within a context. It also refers to placement
	of learning experiences in authentic contexts or settings
SJR(SCImago	This takes three years of publication data into account to assign relative scores
Journal Rank)	to all the sources (journal articles, conference proceedings, review articles, etc.)
	in a citation network (Journals in SCOPUS database).
SNIP(Source	Is the ratio of the source's average citation count per paper in a three year
Normalized Impact	citation window over the "citation potential" of its subject field?
per Person)	
Special Learner	A centre established by the HEI for imparting instruction to persons referred to
Support Centre	in the Rights of Persons with Disabilities Act 2016, including the employees of
	Defense or Security Forces and jail inmates interested to study through the
	Open and Distance Learning mode. However, in case of programs like those
	being developed by the Government for Skill Development or Lifelong
	Learning, the Study Centre or Learner Support Centre could be opened in
	Government institutions having capabilities for learner support services in the
Stalvah aldar	respective areas.
Stakeholder Belationship	Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions decisions
Relationship	the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
Strategic Plan	A specific, action-oriented medium or long-term plan for making progress
Bu augu I Iall	towards a set of institutional goals.
Strategy Development	Formulation of objectives, directives and guidelines with specific plans for
Strategy Development	institutional development.
Student Centric	Methods of instruction that focus on products of learning by the students
Methods	
Student Profile	The student community of the institution, their strength and the diversity in
	terms of economic and social strata, location and other demographic aspects
	such as gender, age, religion, caste, rural/ urban.

Student Progression	Vertical movement of students from one level of education to the next higher
	level successfully or towards gainful employment.
Student Support	Facilitating mechanism for access to information fee structure and refund
	policies and also guidance and placement cell with student welfare measures to
	give necessary learning support to the students.
Summative	It is the assessment of the learners at the end of the academic year to assess a
Assessment	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
SWAYAM	SWAYAM is a Program initiated by Government of India and designed to
	achieve the three cardinal principles of Education Policy viz., access, equity and
	quality. https://swayam.gov.in/
Teacher Quality	A composite term to indicate the qualification of the faculty, the adequacy
	meant for recruitment procedures, professional development, recognition and
	teachers characteristics.
Terminal Assessment	It is the assessment of the learners at the end of the academic year to assess a
	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
Value Added Courses	Courses of varying durations which are optional, and offered outside the
	curriculum that add value and helping them students in getting placed.

Appendix II: Abbreviations

A&A (A/A)	_	Assessment and Accreditation
AC	-	Academic Council
	-	
AIM	-	Assessors Interaction Meetings
AISHE	-	All India Survey on Higher Education
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
ASC	-	Academic Staff College
BoM	-	Board of Management
BoS	-	Board of Studies
CAL	-	Computer Aided Learning
CAS	-	Career Advancement Scheme
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CGPA	-	Cumulative Grade Point Average
CIQA	-	Centre for Internal Quality Assurance
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
CSIR	-	Council of Scientific and Industrial Research
DCI	-	Dental Council of India
DDE	-	Directorate of Distance Education

DEB	-	Distance Education Bureau
DEC	-	Distance Education Council
DELNET	-	Developing Library Network
DEP	-	Distance Education Programs
Dlitt	-	Doctor of Literature
DRS	-	Direct Reception System
DSc	-	Doctor of Science
DVV	-	Data Validation and Verification
EC	-	Executive Committee
ECS	-	Elective Course System
ECP		Extended Contact Program
EMS	-	Examination Management System
EPC	-	Enhancement of Professional Competency
ERP	-	Enterprise Resource Planning
FDP	-	Faculty Development Program
GC	-	Governing Council
GST	-	Goods and Services Tax
HEI	-	Higher Education Institute
HQs	-	Headquarters
ICT	-	Information and Communication Technology
IIQA	-	Institutional Information for Quality Assessment
ILMS	-	Integrated Library Management System
INR	-	Indian Rupees
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
IPR	-	Intellectual Property Rights
ISBN	-	International Standard Book Number
ISSN	-	International Standard Serial Number
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
LAN	-	Local Area Network
LSC	-	Learners Support Centre
MCI	-	Medical Council of India
MHRD	-	Ministry of Human Resource and Development
MoA	-	Memorandum of Association
MoC	-	Memorandum of Contract
MOOC	-	Massive Open Online Courses
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NAAC	-	National Assessment and Accreditation Council
NCG	-	National Consultative Group
NCTE	-	National Council for Teacher Education

NET	-	National Eligibility Test
NIRF	-	National Institutional Ranking Framework
NGO	-	Non Governmental Organization
NPE	-	National Policy Education
NPTEL	-	National Programmed Technology Enhanced Learning
OBC	-	Other Backward Class
ODL	-	Open and Distance Learning
OER	-	Open Educational Resource
OU	-	Open University
PCI	-	Press Council of India
PDP	-	Professional Development Program
PG	-	Post Graduate
Ph.D.	-	Doctorate of Philosophy
POA	-	Program of Action
PPR	-	Program Project Report
PTR	-	Peer Team Report
PwD	-	Persons with Disabilities
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
QIF	-	Quality Indicator Framework
Q _l M	-	Qualitative Metrics
Q _n M	-	Quantitative Metrics
RC	-	Regional Centre
RCI	-	Rehabilitation Council of India
SAP	-	Special Assistance Program
SC	-	Scheduled Caste
SET/SLET	-	State Level Eligibility Test
SGS	-	System Generated Scores
SLM	-	Self Learning Material
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
UG	-	Under Graduate
UGC	-	University Grants Commission
URL	-	Uniform Resource Locator
Wi-Fi	-	Wireless Fidelity

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES (100)

Key Indicator – 7.1 Institutional Values and Social Responsibilities (50)

Metric No.	Description of the Metrics	Weightag e					
1100	Empowerment and Inclusion (15)						
7.1.1 Q _n M	Initiatives for the empowerment of the marginalized and the weaker sections Number of initiatives undertaken by the Institution year wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defense personnel, persons residing in rural and remote areas, backward and tribal areas.	5					
	Year 2015-16 2016-17 2017-18 2018-19 2019-20 Total number of initiatives undertaken Image: Constraint of the second secon						
	 Data requirement: List of initiatives undertaken year wise (as per data template) Date of implementation of the initiatives Category of beneficiaries Total number of beneficiaries 						
	RESPONSE OF THE UNIVERSITY						
	 Upload List of initiatives undertaken by the Institution Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc Report(s) of the event(s) As per Data Template Any other relevant information 						
7.1.2	Gender sensitivity at work place						
Q _l M	Institution shows gender sensitivity in providing facilities such as:						
	a) Safety and Security at the work placeb) Grievance redressal for sexual harassment at work placec) Day care centre (Creche)d) Provision for redressal for sexual harassment at work placee) Any other	5					
	Write description in maximum of 500 words						
	RESPONSE OF THE UNIVERSITY						

-	I	1
	Provide web-link to	
	Specific facilities provided for women as listed above	
	Notification of Committee of Prevention of Sexual Harassment at	
	Workplace	
	Minutes of the meeting of the Committee	
	Any additional information	
7.1.3	Disabled friendly amenities	
Q _n M		_
	Disabled friendly amenities are available in the Institution	5
	1. 1.0	
	1) Lifts	
	2) Ramps	
	3) Rails	
	4) Rest Rooms	
	5) Scribes	
	6) Braille sign boards7) Braille Software/facilities	
	8) Audio books,	
	9) Sign language facilities	
	10) Accessible website	
	11) Accessible study material	
	12) Any other similar facility (Specify)	
	12) They other similar radinty (Speen y)	
	Options: (Choose any one of the below)	
	A. Any 7 or more of the above	
	B. Any 5-6 of the above	
	C. Any 3-4 of the above	
	D. Any 1-2 of the above	
	E. None of the above	
	Data requirement:	
	• Type of disabled friendly amenities available	
	Date of procurement/launch/establishment	
	RESPONSE OF THE UNIVERSITY	
	Upload	
	Link to geo-tagged photographs and videos of amenities for PwD	
	 List of amenities available in the institution for PwD 	
	 Dist of anemices available in the institution for 1 wD Minutes of relevant statutory bodies like Academic Council/ BoS meetings 	
	• Minutes of relevant statutory bodies like Academic Council/ Bos meetings etc	
	 Access audit report, if available 	
	As per Data Template Any additional information	
	Any additional information	

	Environmental Consciousness and Sustainability (15)	
7.1.4 QnM	Environmental Consciousness and Sustainability (15) Green Practices Green Practices are being implemented in the Institution over the last five years 1. Smoke free campus 2. Plastic free campus 3. Paperless office 4. Rainwater harvesting 5. Waste management 6. Renewable energy initiatives 7. Energy efficiency practices 8. Any other Options: (Choose any one of the below) A. All of the above B. Any 5 – 6 of the above C. Any 3 – 4 of the above D. Any 1 – 2 of the above E. None of the above E. None of the above Data requirement: • List of green practices implemented year-wise • Power requirement met by renewable energy sources • Total power requirement RESPONSE OF THE UNIVERSITY	5
7.1.5 QnM	 As per Data Template Any other relevant information Green Campus The institution has taken measures to set up a 'green campus' over the last five years Landscaping of the campus Maintenance of natural forest area Planting of tress Development of farms on campus Planting of ornamental plants Planting of potted flowering and foliage plants 	5
	 Development of farms on campus Planting of ornamental plants 	5

	Options: (Choose any one of the below)	
	 A. All of the above B. Any 5 - 6 of the above C. Any 3 - 4 of the above D. Any 1 - 2 of the above E. None of the above Data requirement:	
	Data requirement.	
	• List of initiatives taken for a green campus year-wise	
	RESPONSE OF THE UNIVERSITY	
	Upload	
	 Photographs of green campus Audited reports of expenditure details of initiatives taken for a green campus 	
	Award for the green campus	
	As per Data Template	
	Any other relevant information	
7.1.6 QnM	Quality audits on environment and energy	5
	Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives	
	1. Green audit	
	2. Energy audit	
	3. Environment audit	
	4. Clean and green campus recognitions / awards	
	5. Beyond the campus environmental promotion activities	
	Options: (Choose any one of the below)	
	A. Any 4 or more of the above	
	B. Any 3 of the above	
	C. Any 2 of the above	
	D. Any 1 of the above E. None of the above	
	E. None of the above	
	RESPONSE OF THE UNIVERSITY	
	Upload:	
	Reports on environment and energy audits	
	 As per Data Template 	
	• Any other relevant information	

Q _n M S	Code of conduct for different stakeholders Stakeholders code of conduct exists in the Institution 1. Teachers and other academics 2. Non-academic staff 3. LSC functionaries 4. Learners Options: (Choose any one of the below) A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above RESPONSE OF THE UNIVERSITY	4				
S () 	 Teachers and other academics Non-academic staff LSC functionaries Learners Options: (Choose any one of the below) A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above	4				
F	 2. Non-academic staff 3. LSC functionaries 4. Learners Options: (Choose any one of the below) A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above 					
F	 2. Non-academic staff 3. LSC functionaries 4. Learners Options: (Choose any one of the below) A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above 					
F	 3. LSC functionaries 4. Learners Options: (Choose any one of the below) A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above 					
F	 4. Learners Options: (Choose any one of the below) A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above 					
F	A. All of the aboveB. Any 3 of the aboveC. Any 2 of the aboveD. Any 1 of the aboveE. None of the above					
	B. Any 3 of the aboveC. Any 2 of the aboveD. Any 1 of the aboveE. None of the above					
	B. Any 3 of the aboveC. Any 2 of the aboveD. Any 1 of the aboveE. None of the above					
	D. Any 1 of the aboveE. None of the above					
	E. None of the above					
	RESPONSE OF THE UNIVERSITY					
נ						
τ						
	Upload					
	Institution code of conduct for teachers and other academics					
	Institution code of conduct for non-academic staff					
	Institution code of conduct for LSC functionaries					
	Institution code of conduct for Learners					
	As per Data Template Any other relevant information					
	Any other relevant information					
7.1.8 QnM	Core values displayed on website					
	Core values of the Institution displayed on its website: (Yes/No)					
F	RESPONSE OF THE UNIVERSITY					
t						
	Provide URL of website that displays core values					
	Any additional information					
7.1.9 F Q _n M	Efforts for increasing consciousness about constitutional obligations					
	Institution plans and organizes appropriate activities to increase consciousness about					
n	national identities and symbols; Fundamental Duties and Rights of Indian citizens,					
	Right to Information Act and other constitutional obligations amongst different					
S						
	stakeholders over the last five years					

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-		-			1		
	Number of activities organized						
	DuratProvi	of the Program tion (from-to) sion for enquir	Activity year- y and informat g material, scre	ion: Human a	ssistance, rea	der, scribe,	
	RESPONSE	OF THE UNI	VERSITY				
				·····			
	identiRepoAs per	ographs of activities and symbolities and symbolities of activities or Data Templa other relevant i	ols tte	l to increase c	onsciousness	about national	
7.1.10 Q _n M	Promotion of universal values and fundamental duties Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years						5
	Year 2015-16 2016-17 2017-18 2018-19 2019-20						
	Number Image: Image						

7.1.11	Celebration of national festivals etc.	
	Celebration of national festivals etc.	2
QIM	Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities	2
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	••••••	
	Upload:	
	Reports of activities	
	Photographs of activities	
	Any additional information	
7.1.12 Q _l M	Transparency in functioning	3
	Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words	-
	Write description in maximum of 500 words	
	RESPONSE OF THE UNIVERSITY	
	••••••	
	Provide web-link to	
	• Policy document (if any)	
	Any additional information	

Key Indicator – 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 Q ₁ M	Best Practices Two best practices each under A, B and C given below implemented successfully by the Institution Write description in maximum of 1000 words (each under A, B and C) A . Responsiveness towards learners • The institution has a dedicated online / offline helpdesk / toll free no. • Grievance redressal mechanism is in place • Institutional system of learner feedback is in place • Any other	30 (10+10+10)
B. Accountability		
--	--	
• Meetings of all the statutory bodies are held as per statutory		
provisions		
 Auditing and budgeting is carried out as per rules 		
• All procurement is done as per the defined process		
 Academic calendar is being followed strictly 		
• Any other		
C. Transparency		
• Proper sharing of information with the concerned stakeholders		
Transparent system of monitoring and evaluation		
Proper institutional system of inclusive planning		
• All relevant information is made available in public domain		
• Any other		
RESPONSE OF THE UNIVERSITY		
Provide web-link to		
Reports of activities		
• Policy document (if any)		
• Any other additional information		

Key Indicator – 7.3 Institutional Distinctiveness (20)

Metric		Weightage
<u>No.</u> 7.3.1	Areas of distinctiveness	
Q_1M		
Quu	Institution's performance in any 4 of the following areas distinctive to its	
	vision, priority and thrust	
	vision, priority and under	
	Write description in maximum of 250 words each	
	1. E-Governance	
	2. Globalized Content	
	3. Innovative Pedagogies	
	4. Technology enabled Learner Support	
	5. Penetration into Remote and Tribal Areas	• •
	6. Content in Regional languages	20
	7. Enhancing Research and Innovation	
	8. Social Responsibility Endeavours	
	9. Secure Databases	
	10. Modern Infrastructure Facilities	
	11. Landscaping the Campus	
	12. National/ International Recognition	
	e e	
	13. Any other (appropriate for ODL system)	
	RESPONSE OF THE UNIVERSITY	

 Provide web-link to Relevant links 	
 Any other additional information 	

Data Templates / Documents for Quantitative Metrics

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

Section B: Data Templates / Documents for Quantitative Metrics (QnM)

Γ	-	– Institutional Valu		_			
	facilitating the learn	itiatives undertaken ning of the marginali unsgender, jail inmate d tribal areas (5)	ized and the w	eaker s	sections, the disad	lvantaged: women,	
	Year	Type of Initiatives taken	Date of implementa of the Initia	tion	Category of beneficiaries	Total number of beneficiaries	
	2015-16						
	2016-17						
	2017-18						
	2018-19						
	2019-20						
	 Lifts Ramps Rails Rest Rooms Scribes Braille sign bo Braille Softwa Audio books, Sign language Accessible we Accessible stu Any other sim 	re/facilities facilities, bsite)				
	Type of disable	d friendly amenities	s available	pro	Date Docurement/launc		
				I		h/establishment	

	Environmental Con	sciousness and su	stainability	y (15)			
;	 7.1.8 implemented in the Ir 1. Smoke free cam 2. Plastic free cam 3. Paperless office 4. Rainwater harve 5. Waste managem 6. Renewable ener 7. Energy efficience 8. Any other 	pus pus sting ent gy initiatives	last five yea	ars (5)		Green pra	ctices are bei
5	Green Audi Audi 7.1.5 The institutio 1. Land 2. Main 3. Plant 4. Deve 5. Plant 6. Plant 7. Re-cy 8. Creat 9. Recy	Type of green primplemented implemented tagged photograph n audit report of the t reports of details n has taken measus scaping of the can tenance of natural ing of tress clopment of farms ing of ornamental ing of potted flow ycling of agro-wa ted rainwater harv cling of sewage w	ns of green in ne university of green in res to set up npus forest area on campus plants ering and ste into con esting trenc	initiatives initiatives y itiatives and p a 'green ca foliage plan npost	mpus' over th	require	ement
	10. Any other Year 2015-16 2016-17 2017-18 2018-19 2019-20 Initiatives taken for a green campus • Geo-tagged photographs of green campus • Audited reports of expenditure details of initiatives taken for a green campus • Award for the green campus						

YCMOU: Assessment & Accreditation

Green audit		Ener	gy audit		Environr	nent audit	Clean and green campus recognitions / awards		-
_				-		Y	No		
	Yes	No	Yes	No	Yes	No		es	
	Beyond the campus environmental promotion activities								
			Yes	No					
Upload	Upload:								
Scanned copies of energy audit reportsScanned copies green audit reports									
• Av	ward for	the gree	en campu	s					

88	7.1.7 Stakeholders code	of conduct exists in the	Institution (4)						
	1. Teachers and other academics								
	2. Non-academic	staff							
	3. LSC functionar	ies							
	4. Learners								
	Code of conduct for	Code of conduct for	Code of conduct for	Code of conduct for					
	Teachers and other	Non-academic staff	LSC functionaries	Learners					
	academics								
	Yes / No	Yes / No	Yes / No	Yes / No					
	 Institution code of conduct for teachers and other academics Institution code of conduct for non-academic staff Institution code of conduct for LSC functionaries Institution code of conduct for Learners 								
89	7.1.8 Core values of the	Institution displayed or	n its website (Yes/No) ((1)					
	UploadProvide URL of website that displays core values								

	Human Va	lues and Professional Ethics	3 (25)				
90	7.1.9 Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years (5)						
	Year	Title of the program/ Activity year wise	Duration (from-to)	Number of Participants			
	2015-16						
	2016-17						
	2017-18						
	2018-19						
	2019-20						

	Upload: • Pho	Upload:Photographs of activities organized to increase consciousness about national							
		ntities and symbols	C						
	• Rej	ports of activities							
91	Righteous national in	7.1.10 Number of activities conducted for promotion of universal values (Through Righteous conduct, love, Non-Violence, and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years (5)							
	Year	Title of the program/ Activity	Duration (from-to)	Provide/ upload documents such as handbooks, manuals & brochures etc on the activities	No of Participants				
	2015-16								
	2016-17								
	2017-18								
	2018-19								
	2019-20								
		ports of activities cond ptographs of activities	lucted for promot	tion of Universal Values, e	etc.,				

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place: Date:

SECTION: C: APPENDICES

Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit An exercise which serves to provide a	
responsibilities for quality and standards of	•
appropriately discharged.	academic provision are being
Academic CalendarThe schedule of the institution for the acade	emic year giving details of all
academic and administrative events.	enne year, giving details of an
Academic Counselling Informing, advising, guiding, tutoring and me	entoring students individually or
collectively on the curriculum; student tra	•
performance; prevention of student dropout; and	• • •
mentor students on curriculum; facilitate the stu	1 0
course by providing feedback on their perfor	-
problems encountered by them and motivating	g them to successfully complete
the program of study.	
Academic ConsultantA full time, temporary teacher/subject expert	
Learning Material for the transaction of Curricu	
Academic Flexibility Choice offered to the students in the curricult	lum offering and the curriculum
transactions.	
Academic SessionAn academic cycle of twelve months duration b	beginning either in January or in
the month of July of every year	
Accreditation Certification of quality that is valid for a fixed p	period, which in the case of
NAAC is five years	
Assessment Performance evaluation of an institution or its u	units based on certain established
criteria	
Assessors Trained academics or experts who represent NA	
Benchmarks An example of good performance that serves	-
one's own performance. It is a technique in w	which an institution measures its
performance against that of the best of others.	
Bibliometrics is a statistical analysis of written publications, s	
Blended LearningA mixing of different learning environments	
classroom methods with modern computer-med	
Carbon NeutralA term used to describe fuels that neither contri	ibute to nor reduce the amount of
carbon (measured in the release of carbon dioxid	ide) into the atmosphere.
Catering to Student The strategies adopted by institution to fulfil	ll the needs of a heterogeneous
Diversity group of students.	
Choice Based Credit A mode of learning in higher education which f	facilitates a student to have some
System (CBCS) freedom in selecting his/her own choices,	across various disciplines for
completing a UG / PG program. All UG and PC	G programs, as per UGC, have to
implement CBCS	
Centre for Internal A Centre established by a Higher Educational In	nstitution offering programmes
in Open and Distance Learning mode for ensuri	ing the quality of programmes

Quality Assurance	offered by it including the services provided to the learners through internal
Quality Assurance	quality monitoring mechanism and to ensure continuous improvement in the
	entire operations of the HEI.
Citation Index	The number of times a research papers is referred to by other researchers in
	refereed journals, and is a measure of validity of its contents.
Co-Curricular	Activities, which support the curriculum such as field trips, display of academic
Activities	achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	Formal agreement/understanding between any two or more institutions for
	training, research, student/ faculty exchange or extension support.
Completion	The ratio of the total number of learners successfully completing a course/
Rates(course/)	graduating from a program in a given year to the total number of learners who
	initially enrolled on the course/program.
Continuous	The assessment process followed by the HEI throughout the learning
Assessment	period, which determines the progress of the learners in achieving the expected
Assessment	learning outcomes and providing feedback for further improvement.
Course	A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule	Details of sessions being offered, its time, location, academic counselors, which
Counsening Schedule	students must know in order to register. The counseling schedule is published
	prior to the commencement of registration for each semester / session.
Credit	
Creat	The study input of thirty hours required by a learner to acquire the prescribed
	level of learning (learning outcome) in respect of an ODL program equivalent
	to one printed block comprising 3-4 units; comprehending the print material;
	listening to audio; watching video; attending counseling sessions;
<u> </u>	teleconferencing and preparing assignment responses.
Credit transfer	It is a term used by an HEI for granting credit to a student for educational
	experiences or courses undertaken at another institution. The courses under
	consideration for credit transfer are evaluated to see if the courses meet the
	requirements of the receiving institution in terms of curriculum content and
~	design.
Criteria	Pre-determined standards of functioning of an institution of higher education
	that form the basis of assessment and accreditation as identified/defined by
	NAAC.
Cross Cutting Issues	Cross cutting issues refer to the abilities of students to have sufficient
	disciplinary knowledge, to engage in public discussions on related issues; are
	careful consumers of scientific and technological information related to their
	everyday lives; are able to continue to learn outside school; and have the skills
	to enter careers of their choice.
Curriculum Design	Process of defining the contents of units of study and usually obtained through
and Development	needs assessment, feedback from stakeholders and expert groups. Curriculum
	design and curriculum development are procedures which are closely linked to
	the description of learning outcomes.
Cycles of	An institution undergoing the accreditation process by NAAC for the first time
Accreditation	is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and
	so on.
Degree	A degree means a degree specified under sub-section (3) of section 22 of the
	UGC Act, 1956.

Demand Ratio	The ratio of the number of seats available in a program/institute to the number
	of valid applications
Directorates of	Departments/ Centers/ Institutes exclusively established to offer programs
Distance Education	through ODL mode by conventional universities established by an Act of
	Parliament or State Legislature, Deemed to be universities declared by the
	Central Government under Section 3 of the University Grants Commission Act,
	1956 and institutions of national importance declared by an Act of Parliament.
Eco system for	Eco system for innovation comprises of material resources (funds, equipment,
Innovations	facilities, etc.) and the human resources (students, faculty, staff, industry
	representatives, etc.) and linkages among them that make up the institutional
	entities to promote the development of products and systems that are likely to
	have significant economic value.
E-learning Resources	Learning resources available on Internet
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across
	all disciplines of social sciences, arts, fine arts & humanities, natural &
	mathematical sciences, linguistics and languages developed under the initiative
	of MHRD, under its National Mission on Education through ICT (NMEICT)
	Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga @INFLIBNET provides a platform for research students to deposit
	their Ph.D. theses and make it available to the entire scholarly community in
	open access.
e-Shodh Sindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as
	archival access to more than 15,000 core and peer-reviewed journals and a
	number of bibliographic, citation and factual databases in different disciplines
	from a large number of publishers and aggregators to its member institutions
	including centrally-funded technical institutions.
Elective Courses	A choice available to students to select from among a large number of subjects
	related to specific disciplines.
Emerging Areas	New areas of study and research deemed important to pursue. These areas may
	have been identified by national agencies or international bodies.
Enrichment Courses	Courses offered by institution for student empowerment and enrichment for
	effectively serving the society and participating in social and economic
Evaluation	development. Assessment of learning, teaching and evaluation process and reforms to increase
Process and Reforms	the efficiency and effectiveness of the system.
Examination Centre	A place where examinations are conducted for the Open and Distance Learning
	mode learners and is having the requisite infrastructure and adequate manpower
	for smooth conduct of examinations
Examination	Examination management system is a well-defined document or a software
Management System	application for the planning, administration, documentation, tracking,
6	evaluation of students responses, and announcement of grades/marks obtained
	by students in all formal learning activities in an educational program
Experiential Learning	Is a process of learning through experience and is more specifically defined as
	"learning through reflection on doing".
Extension	The aspect of education, which emphasizes neighborhood services. These are

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Activities	often integrated with curricula as extended opportunities intended to help, serve
	reflect and learn. The curriculum- extension interface has educational values,
	especially in rural India.
Faculty Development	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Program	
Feedback	Formative and evaluative comments given by tutors on the performance of
	individual learners.
	Evaluative comments made by stakeholders to the institution on the quality and
	effectiveness of a defined process.
	Response from students, academic peers and employers for review and design
	of curriculum.
Field Project	Formal projects students need to undertake that involve conducting surveys
	outside the college/university premises and collection of data from designated
	communities or natural places
Financial	Budgeting and optimum utilization of financial resources.
Management	
Flexibility	A mechanism through which students have wider choices of Programs to
	choose from, as well as, multiple entry and exit points for Programs /courses.
Formative Assessment	The assessment process followed by the HEI throughout the learning
	period, which determines the progress of the learners in achieving the expected
	learning outcomes and providing feedback for further improvement.
Full Time Teachers	A teacher employed for at least 90 per cent of the normal or statutory number of
	hours of work for a full-time teacher over a complete academic year is classified
	as a full-time teacher.
Graduate	The disciplinary expertise or technical knowledge that has traditionally formed
Attributes	the core of most university courses. They are qualities that also prepare
	graduates as agents for social good in an unknown future.
Green Audit	The process of assessing the environmental impact of an organization, process,
	project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed,
	complaints and other formal requests made by learners, staff and other
	stakeholders on the institutional provisions promised and perceived.
Higher Educational	Education, imparted by means of conducting regular classes or through distance
Institutions(HEI)	education systems, beyond twelve years of schooling leading to the award of a
	Degree or Certificate or Diploma or Postgraduate Diploma.
H-index(Hirsch Index)	An index that attempts to measure both the productivity and impact of the
	published work of a scientist or scholar. The index is based on the set of the
	scientist's most cited papers and the number of citations that they have received
	in other publications.
Human Resource	The process of assessing the human power requirements, recruiting, monitoring
3.6	
Management	the growth and appraising them periodically and plan the staff development
Management	the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives
Management Humanities International	programs for the professional development and provide the necessary incentives

Complete	and reviews, as well as original creative works including poems and fiction.
Complete	Photographs, painting and illustrations are also referenced
Information	Information and Communication Technology Consists of the hardware,
Communication	software, networks and media for the collection, storage, processing,
Technology (ICT)	transmission and presentation of information (voice, data, text, images) as well
	as related services.
Impact factor	A measure of the citations to science and social sciences journals. The impact
(IF)	factor for a journal is calculated based on a three-year period and can be
	considered to be the average number of times published papers are cited up to 2
	years after publication.
Inclusion,	Inclusiveness in educational institutions refers to the educational experiences
Inclusiveness	practiced with reference to gender, ethnicity, social class and differently a bled.
INFLIBNET Database	Information and Library Network Centre maintains a database on books, theses
	and serials
Infrastructure	Physical facilities like building, playfields, hostels etc. which help run an
	institutional Program.
Institutional	IIQA is a requirement, which needs to be submitted online by all categories of
Information for	HEIs
Quality Assessment	
(IIQA)	
Institutional	Institutional distinctiveness is characterized by its reason for coming to
Distinctiveness	existence, vision, mission, nature of stakeholders, access to resources, cultural
	ambience and physical location
Institutional	Focuses on the institution's responsibilities to the public in terms of protection
Social Responsibility	of public health, safety and the environment, the public ethical behavior and the
(ISR)	need to practice good citizenship.
Interdisciplinary	An integrative approach in which information from more than one discipline
research	issued in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality	Self regulated responsibilities of the HEI aimed at continuous improvement of
Assurance	quality for achieving academic and administrative excellence.
System(IQAS)	
Internship	A designated activity that carries some credits involving more than 25 days of
	working in an organization under the guidance of an identified mentor
ISO Certification	ISO 9001 certification enhances customer satisfaction by meeting customer
	requirements. The institution is able to provide right services. ISO certification
	enhances functional efficiency of an organization.
Leadership	Term used for setting direction and create a student- focused, learning oriented
	climate, clear and visible values and high expectation by ensuring the creation
	of strategies, system and methods for achieving excellence, stimulating
	innovation and building knowledge and capabilities
Learner Support	Learner Support Centre is a Centre established by the Higher Education
Centre (LSC)	Institution in a College or Institute affiliated to a recognized university or a
	Government recognized Higher Educational Institution offering conventional
	mode programs of equivalent level in the same broad areas under the relevant
	faculty and having all the necessary infrastructure and availability of

	appropriate number of qualified faculty not below the rank of qualified
	Assistant Professors of recognized Colleges or Institutes offering a similar
	program for engaging theory contact sessions and supervising practical sessions
	in laboratory or field.
Learner Support	Services provided by a Higher Educational Institution in order to facilitate the
Services	acquisition of teaching-learning experiences by the learner to the prescribed
	level in respect of a program of study.
Learning Management	A learning management system (LMS) is a software application for the
Systems	administration, documentation, tracking, reporting and delivery of educational
	courses or training Programs. They help the instructor deliver material to the
	students, administer tests and other assignments, track student progress, and
	manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	Specific intentions of a Program or module, written in clear terms. They
	describe what a student should know, understand, or be able to do at the end of
	that Program or module
Library as a Learning	The library holdings in terms of titles of books, journals and other learning
Resource	materials and technology aided learning mechanism, which enable the students
	to acquire information, knowledge and skills required for their study.
Modular Approach	The approach followed by an HEI in which the curriculum is divided into
	learning units called modules. A module is a well structured or self-contained
	learning unit which is complete with specific objectives, contents, teaching /
	learning strategies and assessment mechanism. A learner can exit from a programme after successful completion of a module(s) and will be certified.
Moodle	Moodle is a free and open-source learning management system (LMS) written
	in PHP and distributed under the GNU General Public License.
New Technologies	Digital tools and resources (hardware and software) and their application in the
	field of education.
NIRF (National	National Institutional Ranking Framework (NIRF), approved by the MHRD,
Institutional Ranking	outlines a methodology to rank institutions across the country. The parameters
Framework)	and sub-parameters associated with this mechanism are evolving from year to
	year.
	https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.
	pdf
N-LIST	N-LIST stands for "National Library and Information services Infrastructure for
	Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
Open and Distance	This is a mode of providing flexible learning opportunities by overcoming
Learning (ODL)	separation of teacher and learner using a variety of media, including print,
	electronic, online and occasional interactive face-to-face meetings with the
	presence of an Higher Educational Institution or Learner Support Services to
	deliver teaching-learning experiences, including practical or work experiences.
Open Educational	Educational materials and resources offered freely and openly for anyone to use
Resources (OER)	and under some licenses to re-mix, improve and redistribute.
Open University	They are single mode HEIs offering programs through ODL mode, established
	by Acts of the Central or State Legislature, which impart education through
	distance education or Open and Distance Learning mode: using multiple media
	to impart instruction like print, audio, video, broadcasts, e-resources/ digital

	resources, etc and to support the learning endeavor of the distance learners.
Optimum Utilization	The infrastructure facilities are made available to the student for their maximum
of Infrastructure	utilization. e.g. Extended hours for computer center and library, sharing of
	facilities for interdisciplinary and multidisciplinary Programs.
Organogram	Organogram is the word, a diagram that shows the structure of an organization
	and the relationships between the relative ranks of its part and position/ job. It is
	also known as Organisational Structure.
Other Academics	Academic staff other than teachers, appointed for implementation of the
	transaction of curriculum through organizing and administering support services
	to the learners to facilitate their successful completion of program of study.
Outcome	An outcome of an educational Program is what the student should be able to do
	at the end of a Program/ course/ instructional unit.
Outreach Activities	Is the practice of conducting local public awareness activities through targeted
	community interaction
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes,
	behaviors and relationships, which enable and empower people to share,
	analyze and enhance their knowledge of their life and conditions, and to plan,
	act, monitor, evaluate and reflect.
Participative	Refers to an open form of management where employees are actively involved
Management	in the institution's decision making process.
Perspective	Is a blue print regarding the objectives and targets of long term growth
Development	
Physical Facilities	Infrastructure facilities of the institution to run the educational Programs
	efficiently and the growth of the infrastructure to keep pace with the academic
	growth of the institution.
Policy for Promotion	Processes defined by the institution to facilitate the teachers to write research
of Research	proposals, seek funding, conduct research, publish, and evaluate and reward the
	research done.
Pre-qualifiers	For the Assessment and Accreditation (A&A) in revised framework the NAAC
	has proposed a pre-qualifier test. It is a condition for peer team visit and will be
	based on Institutional system generated score (SGS) in all QnM after
	undergoing DVV process. As a Pre-qualifier, the institution should score at least
	30% in Quantitative Metrics (Q_nM) as per the final score after the DVV
	Process. If the HEI does not clear the Pre-qualifier stage then they will have to
	apply afresh by submitting the IIQA and its fees.
Programme	A range of learning experiences offered to students in a formal manner over a
	period of one-to-four years leading to certificates/ diplomas/ degrees. Examples:
	BA (Economics) BSc (Physics). All possible formal degree Programs are
Duoguonena O-4	identified by UGC
Programme Options	A range of courses offered to students to choose at various levels leading to
Duo gromme Oriterer	degrees/ diplomas/ certificates.
Programme Outcomes	Program Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agonay has formally defined
	should have at the time of graduation. While no agency has formally defined
	the POs of General Higher Education 3-year degree Programs in India, POs of all professional Programs in angineering and other areas are identified at
	all professional Programs in engineering and other areas are identified at

	national level by the concerned accrediting agency. POs are not specific to a
	discipline.
Promotion of	The process of promoting research culture among faculty and students by
Research and	facilitating faculty and student participation in research budget allocation,
Research Support	research fellowship and other faculties.
System	Designal Control is the angle established an angle to the the University for the
Regional Centre (RC)	Regional Centre is the unit established or maintained by the University for the
	purpose of coordinating and supervising the work of the Learner Support
	Centers functioning in the operational area of the region. The RC ensures the
	smooth delivery of ODL programs designed and developed by the University,
D	with the help of its LSCs and academic counselors empanelled therein.
Research	Systematic intellectual investigations aimed at discovering, interpreting and
	revising human knowledge.
Research Grant	Grant generated/received from different agencies by the institution for
	conducting research projects.
Research Output	Quality research outcome beneficial for the discipline, society, industry and
	dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	Generation of funds through internal and external sources such as donations,
	consultancy, self-financing courses and so on.
SCOPUS	The world's largest abstract and citation data base of peer-reviewed literature
	and quality web sources.
Self Learning Material	Study material specially designed and developed for the learners, in print or
(SLM)	non-print media, which is inter-alia self-explanatory, self-contained, self-
	directed at the learner, and amenable to self-evaluation, and enables the learner
	to acquire the prescribed level of learning in a course of study, but does not
	include textbooks or guide-books.
Situatedness	Situatedness refers to involvement within a context. It also refers to placement
	of learning experiences in authentic contexts or settings
SJR(SCImago	This takes three years of publication data into account to assign relative scores
Journal Rank)	to all the sources (journal articles, conference proceedings, review articles, etc.)
	in a citation network (Journals in SCOPUS database).
SNIP(Source	Is the ratio of the source's average citation count per paper in a three year
Normalized Impact per Person)	citation window over the "citation potential" of its subject field?
	A centre established by the HEI for imparting instruction to persons referred to
Special Learner Support Centre	in the Rights of Persons with Disabilities Act 2016, including the employees of
Support Centre	Defense or Security Forces and jail inmates interested to study through the
	Open and Distance Learning mode. However, in case of programs like those
	being developed by the Government for Skill Development or Lifelong
	Learning, the Study Centre or Learner Support Centre could be opened in
	Government institutions having capabilities for learner support services in the
	respective areas.
Stakeholder	Affiliation and interaction with groups or individuals who have an interest in
Relationship	the actions of the institutions and the ability to influence its actions, decisions,
	policies, practices or goals of the organization.

Strategic Plan	A specific, action-oriented medium or long-term plan for making progress
	towards a set of institutional goals.
Strategy Development	Formulation of objectives, directives and guidelines with specific plans for
	institutional development.
Student Centric	Methods of instruction that focus on products of learning by the students
Methods	
Student Profile	The student community of the institution, their strength and the diversity in
	terms of economic and social strata, location and other demographic aspects
	such as gender, age, religion, caste, rural/ urban.
Student Progression	Vertical movement of students from one level of education to the next higher
	level successfully or towards gainful employment.
Student Support	Facilitating mechanism for access to information fee structure and refund
	policies and also guidance and placement cell with student welfare measures to
	give necessary learning support to the students.
Summative	It is the assessment of the learners at the end of the academic year to assess a
Assessment	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
SWAYAM	SWAYAM is a Program initiated by Government of India and designed to
	achieve the three cardinal principles of Education Policy viz., access, equity and
	quality. https://swayam.gov.in/
Teacher Quality	A composite term to indicate the qualification of the faculty, the adequacy
	meant for recruitment procedures, professional development, recognition and
	teachers characteristics.
Terminal Assessment	It is the assessment of the learners at the end of the academic year to assess a
	student's mastery over the given subject areas and can typically be awarded a
	pass/fail grade/marks.
Value Added Courses	Courses of varying durations which are optional, and offered outside the
	curriculum that add value and helping them students in getting placed.

Appendix II: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
AIM	-	Assessors Interaction Meetings
AISHE	-	All India Survey on Higher Education
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
ASC	-	Academic Staff College
BoM	-	Board of Management
BoS	-	Board of Studies
CAL	-	Computer Aided Learning

CAS	-	Career Advancement Scheme
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CGPA	-	Cumulative Grade Point Average
CIQA	-	Centre for Internal Quality Assurance
Cr	_	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
CSIR	-	Council of Scientific and Industrial Research
DCI	_	Dental Council of India
DDE	-	Directorate of Distance Education
DEB	-	Distance Education Bureau
DEC	-	Distance Education Council
DELNET	-	Developing Library Network
DEP	_	Distance Education Programs
DLitt	_	Doctor of Literature
DRS	_	Direct Reception System
DSc	_	Doctor of Science
DVV	_	Data Validation and Verification
EC	_	Executive Committee
ECS	_	Elective Course System
ECP		Extended Contact Program
EMS	_	Examination Management System
EPC	_	Enhancement of Professional Competency
ERP	_	Enterprise Resource Planning
FDP	-	Faculty Development Program
GC	-	Governing Council
GST	-	Goods and Services Tax
HEI	-	Higher Education Institute
HQs	-	Headquarters
ICT	-	Information and Communication Technology
IIQA	-	Institutional Information for Quality Assessment
ILMS	_	Integrated Library Management System
INR	_	Indian Rupees
IQAC	_	Internal Quality Assurance Cell
IQAS	_	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
IPR	-	Intellectual Property Rights
ISBN	-	International Standard Book Number
ISSN	-	International Standard Serial Number
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
LAN	-	Local Area Network
LSC	-	Learners Support Centre
MCI	_	Medical Council of India

MHRD	-	Ministry of Human Resource and Development
MoA	-	Memorandum of Association
MoC	-	Memorandum of Contract
MOOC	-	Massive Open Online Courses
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NAAC	-	National Assessment and Accreditation Council
NCG	-	National Consultative Group
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NIRF	-	National Institutional Ranking Framework
NGO	-	Non Governmental Organization
NPE	-	National Policy Education
NPTEL	-	National Programmed Technology Enhanced Learning
OBC	-	Other Backward Class
ODL	-	Open and Distance Learning
OER	-	Open Educational Resource
OU	-	Open University
PCI	-	Press Council of India
PDP	-	Professional Development Program
PG	-	Post Graduate
Ph.D.	-	Doctorate of Philosophy
POA	-	Program of Action
PPR	-	Program Project Report
PTR	-	Peer Team Report
PwD	-	Persons with Disabilities
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
QIF	-	Quality Indicator Framework
Q _l M	-	Qualitative Metrics
Q _n M	-	Quantitative Metrics
RC	-	Regional Centre
RCI	-	Rehabilitation Council of India
SAP	-	Special Assistance Program
SC	-	Scheduled Caste
SET/SLET	-	State Level Eligibility Test
SGS	-	System Generated Scores
SLM	-	Self Learning Material
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
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UG	-	Under Graduate
UGC	-	University Grants Commission
URL	-	Uniform Resource Locator
Wi-Fi	-	Wireless Fidelity