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

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**CRITERION I- CURRICULAR ASPECTS (150)**

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

| Metric No. | Description of the Metrics | Weightage |
|---|---|---|
| 1.1.1 Q$_l$M | **Relevance of curricula planned, designed and developed/adopted**<br><br>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<br><br>Write description in maximum of 1000 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………<br>……………………………………………………………………………<br>………………………………………………………………………<br>**Provide web-link to**<br>• Curricula implemented by the University<br>• Mapping of curricula to Program Outcomes<br>• Outcome analysis of Program Specific Learning Outcomes and Course Learning Outcomes<br>• Minutes of the relevant BoS / School Board / Academic Council<br>• Any other relevant information | 15 |
| 1.1.2 QnM | **New Programs introduced**<br><br>Percentage of Programs newly introduced by the institution over the last five years<br><br>Number of new Programs introduced over the last five years<br><br>**Data Requirement:** (As per Data Template)<br>• Program Code<br>• Names of the New Programs introduced<br>• Name of the Department / School<br>• Year of Introduction<br>**Formula:** | 10 |

|  |  |  |
|---|---|---|
|  | $$\frac{\text{Total Number of new Programmes introduced over the last five years}}{\text{Total number of Programmes offered by the institution over the last five years}} \times 100$$ <br><br> **RESPONSE OF THE UNIVERSITY** <br> …………………………………………………………………………… <br> …………………………………………………………………………… <br> ………………………………………………………………… <br><br> **Upload** <br> • Minutes of relevant Academic Council/ School Board /BoS meetings <br> • Details of the Curricula/Syllabi of the new programs over the last five years <br> • As per Data Template <br> • Any other relevant information |  |
| **1.1.3 QnM** | **Revision of Programs** <br><br> Percentage of Programs revised or are under revision over the last five years <br><br> Total number of Programs revised or are under revision over the last five years <br><br> **Data Requirement:** (As per Data Template) <br> • Program Code <br> • Names of the Programs revised <br> • Name of the Department / School <br> • Year of Initiation <br> • Year of Completion <br><br> **Formula:** <br> $$\frac{\text{Total number of Programmes revised over the last five years}}{\text{Total number of Programmes offered by the institution over the last five years}} \times 100$$ <br><br> **RESPONSE OF THE UNIVERSITY** <br> …………………………………………………………………………… <br> …………………………………………………………………………… <br> ………………………………………………………………… <br> **Upload** <br> • Minutes of relevant Academic Council/BoS meetings <br> • Details of the revised Curricula/Syllabi of the programs over the last five years <br> • As per Data Template <br> • Any other relevant information | **10** |

| | | |
|---|---|---|
| **1.1.4**<br>**QnM** | **Courses being offered as MOOCs or using OERs.**<br>Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)<br>Number of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)<br><br>**Data requirement**: (As per Data Template)<br>    • Name of the Program ( with Program Code)<br>    • Name of the courses being offered as MOOCs or using OERs (with Course code (s))<br>    • Credit weightage of the courses<br>**Formula:**<br><br>$$\frac{\text{Total number of courses in which MOOCs or OERs used in the preceding academic year}}{\text{Total number of courses offered by the Institution in the preceding academic year}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………<br>……………………………………………………………………………<br>……………………………………………………………………………<br><br>**Upload:**<br>    • Web-link to the list of MOOCs approved<br>    • Curriculum/Syllabus of the courses being offered as MOOCs or using OERs<br>    • Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses<br>    • As per Data Template<br>    • Any other relevant information | **5** |
| **1.1.5**<br>**$Q_nM$** | **Electronic media and other digital components in the curriculum**<br><br>Percentage of the Programs on offer have incorporated electronic media and other digital components in their curriculum over the last five years<br><br>Total number of the Programs on offer have incorporated electronic media and other digital components in their curriculum over the last five years<br><br>**Data requirement**: (As per Data Template)<br><br>    • Names of the Program(s) with Program Code (s) incorporating electronic media and other digital components in the curriculum<br><br>**Formula:**<br><br>$$\frac{\text{Number of programmes in which digital media is used in curriculum over the last five years}}{\text{Total number of programmes offered by the institution over the last five years}} \times 100$$ | **20** |

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|---|---|---|
| | **RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………<br>……………………………………………………………………………<br>……………………………………………………………………<br>**Upload:**<br><ul><li>Details of Programs incorporating electronic media and other digital components offered year wise over the last five years</li><li>As per Data Template</li><li>Any other relevant information</li></ul> | |

**Key Indicator – 1.2: Academic Flexibility (40)**

| Metric No. | | Weightage |
|---|---|---|
| 1.2.1<br>$Q_nM$ | **Programs being adopted/adapted by other HEIs**<br><br>Percentage of programs adopted/adapted by other HEIs over the last five years<br><br>Number of programs adopted/adapted by other HEIs over the last five years<br><br>**Data requirement**: (As per Data Template)<br><ul><li>Name of the Program(s) of the OU adopted/adapted by other HEI(s)</li><li>Names of the HEI (s) adopting/adapting the programs of the OU</li></ul>**Formula:**<br>$$\frac{\text{Number of OU programmes adopted/adapted by other HEIs}}{\text{Total Number of programmes offered by the OU}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………<br>……………………………………………………………………………<br>………………………………………………………………<br><br>**Upload:**<br><ul><li>Letter of Agreement</li><li>Details of Program</li><li>Details of HEI(s)</li><li>As per Data Template</li><li>Any other relevant information</li></ul> | 10 |
| 1.2.2<br>QnM | **Implementation of CBCS / ECS**<br><br>Percentage of degree Programs in which Choice Based Credit System CBCS/ | 5 |

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:**

$$\frac{\text{Number of degree Programmes in which CBCS or ECS implemented}}{\text{Total number of degree Programmes offered in the preceding academic year}} \times 100$$

**RESPONSE OF THE UNIVERSITY**

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**Upload**
- Minutes of relevant Academic Council/BoS/ School Board meetings
- As per Data Template
- Any other relevant information

| 1.2.3 $Q_nM$ | **Enabling provision for lateral entry for learners**<br><br>Average percentage of learners admitted in the Institution through lateral entry based on credit transfer year wise over the last five years<br><br>Number of learners admitted in the Institution through lateral entry based on credit transfer year wise over the last five years | 15 |
|---|---|---|

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of learners admitted for lateral entry | | | | | |

**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:**

$$\text{Percentage per year} = \frac{\text{Number of learners admitted for lateral entry}}{\text{Total number of learners}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

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

**Key Indicator – 1.3: Curriculum Enrichment (30)**

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

| | | |
|---|---|---|
| **1.3.2 QnM** | **Awareness/ soft skills / life skills/value-added courses etc., on offer**<br><br>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<br><br>**Data requirement**: (As per Data Template)<br>Name of courses imparting awareness/ life skills / soft skills/value-added  (credit/ non-credit)<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>……………………………………………………………<br><br>**Upload:**<br>&bull; Brochure or any other document relating to the listed courses<br>&bull; As per Data Template<br>&bull; Any other relevant information | **10** |
| **1.3.3**<br><br>**QnM** | **Learners undertaking fieldwork** / **projects / internships etc.**<br><br>Percentage of learners undertaking field work / projects / internships /dissertations / seminars/ extended contact programs/ practical sessions/ workshops (data for the preceding academic year) across all Programs requiring such activities<br><br>**Data requirements**: (As per Data Template)<br>&bull; Names of the Program involving field work/ projects / internships etc.<br>&bull; Number of learners undertaking field work/ projects / internships etc.<br>&bull; Number of learners enrolled in Program involving field work/ projects / internships etc.<br><br>**Formula:**<br>$$\frac{\text{Number of learners undertaking field projects or interships in the preceding academic year}}{\text{Total number of learners  in such programmes in the preceding academic year}} \times$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>……………………………………………………………<br><br>**Upload:**<br>&bull; Link to Program structure(s)<br>&bull; Handbook/Manual for field work/ projects / internships etc.<br>&bull; List of learners enrolled in Program involving field work/ projects / internships etc.<br>&bull; As per Data Template<br>&bull; Any other relevant information | **10** |
| **1.3.4**<br><br>**QnM** | **Courses on employability/ entrepreneurship/ skill development**<br><br>Average   percentage   of   courses   on   offer   has   focus   on   employability/ | |

entrepreneurship/ skill development over the last five years

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.

**Formula:**

$$\text{Percentage per year} = \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{\text{Total Number of courses in all Programmes}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Link to program structure of such courses having focus on Employability/ Entrepreneurship/ Skill development
- As per Data Template
- Any other relevant information

The weightage **5** appears in the right column.

**Key Indicator – 1.4  Feedback System (20)**

| Metric No. | | Weightage |
|---|---|---|
| **1.4.1**<br><br>**QnM** | **Feedback for design and review of curriculum**<br><br>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders<br><br>Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year<br>1) Learners<br>2) Teachers and other Academics<br>3) Academic Counselors<br>4) Subject Experts<br>5) Employers<br>6) Alumni<br><br>**Options: (Choose any one)**<br>A. Any 4 of the above<br>B. Any 3 of the above | **10** |

| | | |
|---|---|---|
| | C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………<br><br>**Upload:**<br>• Data collection instruments<br>• As per Data Template<br>• Any other relevant information | |
| **1.4.2**<br><br>**QnM** | **Action on feedback (feedback collection, analysis and action taken)**<br><br>Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year<br>**Options: (Choose any one)**<br>    A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website<br>    B. Feedback collected, analyzed and action has been taken<br>    C. Feedback collected and analyzed<br>    D. Feedback collected<br>    E. Feedback not obtained/collected<br><br>**Data requirements**: (As per Data Template)<br>• Stakeholder feedback report received from different stakeholders<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………<br><br>**Upload:**<br>• Stakeholder feedback report<br>• Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management<br>• As per Data Template<br>• Any other relevant information | **10** |

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**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 (QₙM) 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 of the new program | Program Code | Name of the Department/ School | | Year of Introduction |
| | | | | | |
| 2. | 1.1.3: Percentage of Programs has been revised or are under revision year wise over the last five years (10) | | | | |
| | Name of the program revised | Program Code | Name of the Department/ School | Year of Initiation | Year of Completion |
| | | | | | |
| | **Upload**: <br> • Minutes of relevant Academic Council/BoS meetings <br> • Details of the revised Curricula/Syllabi of the programs year wise over the last five years | | | | |
| 3. | 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 | Program Code | Names of the courses being offered as MOOCs or using OERs | Course Code | Credit weightages of courses |
| | | | | | |
| | **Upload:** <br> • Web-link to the list of MOOCs approved by the respective National Coordinator (s) <br> • Curriculum/ Syllabus of the / courses being offered as MOOCs or using OERs <br> • Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses | | | | |

| 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 Department/ School | Program Name | Programme Code | Name of electronic media and other digital components incorporated | Year | Link to the relevant portion of documents where electronic media and other digital components have 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: Number of programs adopted/adapted by other HEI's year wise over last five years (10) |

| Name of the HEI | 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 Course System (ECS) has been implemented out of the total number of Programs requiring CBCS/ECS. (Date of the preceding academic year) (10) |
|---|---|

| Name of all Programs requiring adoption of CBCS | Name of all Programs adopting CBCS | Name of all Programs adopting ECS | Program Code | Year of implementation of CBCS / ECS | Total No. of learners |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Upload**:
- Minutes of relevant Academic Council/BoS/ School Board meetings

| 7 | 1.2.3: Average Percentage of Learners admitted in the Institution through lateral entry based on credit transfer year wise over the last five years (10) |
|---|---|

| Year | Program Name | Program Code | Number of the learners admitted through lateral entry/ vertical mobility based on credit transfer | Total No. of Learners |
|---|---|---|---|---|
|  |  |  |  |  |

**Upload**:
- Credit transfer policy

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

| **Key Indicator - 1.3 Curriculum Enrichment (30)** | |
|---|---|

| 8 | 1.3.2.: Number of courses imparting awareness/ life skills / soft skills/ value-added (credit/ non-credit)have been offered by the Institution year wise over the last five years (10) |
|---|---|

| Program Name | Program Code | Name of the courses imparting awareness/ life skills / soft skills/ value-added (credit/ non-credit) | Course Code |
|---|---|---|---|
| | | | |

**Upload:**
- Brochure or any other document relating to the listed courses
-

| 9. | 1.3.3: Percentage of learners undertaking field work / projects / internships /Dissertations / seminars/ extended contact programs/ practical sessions/ workshops (data for the preceding academic year) across all Programs requiring such activities(10) |
|---|---|

| Program Name requiring such activities | Program Code | Number of learners enrolled in the Program | No. of learners undertaking field work / projects / internships/ dissertations/ seminars/ extended contact programs/ practical sessions/ workshops |
|---|---|---|---|
| | | | |

**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.
-

| 10. | 1.3.4: Average percentage of courses on offer has focus on employability/ entrepreneurship/ skill development year wise over the last five years. (5) |
|---|---|

| Year | Program Name | Program Code | Name of the courses has focus on employability/ entrepreneurship/ skill development | Course Code |
|---|---|---|---|---|
| 2015-16 | | | | |
| 2016-17 | | | | |
| 2017-18 | | | | |
| 2018-19 | | | | |
| 2019-20 | | | | |

**Upload:**
- Link to program structure of such courses having focus on Employability/ Entrepreneurship/ Skill development

| **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)<br>1) Learners, 2) Teachers and other academics 3) Academic Counselors, 4) Subject Experts,<br>5) Employers, 6) Alumni |
|---|---|

| Year | Data collection instruments |
|---|---|
|  |  |

**Upload:**
- URL for stakeholder feedback instruments

| 12. | 1.4.2: Mechanism in its place for analyzing the feedback received from stakeholders on curriculum/syllabus for preceding academic year(10)<br>1) Learners, 2) Teachers and other academics 3) Academic Counselors, 4) Subject Experts,<br>5) Employers, 6) Alumni |
|---|---|

| 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 of analysis on feedback received from Alumni |
|---|---|---|---|---|---|---|
| 2015-16 |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |  |
| 2018-19 |  |  |  |  |  |  |
| 2019-20 |  |  |  |  |  |  |

**Upload:**
- URL for 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

**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:…………………

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**SECTION: C: APPENDICES**

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**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 Diversity** | The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| **Choice Based Credit System (CBCS)** | A mode of learning in higher education which facilitates a student to have some 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 Quality Assurance** | A 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 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** | 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 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. |
| **Continuous 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. |
| **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 to enter careers of their choice. |
| **Curriculum Design and Development** | Process of defining the contents of units of study and usually obtained through 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 Accreditation** | 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 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 Distance Education** | Departments/ Centers/ Institutes exclusively established to offer programs 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 Innovations** | Eco system for innovation comprises of material resources (funds, equipment, 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 Process and Reforms** | Assessment of learning, teaching and evaluation process and reforms to increase 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 Management System** | Examination management system is a well-defined document or a software 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 Activities** | The aspect of education, which emphasizes neighborhood services. These are 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 Program** | Programs aimed at updating the knowledge and pedagogical skills 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 Management** | Budgeting and optimum utilization of financial resources. |
| **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 Attributes** | The disciplinary expertise or technical knowledge that has traditionally formed 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 Institutions(HEI)** | Education, imparted by means of conducting regular classes or through distance 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 Management** | The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback. |
| **Humanities International Complete** | A comprehensive database covering journals, books and reference sources in the 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 referenced |
| **Information 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, Inclusiveness** | Inclusiveness in educational institutions refers to the educational experiences 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 Information for Quality Assessment (IIQA)** | IIQA is a requirement, which needs to be submitted online by all categories of HEIs |
| **Institutional Distinctiveness** | Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location |
| **Institutional Social Responsibility (ISR)** | Focuses on the institution's responsibilities to the public in terms of protection 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 Assurance System(IQAS)** | Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| **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 Centre (LSC)** | Learner Support Centre is a Centre established by the Higher Education 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** | Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a program of study. |
| **Learning Management Systems** | A learning management system (LMS) is a software application for the 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 Resource** | The library holdings in terms of titles of books, journals and other learning 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 and sub-parameters associated with this mechanism are evolving from year to year.<br>**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 Learning (ODL)** | This is a mode of providing flexible learning opportunities by overcoming 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 Resources (OER)** | Educational materials and resources offered freely and openly for anyone to use 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 of Infrastructure** | 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** | 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 Management** | Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| **Perspective Development** | Is a blue print regarding the objectives and targets of long term growth |
| **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 of Research** | Processes defined by the institution to facilitate the teachers to write 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 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 Research Support System** | The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| **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 (SLM)** | Study material specially designed and developed for the learners, in print or 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 Journal Rank)** | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |
| **SNIP(Source Normalized Impact per Person)** | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| **Special Learner Support Centre** | A centre established by the HEI for imparting instruction to persons referred to 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 Relationship** | 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, 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** | Methods of instruction that focus on products of learning by the students |
| **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 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. |
| **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 |
| $Q_lM$ | - | Qualitative Metrics |
| $Q_nM$ | - | 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 | Weightage |
|---|---|---|
| **2.1.1**<br><br>**QₙM** | **Increase in the enrolment**<br><br>Average percentage increase in the enrolment of learners in the Institution year wise over the last five years<br><br>Increase/ decrease in the enrolment of learners in the Institution year wise over the last five years | **5** |

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Fresh Enrolment | | | | | |
| *Admission into next semester (re-registration) | | | | | |
| Total enrolment | | | | | |
| Increase / Decrease over preceding academic year | | | | | |

*Admission into $2^{nd}$ year ($3^{rd}$ semester & $4^{th}$ semester) / $3^{rd}$ year ($5^{th}$ & $6^{th}$ semester) for UG level learners
*Admission into $2^{nd}$ year ($3^{rd}$ semester & $4^{th}$ semester) for PG level learners

**Data requirement**: (As per Data Template)

- Number of learners freshly enrolled and re-registered year wise for the last five years

**Formula:**

$$\text{Percentage per year} = \frac{\text{Increase /decrease in number of enrolment}}{\text{Total enrolment of the preceding academic year}} \times 100$$

$$\textbf{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload**
- Total enrollment data year wise authenticated by Registrar of the University
- As per Data Template

| | |
|---|---|
| • Any other relevant information | |

| 2.1.2 | **Efforts for reaching the unreached** | 5 |
|---|---|---|
| $Q_lM$ | Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education | |
| | Write description in maximum of 500 words | |
| | **RESPONSE OF THE UNIVERSITY** | |
| | ……………………………………………………………………………………………… | |
| | ……………………………………………………………………………………………… | |
| | …………………………………………………………………………………….. | |
| | **Provide web-link to:** | |
| | • Documents on efforts taken for reaching the unreached | |
| | • Any other relevant information | |

## Key Indicator - 2.2 Catering to Learner Diversity (35)

| 2.2.1 | **Catering to rural population** | |
|---|---|---|
| $Q_nM$ | Average percentage of learners enrolled from rural areas year wise over the last five years | 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:**

$$\text{Percentage per year} = \frac{\text{Number of rural learners enrolled}}{\text{Total number of learners}} \text{ X } \mathbf{100}$$

$$\textbf{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Number of rural learners authenticated by Registrar of the University
- As per Data Template
- Any other relevant information

| 2.2.2 | **Reaching out to learners from socially backward categories** | 5 |
|---|---|---|

$Q_nM$

Average percentage of learners enrolled across different socially backward categories year wise over the last five years

Total number of learners enrolled from different social categories year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of learners from SC Category | | | | | |
| Number of learners from ST Category | | | | | |
| Number of learners from BC / OBC Category | | | | | |
| Total | | | | | |

**Data requirement**: (As per Data Template)
- Number of learners enrolled from different socially backward categories year wise over the last five years

**Formula:**

$$\text{Percentage per year} = \frac{\text{Total number of learners admitted from the backward categories}}{\text{Total number of learners}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**
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**Upload:**

- Number of SC, ST and OBC learners authenticated by Registrar of the University
- As per Data Template
- Any other relevant information

| 2.2.3 | **Reaching out to Persons with Disabilities (PwD)** | 5 |
|---|---|---|

$Q_nM$

Average percentage of PwD learners enrolled year wise over the last five years

Number of learners enrolled from different PwD categories year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Total number of PwD learners enrolled | | | | | |

**Data requirement:** (As per Data Template)
- Total number of PwD learners enrolled year wise over the last five years

**Formula:**

$$\text{Percentage per year} = \frac{\text{Number of PwD learners enrolled}}{\text{Total number of learners}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Number of PwD learners authenticated by Registrar of the University
- As per Data Template
- Document submitted by the Institution to a Government agency giving this information
- Any other relevant information

| 2.2.4 | | | | | | | 5 |
|---|---|---|---|---|---|---|---|

**2.2.4**

**QₙM**

**Reaching out to women / transgender learners**

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 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of women learners | | | | | |
| Number of transgender learners | | | | | |
| Total | | | | | |

**Data requirement**: (As per Data Template)
- Number of learners enrolled from different gender year wise over the last five years

**Formula:**

$$\text{Percentage per year} = \frac{\text{Number of women/transgender learners enrolled}}{\text{Total number of learners}} \times \mathbf{100}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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…………………………………………………………………………………………..

| | | |
|---|---|---|
| | **Upload:** <ul><li>Number of Women and transgender learners authenticated by Registrar of the University</li><li>As per Data Template</li><li>Any other relevant information</li></ul> | |
| **2.2.5** **$Q_nM$** | **Reaching out to employed persons** <br><br> Average percentage of the enrolled learners who are employed year wise over the last five years <br><br> Number of employed learners enrolled year wise over the last five years | **5** |

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of employed learners including self-employed | | | | | |

**Data requirement**: (As per Data Template)
- Number of employed learners enrolled year wise over the last five years

**Formula:**

$$\text{Percentage per year} = \frac{\text{Number of employed learners enrolled}}{\text{Total Number of learners}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Number of employed learners authenticated by Registrar of the University
- As per Data Template
- Any other relevant information

| **2.2.6** **$Q_nM$** | **Learners from Special Target Group: prison inmates** <br><br> Average number of prison inmates enrolled as learners year wise over the last five years <br><br> Number of prison inmates enrolled as learners year wise over the last five years | **5** |
|---|---|---|

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of prison inmates enrolled as learners | | | | | |

**Data requirement**: (As per Data Template)
- Number of prison inmates enrolled year wise

**Formula:**

$$\frac{\text{Number of prison inmates enrolled as learners over the last five years}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Number of prisoners enrolled  authenticated by Registrar of the University
- As per Data Template
- Any other relevant information

| 2.2.7 QnM | **Learners from Defense and Security Forces** | 5 |

**Learners from Defense and Security Forces**

Average number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners 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 | 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:**

$$\frac{\text{Number of learners from  defence/security personnel/Exserviceman/War wid}\text{enrolled over the last five years}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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| | | |
|---|---|---|
| | **Upload:** <br> • Number of learners from defense/security background authenticated by Registrar of the University <br> • As per Data Template <br> • Any other relevant information | |

**Key Indicator - 2.3 Teaching-Learning Process (60)**

| Metric No. | | Weightage |
|---|---|---|
| **2.3.1** <br><br> **Q₁M** | **Development of Self-Learning Material (SLM) in Print** <br><br> Process followed for development of Self-Learning Material (in Print) <br><br> Write description in maximum of 1000 words <br><br> **RESPONSE OF THE UNIVERSITY** <br> ………………………………………………………………………………… <br> ………………………………………………………………………………… <br> ………………………………………………………………. <br><br> **Provide web-link to** <br> • Policy document on SLM <br> • Any other relevant information | **20** |
| **2.3.2** <br> **QnM** | **Use of Radio for providing instruction** <br><br> Percentage of programs where radio has been used for providing instruction in the preceding academic year <br><br> Number of programs where radio has been used for providing instruction in the preceding academic year <br><br> **Formula** <br> $$\frac{\text{Number of programmes using radio for providing instructions}}{\text{Total Number of programmes on offer in the preceding year}} \text{X } \mathbf{100}$$ <br><br> **Data requirement**: (As per Data Template) <br><br> **RESPONSE OF THE UNIVERSITY** <br> ………………………………………………………………………………… <br> ………………………………………………………………………………… <br> ………………………………………………………………………………… <br><br> • Number of programmes where radio has been used for providing instruction in the preceding academic year <br> **Upload:** <br> • Schedules of the above activities <br> • As per Data template <br> • Any other relevant information | **10** |

| 2.3.3 QnM | **Use of telecast / webcast for providing instruction** | 10 |
|---|---|---|
| | Percentage of programs where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year | |

**Use of telecast / webcast for providing instruction**

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 telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year

**Formula**

$$\frac{\text{Number of programmes where telecast/webcast } for\ provinding\ instrcutions}{\text{Total number of programmes on offer}}$$

**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 UNIVERSITY**

………………………………………………………………………………………
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………………………………………………………………………………….

**Upload:**
- Schedules of the above activities
- As per the data template
- Any other relevant information

---

**2.3.4 QnM** — **Availability of digitized SLMs for the learners** — 5

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:**

$$\text{Percentage per year} = \frac{\text{Number of SLMs digitized in programs}}{\text{Total number of programmes}} \text{ X } \mathbf{100}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Digital repository of SLMs
- Data template in Section B
- Any other relevant information

| 2.3.5 QlM | **Institutional Mechanism to provide academic counseling support** <br><br> 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 <br><br> Write description in maximum of 1000 words <br><br> **RESPONSE OF THE UNIVERSITY** <br><br> …………………………………………………………………………………………………… <br> …………………………………………………………………………………………………… <br> ………………………………………………………………………………………………… <br><br> **Provide web-link to** <br> • Schedules of different counseling activities <br> • Any other relevant information | 15 |
|---|---|---|

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

| Metric No. | | Weightage |
|---|---|---|
| 2.4.1 QnM | **Full-time teachers and other academics in positions** <br><br> Average percentage of the sanctioned posts occupied by full-time teachers and other academics respectively year wise over the last five years <br><br> Number of the sanctioned posts occupied by full-time teachers and other academics respectively year wise over the last five years | 15 |

| Year | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Number of Teachers | Sanctioned posts | | | | | |
| | In position | | | | | |
| Number of other academics | Sanctioned posts | | | | | |
| | In position | | | | | |
| Total | Sanctioned 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 $= \frac{\text{Number of full}-\text{time teachers and other academis}}{\text{Number of sanctioned posts}} \times 100$

Average percentage $= \frac{\sum \text{Percentage per year}}{5}$

**RESPONSE OF THE UNIVERSITY**

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……………………………………………………………………………………………….

**Upload:**

- Details of full time teachers and other academics As per Data Template
- List of the faculty members authenticated by the Registrar of the University
- Any other relevant information

| 2.4.2 QnM | **Full-time teachers and other academics with Ph.D.** | 10 |

Average percentage of full-time teachers and other academics with Ph.D. degree

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

| | Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Number of Teachers | In position with Ph.D | | | | | |
| | In position without PhD | | | | | |
| Number of other academics | In position with Ph.D | | | | | |
| | In position without PhD | | | | | |
| Total | 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:**

$$\text{Percentage per year} = \frac{\text{Number of full time teachers and other academics withPh.D.}}{\text{Number of full time teachers and other academics}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Number of teachers and other academics with PhD
- As per the Data Template
- Any other relevant information

| 2.4.3 QnM | **Programs on offer through Collaboration** | | | | | | 5 |
|---|---|---|---|---|---|---|---|

**2.4.3 QnM**

**Programs on offer through Collaboration**

Programs offered which are developed through collaboration with Government / other agencies year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of Program developed in 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**

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………………………………………………………………………………

**Upload:**
- Copies of MoUs with other agencies
- Minutes of relevant Academic Council/BoS/ School Board meetings
- As per Data Template
- Any other relevant information

**2.4.4 QnM**

**Average percentage of participation of in-house faculty involved in preparation of SLMs**

15

Average percentage of in-house faculty involved in design and development of SLMs year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of in- | | | | | |

| house faculty involved in 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

$$= \frac{\text{Number of inhouse faculty involved in developing SLMS}}{\text{Total number of in house faculty in the institution}} \times \textbf{100}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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……………………………………………………………………………………..

**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**

**QnM**

**5**

**Recognition earned by full time teachers and other academics**

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

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of teachers and other academics who received awards, fellowships, recognition etc. | | | | | |

**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:**

$$\frac{\text{Number of full time teachers and other academics who receivd awards from state level, national level, international level bodies over the last five years}}{\text{Average number of full time teachers over the last five years}} \times 100$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Scanned copies of award/ appointment letters
- As per Data Template
- Any other relevant information

| | | |
|---|---|---|
| **2.4.6**<br><br>**QnM** | **Teaching Experience of Academic Counselors**<br><br>Percentage of empanelled Academic Counselors having more than five years of teaching experience for the preceding academic years<br><br>Number of empanelled Academic Counselors having more than five years of teaching experience for the preceding academic years<br><br>**Data requirement**: (As per Data Template)<br>• Total teaching experience in years of the empanelled Academic Counselors for the preceding academic year<br>**Formula:**<br>$$\frac{\text{Number of academic counsellors having more than five years of teaching experience}}{\text{Number of academic counsellors for the preceding academic year}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>……………………………………………………………………………………<br><br>……………………………………………………………………………………<br><br>…………………………………………………………………………<br><br>**Upload:**<br>• Number of Academic Counselors with details of total teaching experience for the preceding academic year<br>• As per Data Template<br>• Any other relevant information | **5** |

**Key Indicator - 2.5 Evaluation Process and Reforms (40)**

| Metric No. | | Weightage |
|---|---|---|
| **2.5.1**<br>**Q₁M** | **Process of conduct of Term-end examination**<br><br>Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination<br><br>Write description in maximum of 1000 words | **10** |

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

| 2.5.4 QnM | **Status of automation of Examination/ Evaluation processes**<br><br>Status of automation of examination / evaluation processes is represented by: (Choose any one)<br><br>A. 100% automation of entire Division & implementation of Examination Management System (EMS)<br>B. Only learner registration, Hall ticket issue & Result Processing automated<br>C. Only learner registration and result processing automated<br>D. Only result processing automated<br>E. No automation of Examination/ Evaluation Division<br><br>**Data requirements**: (As per Data Template)<br>• Activity which are automated<br>• Date of commencement of activity<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………………………<br><br>**Upload:**<br>• Current Manual of examination automation system<br>• Annual reports of examination including the present status of automation<br>• As per Data Template<br>• Any other relevant information | 10 |
| 2.5.5 Q$_n$M | **Involvement of external experts in evaluation process**<br><br>Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year:<br><br>1. Evaluation of Assignments<br>2. Evaluation of Projects<br>3. Preparation of Term End question papers<br>4. Moderation of Term End question papers<br>5. Evaluation of answer scripts<br>6. Examination related duties as invigilator, observer etc.<br>7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc.<br>**Options:(Choose any one of the below)**<br>A. Any 4 and more of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>**Data Requirement**: (As per Data Template)<br>• Name of external evaluators course wise<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………………………… | 5 |

| | | |
|---|---|---|
| | **Upload:**<br>• Link to list of evaluators<br>• As per Data Template<br>• Any other relevant information | |

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

| Metric No. | | Weightage |
|---|---|---|
| 2.6.1 QlM | **Program Outcomes**<br><br>The Institution has stated Graduate Attributes / Program Outcomes, Program Specific Outcomes and Course Outcomes which are integrated into the assessment process<br><br>Write description in maximum of 1000 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>……………………………………………………………………….<br><br>**Provide web-link to**<br>• Graduate Attributes / Program Outcomes, Program Specific Outcomes and Course Outcomes<br>• Any other relevant information | **10** |
| 2.6.2 QnM | **Completion status of UG and PG degree programs**<br><br>Number of learners of a selected batch who have successfully completed UG and PG Degree in maximum period of 5 and 4 years respectively.<br><br>For calculating completion status in case of UG degree, the enrolment data of 5 academic years back and for PG degree the enrolment data of four academic years back should be taken from the preceding year.<br><br><table><tr><td>Level</td><td>Total Enrolment</td><td>Completed Program<br>within maximum period</td><td>Total number of learners successfully completed the program</td></tr><tr><td>PG</td><td></td><td></td><td></td></tr><tr><td>UG</td><td></td><td></td><td></td></tr></table><br>**Data Requirement**: (As per Data Template)<br>• Program wise enrolment data at UG and PG degree level<br>• Program wise completion data at UG and PG degree level<br><br>**Formula:**<br><br>Total number of learners of the selected batches who completed UG and PG Degr<br>——————————————————————————<br>Total Number of learners enrolled for UG and PG programmes 5 and 4 | **10** |

| | **RESPONSE OF THE UNIVERSITY** | |
|---|---|---|
| | ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………… **Upload:** <br>• Link to declaration of results <br>• As per Data Template <br>• Any other relevant information | |

**Key Indicator – 2.7 Learner Satisfaction Surveys (30)**

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

_____

**Section B: Data Templates/Documents for Quantitative Metrics (Q$_n$M)**
_____

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q$_n$M) 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 II -Teaching-Learning and Evaluation (250)** | | | |
|---|---|---|---|---|
| | **Key Indicator - 2.1 Learner Enrolment (10)** | | | |
| 13. | 2.1.1. Average percentage of increase in the enrolment of learners in the Institution year wise over last five years (5) | | | |

| 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) | | | | |

*Admission into $2^{nd}$ year ($3^{rd}$ semester & $4^{th}$ semester) / $3^{rd}$ year ($5^{th}$& $6^{th}$ semester) for UG level learners
*Admission into $2^{nd}$ year ($3^{rd}$ semester & $4^{th}$ semester) for PG level learners

| | **Key Indicator - 2.2 Catering to Learner Diversity (35)** | | | |
|---|---|---|---|---|
| 14. | 2.2.1. Average Percentage of learners enrolled from rural areas 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 includes tribal areas

**Upload:** Institutional data

| 15. | 2.2.2. Average percentage of learners enrolled across different socially backward categories year wise over the last five years (5) |

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

**Upload:**
- Institutional data

| 16. | 2.2.3:Average percentage of PwD learners enrolled year wise over the last five years(5) |

| Year | Number of learners with Speech & hearing impairment | 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 | Percentage of PWD learners enrolled |
|---|---|---|---|---|---|---|---|---|
| 2015-16 | | | | | | | | |
| 2016-17 | | | | | | | | |
| 2017-18 | | | | | | | | |
| 2018-19 | | | | | | | | |
| 2019-20 (Current year) | | | | | | | | |

**Upload:**
- Institutional data
- Any other document submitted by the Institution to a Government agency giving this information

| 17 | 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 | | | Total number of learners enrolled |
|---|---|---|---|---|
| | Number of Male learners | Number of female learners | Number of transgender learners | |
| 2015-16 | | | | |
| 2016-17 | | | | |
| 2017-18 | | | | |
| 2018-19 | | | | |
| 2019-20 (Current year) | | | | |

| | |
|---|---|
| | **Upload:**<br>Institutional data |
| 18 | 2.2.5. Average Percentage of the enrolled learners employed year wise over the last five years (5) |

| Year | Number of Employed learners Including self-employed | Number of learners who are not employed | Total number of learners enrolled |
|---|---|---|---|
| 2015-16 | | | |
| 2016-17 | | | |
| 2017-18 | | | |
| 2018-19 | | | |
| 2019-20 (Current year) | | | |

**Upload**:
- Institutional data

| | |
|---|---|
| 19 | 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 | Number of learners enrolled under category of Ex Service men | Number of learners enrolled under category of War widows | Number of learners enrolled under category of Defense / Security Personnel | Total number of learners enrolled |
|---|---|---|---|---|
| 2015-16 | | | | |
| 2016-17 | | | | |
| 2017-18 | | | | |
| 2018-19 | | | | |
| 2019-20 (Current year) | | | | |

**Upload**
- Institutional data

| | **Key Indicator - 2.3 Teaching-Learning Process (60)** |
|---|---|
| 21 | 2.3.2: Percentage of programs where radio has been used for providing instruction in the preceding academic year (10) |

| Program Name | Program Code | Number of radio sessions conducted |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Upload**
- Status Report of audio and video programs of the Institution

| | |
|---|---|
| 22 | 2.3.3 Percentage of programs where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year. (10) |

| Program Name | Program Code | Number of telecast/ webcast conducted |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Upload**
- Schedules of the above activities

| | |
|---|---|
| 23 | 2.3.4: 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 easy availability to the learners year wise over the last five years (5) |

| Year | Total number of programs for which the digitized content is available for the learners | Total number of programs on offer |
|---|---|---|
| 2015-16 | | |
| 2016-17 | | |
| 2017-18 | | |
| 2018-19 | | |
| 2019-20 (Current year) | | |

**Upload**
- Digital repository of SLM

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

| 24. | 2.4.1 Average percentage of the sanctioned posts occupied by full time teachers and other academics respectively year wise over the last five years.(15) |
|---|---|

| Year | Number of Teachers | | Number of other Academics | |
|---|---|---|---|---|
| | Sanctioned posts | In position | Sanctioned posts | In position |
| 2015-16 | | | | |
| 2016-17 | | | | |
| 2017-18 | | | | |
| 2018-19 | | | | |
| 2019-20 (Current year) | | | | |

**Upload:**
- Institutional data of teachers and other academics
- List of the faculty members authenticated by the Registrar of the Institution

| 25. | 2.4.2. Number of full time teachers and other academics holding Ph.D. degree year wise over the last five years. (10) |
|---|---|

| Year | Number of Teachers | | | Number of other academics | | |
|---|---|---|---|---|---|---|
| | In position | With PhD | Without PhD | In position | With PhD | Without PhD |
| 2015-16 | | | | | | |
| 2016-17 | | | | | | |
| 2017-18 | | | | | | |
| 2018-19 | | | | | | |
| 2019-20 (Current year) | | | | | | |

**Upload:**
- Institutional data of teachers and other academics

| 26. | 2.4.3 Programs offered which are developed through collaboration with government/ other agencies year wise over the last five years (5) |
|---|---|

| Year | Number of Programs on offer | Number of Program developed in house | Number of Program developed in collaboration with Government/ other agency | Number of Programs developed by out sourcing to external agency | Number of Program adopted/ adapted from other HEIs |
|---|---|---|---|---|---|
| 2015-16 | | | | | |
| 2016-17 | | | | | |
| 2017-18 | | | | | |
| 2018-19 | | | | | |
| 2019-20 (Current year) | | | | | |

**Upload:**
- Copies of MoUs with other agencies
- Minutes of relevant Academic Council/BoS/ School Board meetings
- Details of Programs on offer (Data Template)
- Any additional information

| 27 | 2.4.4 : Average percentage of in-house faculty involved in design and development of SLMs year wise over the last five years (15) | | | | | | |
|----|---|---|---|---|---|---|---|
| | Year | Name of the Program | Curriculum designing (program and course coordination by in-house faculty) | Writing of units by in-house faculty | Editing of blocks (content, format and language) by in-house faculty | Vetting of blocks by in-house faculty | Total |
| | 2015-16 | | | | | | |
| | 2016-17 | | | | | | |
| | 2017-18 | | | | | | |
| | 2018-19 | | | | | | |
| | 2019-20 (Current year) | | | | | | |

**Upload**
- Minutes of relevant Academic Council/BoS/ School Board meetings
- Credit page of Blocks/ Courses

| 28 | 2.4.5: Percentage of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level from Government recognized bodies year wise over the last five years (5) | | | | | | |
|----|---|---|---|---|---|---|---|
| | Sr. No | Name of full time teachers and academics receiving awards/ recognition/ fellowships/ from state level, national level, international level/ appointed as Head of an Institution | Year of Award/appointment | PAN | Designation | Name of the award, fellowship, received from Government or recognized bodies/Institution where appointed as head | Incentives given by the OU in recognition of the award | Link for the relevant documents |
| | 1 | | | | | | | |
| | 2 | | | | | | | |
| | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |

**Upload:**
Scanned copies of award/ appointment letters

| 29 | 2.4.6. Percentage of empanelled Academic Counsellors having more than five years of teaching experience for the preceding academic year(5) |
|---|---|

| Sr. No. | Name of academic counselor | Year of Appointment | Highest Educational Qualifications | Teaching experience in years |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

**Upload:**
- Number of Academic Counselors with details of qualifications

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**Key Indicator - 2.5 Evaluation Process and Reforms (40)**

| 30 | 2.5.4 Status of automation of Examination/ Evaluation Processes (10) |
|---|---|

| Sr. No. | Name of the activity automated | Date of commencement of activity |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

**Upload**
- Current Manual of Examination Automation System
- Annual reports of examination including the present status of automation

| 31 | 2.5.5: Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year (5) |
|---|---|

| Sr. No. | Course Name and code | Name of external evaluators | Activity |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

**Upload**
- Link to list of evaluators

| 32 | **Key Indicator - 2.6 Learner Performance and Learning Outcomes (20)**<br>2.6.2: Number of learners (four/ five academic years back for PG/ UG respectively) who have successfully completed PG and UG Degree, in minimum and maximum period during preceding year (10) |
|---|---|

| Name of the program | Total enrolment of learners | Number of learners completed program of the selected batch |
|---|---|---|

| 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 results

| | |
|---|---|
| | |

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|---|---|
| | **Key Indicator - 2.7 Learner Satisfaction Survey(30)** |
| 33 | 2.7.1 **Online Learner Satisfaction Survey regarding teaching-learning process (30)** <br><br> (Online survey to be conducted and details of the learners in the format mentioned below should be uploaded) |

| Name of the learner | Gender | Category | State of Domicile | Nationality (if other than Indian) | Email ID | Program Name | Student Unique Enrolment ID | Mobile Number | Year of joining |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

**Upload**
- Database of all currently enrolled learners

### 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:…………………….

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**SECTION: C: APPENDICES**
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**Appendix 1: Glossary & Notes**
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## 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 Diversity** | The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| **Choice Based Credit System (CBCS)** | A mode of learning in higher education which facilitates a student to have some 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 |

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| **Centre for Internal Quality Assurance** | A 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 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** | 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 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. |
| **Continuous 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. |
| **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 to enter careers of their choice. |
| **Curriculum Design and Development** | Process of defining the contents of units of study and usually obtained through 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 Accreditation** | 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 so on. |

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| **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 Distance Education** | Departments/ Centers/ Institutes exclusively established to offer programs 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 Innovations** | Eco system for innovation comprises of material resources (funds, equipment, 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 Process and Reforms** | Assessment of learning, teaching and evaluation process and reforms to increase 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 Management System** | Examination management system is a well-defined document or a software 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 Activities** | The aspect of education, which emphasizes neighborhood services. These are 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 Program** | Programs aimed at updating the knowledge and pedagogical skills 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 Management** | Budgeting and optimum utilization of financial resources. |
| **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 Attributes** | The disciplinary expertise or technical knowledge that has traditionally formed 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 Institutions(HEI)** | Education, imparted by means of conducting regular classes or through distance 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 Management** | The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback. |

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| **Humanities International Complete** | A comprehensive database covering journals, books and reference sources in the 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 referenced |
| **Information 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, Inclusiveness** | Inclusiveness in educational institutions refers to the educational experiences 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 Information for Quality Assessment (IIQA)** | IIQA is a requirement, which needs to be submitted online by all categories of HEIs |
| **Institutional Distinctiveness** | Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location |
| **Institutional Social Responsibility (ISR)** | Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship. |
| **Interdisciplinary research** | An integrative approach in which information from more than one discipline issued in interpreting the content of a subject, phenomenon, theory or principle. |
| **Internal Quality Assurance System(IQAS)** | Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| **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 Centre (LSC)** | Learner Support Centre is a Centre established by the Higher Education 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** | Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a program of study. |
| **Learning Management Systems** | A learning management system (LMS) is a software application for the 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 Resource** | The library holdings in terms of titles of books, journals and other learning 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 Institutional Ranking Framework)** | National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters 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 Learning (ODL)** | This is a mode of providing flexible learning opportunities by overcoming 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 Resources (OER)** | Educational materials and resources offered freely and openly for anyone to use 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 of Infrastructure** | 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** | 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 Management** | Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| **Perspective Development** | Is a blue print regarding the objectives and targets of long term growth |
| **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 of Research** | Processes defined by the institution to facilitate the teachers to write 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 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 Research Support System** | The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| **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 (SLM)** | Study material specially designed and developed for the learners, in print or 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 Journal Rank)** | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |
| **SNIP(Source Normalized Impact per Person)** | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| **Special Learner Support Centre** | A centre established by the HEI for imparting instruction to persons referred to 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, 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** | Methods of instruction that focus on products of learning by the students |
| **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 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. |
| **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. |

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## Appendix II: Abbreviations

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| | | |
|---|---|---|
| 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 |
| $Q_lM$ | - | Qualitative Metrics |
| $Q_nM$ | - | 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 |

**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 ☐
     3–Agree☐
     2– Neutral ☐
     1– Disagree ☐
     0– Strongly disagree ☐

2. The study material for the programme was comprehensive and easy to understand with useful illustrations of concepts and examples
     4– Strongly Agree ☐
     3–Agree☐
     2– Neutral ☐
     1– Disagree ☐
     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 ☐
   1– Disagree ☐
   0– Strongly disagree ☐

4. The academic counselling provided at the Learner Support Centre  facilitated the understanding of study material provided to you
   4– Strongly Agree ☐
   3–Agree☐
   2– Neutral ☐
   1– Disagree ☐
   0– Strongly disagree ☐

5. The academic counsellors are qualified and were well prepared for conducting the counseling sessions scheduled at the Learner Support Centre
   4– Strongly Agree ☐
   3–Agree☐
   2– Neutral ☐
   1– Disagree ☐
   0– Strongly disagree ☐

6. The University adheres to schedule of admissions and term end examinations.
   4– Strongly Agree ☐
   3–Agree☐
   2– Neutral ☐
   1– Disagree ☐
   0– Strongly disagree ☐

7. The counseling sessions organized at the Learner Support Centre  helped you to clear doubts and keep you on track
   4– Strongly Agree ☐
   3–Agree☐
   2– Neutral ☐
   1– Disagree ☐
   0– Strongly disagree ☐

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 ☐
   3–Agree☐
   2– Neutral ☐
   1– Disagree ☐
   0– Strongly disagree ☐

9. Online services provided to you were easily accessible and useful.
   4– Strongly Agree ☐
   3–Agree☐
   2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

10. The internal assessment through assignments was fair and timely
    - 4– Strongly Agree ☐
    - 3–Agree ☐
    - 2– Neutral ☐
    - 1– Disagree ☐
    - 0– Strongly disagree ☐

11. Your queries were promptly addressed by the institution
    - 4– Strongly Agree ☐
    - 3–Agree ☐
    - 2– Neutral ☐
    - 1– Disagree ☐
    - 0– Strongly disagree ☐

12. The term end examination was conducted fairly and the sanctity of the examination was maintained
    - 4– Strongly Agree ☐
    - 3–Agree ☐
    - 2– Neutral ☐
    - 1– Disagree ☐
    - 0– Strongly disagree ☐

13. The results of term end examinations were declared timely
    - 4– Strongly Agree ☐
    - 3–Agree ☐
    - 2– Neutral ☐
    - 1– Disagree ☐
    - 0– Strongly disagree ☐

14. The academic program which you are pursuing, has all the requisite academic content to achieve the expected competency
    - 4– Strongly Agree ☐
    - 3–Agree ☐
    - 2– Neutral ☐
    - 1– Disagree ☐
    - 0– Strongly disagree ☐

15. Electronic media (Audio and Video including radio interactions) is supplementing the teaching learning process and academic counselling.
    - 4– Strongly Agree ☐
    - 3–Agree ☐
    - 2– Neutral ☐
    - 1– Disagree ☐
    - 0– Strongly disagree ☐

16. The grievance redressal mechanism of the University was effective
    - 4– Strongly Agree ☐
    - 3–Agree ☐

2– Neutral ☐
1– Disagree ☐
0– Strongly disagree ☐

17. The University website/mobile app gave useful information
    4– Strongly Agree ☐
    3–Agree☐
    2– Neutral ☐
    1– Disagree ☐
    0– Strongly disagree ☐

18. .The study material was available in digital form
    4– Strongly Agree ☐
    3–Agree☐
    2– Neutral ☐
    1– Disagree ☐
    0– Strongly disagree ☐

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 ☐
    3–Very Good ☐
    2– Good ☐
    1– Satisfactory ☐
    0– Unsatisfactory ☐

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**<br><br>**Q₁M** | **Policy for promotion of research**<br><br>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.<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>………………………………………………………………………………………<br>………………………………………………………………………………………<br>………………………………………………………………………<br><br>**Provide web-link to**<br><br>• Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption<br>• Policy document on promotion of research<br>• Any other relevant information | **10** |
| **3.1.2**<br>**QnM** | **Research facilities for teachers, other academics and learners**<br><br>Research facilities available to the teachers, other academics and learners of the Institution for pursuing research<br><br>1. Reference Library<br>2. Online subscription to research journals<br>3. Research/Statistical Databases<br>4. Media Laboratory / studios<br>5. Science laboratories<br>6. Computing Laboratory and support for both qualitative and quantitative data analysis including soft wares<br>7. Data curation and sharing facility<br>8. Language laboratory<br>9. Central Instrumentation Centre<br>10. Any other<br><br>**Options (Choose any one of the below)**<br>    A. Any 6and more of the above<br>    B. Any 4or 5of the above<br>    C. Any 2or 3of the above<br>    D. Any 1of the above<br>    E. None of the above<br><br>**RESPONSE OF THE UNIVERSITY**<br>………………………………………………………………………………………<br>……………………………………………………………………………………… | **5** |

| | ……………………………………………………………….. | |
|---|---|---|
| | **Data requirement**: (As per Data Template)<br>• List of facilities available<br>• Date of procurement / launch / establishment<br><br>**Upload:**<br>• URLs of the available facilities<br>• As per Data Template<br>• Any other relevant information | |

**Key Indicator – 3.2 Resource Mobilizations for Research (15)**

| Metric No. | | Weightage |
|---|---|---|
| **3.2.1 QnM** | **Government and Non-government grants for research**<br><br>Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc has been received by the Institution year wise over the last five years (INR in Lakhs) | **5** |
| | <table><tr><td>Year</td><td>2015-16</td><td>2016-17</td><td>2017-18</td><td>2018-19</td><td>2019-20</td></tr><tr><td>Total grants for research received (INR in Lakhs)</td><td></td><td></td><td></td><td></td><td></td></tr></table> | |
| | **Data requirement**: (As per Data Template)<br>• Name of the Project<br>• Name of the Principal Investigator<br>• Department of Principal Investigator<br>• Year of Award<br>• Funds provided<br>• Duration of the project<br>• Funding Agency<br>• Total amount of funds received<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>…………………………………………………………………<br><br>**Upload:**<br>• Award letters for research projects sponsored by government and non-government<br>• As per Data Template<br>• Any other relevant information | |
| **3.2.2**<br><br>**QnM** | **Research projects funded to teachers and other academics**<br><br>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

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of teachers and other academics | | | | | |

**Data requirement**: (As per Data Template)
- Name of Principal Investigator
- Title of the research project
- Department/ School of recipient
- Duration of project
- Amount / Fund received
- Name of funding agency
- Year of sanction

**Formula:**

$$\frac{\text{Total number of teachers and other academics having research projects}}{\text{Average number of teachers and other academics over the last five years}}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- List of research projects
- Document from Funding Agency
- Link of the funding agency website
- As per Data Template
- Any other relevant information

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**Key Indicator – 3.3: Innovation Ecosystem (35)**

| Metric No. | | Weightage |
|---|---|---|
| **3.3.1**<br><br>**Q$_l$M** | **Innovative initiatives of the Institution**<br><br>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<br><br>Write description in maximum of 1000 words<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>………………………………………………………………………………………<br>………………………………………………………………………………………<br>……………………………………………………………… | **10** |

**Provide web-link to**

- The Innovation Centre/ Cell
- Initiatives taken by the institution
- Any other relevant information

| 3.3.2 QnM | **Workshops / seminars conducted on innovative practices** | 10 |

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 | | | | | | |

**Data requirements**: (As per Data Template)
- Name of the workshops / seminars conducted
- Number of Participants
- Schedule of the activity conducted
- Report of the workshops / seminars

**RESPONSE OF THE UNIVERSITY**

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**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 QnM | **Innovative content developed** | 10 |

Innovative content developed in the form of e-modules / e-SLMs / MOOCs for :
- NMEICT
- NPTEL
- SWAYAM
- e-PG Pathshala
- e-SLMs
- other MOOCs platform
- Institutional LMS
  Total number of e-content modules developed for any of the platforms

| | | | | | | |
|---|---|---|---|---|---|---|

listed above.

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | **Total** |
|---|---|---|---|---|---|---|
| Number of innovative contents developed | | | | | | |

**Data requirements**: (As per Data Template)
- List of the innovative contents developed

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- List of the innovative contents developed over the last five years
- As per Data Template
- Any other relevant information

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**3.3.4**

**QnM**

**Awards for innovation**    **5**

Number of awards for innovation received by different sections of the Institution

Awards for innovation received by the Institution, its teachers/other academics/ research scholars/students year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | **Total** |
|---|---|---|---|---|---|---|
| **Number** | | | | | | |

**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**

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**Upload:**
- Scanned copies of award letters
- Award details
- As per Data Template
- Any other relevant information

**Key Indicators – 3.4 Research Publications and Awards (70)**

| Metric No. | | Weightage |
|---|---|---|
| **3.4.1**<br><br>**QnM** | **Mechanisms to check malpractices and plagiarism in research**<br><br>The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years)<br><br>1) Research methodology with course on research ethics<br>2) Ethics Committee<br>3) Plagiarism Check<br>4) Committee on publication guidelines<br><br>**Options: (Choose any one)**<br>A. All 4 of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………<br>…………………………………………………………………………………<br>………………………………………………………………………<br><br>**Upload:**<br><br>• Institutional code of ethics document<br>• Notification for Research Ethics Committee<br>• Minutes of the committee<br>• As per Data Template<br>• Any other relevant information | **5** |
| **3.4.2**<br><br>**QnM** | **Ph.Ds and M.Phils awarded**<br><br>Average Number of M.Phil and Ph.D degrees awarded per teacher year wise over the last five years.<br><br>| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |<br>|---|---|---|---|---|---|<br>| Number of M.Phil degrees awarded | | | | | |<br>| Number of Ph.D degrees awarded | | | | | |<br>| Number of teachers recognized as research guides | | | | | |<br>| Total | | | | | |<br><br>**Data requirements**: (As per Data Template)<br>• Number of Ph.Ds awarded<br>• Number of PhDs awarded<br>• Number of teachers recognised as research guides | **10** |

**Formula:**

$$\frac{\text{Number of M. Phil and Ph. D degrees awarded over the last five years}}{\text{Average Number of Teachers recognised as reaseach guides over the last five years}}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Web-link of the Research page
- List of Ph. D scholars and their details like name of the guide , title of thesis, year of award etc
- As per Data Template
- Any other relevant information

| 3.4.3 QnM | **Research publications per teacher and other academic**

Number of research papers on an average published by teachers and other academics of the Institution

Average number of 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** |
|---|---|---|

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of papers published | | | | | |

**Data requirements**: (As per Data Template)
- Title of paper
- Name of the author/s
- Department/ School/ Division/ Centre/ Unit/ Cell of the teacher/ academic
- Name of Journal
- Year of publication
- ISSN of the Journal

**Formula:**

$$\frac{\text{Number of publications in UGC notified journals over the last five years}}{\text{Average number of full time teachers and other academics over the last five years}}$$

**RESPONSE OF THE UNIVERSITY**

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…………………………………………………………………………………

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**Upload:**
- Web-link of research papers published
- As per Data Template
- Any other relevant information

| 3.4.4 QnM | **Books and Chapters in edited volumes etc.** | 20 |

Number of books and chapters/ units in books/ SLMs on an average published by teachers and other academics of the Institution

Number of books and chapters/ units in books/ SLMs published by teachers and other academics of the Institution year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|---------|---------|
| Number of books published | | | | | |
| Number of chapters in books published | | | | | |
| Total | | | | | |

**Data Requirements**: (As per Data Template)
- Title of the paper: Name of the teacher/ academic
- Title of the book: Name of the author/s
- Name of the publisher
- ISBN of the publication
- Year of publication

**Formula:**

$$\frac{\text{Total number of books and chapters, units published over the last five years}}{\text{Average number of full time teachers and other academics over the last five years}}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Web-link of publications
- As per Data Template
- Any other relevant information

| 3.4.5 QnM | **Publications on Distance Education** | **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 | |
| | Details of the publications teachers and other academics of the Institution year wise over the last five years. | |
| | **Data Requirements**: (As per Data Template)<br>• Title of the book / Journal<br>• Name of the publisher: National / International<br>• National / international : ISBN/ISSN of the publication<br>• Year of publication | |
| | **Formula:**<br>$$\frac{\text{Number of publications on Distance Education over the last five years}}{\text{Number of full time teachers and other academics over the last five years}}$$ | |
| | **RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………<br>…………………………………………………………………………………<br>……………………………………………………………… | |
| | **Upload:**<br>• Web-link of publications<br>• As per Data Template<br>• Any other relevant information | |
| 3.4.6 QnM | **Bibliometrics of the publications** | **5** |
| | 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 Requirements**: (As per Data Template)<br>• Title of the paper<br>• Name of the author<br>• Title of the journal<br>• Year of publication<br>• Citation Index | |
| | **Formula:**<br>$$\frac{\begin{array}{c}0.45 \text{ X Total number of Citation in SCOPUS in five years } + \\ 0.45 \text{ X Total number of Citation in Web of Science in five years } + \\ 0.1 \text{ X Total number of Citation in Indian Citation Index in five years}\end{array}}{\begin{array}{c}0.45 \text{ X Total number of Publication in SCOPUS in five years } + \\ 0.45 \text{ X Total number of Publication in Web of Science in five years } + \\ 0.1 \text{ X Total number of Publication in Indian Citation Index in five year}\end{array}}$$ | |

| | | |
|---|---|---|
| | **RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………<br>…………………………………………………………………………………<br>……………………………………………………………<br><br>**Upload:**<br>**(The Data obtained from INFLIBNET will be used for the purpose of calculation of scores)** | |
| **3.4.7**<br>**QnM** | **h-index of the Institution**<br><br>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<br><br>**Data Requirements**:<br>• Title of the paper<br>• Name of the author<br>• Title of the journal<br>• Year of publication<br>• h- index<br><br>**Formula:**<br><br>$$h\ index = \frac{h - Index\ of\ Scopus + h - index\ of\ Web\ of\ Science\ over\ the\ last\ five\ years}{2}$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………<br>…………………………………………………………………………………<br>……………………………………………………………<br><br>**Upload:**<br>• Bibliometrics of publications based on Scopus / Web of Science – h-index of the institution<br>• As per Data Template<br>• Any other relevant information<br><br>The Data obtained from INFLIBNET will be used for the purpose of calculation of scores | **5** |

**Key Indicators - 3.5 Consultancy (10)**

| Metric No. | | Weightage |
|---|---|---|
| **3.5.1**<br><br>**Q<sub>l</sub>M** | **Policy on Consultancy**<br><br>The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency<br><br>Write description in maximum of 500 words | **2** |

**RESPONSE OF THE UNIVERSITY**

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……………………………………………………………………………………
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**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 QnM | **Revenue from consultancy** | 3 |

**Revenue from consultancy**

Revenue generated by the Institution from consultancy

Revenue generated from consultancy provided by teachers and other academics 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**

……………………………………………………………………………………
……………………………………………………………………………………
………………………………………………………………

**Upload:**
- Audited statements of accounts indicating the revenue generated through consultancy
- List of teachers and other academics providing consultancy
- As per Data Template
- Any other relevant information

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

| 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 UNIVERSITY**

………………………………………………………………………………………
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………………………………………………………………………

**Upload:**
- Audited statements of account indicating the revenue generated through training
- Schedule of the training programs
- As per Data Template
- Any other relevant information

**Key Indicators - 3.6 Extension Activities (35)**

| Metric No. | | Weightage |
|------------|--|-----------|
| **3.6.1**<br><br>**Q$_l$M** | **Extension activities**<br><br>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<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>………………………………………………………………………………………<br>………………………………………………………………………………………<br>………………………………………………………………………<br><br>**Provide web-link to**<br>• Brochures of the activities<br>• Activity Reports<br>• Any other relevant information | **5** |
| **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 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of awards and recognition | | | | | |

**Data Requirement**: (As per Data Template)
- Name of the activity
- Name of the Award/ recognition
- Name of the Awarding government/ recognized bodies
- Year of the Award

**RESPONSE OF THE UNIVERSITY**

………………………………………………………………………………………
………………………………………………………………………………………
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**Upload:**
- Awards for extension activities
- Scanned copy of the award letters
- As per Data Template
- Any other relevant information

---

**3.6.3**

**QnM**

**Collaborative extension and outreach Programs**    **10**

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

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| **Number** | | | | | |

**Data Requirement**: (As per Data Template)
- Name and number of the extension and outreach Programmes
- Name of the collaborating agency

**RESPONSE OF THE UNIVERSITY**

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………

**Upload:**
- Reports of the event organized
- As per Data Template
- Any other relevant information

| 3.6.4 QnM | **Participation in extension activities** | | | | | | 10 |
|---|---|---|---|---|---|---|---|

**Participation in extension activities**

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

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of employees and learners participating | | | | | |

**Data Requirement**: (As per Data Template)
- Name of the activity
- Name of the scheme
- Year of the activity
- Number of employees participating in such activities
- Number of learners participating in such activities

**RESPONSE OF THE UNIVERSITY**

…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………………………………………………

**Upload:**
- Report of the event
- As per Data Template
- Any other relevant information

**Key Indicator - 3.7 Collaboration (20)**

| Metric No. | | Weightage |
|---|---|---|
| 3.7.1 QnM | **Collaborative activities** | 10 |

**Collaborative activities**

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**: (As per Data Template)
- Title of the collaborative activity
- Name of the collaborating agency with contact details
- Source of financial support
- Year of collaboration

|  |  |  |
|---|---|---|
|  | • Duration<br>• Nature of the activity<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………<br>…………………………………………………………………………<br>………………………………………………………………<br><br>**Upload:**<br>• Scanned copies of collaboration document<br>• As per Data Template<br>• Any other relevant information |  |
| **3.7.2**<br><br>**QnM** | **Linkages with institutions/industries**<br><br>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 | **10** |

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| **Number** |  |  |  |  |  |

**Data requirements**: (As per Data Template)
- Title of the linkage
- Name of the partnering institution/ industry /research lab with contact details
- Year of commencement
- Duration(From-to-)
- Nature of linkage

**RESPONSE OF THE UNIVERSITY**
…………………………………………………………………………
…………………………………………………………………………
………………………………………………………………

**Upload:**
- Web-link of the collaborator
- MoU of the collaboration (s)
- As per Data Template
- Any other relevant information

**Data Templates / Documents for Quantitative Metrics**

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q$_n$M) 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 ($Q_nM$)**

| | Criterion III – Research, Innovations and Extension (200) | |
|---|---|---|
| | **Key Indicator - 3.1 Promotion of Research and Facilities (15)** | |
| 34 | 3.1.2: Research facilities provided by the Institution for teachers, other academics and learners for pursuing research(5)<br><br>1. Reference Library<br>2. Online subscription to major research journals<br>3. Science laboratories<br>4. Computing Lab and support for both qualitative and quantitative data analysis<br>5. Language laboratory<br>6. Central Instrumentation Centre<br>7. Animal House/Green House / Museum<br>8. Research/Statistical Databases<br>9. Animal Ethics Policy<br>10. Data curation and sharing facility<br>11. Any other<br><br>**Options:**<br>A. Any four facilities exist<br>B. Three of the facilities exist<br>C. Two of the facilities exist<br>D. One of the facilities exist<br>E. None of the facilities exist | |

| Sr. No. | Name of the facility | Date of procurement / launch / establishment |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

**Upload**
- URLs of the available facilities

| | **Key Indicator - 3.2 Resource Mobilization for Research (15)** |
|---|---|
| 35 | 3.2.1: Grants for research projects and Chairs sponsored by the government and non-government sources have been received by the Institution year wise over the last five years? (INR in Lakhs) (5) & |
| 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. No. | Name of the Project/ Chairs | Name of the Principal Investigator/Co Investigator | Name of the Funding agency | Type (Government/ Non-Government) | Department/ School of Principal Investigator/ Co Investigator | Year of Award | Funds provided (INR in Lakhs) | Duration of the project |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |

3.2.1 **Upload:**
- Award letters for research projects sponsored by government and non-government

3.2.2 **Upload:**
- List of research projects
- Document from Funding Agency
- Web-Link of the funding agency website

| | **Key Indicator - 3.3 Innovation Ecosystem (35)** |
|---|---|
| 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 | | | | |

**Upload**
- Report of the event
- List of workshops/seminars over last five years

| 38 | 3.3.3: Innovative content developed in the form of e-modules / e-SLMs / MOOCs(10) | | | | | |
|---|---|---|---|---|---|---|

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

**Upload:**
- Link of the innovative contents developed
- As per Data Template
- Any other relevant information

| 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:**
- Scanned copies of award letters

| | **Key Indicator - 3.4 Research Publications and Awards (70)** |
|---|---|

| 40 | 3.4.1 The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years) (5) |
|---|---|

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

| Name of Anti-plagiarism Software | | | | | |
|---|---|---|---|---|---|
| Number of Thesis checked | | | | | |
| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |

**Upload:**

- Institutional code of ethics document
- Notification for Research Ethics Committee
- Minutes of the committee

| 41 | 3.4.2 Average Number of M.Phil and Ph.D degrees awarded per teacher year wise over the last five years. (10) |

| Year | Number of teachers recognized as research guides | Number of M. Phil. awarded | Name of Ph. D. 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.<br>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) |

| Title of paper | Name of the author/s | Department School/ Division/ Centre/ Unit/ Cell of the teacher/ and other academic | Name of journal | Year of publication | ISSN number | Link of the publication |
|---|---|---|---|---|---|---|
| | | | | | | |

**Upload:**
- Web-link of the research papers
- Link of the recognition in UGC- CARE enlistment of the Journal

| 43 | 3.4.4: Number of books and chapters/ units in books/SLMs published by teachers and other academics of the Institution year wise over the last five years (20) |

| 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 publications |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |

**Upload**
- Web-link of publications

| 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) |

| Sr.No. | Name of the teacher / other academic | Title of the book/chapters published/ units published | Title of the paper | Name of the Journal | Year of publication | ISBN/ISSN number of the publication | Affiliating Institute at the time of publication | Name of the publisher | Links of the publications |
|--------|------|------|------|------|------|------|------|------|------|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |

**Upload**
- Web-link of publications

---

| 45 | 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 | | | | | | | |

**Upload:**
- Bibliometrics of the publications over the last five years

---

| 46 | 3.4.7: H-index of the Institution based on the publications by teachers and academics year wise over the last five years (5) |
|----|------|

| Sr. No. | Name of the author | Title of the paper | Title of the Journal | Year of publication | ISBN/ISSN number of the publication | H Index | Name of the publisher |
|------|------|------|------|------|------|------|------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |

**Upload:**

- H-index of the institution based on the publications

| | **Key Indicator - 3.5 Consultancy (10)** |
|---|---|
| 47. | 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/Sponsoring agency with contact details | Year | Revenue generated (INR in Lakhs) | Name of consultancy project |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

**Upload:**
- Audited statements of accounts indicating the revenue generated through consultancy
- List of teachers and other academics providing consultancy

| 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 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 Based 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) |
|---|---|

| Name of the activity | 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 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

**Upload:**
- Report of the event

| | **Key Indicator - 3.7 Collaboration (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 |  |  |  |  |  |  |  |  |

**Upload:**
- Scanned copies of collaboration document

| 53. | 3.7.2: Number of linkages with institutions / industries for faculty exchange, learner exchange, internship, field trip, research, establishing Chairs, etc over the last five years (10) |
|---|---|

| 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 of the relevan t docume nt |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

**Upload**
- Link of website of collaborator
- Scanned copies of MoU of the collaboration (s)

### 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 Diversity** | The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| **Choice Based Credit System (CBCS)** | A mode of learning in higher education which facilitates a student to have some 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 Quality Assurance** | A 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 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** | 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 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. |
| **Continuous 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. |
| **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 to enter careers of their choice. |
| **Curriculum Design and Development** | Process of defining the contents of units of study and usually obtained through 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 Accreditation** | 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 |

| | |
|---|---|
| | 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 Distance Education** | Departments/ Centers/ Institutes exclusively established to offer programs 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 Innovations** | Eco system for innovation comprises of material resources (funds, equipment, 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 Process and Reforms** | Assessment of learning, teaching and evaluation process and reforms to increase 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 Management System** | Examination management system is a well-defined document or a software 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 Activities** | The aspect of education, which emphasizes neighborhood services. These are 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 Program** | Programs aimed at updating the knowledge and pedagogical skills of faculty. |
| **Feedback** | Formative and evaluative comments given by tutors on the performance of individual learners.<br>Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.<br>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 Management** | Budgeting and optimum utilization of financial resources. |
| **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 Attributes** | The disciplinary expertise or technical knowledge that has traditionally formed 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 Institutions(HEI)** | Education, imparted by means of conducting regular classes or through distance 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 Management** | The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives |

| | and feedback. |
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| **Humanities International Complete** | A comprehensive database covering journals, books and reference sources in the 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 referenced |
| **Information 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, Inclusiveness** | Inclusiveness in educational institutions refers to the educational experiences 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 Information for Quality Assessment (IIQA)** | IIQA is a requirement, which needs to be submitted online by all categories of HEIs |
| **Institutional Distinctiveness** | Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location |
| **Institutional Social Responsibility (ISR)** | Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship. |
| **Interdisciplinary research** | An integrative approach in which information from more than one discipline issued in interpreting the content of a subject, phenomenon, theory or principle. |
| **Internal Quality Assurance System(IQAS)** | Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| **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 Centre (LSC)** | Learner Support Centre is a Centre established by the Higher Education 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** | Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a program of study. |
| **Learning Management Systems** | A learning management system (LMS) is a software application for the 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 Resource** | The library holdings in terms of titles of books, journals and other learning 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 Institutional Ranking Framework)** | National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters 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 Learning (ODL)** | This is a mode of providing flexible learning opportunities by overcoming 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 Resources (OER)** | Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. |
| **Open University** | They are single mode HEIs offering programs through ODL mode, established |

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| | 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 of Infrastructure** | 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** | 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 Management** | Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| **Perspective Development** | Is a blue print regarding the objectives and targets of long term growth |
| **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 of Research** | Processes defined by the institution to facilitate the teachers to write 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 degrees/ diplomas/ certificates. |
| **Programme Outcomes** | Program Outcomes (POs) are what knowledge, skills and attitudes a graduate |

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| | 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 Research Support System** | The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| **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 (SLM)** | Study material specially designed and developed for the learners, in print or 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 Journal Rank)** | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |
| **SNIP(Source Normalized Impact per Person)** | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| **Special Learner Support Centre** | A centre established by the HEI for imparting instruction to persons referred to 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 Relationship | 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, 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 | Methods of instruction that focus on products of learning by the students |
| 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 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. |
| 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. |

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## Appendix II: Abbreviations

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| 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 |
| $Q_lM$ | - | Qualitative Metrics |
| $Q_nM$ | - | 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 IV – INFRASTRUCTURE AND LEARNING RESOURCES (100)**

**Key Indicator - 4.1 Physical Facilities (20)**

| Metric No | Description of the Metrics | Weightage |
|---|---|---|
| **4.1.1**<br><br>$Q_lM$ | **Facilities at Institution Headquarters, Regional Centers and Learner Support Centers**<br><br>Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.<br><br>Write description in maximum of 1000 words<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>……………………………………………………………………………………………<br>……………………………………………………………………………………………<br>……………………………………………………………<br><br>**Provide web-link to**<br><br>• Annual report of the Institution<br>• Geo-tagged photographs of campus and all other infrastructural facilities<br>• Any other relevant information | **10** |
| **4.1.2 QnM** | **Expenditure incurred for infrastructure augmentation**<br>Average percentage of expenditure incurred for infrastructure augmentation<br>Expenditure incurred for infrastructure augmentation and total expenditure excluding salary year wise over the last five years (INR in lakhs)<br><br>| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |<br>|---|---|---|---|---|---|<br>| Expenditure incurred for infrastructure augmentation | | | | | |<br>| Total expenditure excluding salary | | | | | |<br><br>**Data requirements**: (As per Data Template)<br>• Expenditure incurred for infrastructure augmentation year wise for five years<br>• Total expenditure of the University excluding salary year wise for five years<br><br>**Formula:**<br><br>$$\frac{\text{Expenditure incurred for infrastructure augmentation over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \times 100$$<br><br>$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$ | **5** |

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Audited utilization statements
- Budget allocation for infrastructure
- As per Data Template
- Any other relevant information
- 

| 4.1.3 QnM | **Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities** | 5 |

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)

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Expenditure on Campus Maintenance (INR in lakhs) | | | | | |
| Total expenditure of the Institution (excluding salary) INR in lakhs) | | | | | |

**Data requirements**:(As per Data Template)
- Expenditure incurred on maintenance of campus infrastructure year wise for five years
- Total expenditure of the University excluding salary year wise for five years

**Formula:**

$$\frac{\text{Expenditure incurred for Maintenance of physical facilities over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Audited statements of accounts.
- Budget and Statements of Expenditure
- As per Data Template
- Any other relevant information

**Key Indicator – 4.2:  IT Infrastructure (40)**

| Metric No. | | Weightage |
|---|---|---|
| 4.2.1<br><br>QnM | **ICT enabled facilities at HQs**<br><br>Percentage of the rooms and seminar halls of the Institution Headquarters IT enabled as on date<br><br>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.<br><br><table><tr><td>Number of IT enabled rooms at HQ</td><td></td></tr><tr><td>Total number of rooms at HQ</td><td></td></tr><tr><td>Number of IT enabled Seminar halls at HQ</td><td></td></tr><tr><td>Total number of Seminar halls at HQ</td><td></td></tr></table><br>**Data requirements**: (As per Data Template)<br>• Number of rooms and seminar halls with ICT facilities/Wi-Fi/LAN<br>• Total number of rooms and seminar halls at the University HQs<br><br>**Formula:**<br>$$\frac{\text{Number of classrooms and seminar halls with ICT facilities at HQ}}{\text{Total number of rooms and seminar halls at HQ}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>……………………………………………………<br><br>**Upload:**<br>• Geo- tagged Photographs of IT  infrastructure facilities at HQs<br>• As per Data Template<br>• Any other relevant information | 5 |
| 4.2.2<br>QnM | **ICT enabled facilities at RCs**<br><br>Percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled as on date<br><br>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.<br><br><table><tr><td>Number of IT enabled rooms at RC*</td><td></td></tr><tr><td>Total number of rooms at RC</td><td></td></tr><tr><td>Number of IT enabled Seminar halls at RC</td><td></td></tr><tr><td>Total number of Seminar halls at RC</td><td></td></tr></table><br>* Provide separate data for all RCs<br><br>**Data requirements**: (As per Data Template)<br>• Number of rooms with ICT facilities/Wi-Fi/LAN at RCs | 5 |

- Total number of rooms (cumulative) at the RCs

**Formula:**

$$\frac{\text{Number of classrooms and seminar halls with ICT facilities at RCs}}{\text{Total number of rooms and seminar halls at RCs}} \times 100$$

**RESPONSE OF THE UNIVERSITY**

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**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**<br><br>Percentage of the rooms of the learner support centers are IT enabled as on date<br><br>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)<br><br><table><tr><td>Number of IT enabled rooms at LSC**</td><td></td></tr><tr><td>Total number of rooms at LSC</td><td></td></tr><tr><td>Number of IT enabled Seminar halls at LSC</td><td></td></tr><tr><td>Total number of Seminar halls at LSC</td><td></td></tr></table>** Provide data for all LSCs under each RC<br><br>**Data requirements**: (As per Data Template)<br>• Number of rooms with ICT facilities/Wi-Fi/LAN at LSCs<br>• Total number of rooms (cumulative) at the LSCs<br><br>**Formula:**<br><br>$$\frac{\text{Number of classrooms and seminar halls with ICT facilities at LSCs}}{\text{Total number of rooms and seminar halls at LSCs}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………<br><br>**Upload:**<br>• Geo – tagged Photographs of infrastructure facilities at a few LSCs<br>• As per Data Template<br>• Any other relevant information | 5 |
| --- | --- | --- |
| **4.2.4** | **Frequency of updating of IT facilities** | 5 |

| | | |
|---|---|---|
| **Q₁M** | Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY:**<br>…………………………………………………………………………………………<br>…………………………………………………………………………………………<br>………………………………………………………………………………………<br><br>**Provide web-link to**<br><br>- Scanned copy of agreement<br>- Any other relevant information | |
| **4.2.5**<br><br>**QnM** | **Internet Bandwidth at the HQs and RCs**<br><br>Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution<br><br>Internet connection (s) in the Institution (Leased line) in terms of the available bandwidth for the current year (as per actual)<br><br>**Data requirements**: (As per Data Template)<br>- Available internet bandwidth<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………………<br>…………………………………………………………………………………………<br>…………………………………………………………<br><br>**Upload:**<br>- Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres<br>- As per Data Template<br>- Any other relevant information | **5** |
| **4.2.6**<br><br>**QnM** | **Facilities for media production**<br><br>Facilities for audio, video and e-content development are available and are in use at the Institution<br><br>Audio- video and e-Content production facilities:<br><br>1. Audio / video studios<br>2. Outdoor shooting equipment /Outdoor audio recording<br>3. Post production unit / Editing unit<br>4. Duplication unit<br>5. Graphics workstation<br>6. Direct Reception Sets (DRS)<br>7. Set Scenic unit | **5** |

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

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Geo-tagged photographs of the facilities for audio, video e-content production
- As per Data Template
- Any other relevant information

| 4.2.7 QnM | **Transmission facilities at the Institution**<br><br>Number of transmission facilities (Channels) available as on date in the Institution<br><br>| Number of Radio Channels | |<br>| Number of TV Channels | |<br><br>**Data requirements**: (As per Data Template)<br>• List of the radio and TV broadcast facilities (channel details and frequency, studios, etc.)<br>• Details of technical staff<br>• Details of relevant  infrastructure<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>………………………………………………………………………………………<br>………………………………………………………………………………………<br>…………………………………………………………<br><br>**Upload:**<br>• Geo-tagged photographs of the facilities available<br>• As per Data Template<br>• Any other relevant information | 5 |

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

**Key Indicator - 4.3 Learning Resources(40)**

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

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

$$\frac{\text{Total Number of learners enrolled in the preceding year}}{\text{Total number of LSCs in preceding year}} \times 100$$

**RESPONSE OF THE UNIVERSITY**

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………

**Upload:**
- Enrolment details of the preceding year
- Distribution of learners LSC wise
- As per Data Template
- Any additional information

| | | |
|---|---|---|
| **4.3.3**<br><br>**QlM** | **Academic counselling sessions held**<br><br>Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year<br><br>Write description in maximum of 1000 words<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>……………………………………………………………………………………………<br><br>……………………………………………………………………………………………<br><br>……………………………………………………<br><br>**Data requirement:** (As per Data Template)<br>• Name of Programme<br>• Programme wise enrolment in the current session<br>• Total number of programme wise counselling sessions held at LSCs under each RC<br>• As per Data Template<br><br>**Provide web-link to**<br>• Monitoring reports of LSCs<br>• Expenditure incurred on counselling sessions<br>• As per Data Template<br>• Any other relevant information | **10** |
| **4.3.4**<br><br>**QnM** | **Expenditure on Library**<br><br>Average percentage of annual expenditure on library year wise over the last five years<br><br>Annual expenditure on library year wise over the last five years (INR in lakhs) | **5** |

| 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**<br><br>$$\frac{\text{Total Expenditure on library over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \text{X 100}$$<br><br>$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………………<br>…………………………………………………………………………………………<br>………………………………………………………<br><br>**Upload:**<br>• Web-link to Library catalogues<br>• Web-link to relevant resources available in the library<br>• As per Data Template<br>• Any other relevant information | |
| **4.3.5**<br>**Q$_l$M** | **Library Automation**<br><br>Library is automated in using Integrated Library Management System (ILMS)<br>• Name and features of the ILMS software<br>• Nature and extent of automation (full or partial)<br>• Year of commencement and completion of automation<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………………<br>…………………………………………………………………………………………<br>………………………………………………………<br><br>**Provide web-link to**<br><br>• Geo-tagged photographs<br>• Any other relevant information | **5** |

**Data Templates / Documents for Quantitative Metrics**

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q$_n$M) 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 (Q$_n$M)**

|  | **Criterion IV – Infrastructure and Learning Resources (100)** |  |
|---|---|---|
|  | **Key Indicator - 4.1 Physical Facilities (20)** |  |
| 54 | 4.1.2 Expenditure incurred on infrastructure augmentation and total expenditure excluding salary year wise over the last five years (INR in lakhs)   (5) | |
|  | Years / Budget allocated for infrastructure augmentation / Total expenditure of the Institution excluding salary | |
|  | 2015-16 | |
|  | 2016-17 | |
|  | 2017-18 | |
|  | 2018-19 | |
|  | 2019-20 | |
|  | **Upload:**<br>- 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) | |

| **Year** | Expenditure on Campus Maintenance (INR in lakhs) | Total expenditure of the Institution (excluding salary) INR in lakhs |
|---|---|---|
| 2015-16 | | |
| 2016-17 | | |
| 2017-18 | | |

| 2018-19 | | |
|---|---|---|
| 2019-20 | | |

| | **Key Indicator - 4.2 IT Infrastructure (40)** |
|---|---|
| 56 | 4.2.1: Percentage of rooms and seminar halls with ICT facilities/Wi-Fi/LAN at the Institution HQ for the preceding academic year  (5) |

| Number of rooms and seminar halls  with ICT facilities//Wi-Fi/LAN | Type of ICT facility and Configuration |
|---|---|
| | |

**Upload:**
- Geo-tagged Photographs of IT  infrastructure facilities at HQs

| 57 | 4.2.2: Percentage of the rooms and seminar halls of the Regional Centers (RCs) IT enabled as on date(5) |
|---|---|

| Number of rooms with ICT facilities//Wi-Fi/LAN | Type of ICT facility and Configuration |
|---|---|
| | |

**Upload:**
- Geo-tagged Photographs of  infrastructure facilities at a few RCs

| 58 | 4.2.3: Percentage of rooms with ICT facilities/Wi-Fi/LAN data for the preceding academic year at Learner Support Centers (5) |
|---|---|

| Number of rooms and seminar halls  with ICT facilities//Wi-Fi/LAN | Type of ICT facility |
|---|---|
| | |

**Upload:**
- Geo-tagged Photographs of infrastructure facilities at a few LSCs

| 59 | 4.2.5 Internet connection (s) in the Institution (Leased line) in terms of the number and available bandwidth. (5) |
|---|---|

| **Number of bandwidths** | **Available internet bandwidth** |
|---|---|
| | |

**Upload:**
- Relevant documents on available bandwidth of internet connection in the Institution

| 60 | 4.2.6: Facilities for audio, video and e-content development available and are in use at the institution (5) |
|---|---|

| Sr. No. | Name of the audio production facilities | Name of the video content production facilities | Name of the e-conte production facilities |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

| | |
|---|---|
| | **Upload:**<br>• Geo-tagged photographs of the facilities for audio, video e-content production |
| 61 | 4.2.7: Number of transmission facilities available in the institution as on date in the Institution (5)<br><br><table><tr><td>Name of radio channel</td><td>Frequency</td><td>Studio (owned/ hired)</td><td>Name of TV channel</td><td>Frequency</td><td>Studio (owne hired)</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><br>Details of technical staff<br><br><table><tr><td>Sr. No.</td><td>Name of technical staff</td><td>Designation</td></tr><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr></table><br>**Upload:**<br>• Links to photographs of the facilities available |

**Key Indicator - 4.3 Learning Resources (40)**

| | |
|---|---|
| 62 | 4.3.2: Number of learners on an average enrolled at LSCs in the preceding academic year (10)<br><br><table><tr><td>Total No. of LSCs</td><td>Total Enrolment<br>(Fresh and Re-registration) of preceding year</td></tr><tr><td></td><td></td></tr></table><br>**Upload:**<br>• Enrolment details of the preceding academic year<br>• Distribution of learners LSC wise<br>• List of RCs with their operational area |

| 63 | 4.3.3: Academic counselling sessions held at LSC under each RC (10) (QlM) |

| Regional Centre name | | | |
|---|---|---|---|
| Name of programs | Counselling sessions held at LSCs for | | Total enrolment in the program |
| | Theory | Practical | |
| | | | |
| | | | |
| | | | |
| | | | |

| **Regional Centre name** | | | |
|---|---|---|---|
| Name of programs | Counselling sessions held at LSCs for | | Total enrolment in the programe |
| | Theory | Practical | |
| | | | |
| | | | |
| | | | |
| | | | |

**Upload:**
- Monitoring reports of LSCs
- Expenditure incurred on counselling sessions

| 64 | 4.3.4: Average percentage of annual expenditure on library year wise over the last five years (5) |

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Total Expenditure on Library | | | | | |
| Amount (INR in lakhs) | | | | | |
| Total Expenditure of institution excluding salary | | | | | |

**Upload:**
- Web-link to Library catalogues
- Web-link to relevant resources available in the library
- Statement of expenditure on the institution

### 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

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**Appendix 1: Glossary & Notes**

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## GLOSSARY

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|---|---|
| **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 Diversity** | The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| **Choice Based Credit System (CBCS)** | A mode of learning in higher education which facilitates a student to have some 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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|---|---|
| **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** | 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 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. |
| **Continuous 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. |
| **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 to enter careers of their choice. |
| **Curriculum Design and Development** | Process of defining the contents of units of study and usually obtained through 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 Accreditation** | 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 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 Distance Education** | Departments/ Centers/ Institutes exclusively established to offer programs 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 Innovations** | Eco system for innovation comprises of material resources (funds, equipment, 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 Process and Reforms** | Assessment of learning, teaching and evaluation process and reforms to increase 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 Management System** | Examination management system is a well-defined document or a software 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". |

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| **Extension Activities** | The aspect of education, which emphasizes neighborhood services. These are 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 Program** | Programs aimed at updating the knowledge and pedagogical skills of faculty. |
| **Feedback** | Formative and evaluative comments given by tutors on the performance of individual learners.<br>Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.<br>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 Management** | Budgeting and optimum utilization of financial resources. |
| **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 Attributes** | The disciplinary expertise or technical knowledge that has traditionally formed 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 Institutions(HEI)** | Education, imparted by means of conducting regular classes or through distance 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 Management** | The process of assessing the human power requirements, recruiting, monitoring 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 Complete** | the 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 referenced |
| **Information 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, Inclusiveness** | Inclusiveness in educational institutions refers to the educational experiences 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 Information for Quality Assessment (IIQA)** | IIQA is a requirement, which needs to be submitted online by all categories of HEIs |
| **Institutional Distinctiveness** | Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location |
| **Institutional Social Responsibility (ISR)** | Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship. |
| **Interdisciplinary research** | An integrative approach in which information from more than one discipline issued in interpreting the content of a subject, phenomenon, theory or principle. |
| **Internal Quality Assurance System(IQAS)** | Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| **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 Centre (LSC)** | Learner Support Centre is a Centre established by the Higher Education 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** | Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a program of study. |
| **Learning Management Systems** | A learning management system (LMS) is a software application for the 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 Resource** | The library holdings in terms of titles of books, journals and other learning 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 Institutional Ranking Framework)** | National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters 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 Learning (ODL)** | This is a mode of providing flexible learning opportunities by overcoming 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 Resources (OER)** | Educational materials and resources offered freely and openly for anyone to use 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 of Infrastructure** | 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** | 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 Management** | Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| **Perspective Development** | Is a blue print regarding the objectives and targets of long term growth |
| **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 of Research** | Processes defined by the institution to facilitate the teachers to write 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 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 Research Support System** | The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| **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 (SLM)** | Study material specially designed and developed for the learners, in print or 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 Journal Rank)** | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |
| **SNIP(Source Normalized Impact per Person)** | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| **Special Learner Support Centre** | A centre established by the HEI for imparting instruction to persons referred to 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 Relationship** | 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, |

| | |
|---|---|
| | 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** | Methods of instruction that focus on products of learning by the students |
| **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 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. |
| **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. |

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## Appendix II: Abbreviations

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| | | |
|---|---|---|
| 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 |
| $Q_lM$ | - | Qualitative Metrics |
| $Q_nM$ | - | 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 V - LEARNER SUPPORT AND PROGRESSION (100)**

**Key Indicator - 5.1 Learners Supports (65)**

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

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| | …………………………………………………… | |
| | **Provide web-link to** | |
| | <ul><li>Online Admission and related activities</li><li>Any other relevant information</li></ul> | |
| **5.1.4**<br>**Q$_l$M** | **Dispatch of Study Material to Learners**<br><br>Strategy followed by the Institution for dispatch of study material to learners<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>………………………………………………………………………………………………<br>………………………………………………………………………………………………<br>…………………………………………………………<br><br>**Provide web-link to**<br><ul><li>Material dispatch related activities</li><li>Any other relevant information</li></ul> | **5** |
| **5.1.5**<br>**QnM** | **Attending to learners' queries**<br><br>Modes employed by the University to attend to learners' queries<br><br>Enlist the approaches given below, used by the University to attend to learners' queries:<br>1. Automated interactive voice response system<br>2. Call centre<br>3. Online Help Desk<br>4. Social media<br>5. App based support<br>6. Chat Box<br>7. E-mail Support<br>8. Interactive radio counselling<br>9. Teleconferencing<br>10. Web-conferencing<br>11. Student Services Centre/ Inquiry Counter<br>12. Postal communication<br>13. Any other (please specify)<br><br>**Options: (Choose any one of the below)**<br>A. Any 8 or more of the above<br>B. Any 6-7of the above<br>C. Any 4-5 of the above<br>D. Any 1-3 of the above<br>E. None of the above<br><br><br>**RESPONSE OF THE UNIVERSITY**<br>………………………………………………………………………………………… | **10** |

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**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

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| **5.1.6 QnM** | **Academic counseling services**<br><br>Number of modes employed by the Institution to provide academic counseling services to its learners<br><br>1. Face to face counseling sessions<br>2. Interactive radio counseling<br>3. Online LMS based counseling<br>4. Teleconferencing<br>5. Web-conferencing<br>6. Laboratory based counseling<br>7. Internship<br>8. Workshops<br>9. Field study<br>10. Seminar<br>11. Extended Contact Program (ECP)<br>12. Enhancement of Professional Competency (EPC)<br>13. Any other (please specify)<br><br>**Options: (Choose any one of the below)**<br>A. Any 8 or more of the above<br>B. Any 6-7 of the above<br>C. Any 4-5 of the above<br>D. Any 1-3 of the above<br>E. None of the above<br><br>**Data requirement:** (As per Data Template)<br>• Name of the Programmes<br>• Modes employed by the Institution to provide academic counselling for theory courses<br>• Modes employed by the Institution to provide academic counselling for practical courses<br><br>**RESPONSE OF THE UNIVERSITY**<br>………………………………………………………………………………………………<br>………………………………………………………………………………………………<br>…………………………………………………<br><br>**Upload:**<br>• Web-link to counseling schedules for current year<br>• As per Data Template<br>• Any other relevant information | **10** |

| 5.1.7 QnM | **Addressing learners' grievances** | 5 |
|---|---|---|

**Addressing learners' grievances**

The Institution has a transparent mechanism for timely redressal of learner grievances.
Average percentage of grievances received at HQ and redressed year wise over the last five years

Total number of grievances received at HQ and redressed year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of grievances received at HQ | | | | | |
| Number of grievances redressed | | | | | |

**Data requirement**: (As per Data Template)
- Number of grievances received at HQ and redressed year wise over the last five years

**Formula:**

$$\text{Percentage per year} = \frac{\text{Number of grievances redressed at HQs}}{\text{Total number of grievances received at HQ}} \text{ X } \mathbf{100}$$

$$\textbf{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Web link to Grievance Redressal Mechanism Committee for learners
- As per Data Template
- Any other relevant information

| 5.1.8 QlM | **Special Learner Support Centers** | 5 |
|---|---|---|

**Special Learner Support Centers**

Reaching out to special learners like persons with disabilities, prison inmates, employees of defense or security forces, trans genders, SC / ST, minorities, women; learners from rural and remote areas etc

Write description in maximum of 500 words

**RESPONSE OF THE UNIVERSITY**

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**Provide web-link to**

- List of Special Learner Support Centres
- Any other relevant information
-

| 5.1.9 QnM | **Financial Support to learners of disadvantaged groups** | | | | | | 5 |

**Financial Support to learners of disadvantaged groups**

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

| 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 =

$$\frac{\text{Number of learners with disadvantaged group benefited by financial support}}{\text{Total number of learners of disadvantaged group enrolled}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Web-link to notifications issued by the Institution
- As per Data Template
- Any other relevant information

**Key Indicator - 5.2 Learner Progression (25)**

| Metric No. 5.2.1 QₙM | **Submission of assignments**<br><br>Percentage of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar<br><br>**Data requirement:**(As per Data Template)<br>• Name of the program and courses<br>• Program wise Enrollment details<br>• Number of assignment(s) per course<br>• Number of assignment(s) submitted per course<br><br>**Formula:**<br><br>$$\text{Percentage per year} = \frac{\text{Number of newly enrolled learners submitted assignments in the preceding academic year}}{\text{Total number of newly enrolled learners in the preceding academic year}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………………<br>……………………………………………………………………………………………<br>……………………………………………………<br><br>**Upload:**<br>• Web-link to academic calendar of the Institution<br>• List of programs on offer<br>• Web-link of assignments of programs on offer<br>• As per Data Template<br>• Any other relevant information | 5 |
| 5.2.2 QₙM | **Newly enrolled learners registered for term end examination**<br><br>Percentage of learners enrolled in the preceding academic year (only newly enrolled) have registered for term end examination<br><br>**Data requirement**⊗As per Data Template)<br>• Name of the program and courses<br>• Program wise enrollment details<br>• Name and enrolment number of learners (only newly enrolled)registered for term end examinations<br><br>**Formula:**<br><br>$$\text{Percentage per year} = \frac{\text{Number of newly enrolled learners registered for term end examination in the preceding academic year}}{\text{Total number of learners enrolled in the preceding academic year}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………………<br>……………………………………………………………………………………………<br>……………………………………………………<br><br><br>**Upload:**<br>• List of programs on offer | 5 |

| | | |
|---|---|---|
| | • Web-link of examination schedule<br>• Number of learners (only newly enrolled)registered for term end examinations<br>• As per Data Template<br>• Any other relevant information | |
| **5.2.3**<br>**Q$_n$M** | **Number of learners appeared for term end exam**<br><br>Percentage of learners enrolled in the preceding academic year (only newly enrolled) have appeared for term end examination<br><br>**Data requirement**⊗As per Data Template)<br><br>• Name of the program and courses<br>• Program wise Enrollment details<br>• Name and enrolment number of learners (only newly enrolled) appeared for term end examinations<br><br>**Formula:**<br><br>$$\frac{\text{Number of newly enrolled learners appreared in the preceding year}}{\begin{array}{c}\text{Total numberof learners enrolled in term}\\ \text{end examination in the preceding year}\end{array}} \times 100$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………………………<br>……………………………………………………………………………………………………<br>……………………………………………………………<br><br>**Upload:**<br>• List of programs on offer<br>• Web-link of examination schedule<br>• List of learners (only newly enrolled) who have registered for term end examination<br>• As per the Data Template<br>• Any other relevant information | **5** |
| **5.2.4**<br><br>**Q$_n$M** | **Number of learners passed out term end examination**<br><br>Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination<br><br>**Data requirement**⊗As per Data Template)<br><br>• Name of the program and courses<br>• Program wise Enrollment details<br>• Name and enrolment number of learners (only freshly enrolled)who have passed term end examinations<br><br>**Formula:**<br><br>$$\frac{\text{Number of freshly enrolled learners passed in the preceding year}}{\begin{array}{c}\text{Total numberof freshly enrolled learners in}\\ \text{term end examination in the preceding year}\end{array}} \times 100$$ | **5** |

**RESPONSE OF THE UNIVERSITY**

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**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 QnM | **Placement services provided to the learners** <br><br> Number of placement drives conducted by the institution for the learners year wise over the last five years <br><br> **Data requirement**⊗As per Data Template) <br><br> • Number of placement drives held over the last five years <br> • Details of the collaborating agencies <br> • Number of learners given placement | **5** |
|---|---|---|

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of placement drives conducted by the institution | | | | | |

**RESPONSE OF THE UNIVERSITY**

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**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 QnM | **Alumni Association Involvement** <br><br> Percentage of passed out learners enrolled in Alumni Association <br><br> **Data requirement**⊗As per Data Template) <br> • The number of learners enrolled in the alumni association till preceding year <br> • Total number of passed out learnersof the OU from inception till preceding | **4** |

year

**Formula:**

Percentage of Alumni Registered =

$$\frac{\text{Number of passed out learners enrolled in alumni association till 134articipa year}}{\text{Total number of passed out learners of OU since inception till preceding year}} \times 100$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Web-link to Alumni Association
- As per Data Template
- Any other relevant information

| | | |
|---|---|---|
| **5.3.2**<br>**Q$_n$M** | **Facilities for Alumni Engagement**<br><br>The Alumni Association facilitates its members by the following<br>    1. online enrolment for its membership<br>    2. online networking amongst its Alumni members<br>    3. online payment of fees<br>    4. donation by Alumni<br>    5. any other<br><br>**Options: (Choose any one of the below)**<br>    7.. Any 4 or more of the above<br>    B. Any 3 of the above<br>    C. Any 2 of the above<br>    D. Any 1 of the above<br>    E. None of the above<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>……………………………………………………………………………………………<br><br>……………………………………………………………………………………………<br><br>……………………………………………………………………..<br><br>**Data requirement**⊗As per Data Template)<br>- Alumni Enrollment Data<br>- Online Alumni Networks<br>- Fee received<br>- Donation received<br><br><br>**Upload:**<br>    - Web-link to Alumni Registration Portal<br>    - Web-link to online networks<br>    - Scan copy of statement of receipts<br>    - As per Data Template<br>    - Any other relevant information | **3** |

| | | |
|---|---|---|
| **5.3.3**<br>**$Q_1M$** | **Contribution of the Alumni Association**<br><br>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<br><br>Write description in maximum of 300 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………………<br>……………………………………………………………………………………………<br>……………………………………………………………………….<br><br>**Provide web-link to**<br><br>• Details of Alumni Association Activities<br>• Frequency of meetings of Alumni Association with minutes<br>• Quantum of financial contribution<br>• Audited Statement of Accounts of the Alumni Association<br>• Any other relevant information | **3** |

### 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)** |
| 65 | 5.1.5 Modes employed by the Institution to attend to learner's queries. (10) |

| Year | Type of Approach | Number of the queries received | Number of queries addressed |
|---|---|---|---|
| | | | |

**Upload:**
- Web-links to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, Any other

| 66 | 5.1.6 Number of modes employed by the Institution to provide academic counseling to its learners (10) |
|---|---|

| Name of program | Modes employed to provide academic counseling for theory courses | Modes employed to provide academic counseling for practical courses |
|---|---|---|
| | | |
| | | |
| | | |

**Upload:**
- Web-links to counseling schedules for preceding academic year

| 67 | 5.1.7 Average percentage of grievances received at HQ and redressed year wise over the last five years (5) |
|---|---|

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of grievances received at HQ | | | | | |
| Number of grievances redressed at HQ | | | | | |

**Upload:**
- Web link to Grievance Redressal Mechanism/ Committee for learners

| 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 |
|---|---|

| | **Key Indicator – 5.2 Learner Progression (25)** | | | |
|---|---|---|---|---|
| 69 | 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 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | **Upload:**<br>• List of programs on offer<br>• Web-link of assignments of programs on offer<br>• 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:**<br>• List of programs on offer<br>• Web-link of examination schedule<br>• 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:**<br>• List of programs on offer<br>• Web-link of examination schedule<br>• 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 |

| | | enrolled) passed in Term End Examinations |
|---|---|---|
| | | |
| | | |

**Upload:**
- List of programs on offer
- Web-link of examination schedule
- List of learners (only freshly enrolled) passed in Term End Examinations

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**73** — 5.2.5.Number of placement drives conducted by the institution for the learners year wise over the last five years (5)

| Number of placement drives held year wise over last five years | Details of the collaborating agencies | Number of learners given placement |
|---|---|---|
| | | |
| | | |

**Upload:**
- Reports of the campus placement drives

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## Key Indicator - 5.3 Alumni Engagement (10)

**74** — 5.3.1: Percentage of passed out learners enrolled in Alumni Association. **(4)**

| Year | Number of learners enrolled in Alumni Association till preceding year | Total number of passed out learners of the OU from inception till preceding year |
|---|---|---|
| 2015-16 | | |
| 2016-17 | | |
| 2017-18 | | |
| 2018-19 | | |
| 2019-20 | | |

**Upload:**
- Web-link of Alumni Association

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**75** — 5.3.2 The Alumni Association facilitates its members by the following (3)
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

| Total Number of Alumni Registered | Details Online network of Alumni | Amount of Fee received (INR in lakhs) | Donations received (INR in lakhs) |
|---|---|---|---|
| | | | |

| **Upload:** |
|---|
| • Web-link to Alumni Registration Portal<br>• Web-link to online networks<br>• 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 Diversity** | The strategies adopted by institution to fulfill the needs of a heterogeneous 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 Quality Assurance** | A 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 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** | 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 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. |
| **Continuous 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. |
| **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 to enter careers of their choice. |
| **Curriculum Design and Development** | Process of defining the contents of units of study and usually obtained through 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. |

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| **Cycles of Accreditation** | 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 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 Distance Education** | Departments/ Centers/ Institutes exclusively established to offer programs 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 Innovations** | Eco system for innovation comprises of material resources (funds, equipment, 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 Process and Reforms** | Assessment of learning, teaching and evaluation process and reforms to increase 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 Management System** | Examination management system is a well-defined document or a software 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 Activities** | The aspect of education, which emphasizes neighborhood services. These are 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 Program** | Programs aimed at updating the knowledge and pedagogical skills of faculty. |
| **Feedback** | Formative and evaluative comments given by tutors on the performance of individual learners.<br>Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.<br>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 Management** | Budgeting and optimum utilization of financial resources. |
| **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 Attributes** | The disciplinary expertise or technical knowledge that has traditionally formed 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 Institutions(HEI)** | Education, imparted by means of conducting regular classes or through distance 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 |

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|---|---|
| **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 International Complete** | A comprehensive database covering journals, books and reference sources in the 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 referenced |
| **Information 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, Inclusiveness** | Inclusiveness in educational institutions refers to the educational experiences 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 Information for Quality Assessment (IIQA)** | IIQA is a requirement, which needs to be submitted online by all categories of HEIs |
| **Institutional Distinctiveness** | Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location |
| **Institutional Social Responsibility (ISR)** | Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship. |
| **Interdisciplinary research** | An integrative approach in which information from more than one discipline issued in interpreting the content of a subject, phenomenon, theory or principle. |
| **Internal Quality Assurance System(IQAS)** | Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| **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 |

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| **Learner Support Centre (LSC)** | Learner Support Centre is a Centre established by the Higher Education 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** | Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a program of study. |
| **Learning Management Systems** | A learning management system (LMS) is a software application for the 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 Resource** | The library holdings in terms of titles of books, journals and other learning 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 Institutional Ranking Framework)** | National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters 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 Learning (ODL)** | This is a mode of providing flexible learning opportunities by overcoming 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 |

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|---|---|
| **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 of Infrastructure** | 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** | 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 Management** | Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| **Perspective Development** | Is a blue print regarding the objectives and targets of long term growth |
| **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 of Research** | Processes defined by the institution to facilitate the teachers to write 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 |

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|---|---|
| | 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 Research Support System** | The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| **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 (SLM)** | Study material specially designed and developed for the learners, in print or 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 Journal Rank)** | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |
| **SNIP(Source Normalized Impact per Person)** | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| **Special Learner Support Centre** | A centre established by the HEI for imparting instruction to persons referred to 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 |

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|---|---|
| | respective areas. |
| **Stakeholder Relationship** | 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, 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** | Methods of instruction that focus on products of learning by the students |
| **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 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. |
| **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 |
| $Q_lM$ | - | Qualitative Metrics |
| $Q_nM$ | - | 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 VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT (100)**
**Key Indicator – 6.1 Institutional Vision and Leadership (10)**

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

**Key Indicator – 6.2 Strategy Development and Deployment (15)**

| Metric No. | | Weightage |
|---|---|---|
| 6.2.1<br><br>$Q_lM$ | **Perspective / Strategic plan and deployment**<br><br>The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables<br><br>Write description in maximum of 500 words | 3 |

|  | **RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>…………………………………………………………<br><br>**Provide web-link to**<br><br>• Perspective / Plan and deployment documents<br>• Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables<br>• Any other relevant information |  |
|---|---|---|
| **6.2.2**<br><br>$Q_lM$ | **Organizational structure of the Institution**<br><br>Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>…………………………………………………………<br><br>**Provide web-link to**<br>• Organogram of the Institution<br>• Annual Report of the preceding academic year<br>• Minutes of the meetings of various bodies / relevant committees<br>• Any other relevant information | **2** |
| **6.2.3**<br><br>$Q_nM$ | **Implementation of e-governance in different areas of operation**<br><br>Areas of operation of Institution which has e-governance implementation<br><br>1. Planning and Development<br>2. Administration<br>3. Finance and Accounts<br>4. Student Admission and Support<br>5. Examination<br><br>**Options: (Choose any one of the below)**<br>A. Any 4 or more of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>**Data requirements:** (As per Data Template)<br>• List of areas of operations where e-governance has been implemented<br>• Name of the vendor (if any), with contact details<br>• Year of implementation | **10** |

| | | |
|---|---|---|
| | **RESPONSE OF THE UNIVERSITY**<br><br>……………………………………………………………………………<br>……………………………………………………………………………<br>…………………………………………………………<br><br>**Upload:**<br>• ERP  Document<br>• Screen shots of user interfaces<br>• As per Data Template<br>• Any other relevant information | |

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

| Metric No. | | Weightage |
|---|---|---|
| **6.3.1**<br><br>**Q₁M** | **Welfare measures for teachers, other academics and non-academic staff**<br><br>The institution has effective welfare measures for teachers, other academicsand non-academic staff<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>……………………………………………………………………………<br>……………………………………………………………………………<br>…………………………………………………………<br><br>**Provide web-link to**<br><br>• Policy document on welfare measures<br>• List of beneficiaries of welfare measures<br>• Any other relevant information | **5** |
| **6.3.2**<br><br>**QₙM** | **Financial support for faculty development**<br><br>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<br><br>**Data requirement**⊗As per Data Template)<br>• Name of teachers / other academics<br>• Name of conference/ workshop attended for which financial support provided<br>• Name of the professional body for which membership fee is provided<br>• Amount of support<br><br>**Formula:**<br>Percentage per year =<br><br>$$\frac{\text{Number of teachers and other academics provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{Number of full time teachers and other academics}} \times 100$$ | **5** |

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Letters to teachers and other academics provided with financial support to attend conferences, workshops etc.
- As per Data Template
- Any other relevant information

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| **6.3.3** | **Organizing programs for professional development** | **5** |
|---|---|---|

**Q$_n$M**

Total number of professional development / administrative training Programs organized by the University for teachers, other academics and non-academic staff year wise over the last five years

| 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:**

$$\frac{\begin{array}{c}\text{Total Number of professional development} \\ \text{or administrative training Programmes organized for} \\ \text{teachers/other academic/ non teaching staff} \\ \text{over the last five years}\end{array}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Schedules of programs organized for teachers, other academics and non-academic staff
- As per Data Template
- Any other relevant information

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| 6.3.4 QₙM | **Teachers and other academics attended Professional Development Programs (PDPs)** | | | | | 5 |
|---|---|---|---|---|---|---|

Average percentage of teachers and other academics attended Professional Development Programs, viz.: Orientation Program, Refresher Program, Faculty Development Program (FDP), year wise over the last five years.

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of teachers and other academics attended PDPs | | | | | |

**Data requirement**: As per Data Template)
- Total number of teachers and other academics in position
- Total number of teachers and other academics attended PDPs
- Title of the Professional Development Program
- Duration (From- to -)

**Formula:**

$$\text{Percentage per year} = \frac{\text{Total Number of teachers and other academics attended PDPs}}{\text{Number of full time teachers and other academics}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- CIQA report summary
- Reports of the Human Resource Development Centers (UGC ASC or other relevant centers).
- Letters to teachers and other academics attending PDPs over the last five years (Data Template)
- As per Data Template
- Any other relevant information

| 6.3.5 QₙM | **Non- academic staff attending administrative training Programs** | | | | | 5 |
|---|---|---|---|---|---|---|

Average percentage of non-academic staff attended training Programs, year wise over the last five years

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Number of non-academic staff attended administrative training program | | | | | |

**Data requirement**☺As per Data Template)
- Total number of non-academic staff in position

| | | |
|---|---|---|
| | • Total number of non-academic staff attended administrative training program<br>• Title of the Program<br>• Duration (From- to -)<br><br>**Formula:**<br><br>$$\text{Percentage per year} = \frac{\text{Total Number of full time non−academic staff attending PDPs}}{\text{Number of full time non−academic staff}} \times 100$$<br><br>$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………………<br><br>**Upload:**<br>• CIQA report summary<br>• Letters to non-academic staff attending administrative training programs<br>• As per Data Template<br>• Any other relevant information | |
| **6.3.6**<br><br>**Q$_l$M** | **Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff**<br><br>Institution has performance appraisal system for teaching, promotion for teachers, other academics and non-academic staff<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………………<br><br>**Provide web-link to**<br><br>• Performance appraisal policy of the Institution<br>• Document on promotion/CAS for teachers, other academic and non-academic staff<br>• Any other relevant information | **5** |

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

| Metric No. | | Weightage |
|---|---|---|
| **6.4.1**<br><br>**Q$_l$M** | **Regular internal and external financial audits**<br><br>Institution conducts internal and external financial audits over the last five years<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………<br>…………………………………………………………………………………<br>…………………………………………………………………<br><br>**Provide web-link to**<br><br>• Policy on internal and external audit mechanisms<br>• Financial audit reports over the last five years<br>• Any other relevant information | **5** |
| **6.4.2**<br><br>**Q$_l$M** | **Mobilization and utilization of resources**<br><br>Institutional strategies for mobilization of funds and optimum utilization of resources<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………<br>…………………………………………………………………………………<br>………………………………………………………………<br><br>**Provide web-link to**<br><br>• Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council<br>• Procedures for optimal resource utilization<br>• Any other relevant information | **5** |
| **6.4.3**<br><br>**Q$_n$M** | **Expenditure on Learner Support Services**<br><br>Average percentage of expenditure by the Institution on learner support services year wise over the last five years<br><br><table><tr><td>Year</td><td>2015-16</td><td>2016-17</td><td>2017-18</td><td>2018-19</td><td>2019-20</td></tr><tr><td>Expenditure on learner support services (INR in lakhs)</td><td></td><td></td><td></td><td></td><td></td></tr></table><br><br>**Data requirement (as per data template):** | **10** |

- 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

**Formula**

Percentage per year $= \dfrac{\text{Total expenditure on learner support services}}{\text{Total expenditure excluding salary of the institution}} \times 100$

Average percentage $= \dfrac{\sum \text{Percentage per year}}{5}$

**RESPONSE OF THE UNIVERSITY**

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**Upload:**
- Statement of expenditure over the last five years
- As per Data Template
- Any other relevant information

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**Key Indicator – 6.5 Internal Quality Assurance Systems (25)**

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

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

### Data Templates / Documents for Quantitative Metrics

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q$_n$M) 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.

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**Section B: Data Templates / Documents – Quantitative Metrics (Q$_n$M)**

| | |
|---|---|
| | **Criterion VI – Governance, Leadership and Management (100)** |
| | **Key Indicator – 6.2 Strategy Development 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 | | |

**Upload**
- ERP  Document
- 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)** |
| 77 | 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 | | | | | |

**Upload:**
- 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 for  teaching and other academic; and non-academic staff  year wise over the last five years (5) |

| Year | Title of the professional development Program organized for teaching and/or other academic, | Title of the administrative training Program organized for non-academic staff | Number of Participant | Dates (from-to-) |
|---|---|---|---|---|

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

| 79 | 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 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 | | | | |

| | **Key Indicator – 6.4 Financial Management and Resource Mobilization (20)** |
|---|---|
| 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 *Lakhs*) |

| 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 Indicator – 6.5 Internal Quality Assurance System (25)** |
|---|---|
| 82 | 6.5.1 Quality initiatives by IQAC per year for promoting quality culture (15)<br>Details of the activities of CIQA listed below:<br><br>1. Number of Program Project Reports (PPRs) prepared<br>2. Number of workshops/ seminars organized on quality related themes<br>3. Number of innovative practices implemented for quality enhancement<br>4. Number of initiatives undertaken for system based research<br>5. Number of feedback mechanisms developed for different stakeholders<br>6. Activities undertaken for recognition and accreditation of the Institution<br>7. Any other activity |

| 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 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 Diversity** | The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| **Choice Based Credit System (CBCS)** | A mode of learning in higher education which facilitates a student to have some 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 Quality Assurance** | A 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 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** | 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 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. |
|---|---|
| **Continuous 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. |
| **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 to enter careers of their choice. |
| **Curriculum Design and Development** | Process of defining the contents of units of study and usually obtained through 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 Accreditation** | 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 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 Distance Education** | Departments/ Centers/ Institutes exclusively established to offer programs 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 Innovations** | Eco system for innovation comprises of material resources (funds, equipment, 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 Process and Reforms** | Assessment of learning, teaching and evaluation process and reforms to increase 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 Management System** | Examination management system is a well-defined document or a software 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 Activities** | The aspect of education, which emphasizes neighborhood services. These are 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 Program** | Programs aimed at updating the knowledge and pedagogical skills 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 Management** | Budgeting and optimum utilization of financial resources. |
| **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 Attributes** | The disciplinary expertise or technical knowledge that has traditionally formed 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 Institutions(HEI)** | Education, imparted by means of conducting regular classes or through distance 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 Management** | The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback. |
| **Humanities International Complete** | A comprehensive database covering journals, books and reference sources in the 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 referenced |
| **Information 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. |

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| **Inclusion, Inclusiveness** | Inclusiveness in educational institutions refers to the educational experiences 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 Information for Quality Assessment (IIQA)** | IIQA is a requirement, which needs to be submitted online by all categories of HEIs |
| **Institutional Distinctiveness** | Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location |
| **Institutional Social Responsibility (ISR)** | Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship. |
| **Interdisciplinary research** | An integrative approach in which information from more than one discipline issued in interpreting the content of a subject, phenomenon, theory or principle. |
| **Internal Quality Assurance System(IQAS)** | Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| **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 Centre (LSC)** | Learner Support Centre is a Centre established by the Higher Education 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** | Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a program of study. |
| **Learning Management Systems** | A learning management system (LMS) is a software application for the 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 Resource** | The library holdings in terms of titles of books, journals and other learning 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 Institutional Ranking Framework)** | National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters 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 Learning (ODL)** | This is a mode of providing flexible learning opportunities by overcoming 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 Resources (OER)** | Educational materials and resources offered freely and openly for anyone to use 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 of Infrastructure** | 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** | 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 |

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| | 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 Management** | Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| **Perspective Development** | Is a blue print regarding the objectives and targets of long term growth |
| **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 of Research** | Processes defined by the institution to facilitate the teachers to write 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 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 Research Support System** | The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| **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, |

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| | 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 (SLM)** | Study material specially designed and developed for the learners, in print or 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 Journal Rank)** | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |
| **SNIP(Source Normalized Impact per Person)** | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| **Special Learner Support Centre** | A centre established by the HEI for imparting instruction to persons referred to 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 Relationship** | 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, 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** | Methods of instruction that focus on products of learning by the students |
| **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 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. |
| 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 |

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|---|---|---|
| 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 |
| $Q_lM$ | - | Qualitative Metrics |
| $Q_nM$ | - | 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 | Weightage |
|---|---|---|
| | **Empowerment and Inclusion (15)** | |
| **7.1.1 QnM** | **Initiatives for the empowerment of the marginalized and the weaker sections**<br><br>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.<br><br><table><tr><th>Year</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>Total number of initiatives undertaken</td><td></td><td></td><td></td><td></td><td></td></tr></table><br>**Data requirement:**<br>• List of initiatives undertaken year wise (as per data template)<br>• Date of implementation of the initiatives<br>• Category of beneficiaries<br>• Total number of beneficiaries<br><br>**RESPONSE OF THE UNIVERSITY**<br>…………………………………………………………………………………………<br>…………………………………………………………………………………………<br>………………………………………………………………<br><br>**Upload**<br>• List of initiatives undertaken by the Institution<br>• Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc<br>• Report(s) of the event(s)<br>• As per Data Template<br>• Any other relevant information | 5 |
| **7.1.2**<br><br>**QlM** | **Gender sensitivity at work place**<br><br>Institution shows gender sensitivity in providing facilities such as:<br><br>a) Safety and Security at the work place<br>b) Grievance redressal for sexual harassment at work place<br>c) Day care centre (Creche)<br>d) Provision for redressal for sexual harassment at work place<br>e) Any other<br><br>Write description in maximum of 500 words<br><br>**RESPONSE OF THE UNIVERSITY** | 5 |

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

| | **Environmental Consciousness and Sustainability (15)** | |
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| **7.1.4 QnM** | **Green Practices**<br><br>Green practices are being implemented in the Institution over the last five years<br>   1. Smoke free campus<br>   2. Plastic free campus<br>   3. Paperless office<br>   4. Rainwater harvesting<br>   5. Waste management<br>   6. Renewable energy initiatives<br>   7. Energy efficiency practices<br>   8. Any other<br><br>**Options: (Choose any one of the below)**<br><br>   A. All of the above<br>   B. Any 5 – 6 of the above<br>   C. Any 3 – 4 of the above<br>   D. Any 1 – 2 of the above<br>   E. None of the above<br>**Data requirement:**<br><br>   • List of green practices implemented year-wise<br>   • Power requirement met by renewable energy sources<br>   • Total power requirement<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………………<br><br>**Upload**<br>   • Geo-tagged photographs of green initiatives<br>   • Green audit report of the University<br>   • Audited reports of details of green initiatives and expenditure<br>   • As per Data Template<br>   • Any other relevant information | **5** |
| **7.1.5 QnM** | **Green Campus**<br>The institution has taken measures to set up a 'green campus' over the last five years<br>   1. Landscaping of the campus<br>   2. Maintenance of natural forest area<br>   3. Planting of tress<br>   4. Development of farms on campus<br>   5. Planting of ornamental plants<br>   6. Planting of potted flowering and foliage plants<br>   7. Re-cycling of agro-waste into compost<br>   8. Created rainwater harvesting trenches<br>   9. Recycling of sewage water<br>   10. Any other | **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:**

- List of initiatives taken for a green campus year-wise

**RESPONSE OF THE UNIVERSITY**

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**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**<br><br>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives<br><br>  1. Green audit<br>  2. Energy audit<br>  3. Environment audit<br>  4. Clean and green campus recognitions / awards<br>  5. Beyond the campus environmental promotion activities<br>**Options: (Choose any one of the below)**<br><br>  A. Any 4 or more of the above<br>  B. Any 3 of the above<br>  C. Any 2 of the above<br>  D. Any 1 of the above<br>  E. None of the above<br><br>**RESPONSE OF THE UNIVERSITY**<br><br>………………………………………………………………………………………<br>………………………………………………………………………………………<br>………………………………………………………………<br><br>**Upload:**<br>- Reports on environment and energy audits<br>- As per Data Template<br>- Any other relevant information | 5 |

| | **Human Values and Professional Ethics    (20)** | |
|---|---|---|
| **7.1.7**<br>**Q$_n$M** | **Code of conduct for different stakeholders**<br><br>Stakeholders code of conduct exists in the Institution<br><br>    1.   Teachers and other academics<br>    2.   Non-academic staff<br>    3.   LSC functionaries<br>    4.   Learners<br><br>**Options: (Choose any one of the below)**<br><br>    A.  All of  the above<br>    B.  Any 3 of the  above<br>    C.  Any 2 of the above<br>    D.  Any 1  of the above<br>    E.  None of the above<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………<br><br>**Upload**<br>  •  Institution code of conduct for teachers and other academics<br>  •  Institution code of conduct for non-academic staff<br>  •  Institution code of conduct for LSC functionaries<br>  •  Institution code of conduct for Learners<br>  •  As per Data Template<br>  •  Any other relevant information | **4** |
| **7.1.8**<br>**Q$_n$M** | **Core values displayed on website**<br><br>Core values of the Institution displayed on its website: **(Yes/No)**<br><br>**RESPONSE OF THE UNIVERSITY**<br>……………………………………………………………………………………<br>……………………………………………………………………………………<br>………………………………………………………<br><br>**Upload**<br>  •  Provide URL of website that displays core values<br>  •  Any additional information | **1** |
| **7.1.9**<br>**Q$_n$M** | **Efforts for increasing consciousness about constitutional obligations**<br><br>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** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** |
|---|---|---|---|---|---|

| Number of activities organized | | | | | |
|---|---|---|---|---|---|

**Data requirement:**
- Title of the Program/Activity year-wise
- Duration (from-to)
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

**RESPONSE OF THE UNIVERSITY**

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**Upload**
- Photographs of activities organized to increase consciousness about national identities and symbols
- Reports of activities
- As per Data Template
- Any other relevant information

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**7.1.10 QₙM**

**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 | | | | | |

**Data requirement:** (As per Data Template)
- Title of the Program/Activity
- Duration (From-to-)
- Number of participants
- Handbooks, manuals and brochures on human values and professional ethics.
- Report on the student attributes facilitated by the Institution

**RESPONSE OF THE UNIVERSITY**

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**Upload**
- Reports of activities conducted for promotion of universal values
- Photographs of activities
- As per Data Template
- Any other relevant information

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

**Key Indicator – 7.2 Best Practices (30)**

| Metric No. | | Weightage |
|---|---|---|
| 7.2.1 Q$_l$M | **Best Practices**<br><br>Two best practices each under A, B and C given below implemented successfully by the Institution<br><br>Write description in maximum of 1000 words (each under A, B and C)<br><br>A . Responsiveness towards learners<br>• The institution has a dedicated online / offline helpdesk / toll free no.<br>• Grievance redressal mechanism is in place<br>• Institutional system of learner feedback is in place<br>• Any other | **30**<br>**(10+10+10)** |

| | | |
|---|---|---|
| | B. Accountability <br>• Meetings of all the statutory bodies are held as per statutory provisions <br>• Auditing and budgeting is carried out as per rules <br>• All procurement is done as per the defined process <br>• Academic calendar is being followed strictly <br>• Any other <br><br> C. Transparency <br>• Proper sharing of information with the concerned stakeholders <br>• Transparent system of monitoring and evaluation <br>• Proper institutional system of inclusive planning <br>• All relevant information is made available in public domain <br>• Any other <br><br> **RESPONSE OF THE UNIVERSITY** <br><br>…………………………………………………………………………… <br>…………………………………………………………………………… <br>……………………………………………………….. <br><br> **Provide web-link to** <br>• Reports of activities <br>• Policy document (if any) <br>• Any other additional information | |

**Key Indicator – 7.3 Institutional Distinctiveness (20)**

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

| | …………………………………………………………………………… ………………………………………………………….. **Provide web-link to** <ul><li>Relevant links</li><li>Any other additional information</li></ul> | |

## 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 (Q$_n$M)**

| | **CriterionVII: Institutional Values and Best Practices (100)** |
|---|---|
| | **Key Indicator 7.1 – Institutional Values and Social Responsibilities (50)** |
| 83 | 7.1.1 Number of Initiatives undertaken by the University year wise during the last five years for facilitating the learning of 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 | Type of Initiatives taken | Date of implementation of the Initiatives | Category of beneficiaries | Total number of beneficiaries |
|---|---|---|---|---|
| 2015-16 | | | | |
| 2016-17 | | | | |
| 2017-18 | | | | |
| 2018-19 | | | | |
| 2019-20 | | | | |

**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)

| 84 | 7.1.3 Number of Disabled friendly amenities are available in the Institution (5) |
|---|---|

Disabled friendly amenities are available in the Institution

1) Lifts
2) Ramps
3) Rails
4) Rest Rooms
5) Scribes
6) Braille sign boards
7) Braille Software/facilities
8) Audio books,
9) Sign language facilities,
10) Accessible website
11) Accessible study material
12) Any other similar facility (Specify)

| Type of disabled friendly amenities available | Date of procurement/launch/establishment |
|---|---|
| | |
| | |
| | |
| | |

**Upload :**
- Geo-tagged  photographs and videos of amenities for PwD
- List of amenities available in the institution for PwD
- Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc

| | |
|---|---|
| | • Access audit report, if available |
| | **Environmental Consciousness and sustainability (15)** |
| 85 | 7.1.8                                                  Green practices are being implemented in the Institution over the last five years (5)<br>1. Smoke free campus<br>2. Plastic free campus<br>3. Paperless office<br>4. Rainwater harvesting<br>5. Waste management<br>6. Renewable energy initiatives<br>7. Energy efficiency practices<br>8. Any other<br><br>Upload :<br>• Geo-tagged photographs of green initiatives<br>• Green audit report of the university<br>• Audit reports of details of green initiatives and expenditure |

Table for item 85:

| Year | Type of green practices implemented | Power requirement met by renewable energy sources | Total Power requirement |
|---|---|---|---|
| 2015-16 | | | |
| 2016-17 | | | |
| 2017-18 | | | |
| 2018-19 | | | |
| 2019-20 | | | |

| | |
|---|---|
| 86 | 7.1.5    The institution has taken measures to set up a 'green campus' over the last five years (5)<br>1. Landscaping of the campus<br>2. Maintenance of natural forest area<br>3. Planting of tress<br>4. Development of farms on campus<br>5. Planting of ornamental plants<br>6. Planting of potted flowering and foliage plants<br>7. Re-cycling of agro-waste into compost<br>8. Created rainwater harvesting trenches<br>9. Recycling of sewage water<br>10. Any other<br><br>Upload :<br>• Geo-tagged photographs of green campus<br>• Audited reports of expenditure details of initiatives taken for a green campus<br>• Award for the green campus |

Table for item 86:

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Initiatives taken for a green campus | | | | | |

| | |
|---|---|
| 87 | 7.1.6: Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: (5) |

| Green audit | Energy audit | | | Environment audit | | Clean and green campus recognitions / awards | | |
|---|---|---|---|---|---|---|---|---|
| Yes | No | Yes | No | Yes | No | | Y es | No |
| | Beyond the campus environmental promotion activities | | | | | | | |
| | **Yes** | | No | | | | | |

**Upload:**
- Scanned copies of energy audit reports
- Scanned copies green audit reports
- Award for the green campus

| 88 | 7.1.7 Stakeholders code of conduct exists in the Institution (4) |
|---|---|
| | 1. Teachers and other academics<br>2. Non-academic staff<br>3. LSC functionaries<br>4. Learners |

| Code of conduct for Teachers and other academics | Code of conduct for Non-academic staff | Code of conduct for LSC functionaries | Code of conduct for Learners |
|---|---|---|---|
| Yes / No | Yes / No | Yes / No | Yes / No |

**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

| 89 | 7.1.8 Core values of the Institution displayed on its website   **(Yes/No) (1)**<br><br>**Upload**<br>• Provide URL of website that displays core values |
|---|---|

| | Human Values and Professional Ethics (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:**<br>• Photographs of activities organized to increase consciousness about national identities and symbols<br>• Reports of activities | |

| 91 | **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 | | | | |

**Upload:**
• Reports of activities conducted for promotion of Universal Values, etc.,
• Photographs of activities

**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**

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**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 Diversity** | The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| **Choice Based Credit System (CBCS)** | A mode of learning in higher education which facilitates a student to have some 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** | 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 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. |
| **Continuous 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. |
| **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 to enter careers of their choice. |
| **Curriculum Design and Development** | Process of defining the contents of units of study and usually obtained through 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 Accreditation** | 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 so on. |
| **Degree** | A degree means a degree specified under sub-section (3) of section 22 of the UGC Act, 1956. |

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| **Demand Ratio** | The ratio of the number of seats available in a program/institute to the number of valid applications |
| **Directorates of Distance Education** | Departments/ Centers/ Institutes exclusively established to offer programs 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 Innovations** | Eco system for innovation comprises of material resources (funds, equipment, 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 Process and Reforms** | Assessment of learning, teaching and evaluation process and reforms to increase 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 Management System** | Examination management system is a well-defined document or a software 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 Program** | Programs aimed at updating the knowledge and pedagogical skills 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 Management** | Budgeting and optimum utilization of financial resources. |
| **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 Attributes** | The disciplinary expertise or technical knowledge that has traditionally formed 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 Institutions(HEI)** | Education, imparted by means of conducting regular classes or through distance 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 Management** | The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback. |
| **Humanities 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 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, Inclusiveness** | Inclusiveness in educational institutions refers to the educational experiences 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 Information for Quality Assessment (IIQA)** | IIQA is a requirement, which needs to be submitted online by all categories of HEIs |
| **Institutional Distinctiveness** | Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location |
| **Institutional Social Responsibility (ISR)** | Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship. |
| **Interdisciplinary research** | An integrative approach in which information from more than one discipline issued in interpreting the content of a subject, phenomenon, theory or principle. |
| **Internal Quality Assurance System(IQAS)** | Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| **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 Centre (LSC)** | Learner Support Centre is a Centre established by the Higher Education 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** | Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a program of study. |
| **Learning Management Systems** | A learning management system (LMS) is a software application for the 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 Resource** | The library holdings in terms of titles of books, journals and other learning 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 Institutional Ranking Framework)** | National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters 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 Learning (ODL)** | This is a mode of providing flexible learning opportunities by overcoming 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 Resources (OER)** | Educational materials and resources offered freely and openly for anyone to use 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 of Infrastructure** | 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** | 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 Management** | Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| **Perspective Development** | Is a blue print regarding the objectives and targets of long term growth |
| **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 of Research** | Processes defined by the institution to facilitate the teachers to write 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 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 Research Support System** | The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| **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 (SLM)** | Study material specially designed and developed for the learners, in print or 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 Journal Rank)** | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |
| **SNIP(Source Normalized Impact per Person)** | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| **Special Learner Support Centre** | A centre established by the HEI for imparting instruction to persons referred to 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 Relationship** | 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, policies, practices or goals of the organization. |

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| **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** | Methods of instruction that focus on products of learning by the students |
| **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 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. |
| **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

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|---|---|---|
| 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 |
| $Q_lM$ | - | Qualitative Metrics |
| $Q_nM$ | - | 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 |