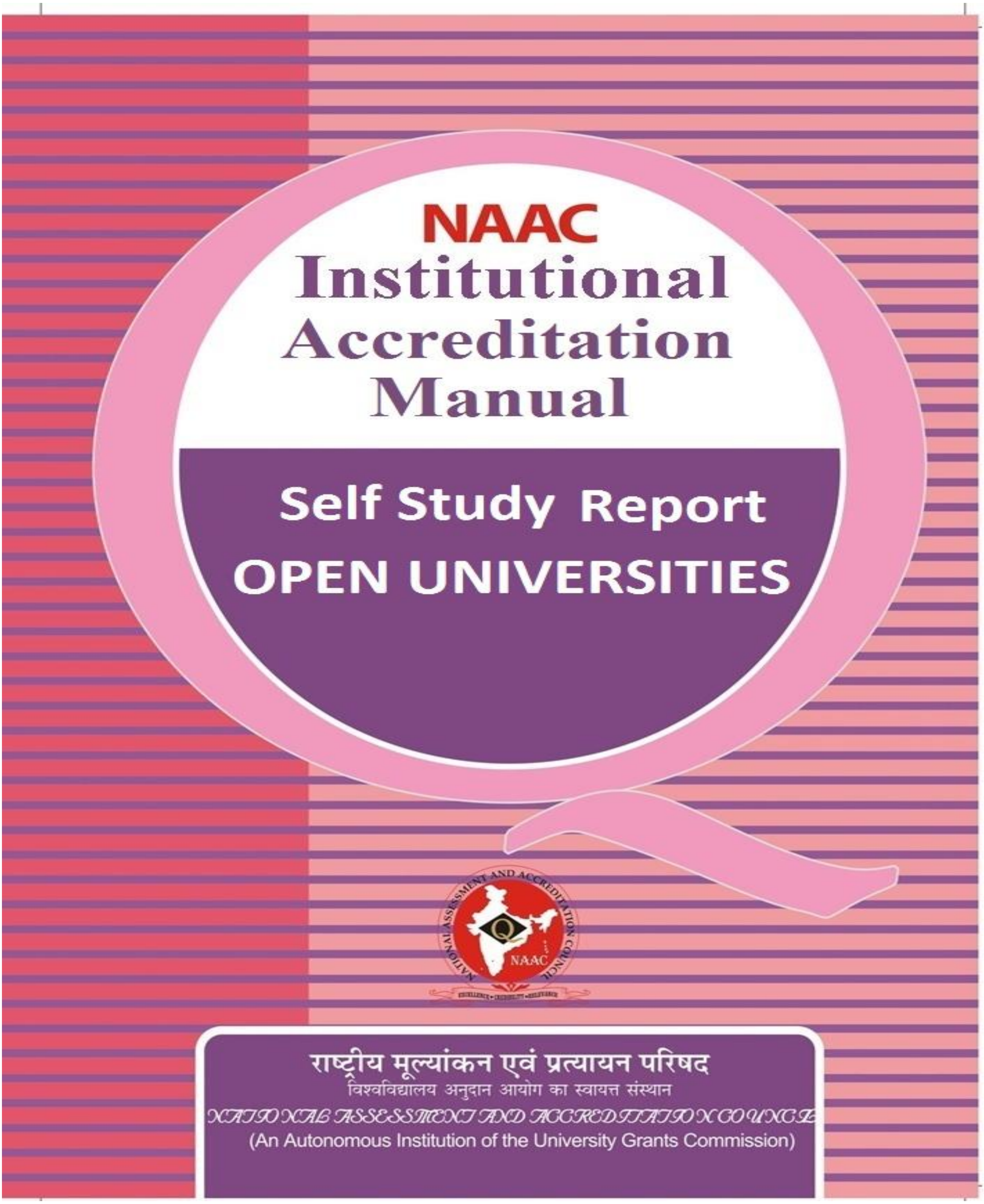

NAAC

Institutional Accreditation Manual

Self Study Report

OPEN UNIVERSITIES

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(An Autonomous Institution of the University Grants Commission)

Director's Note

PREFACE

It is heartening that National Assessment and Accreditation Council (NAAC) has come out with renewed spirit to fine tune its process of assessment and accreditation. In sync with the local, regional and global dynamics of the higher education sector, the process, tools and methodology also need to be dynamic. Since July 2017, the NAAC has unfolded the new methodology and unveiled new process and instruments of assessment and accreditation. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It is further heartening to note that the ICT enabled new process has cut down the duration of the accreditation process considerably.

As always, the NAAC has to cater to the dynamic demands of all sectors including that of the Open Universities (OUs). Hence a new Manual, which would take care of the specific requirements of Open Universities, has been developed. For which NAAC had to depend on inputs from the National Consultative Group and National Task Force (NTF) Working Group Meetings; feedback of the stakeholders; and outcomes of the Pilot Study.

The OUs have to take cognizance of the new methodology and the Manual for their efforts in seeking accreditation. It is hoped that the Manual of Open Universities will help them to prepare for the process of Assessment and Accreditation (A&A). In an effort to enhance the accountability in the entire process, the institutions as well as other stakeholders are required to keep track of the latest developments on the website of the NAAC from time to time.

The NTF Working Group, IGNOU Team and the NAAC Internal Team have contributed in the development of the Manual which would no doubt go a long way in making the entire process of A&A more effective and efficient. The services of the above are gratefully acknowledged.

I deem it a privilege to acknowledge the immense contribution made by the National Task Force (NTF) Chairperson Prof. Nageshwar Rao, Vice Chancellor, IGNOU in the development of the Manual for the A&A process of Open Universities.

April, 2019
Bengaluru

Sd/-
(Prof. S. C. Sharma)
Director, NAAC

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SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION

This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. Further, it details out the procedures for institutional preparation forfilling the Self Study Report online, Peer Assessment and the final Outcome of Accreditation. The procedure for re-assessment, mechanism for institutional appeals and accreditation of subsequent cycles are also presented.

I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities NAAC is advised by the advisory and consultative committees constituted from time to time.

VISION AND MISSION

The vision of NAAC is:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

- *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- *To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;*
- *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- *To undertake quality-related research studies, consultancy and training programmes, and*
- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

CORE VALUES

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context. The accreditation framework of NAAC is thus based on five core values detailed below:

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards national development.

(ii) Fostering Global Competencies among Students

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in

HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v) Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole. This 'Quest for Excellence' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed in making appropriate revisions in the process so as to accelerate the process with greater quality rigor.

Assessment and Accreditation (A&A)Framework

The Assessment and Accreditation Framework which was launched in July 2017 represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness

- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- introducing Pre-qualifier for peer team visit, as 30% of system generated score
- introducing *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- in providing appropriate differences in the metrics, weightage and benchmarks to universities, open universities, autonomous colleges and affiliated/constituent colleges
- to bring in enhanced participation of learners and alumni in the assessment process

This paradigm shift is evident in the present Manual.

Focus of Assessment

The NAAC continues with its focus on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, organization, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of institutional functioning. The Manual places greater confidence in the latter as reflective of internal institutional processes.

In line with NAAC's conviction that quality concerns are institutional, Quality Assessment (QA) can better be done through self-evaluation. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, learners, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and learners provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services. Overall, the QA is expected to serve as a catalyst for institutional self-improvement, promote innovation and strengthen the urge to excel.

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process. In order to maintain equivalence and credibility of programme offerings, it is generally agreed that while standards and benchmarks should be the same, the assessment framework should reflect the special features of ODL.

III. OPEN AND DISTANCE LEARNING (ODL) INSTITUTIONS

Open and Distance Learning (ODL) has become an integral part of teaching learning process in higher education. It is recognized as an important mode for providing higher education to diverse populations because of its inherent flexibility and affordability coupled with application of new information and communication technologies. The rapid growth in the number of ODL institutions has necessitated the need to assess and accredit them in accordance with their attainment of standards laid down for such systems.

In accordance with the University Grants Commission (Open and Distance Learning) Regulations, 2017 notified vide Gazette Notification dated 23rd June, 2017, it will be mandatory for a University offering programmes in ODL mode to comply with University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 and apply for assessment and accreditation of the programmes offered by it in Open and Distance Learning (ODL) mode. In this background, the NAAC under the direction of UGC initiated the process to formulate framework for Assessment And Accreditation (A &A) of Open Universities on a priority basis. A National Task Force (NTF) for Open and Distance Learning (ODL) was constituted for this purpose under the chairmanship of Prof. Nageshwar Rao, presently, Vice Chancellor, IGNOU.

Further, the 3rd Amendment to the UGC (ODL) Regulations, 2017, notified on 6th September 2018, states that the HEIs in dual mode shall submit an undertaking to the effect that it will attain a NAAC score of 3.26 on a 4-point scale before the end of academic session July 2019-June 2020, failing which, the Commission shall not accord any approval to the ODL Programmes of the HEIs. This is not applicable for OUs till the Scheme of A&A for ODL Institutions is notified. The eligible OUs will have to apply within one year of the issuance of the notification by NAAC.

In fulfillment of the need for stakeholder participation, a National Consultative Group (NCG) was constituted by NAAC which decided that there should be two Units of assessment and accreditation, namely: Open Universities (OUs) which can be equated with conventional Universities; and Directorates of Distance Education (DDE), which may be equated with Affiliated/ Constituent Colleges of the conventional system. The seven criteria for A&A of conventional HEIs have been adopted for the ODL Institutions. The Key Indicators under each criterion focus on ODL system and its multifarious activities. The weightage for the seven criteria have been modified to represent the ODL system without changing the overall score in order to maintain parity with the conventional system.

Open Universities

Open Universities (OUs) are single mode HEIs offering academic programmes through ODL mode, leading to award of degrees, diplomas and certificates. OUs have been established by Acts of the Central or State Legislature.

Directorates of Distance Education (DDE)

Directorates of Distance Education (DDE) are Departments/ Centres/ Institutes exclusively established at conventional universities, which are 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 (INI) declared by an Act of Parliament, to offer their academic programmes through ODL mode.

IV. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

The criteria based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of an Open University. In the framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven Criteria to serve as basis for assessment of OUs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Learner Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics, which actually elicit responses from the HEIs. These seven criteria along with their KIs are given below explicating the aspects they represent.

Criterion I: - Curricular Aspects

Curricular Aspects are undoubtedly the most crucial aspect of any academic institution. The credibility of the institution depends on how it envisages and executes its curricula. The curricular aspects become all the more significant for an Open University (OU) due to its very character and the philosophy of ‘Openness’. The guiding principle of ‘reaching the unreached’ and the kind of its clientele mandates an OU to envision its curricula differently from its ‘conventional’ counterparts. An OU is recognized by the variety of programmes it offers and the use of multiple media like print, audio, video and e-resources/ digital resources, etc. for the delivery of instruction. The instructional design is an important component of curricular planning. It is pertinent that the curricula of an OU is in tune with its mandate and with the emerging national and global trends and are also relevant to the local needs. Academic flexibility is intrinsic to the ODL system that makes it unique. This criterion attempts to gauge the quality of the OU in terms of the relevance of its curricula and its richness; effectiveness of the processes for their planning, design, development, evaluation and revision; besides flexibility.

The focus of Criterion I is captured in the following Key Indicators:

KEY INDICATORS

1.1 Curriculum Planning, Design and Development
1.2 Academic Flexibility
1.3 Curriculum Enrichment
1.4 Feedback System

1.1 Curriculum Planning, Design and Development

Curriculum planning, design and development in an OU is an intricate process that envisages curricula to meet the local, regional, national and global needs of the society in conformity to its vision and mission. There is a systematically planned instructional design that determines the media components to be selected for the delivery of instruction and development of self learning materials (SLMs) as per the expected target group of learners. Therefore, it is required to have processes in place to execute this responsibility. The Key Indicator (KI) considers the diversity of the programmes being offered by the University that are relevant to the local needs and are in tune with the emerging national and global trends. The indicator also captures the integration of modern teaching learning methodologies, by integrating latest developments in technology, in curricular planning, design and development. Also the periodic revision of the curricula based on the feedback from different stakeholders is necessary to remain relevant.

1.2 Academic Flexibility

Academic flexibility refers to the freedom given to the learner in terms of entry and exit, lateral and vertical mobility. Therefore, the enabling provisions like modular programmes permitting flexible exit options and lateral entry are desirable. The indicator also captures the enabling provisions of adoption/ adaptation of the programmes and courses by/ from the Open University for optimum utilization of the existing resources and preventing reinventing the wheel. The OU follows the Choice Based Credit System (CBCS) for providing greater flexibility to the learners.

1.3 Curriculum Enrichment

All round development of learners is the main purpose of curriculum realized by prescribing dynamic and updated curricular inputs. In addition, the OU is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing learners to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender; environment and sustainability; inclusiveness; and creative and divergent competencies. The indicator also captures initiatives taken by the OU for creating social and human capital in these cross cutting domains. A progressive institution would provide a wide range of courses having focus on employability/ entrepreneurship/ skill development, etc. for learners to choose from according to their interests and inclinations. The availability of courses to create awareness amongst the learners and also for imparting life skills and soft skills to them are also desirable.

1.4 Feedback System

The relevance and acceptability of any curriculum depends a great deal on how often and effectively it is revised. The process of revision and redesign of curricula entails incorporating the recent developments in the domain of knowledge, skills and competencies; and integration of recent technologies. Feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment, is paramount in improving and keeping the curriculum alive and the ease of its access to dispersed learners. Mere collection of feedback from different stakeholders does not serve any purpose if it is not duly analyzed and integrated with the revision process to enhance the effectiveness of the curriculum. The OU is expected to have a robust feedback system in place.

Criterion II: - Teaching Learning and Evaluation

In line with the philosophy of ODL, Criterion II pertains to the efforts of an OU to reach out to large segments of the society and serve the learners of different backgrounds and abilities, through effective teaching-learning experiences. In today's world where ICT has penetrated into every aspect of teaching learning, the instructional design adopted by the institution for transaction of curricula, is a suitable mix of interactive media components. Further, learners need to be engaged in activities such as discussions and interaction through face to face tutorial/counselling sessions, seminars, project work, presentations, experiments, practicum, internship, webinars, etc. that develop their knowledge and skills in cognitive, affective and psychomotor domains. The criterion also probes into the adequacy, competence as well as the continuous professional development of the human resource that handles the programmes of study, i.e. the teachers and other academics. The efficiency of the techniques used to continuously evaluate the performance of teachers, other academics and learners is also a major concern of this Criterion.

The focus of Criterion II is captured in the following Key Indicators:

KEY INDICATORS

2.1 Learner Enrolment
2.2 Catering to Learner Diversity
2.3 Teaching-Learning Process
2.4 Teachers and other Academics- Profile and Quality
2.5 Evaluation Process and Reforms
2.6 Learner Performance and Learning Outcomes
2.7 Learner Satisfaction Survey

2.1 Learner Enrolment

OUs have a mandate to reach out to large segments of society and promote educational opportunity and social justice, by providing access to higher education to persons who might otherwise have never had the opportunity to study. Thus they are supposed to cater to heterogeneous learners. The OUs can certainly claim success in terms of increasing access to higher education. This key indicator will probe the efforts undertaken by the institution to reach out to the hitherto unreached and whether these institutional efforts have resulted in increase in the enrollment.

2.2 Catering to Learner Diversity

The institutional efforts in ensuring equity and access to higher education to persons of diverse backgrounds, namely: different geographical areas and socio-economic, cultural and educational backgrounds, particularly from socially backward communities, persons with disabilities, jail inmates, persons from Defence and Security Forces background, etc. These are reflected in the learner profile of the OU.

2.3 Teaching-Learning Process

The learner-centered education promoted by OUs, is imparted through appropriate media mix comprising specially designed Self-Learning Materials (SLMs) in print, audio, video and e-resources/ digital resources, to promote individualized, creative and dynamic learning; and methodologies such as counselling sessions to facilitate participative learning, experiential learning and collaborative learning; and practical sessions for transmission of required skills and competencies. The teaching-learning modalities of the OUs are rendered to be relevant to the ODL system. Technologies are meaningfully incorporated to develop such learning resources to enrich the teaching-learning process and making them easily accessible to the learners.

2.4 Teachers and other Academics- Profile and Quality

There is a lot of truth in the cliché that the backbone of any university is its academic staff. In the case of OUs the academic staff comprises teachers who design and develop the curricula in the form of SLMs and other academics who are involved in the delivery of the programmes and supporting the learners in their learning endeavours.“Academic quality” is a composite term to indicate the quality of teachers and other academics in terms of their qualifications; recruitment procedures; availability; experience; professional development, contribution in the development of SLMs and learner support; and recognition of their performance and abilities. Teachers and other academics take initiatives to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence. Another set of academics who support the learning endeavours of learners at the local level are the academic counsellors, whose qualifications and experience as teachers working in the conventional system, is vital for the quality of the ODL system

2.5 Evaluation Process and Reforms

This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback through formative assessment followed by summative assessment. The qualitative dimension of evaluation is in its use for enhancing the competence of learners. In the ODL system, there are standard operating procedures for both formative and summative assessments, which reflect the quality of the assessment and evaluation process. In addition to this, since the ODL system caters to such huge numbers, the involvement of the internal academic staff; the automation of the examination system related processes; as well as timely redressal of learner grievances, is essential for maintaining the quality in the system.

2.6 Learner Performance and Learning Outcomes

The programmes on offer should clearly state the expected learning outcomes. The real test of the extent to which teaching learning has been effective in an OU is reflected in the learner performance in the continuous assessment and term end examinations. Learner performance is seen as the realization of learning outcomes, which are specifications of what a learner should be capable of doing on successful completion of a course and/or a programme.

2.7 Learner Satisfaction Survey

All the efforts of teachers and other academics of the institution to make learning a meaningful process can be considered impactful only to the extent learners perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. Learner satisfaction, thus, is a direct indicator of the effectiveness of teaching learning in the institution. It may be impractical to capture this aspect from every learner; however, every OU can resort to a sample survey on a formalized basis to capture this significant feature, i.e. survey of learner satisfaction and ploughing the feedback into the system.

Criterion III: - Research, Innovations and Extension

Research is an integral part of any University and contributes to its quality and recognition. In an OU the learners, teachers and other academic staff engage with the systemic research to contribute to the development of the ODL system and also in their disciplines and contribute new knowledge. It is therefore pertinent that the OU gives due consideration to the research activities and provides necessary support in terms of infrastructure, human resource, finance etc. to different stakeholders. The research needs to be facilitated by suitable policy framework. This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

The focus of Criterion III is captured in the following Key Indicators:

KEY INDICATORS

3.1 Promotion of Research and Facilities
3.2 Resource Mobilization for Research
3.3 Innovation Ecosystem
3.4 Research Publications and Awards
3.5 Consultancy
3.6 Extension Activities
3.7 Collaboration

3.1 Promotion of Research and Facilities

The promotion of research is an essential responsibility of an OU and it needs to be actively engaged in this by evolving appropriate policies and practices; making adequate resources available; encouraging active research involvement of teachers and academics; as well as recognizing any achievement of theirs through research. Required infrastructure in terms of space and equipment and support facilities are made available on the campus for undertaking research. The institution collaborates with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

3.2 Resource Mobilization for Research

The OU provides support in terms of financial, academic and human resources required and timely administrative decisions to enable teachers and other academics to submit project proposals and approach funding agencies for mobilizing resources for research. The institutional support to its faculty for submitting research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in research. The academic staff is empowered to take up research activities utilizing the existing facilities. The institution also encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing.

3.3 Innovation Ecosystem

The OU has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The OU conducts workshops/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. The OU has taken initiatives through integration of recent technologies or other innovative practices/ methods for providing access to diverse groups of learners and for the betterment of its functioning. These need to be probed to see what its impact has been and on whom. Further, awards for innovation won by institution/teachers/research scholars/learners are explicitly commended by the institution.

3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher / other academic to be effective in one’s job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen in an institution is an evolving feature reflecting various research output with clear records such as - doctoral, post-doctoral, projects, inventions and discoveries, patents, number of Phil’s and PhDs awarded and number of research publications.

3.5 Consultancy

Activity organized or managed by the faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up consultancy is properly rewarded. OU is a resource pool with several persons engaged in research at various levels. Consultancy shows the credibility of the university’s research acumen in the outside world. While the University personnel extend their expertise to other agencies, the University also generates some revenue along with the research faculty. For this it is necessary that the OU has a formalized policy on consultancy with clear specification of revenue sharing between the teacher / other academic and the institution.

3.6 Extension Activities

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize learners to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community. Extension is a major aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

3.7 Collaboration

Through collaboration the OU can maintain a closer contact with the work field. It helps keep the academic activities in the OU in a more realistic perspective and also expand the scope of learning experiences to learners. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary there is a formal agreement or understanding between the OU and other HEIs or agencies for such activities.

Criterion IV: - Infrastructure and Learning Resources

The effectiveness of all the aspects of the functioning of an OU depends significantly; on the available physical and IT infrastructure. In addition, the learning resources are crucial for the learners to facilitate them in their learning Endeavour to successfully complete the programme of study. The adequacy and optimal use of the infrastructural facilities and learning resources available in an OU, are essential to maintain the quality of academic programmes on offer. The criterion IV attempts to gauge how every constituent of the institution- learners, teachers, other academics and non- academic staff - benefit from these facilities. In addition, the criterion is also concerned about the outlook and commitment of the OU for maintenance and expansion of the available resources to meet the current and future requirements of the institution.

The focus of Criterion IV is captured in the following Key Indicators:

KEY INDICATORS

4.1 Physical Facilities
4.2 IT Infrastructure
4.3 Learning Resources

4.1 Physical Facilities

Adequate infrastructure facilities are key to the effective and efficient design, development and delivery of educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the OU. It is desired that adequate facilities namely: academic and administrative units, media and print production, multimedia laboratories, library, storage and dispatch units etc.at the OU Headquarters are available. Further, the decentralized support units of the OU i.e. its Regional Centres (RCs) and Learner Support Centers (LSCs) are also equally developed, to contribute to the effective ambience for academic and administrative support activities.

Having adequate infrastructure is not enough for effective institutional functioning, but regular maintenance and periodic replenishment of existing infrastructure is essential. It is necessary that the University has sufficient resources allocated for regular augmentation and upkeep of the infrastructure and effective mechanisms to promote optimum use of the same.

4.2 IT Infrastructure

It is essential that the OU deploys and employs ICT for a range of its activities and processes. Regular updation of the IT facilities including the website and online systems set up at its HQs and RCs with adequate bandwidth is also equally important. The staff and learners should have access to technology and information retrieval on current and relevant issues. For an OU, facilities such as Media Production Centre; audio and video Studios, Direct Reception System (DRS), radio and TV broadcasts, and office automation systems/ ERP/ MIS are essential.

4.3 Learning Resources

In tune with its learner centric philosophy, the OU must have provisions of a proper learner support system at HQs, RCs and LSCs for the learners. Learner support services are critical for the success of the ODL system and consist of various components, academic counseling being the most significant one, as it facilitates synchronous two way communication, interaction and feedback so as to facilitate the learning process.

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable learners to access information and knowledge resources and skills required for their programmes of study, indicates the quality of the OU. Recent developments in the digital age have led to drastic change in the functioning of the library. Automation of library using the ILMS, use of e-journals and e-books, providing remote access to e-resources in the library has become a matter of necessity. Provisions for these and such other developments as well as utilizing them well are important indicators of the quality of an academic institution.

Criterion V: Learner Support and Progression

Good infrastructure, competent human resource, desirable processes and well designed curricula are all essential components for an institution. However, the learners transform these components into an academic institution. It is the experiences of the learner that contribute to the success and recognition of the academic institution. The highlights of the Criterion V are the efforts of the OU to provide necessary support to the learners, to enable them to acquire meaningful experiences for learning and to facilitate their holistic development and progression. It also looks into learners' performance and the enrollment of passed out learners in an alumni association and how an alumni association benefits both the institution and the learner.

The focus of Criterion V is captured in the following Key Indicators:

KEY INDICATORS

5.1 Learner Support
5.2 Learner Progression
5.3 Alumni Engagement

5.1 Learner Support

The OU is expected to provide the necessary support to its prospective learners and after admission to the learners on its rolls- all through during the period of their study as well on completing the programme of study. The promotional activities conducted by an OU provide an opportunity to the prospective learners to know about the possible programmes / courses of her/ his interest. Pre admission counselling facilitates the learner in decision making and the online admission processes make the admission process more transparent and less cumbersome. The dispatch of study materials to her/ his doorstep and induction of the learner into the system familiarizes the freshly enrolled learner with the ODL system as well as the programme being pursued. Facilitating mechanisms offered through multiple channels: like academic counselling, attending to queries, grievance redressal and welfare measures like fee waivers, etc. provided to the learners, add to the quality of the experiences of the learners. The OU is expected to have a structured guidance and counselling system in place.

5.2 Learner Progression

Learner attainment during the course of her/his study at an OU is a pertinent issue that reflects that institutional provisions are in place to facilitate the learner to qualify and move towards achieving the goal of successful completion at every step: internal assessment and term end evaluation, which will ultimately lead to the completion of the programme of study.

5.3 Alumni Engagement

The Alumni are a strong support to any academic institution. An active Alumni Association can contribute in academic matters, learner support as well as mobilization of resources – both financial and non-financial for the institution. The OU is expected to nurture an alumni association to facilitate them to contribute significantly to the development of the institution through financial and non-financial means. An active participation of the alumni in the OU is a reflection of the bond between the learner and the institution.

Criterion VI: - Governance, Leadership and Management

The quality of an institution is a reflection of the quality of its leadership, management and the efforts of its stakeholders. Criterion VI pertains to effective functioning of an OU that can be gauged by the policies and practices it has evolved in the areas of planning human resources, recruitment, training, incentives, avenues and mechanisms for promotion, financial management, resource mobilization and overall efforts to establish quality assurance mechanisms within the institution.

The focus of Criterion VI is captured in the following Key Indicators:

KEY INDICATORS

6.1 Institutional Vision and Leadership
6.2 Strategy Development and Deployment
6.3 Faculty Development / Empowerment Strategies
6.4 Financial Management and Resource Mobilization
6.5 Internal Quality Assurance System

6.1 Institutional Vision and Leadership

ODL institutions have to develop effective leadership by setting values and participative decision- making processes for not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The arrangements made by the OU in order to implement its academic and administrative goals, reflects upon the institution's efforts in achieving its vision.

6.2 Strategy Development and Deployment

The functions of the OU and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions. Under this key indicator the emphasis is to probe about perspective and strategic planning, organizational structure, implementation of e-governance and to assess effectiveness of various bodies vis-a-vis implementation of their resolutions.

6.3 Faculty Development /Empowerment Strategies

For OUs the process of planning human resources include recruitment, designing professional development programmes and creating a robust mechanism for promotion of the faculty and other academics. Empowerment strategies include upgrading the professional competence of the staff both within the ODL system and in the outside world of academia. There are mechanisms evolved for career advancement of the teachers and other academics.

This key indicator looks into following aspects of faculty development and empowerment strategies adopted by the OU, namely: welfare measures for all sections of the institution; financial support provided to teachers and other academics for professional development; professional development programmes organized by the OU and percentage of faculty/other academics/non-academic staff attending such programmes, and lastly, the mechanism of promotion adopted by the OU.

6.4 Financial Management and Resource Mobilization

ODL institutions have established procedures and processes for planning, allocation and utilization of financial resources. This key indicator probes whether the OU has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. Also, whether the income and expenditure of the institution is subjected to regular internal/ external audits and how the revenue generated by the institution is utilized in strengthening learner support services.

6.5 Internal Quality Assurance System

Internal Quality Assurance Systems are self-regulated responsibility of the ODL institution aimed at continuous improvement of quality by achieving academic excellence. The OU should have mechanisms for academic and administrative auditing and should adopt a participatory approach in managing its provisions. This key indicator inquires about the establishment of Centre for Internal Quality Assurance (CIQA) and efforts made by it in reforming institutional processes and infusing quality in the institution.

Criterion VII: - Institutional Values and Best Practices

An educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the University is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this, is a sure reflection of its quality.

Every institution has a mandate to be responsive to at least a few pressing issues such as empowerment and inclusion, environmental consciousness and sustainability, and professional ethics. However, the mechanisms adopted to address these and practices evolved will always be unique to the OU. Some meaningful practices are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, which are recognized as “Best Practices”. Over a period of time, due to such unique ways of functioning each institution develops distinct characteristics which become its recognizable attribute or distinction.

The focus of Criterion VII is captured in the following Key Indicators:

KEY INDICATORS

7.1 Institutional Values and Social Responsibilities
7.2 Best Practices
7.3 Institutional Distinctiveness

7.1 Institutional Values and Social Responsibilities

The sensitivity of the OU to issues like empowerment and inclusion of marginalized and weaker sections, the disadvantaged, women, SC, ST, OBC, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas, etc. reflects the institutional values and its social responsibility. All institutions must display gender sensitivity in providing facilities to different stakeholders. The adoption of environment friendly practices such as – energy conservation, rain water harvesting, waste management, carbon neutral green practices etc. are the need of the hour. Social responsiveness also demands that the OU demonstrates *Divyangjan* friendliness by facilitating the PwDs, in effective dealing of locational advantages and disadvantages (situatedness); explicit concern for human values and professional ethics. Transparency in financial, academic and administrative functioning is a value that all institutions must emulate.

Core values are the ethos of any institution and it is displayed on its website. The OU plans and organizes activities to increase awareness about the fundamental duties and rights of Indian citizens, universal and national values, human values, national integration and communal harmony. Efforts are made for organizing national festivals and birth and death anniversaries of great Indian personalities. In other words, the concerns for social responsibilities as well as the values held by the institution are explicit in its regular activities.

7.2 Best Practices

Any practice or practices that the OU has internally evolved and used during the last few years leading to positive impact on its regular functioning can be identified as "best practice/s". The 'Best Practices' are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning. The institution should provide evidence of the best practices that are unique to the ODL system such as responsiveness towards learners, accountability and transparency among others.

7.3 Institutional Distinctiveness

Every OU would like to be recognized for its attributes such as e- governance, technology enabled learner support, content in regional languages, national/ international recognitions, etc. which make it 'distinct', Such attributes are reflected in its activities in focus and practice.

V. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

1. Open Universities (OUs), that offer education through ODL mode and are approved by the Distance Education Bureau (DEB) of the University Grants Commission and have been operational for a minimum period of five years or have at least two batches of learners completing a terminal examination, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC.
2. Accredited OUs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation

a) Institutions, which would like to make an improvement in the accredited status, may apply for Re-assessment, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

b) Institutions opting for Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation can submit the Institutional Information for Quality Assessment (IIQA), beginning of the last quarter of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

Note:

All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

VI. THE ASSESSMENT PROCESS

Taking cognizance of the diversity in the kinds of institutions practicing ODL, these have been grouped under two categories namely, Open Universities (OUs) (single mode) and Directorates of Distance Education (DDE), attached to Conventional Universities (Dual Mode Universities).The assessment process in both the categories will be carried out in three stages comprising three main components, viz., Self Study Report (SSR), Learner Satisfaction Survey (LSS) and the Peer Team Report.

In case of Open Universities the SSR has a total of 130 Metrics, covering seven Criteria as described below. There are two kinds of Metrics in the SSR: one, those requiring quantifiable facts and figures as data which have been indicated as 'quantitative metrics' (QnM); and the second, the metrics requiring descriptive responses and are accordingly named 'qualitative metrics' (QlM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them for OUs.

Table 1: Distribution of Metrics and KIs across Criteria for Open Universities

Type of HEIs	**Open Universities**							**Total**
Criteria	I.	II.	III.	IV.	V.	VI.	VII.	**7**
Key Indicators (KIs)	4	7	7	3	3	5	3	**32**
Qualitative Metrics (Q_lM)	3	7	4	6	6	9	5	**40**
Quantitative Metrics (QnM)	12	21	20	10	11	7	9	**90**
Total Metrics ($Q_lM + Q_nM$)	**15**	**28**	**24**	**16**	**17**	**16**	**14**	**130**

Table 2 gives the details of weightage given to the various Key Indicators and Criteria. In view of the variations in the institutional emphasis on the KIs among the conventional Universities and OUs, weightage have been appropriately demarcated.

Table 2: Distribution of weightage across Key Indicators (KIs)

CRITERIA	Key Indicators (KIs)	Weightage
1. **CURRICULAR ASPECTS**	1.1 Curriculum Planning, Design and Development	**60**
	1.2 Academic Flexibility	**40**
	1.3 Curriculum Enrichment	**30**
	1.4 Feedback System	**20**
	Total	**150**
2. **TEACHING – LEARNING AND EVALUATION**	2.1 Learner Enrolment	**10**
	2.2 Catering to Learner Diversity	**35**
	2.3 Teaching-Learning Process	**60**
	2.4 Teachers and other Academics- Profile and Quality	**55**
	2.5 Evaluation Process and Reforms	**40**
	2.6 Learner Performance and Learning Outcomes	**20**
	2.7 Learner Satisfaction Survey (LSS)	**30**
	Total	**250**
3. **RESEARCH, INNOVATIONS AND EXTENSION**	3.1 Promotion of Research and Facilities	**15**
	3.2 Resource Mobilization for Research	**15**
	3.3 Innovation Ecosystem	**35**
	3.4 Research Publications and Awards	**70**
	3.5 Consultancy	**10**
	3.6 Extension Activities	**35**
	3.7 Collaboration	**20**
	Total	**200**
4. **INFRASTRUCTURE AND LEARNING RESOURCES**	4.1 Physical Facilities	**20**
	4.2 IT Infrastructure	**40**
	4.3 Learning Resources	**40**
	Total	**100**
5. **LEARNER SUPPORT AND PROGRESSION**	5.1 Learner Support	**65**
	5.2 Learner Progression	**25**
	5.3 Alumni Engagement	**10**

	Total	**100**
6. GOVERNANCE, LEADERSHIP AND MANAGEMENT	6.1 Institutional Vision and Leadership	**10**
	6.2 Strategy Development and Deployment	**15**
	6.3 Faculty Development / Empowerment Strategies	**30**
	6.4 Financial Management and Resource Mobilization	**20**
	6.5 Internal Quality Assurance System	**25**
	Total	**100**
7. INSTITUTIONAL VALUES AND BEST PRACTICES	7.1 Institutional Values and Social Responsibilities	**50**
	7.2 Best Practices	**30**
	7.3 Institutional Distinctiveness	**20**
	Total	**100**
	Total Score	**1000**

Note: In case of HEIs who exercise to opt for the weightage of ≤ 5% of Non Applicable metrics, the total score will vary accordingly .

VII. PROCEDURAL DETAILS

Open Universities (OU) are expected to read the details given below carefully and note the specifications of the process of A&A.

1. Eligible OU seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year starting from April-2019.Duly filled in IIQAs of eligible OU will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to OU to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each OU is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.
3. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document to be uploaded in the portal of NAAC website within 30 days. The SSR of the OU will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the OU should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 30 days will have to apply afresh starting from IIQA & its fees. In any case fees for IIQA will not be refundable.
4. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal OU would receive an auto generated link/ID of SSR in their registered email id. The same SSR in pdf format should be then uploaded on institutional website.

5. The SSR has to be submitted only online. OU should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q_nM) add up to about **70%** and the remaining about **30%** are Qualitative Metrics (Q_lM).
7. The data submitted on Quantitative Metrics (Q_nM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage. **The peer team will visit the Head Quarters of the Open University; one or two Regional Centres and one or two Learner Support Centres.**
8. Any Open University found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC will be done in not more than 30 days.
9. **Pre-qualifier**: The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
    a) OU whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the names of such OU will be sent to statutory authorities for further actions.
    b) OU that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the OU should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the OU does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such OU are eligible to apply again only after six months from the day of declaration of Pre-qualification status.
10. After the DVV process, NAAC will intimate the OU, within 10 days stating whether they have successfully cleared the Pre-qualifier. This indicates that the institution has entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q_lM).
11. **Learner Satisfaction Survey (LSS):** It will be conducted as per the following conditions:
    a) LSS will be conducted simultaneously with DVV process.

b) Institutions will have to submit the entire database of learners with e-mail/mobile numbers, at the time of filling of online SSR itself.

c) The LSS questionnaire (20 objective & 01 subjective)will be e-mailed to all learners.

d) The following rule shall be applied for processing the responses– 10% of the learner population or 5000, whichever is lesser. If the response rate is lower than the limits mentioned, the metric will not be taken up for evaluation.

e) LSS must be completed within one month after its initiation.

12. Peer Team visit of the institution may normally not exceed three months after clearance of Pre-qualifier stage.

13. Based on the size and scope of academic offerings at the OU, the number of days and experts for onsite visit may vary from 4-5 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be limited to Qualitative Metrics (Q_lM). The teams would play an important role in reviewing the intangible aspects.

14. NAAC will not pre-disclose the details of the visiting teams and OU will not be responsible for logistics for the Visiting Teams. All payment towards TA, DA, Honorarium, etc., will be directly made by NAAC to the nominated members. There would be no financial transactions between the institution and the visiting NAAC team.

15. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted.

16. **Guidelines for filling up Self-Study Report (SSR):**

    - Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.

    - There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of❓. Institutions are required to go through the respective Tool Tip thoroughly before filling the data.

    - The data filled should contextualize with the related metrics. There is a limit for the documents to be uploaded for various Metrics. If the size of the document exceeds that limit, Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal.

    - The data of the learners for Learner Satisfaction Survey (LSS) has to be submitted concurrently during online submission of SSR.

    - 'Asterisk Red mark'✱ in the portal indicates a mandatory requirement.

17. **Policy to withdraw Application by Open Universities (OU):**
    If an OU which has submitted Self Study Reports (SSR), does not complete the A&A process for any reason: -
    - It will be allowed to apply for A&A only after a period of one year from the date of submission of SSR.
    - It will host the information that it has withdrawn / not completed the process on the OU website and the information will be hosted on NAAC website too.
    - The fees submitted by OU for Assessment and Accreditation process so far will be forfeited.
18. **Non-compliance of DVV Process**: Institutions are given 15 days time to complete the DVV process, and are supposed to respond within stipulated time during DVV clarification stage. In unforeseen situations (such as natural calamities, political disturbances and alike) when the institutions fail to comply with the DVV process, a further extension of 7 days shall be granted on the basis of decision from Competent Authority. If even beyond the extension, the institution does not comply with the DVV clarification process, the assessment and accreditation of such institutions can be terminated at the level of DVV clarification. The institution will forfeit the fees paid for IIQA and SSR 1st installment. Such institutions shall reapply for accreditation after one year of cooling period by submission of IIQA and filling SSR afresh.

VIII. ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I - ***Peer Team Report***

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessmentreport** based on the Peer Team's critical analysis presenting strengths and weaknesses ofOU under each Criterion
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

PART II - ***Graphical representation based on Quantitative Metrics (Q_nM)***

This part will be a **System Generated Quality Profile** of the OU based on statistical analysis of quantitative indicators in the NAAC's Quality Indicator Framework (QIF).

Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III -*University Grade Sheet*

Contains the **University Grade Sheet** which is based on qualitative indicators, quantitative indicators and Learner Satisfaction Survey using existing calculation methods but it will be generated by a software.

The above three parts will together form "NAAC Accreditation Outcome" document. It is mandatory for the OU to display it on their institutional website apart from NAAC hosting it on its website.

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics includes critical appraisal by the Peer Team through an onsite visitand the scores obtained on the Learner Satisfaction Survey. These will be collated through an automated procedure based on 'benchmarks' and assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

The Final Grade

On the basis of the CGPA obtained by the institution on a maximum possible score of 4.00, the final grade is assigned on a seven point scale as shown in Table 3. The seven point refers to the seven letter grades each aligned to the seven specific score range.

Table 3: Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade "D". Such unqualified institutions will also be intimated and notified by NAAC as "Assessed and Found not qualified for Accreditation".

IX. MECHANISM FOR OPEN UNIVERSITY APPEALS

The process of assessment and accreditation is viewed as an exercise in partnership done jointly by the NAAC and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process – eliminating conflict of interest with the peers, planning the visit schedule, sharing the draft peer team report before the team leaves the campus etc. In spite of this participatory approach, there may be institutions that might have grievances to be addressed. Therefore, to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved Mechanism for Institutional Appeals.

On announcement of the outcome of A & A, if the institution is not satisfied with the accreditation status, it may submit:

1. The ***letter of intent*** for appeal along with a request to provide the Criterion wise scores so as to reach NAAC within 30 days from the receipt of the letter intimating the accreditation status from NAAC.

2. The application for ***Appeal*** in the format prescribed by NAAC (refer Grievance Redressal Guidelines) should reach NAAC *within 30 days* from the date of receipt of the criterion wise scores from NAAC. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 1,00,000/- + applicable taxes.

   An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. For details, refer to the NAAC website: www.naac.gov.in

X. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after completing at least one year, but not after the completion of three years. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution in the intervening period. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

XI. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Centre for Internal Quality Assurance (CIQA) and timely submission of Annual Quality Assurance Reports (AQARs), are the Minimum Institutional Requirements (MIR) to volunteer for subsequent cycles of accreditation.

In the case of institutions which apply for reaccreditation within the stipulated period of six months before the end of the cycle of accreditation, as per the guidelines of National Assessment and Accreditation Council (NAAC), the gap period between two consecutive accreditation will be condoned. In case of other institutions which have not applied as per the guidelines mentioned above, the maximum period for condonation would be one year between the two consecutive accreditation cycles.

XII. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

(w.e.f. September 2019)

1. **IIQA Fee**

   For Registration – applicable to all ODL institutions: Open Universities (OU) that offer education through ODL mode and are approved by the Distance Education Bureau (DEB) of the University Grants Commission and have been operational for a minimum period of five years or have at least two batches of learners completing a terminal examination.

Process	**Total amount of Assessment and Accreditation (A&A) Fee** **Amount to be paid by the Institution**
Institutional Information for Quality Assessment (IIQA)	Rs.25,000/- + G S T 18% **(Non-refundable) ***

In case of rejection of IIQA application, OU may resubmit IIQA applications for maximum of three attempts without IIQA fees, including the rejection attempt, within the period of a year.

2. Assessment and Accreditation (A&A) Fee For Open Universities

Type	Total amount of A&A Fee	Amount to be Paid by the Institution
1 to 10departments (Schools, Divisions, Centres, Units, etc.)	Rs. 3,75,000/- **+ GST18%	Rs.1,87,500/-** + GST18% **(50% of Total fee along with the online submission of SSR) (Non-refundable)**
More than 10 departments (Schools, Divisions, Centres, Units, etc.)	Rs. 7,50,000/- **+ GST18%	Rs.3,75,000/-**+ GST18% **(50% of Total fee along with the online submission of SSR) (Non-refundable)**

The accreditation fee will be limited to a maximum amount of Rs. 7,50, 000/- + GST 18%, per institution.

**** Balance 50% of total fees along with 18% GST has to be paid immediately after clearance of Pre-Qualification Stage**

3. **Balance amount 50%**
   i. 50% of the stipulated fee+ applicable taxes along with online submission of Self-Study Report (SSR) (Non-refundable).
   ii. The pre-qualified OUs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 above. If the institution does not pay the fee within 15 days, the SSR will not be processed. They have to apply again / afresh with IIQA and its fees.
      - **Mandatory Taxes/GST will not be refunded.**
4. **Logistics Fee: Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier.** The fee for logistics will be Rs 3,00,000 + GST 18% for 3 or more days of visit.

   If the University has UGC recognized off-shore campus/centres, then the University has to pay an additional fees of Rs. 2,00,000/- + GST or actuals per off-shore campus to be visited**.**
5. **Appeals Mechanism and Fee:**

   Review of Accreditation (grievance) Rs. 1,00,000/- + GST 18% as applicable from time to time. Institution shall pay TA and Honorarium to Peer Team Members through NAAC. In case of decision by the Appeals committee, the logistic fee applicable as mentioned in point 4.
6. **For subsequent cycles of Accreditation:**

   The fee structure proposed for Assessment and Accreditation and towards logistics as above, applies for all the cycles of Accreditation and Re-assessment for all Institutions.
7. **Mode of Payment-Online:**

The fees should be paid online through the online payment option available in the OU portal.

XIII. SUBMISSION OF SELF - STUDY REPORT (SSR)

The OU have to submit SSR online only through the portal. The portal will be made available to the Institution on the NAAC website in 'Apply Online Tab'. It would be helpful if the institution reads the Manual carefully and gets ready with all kinds of details required to be filled up in online format. Use this Manual for understanding the process of A&A and preparing for the submission of SSR in the online format.
Some significant tips are reiterated below:

- While submitting the IIQA, ensure that there is adequate number of days for processing the SSR within the stipulated period, after the date of its acceptance by NAAC.
- The SSR has to be filled online. For this NAAC will provide access to the respective portal on the website for institutions, according to pre-declared timeline.
- Read instructions about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in the SSR are given in the QIF, presented in Section B.
- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated. Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.

- The online formats (templates) for submitting data with respect to Quantitative Metrics (**Q_nM**) is given in Sub Section 5 of Section B. The same template in excel format can be downloaded from NAAC website available in an ‘Apply Online Tab’.
- Ensure authentic, correct data are provided through out. **Incorrect data or false detailscould lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by NAAC.
- Keep a brief Executive Summary for upload as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary and Notes. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance, the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st December) data to be entered and for the other metrics the preceding academic year may be taken for data to be entered in ‘data capturing format’ of portal. Wherever the requirement of preceding year data is mentioned, use the data of last completed academic year.

XIV. MANDATORY DISCLOSURE ON OU WEBSITE

To ensure the transparency in the process of Assessment and Accreditation, it is necessary for the OU to upload the SSR along with other relevant documents on Institutional website. Thus it is suggested to create a separate NAAC tab/link on the website and upload the following documents till the validity period of Accreditation is over:

1) SSR submitted online, to be uploaded after DVV process only (.pdf format).
2) Data templates which are uploaded along with SSR (in password protected mode, if needed).
3) Annual Quality Assurance Report (AQAR – Year wise)
4) Accreditation outcome document viz., Certificate, Grade sheet, etc.

The OU may suitably design their NAAC tab/link to accommodate all relevant documents.

SECTION-B

Data Requirements for Self - Study Report (SSR)

This section gives details of various data required for filling up the online format of the Self - Study Report, viz.,

1. *Executive Summary*
2. *Profile of the University*
3. *Extended Profile of the University*
4. *Quality Indicator Framework (QIF)*
5. *Data Templates / Documents (Quantitative Metrics)*

1. Executive Summary

Every OU applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

- **Introductory Note** on the Institution: location, vision, mission, type of the institution etc.
- **Criterion-wise Summary** on the Institution's functioning in not more than 250 words for each criterion.
- Brief note on **Strength Weaknesses Opportunities and Challenges (SWOC)** in respect of the Institution.
- **Any additional information** about the Institution other than ones already stated.
- **Over all conclusive explication** about the institution's functioning.

The Executive summary shall not be more than 5000 words.

2. Profile of the Open University

1. Basic Information

Name and Address of the Open University:	
Name	
Address : **City :** **Pin :** **State :**	
Website:	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Vice Chancellor					
Registrar					
Director CIQA					

3. Nature of University:

Created by an Act of Parliament (Specify Act no.)	
Created by an Act of State Legislature (Specify Act no.)	
Date, Month and Year of Establishment	

(Enclose copy of the Act and Notifications)

4. Territorial Jurisdiction of the Open University

____

____

5. Income and Expenditure over the last five years

Sources of income						
Year	Grants from Government	Grants from UGC	Student Fees and other charges	Self Financing	Others	Total

Expenditure								
Year	Salary	Construction of Building	Infrastructure Development	Development of programmes and courses	Student Support Services	Staff Training and Development	Others	Total

6. Details of Recognition

Details of recognition/approval by UGC and other statutory/regulatory bodies

Statutory/Regulatory Authority	Recognition/Approval Status of Institution	Day, Month and Year (dd-mm-yyyy)	Period of Validity	Remarks

7. Does the University have graded autonomy (as recognized by the UGC)? Yes / No . If yes, enclose copy of Notification

8. Location of the Open University and Area

Location	
Campus Area in sqmts	
Built up Area in sqmts	

9. Total number of Regional Centres:
Total number of Learner Support Centres:

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

SI. No	Programme Level	Name of the Programme	Duration	Entry Qualification	Medium of instruction	Student strength	No. of students admitted
1	Awareness						

2	Certificate						
3	Diploma						
4	PG Diploma						
5	Under Graduate						
6	Post-Graduate						
7	MPhil						
8	PhD						
9	Any Other						
	TOTAL						

11. Details of Sponsored programmes (if any)

Sponsored programmes offered	Name of the Sponsoring Agency	Student Strength

12. List of the Departments/ Schools and levels of programmes being offered: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science				
Arts/ Social Sciences &Humanities				
Commerce				
Management Studies				
Any Other				

13. Number of teaching and non-teaching positions in the Open University

Positions	Teaching	Other Academics	Non-teaching	Technical

	Professor	Associate Professor	Assistant Professor	Director/ Sr. Regional Director	Dy. Director /Regional Director	Assistant Director/ Assistant Regional Director		
Sanctioned								
In position								

14. Qualifications of the Academic Staff

Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			**Total**
	Male	Female	Transgender	Male	Female	Transgender	Male	Female	Transgender	
Permanent Teachers										
D.Sc./D.Litt.										
Ph.D.										
M.Phil										
PG										
Teachers on contract (Consultants)										
Ph.D.										
M.Phil										
PG										
Other Academics										
Ph.D.										
M.Phil										
PG										

15. Number of Visiting Faculty /Guest Faculty (Academic Consultants) engaged with the University

Highest Educational qualifications	**Male**	**Female**	**Transgender**

16. Number of Academic Counsellors engaged / empanelled with the Open University over the last five years

Total Number of Counsellors	**Current Year**	**Year 2**	**Year 3**	**Year 4**	**Year 5**

17. Furnish the number of the students admitted to the Open University over the last five years (M- Male, F-Female, TG-Transgender)

Categories	**Current**	**Year 2**	**Year 3**	**Year 4**	**Year 5**

	Year														
	M	**F**	**TG**	**M**	**F**	**TG**	**M**	**F**	**TG**	**M**	**F**	**TG**	**M**	**F**	**TG**
SC															
ST															
OBC															
General															
Others															

18. Number of students awarded Certificates, Diplomas and Degrees over the last five years

Program Level	**Current Year**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Certificate					
Diploma					
Under Graduate Degree					
Post-Graduate Degree					
M. Phil					
PhD					
Any Other					
Total					

19. Unit Cost of Education:

Unit Cost of Education*	**Including Salary Component**	**Excluding Salary Component**

** (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)*

20. Date of establishment of Centre for Internal Quality Assurance (CIQA) …………………… (dd/mm/yyyy)

21. Applicable only after first cycle of Accreditation

A. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR (i) ……………… (dd/mm/yyyy)

AQAR (ii) ……………… (dd/mm/yyyy)

AQAR (iii) ……………… (dd/mm/yyyy)

AQAR (iv) ……………… (dd/mm/yyyy)

B. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: ……………… (dd/mm/yyyy)Accreditation Outcome/Result……....
Cycle 2: ……………… (dd/mm/yyyy) Accreditation Outcome/Result……....
Cycle3: ……………… (dd/mm/yyyy) Accreditation Outcome/Result……....
Cycle 4:……………… (dd/mm/yyyy) Accreditation Outcome/Result……....

3. Extended Profile of the Open University

1. Curricular Aspects

Number of Programmes offered by the institution over the last five years

Year					
Number of programmes					

Number of learners enrolled over the last five years

Year						
Number of learners enrolled						

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

Year						
Number of Courses						

2. Teaching-Learning and Evaluation

Number of sanctioned posts over the last five years

Year						
Number of Teachers	Sanctioned posts					
	In position					
Number of Other Academics	Sanctioned posts					
	In position					
Total	Sanctioned posts					
	In position					

Number of full time teachers and Other Academics over the last five years

Year						
Number of Teachers	In position without Ph.D					
	In position With PhD					
Number of Other Academics	In position without Ph.D					
	In position With PhD					
Total	In position without Ph.D					
	In position With PhD					

Total number of in-house faculty in the institution over the last five years

Year					
Number of in-house faculty in curriculum designing (programme and course coordination)					
Number of in-house faculty in Writing of units in curriculum					
Number of in-house faculty edited blocks (content, format and language)					
Total number of in-house faculty					

3. Research, Innovations and Extension

Number of teachers recognized as guides over the last 5 years

Year					
Number of teachers recognized as guides					

4. Infrastructure and learning resources

Total expenditure excluding salary

Year					
Expenditure on Campus Maintenance (INR in lakhs)					
Total expenditure of the university (excluding salary) INR in lakhs)					

5. Learner support and progression

Number of learners of disadvantaged groups

Year					
Number of learners of disadvantaged groups					

Number of passed out learners

Year					
Number of passed out learners					

6. Governance, leadership and management

Number of full-time non-academic staff

Year					
Number of non-academic staff					

4. Quality Indicator Framework (QIF)

Essential Note:

The format of the SSR has to be filled up only online and the IT format will be made available on the NAAC website.

The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details are given below each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *documents* needed to be uploaded, from which data could be compiled.

These will help Institutions in the preparation of their SSR.

For Qualitative Metrics (Q_lM) which seek descriptive data, word limits as specified should be adhered to. It is advisable to compile the data accordingly before uploading the same.

For Quantitative Metrics (**Q_nM**) provide the data as desired. The formulagiven is merely to inform the Institutions about the manner in which data submitted will be assessed.It is necessary to fill in details as per the instructions.

CRITERION I- CURRICULAR ASPECTS (150)

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

Metric No.		**Weightage**
1.1.1 **Q_lM**	**Relevance of curricula planned, designed and developed/adopted** Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goals Write description in maximum of 1000 words **Provide web-link to** • Curricula implemented by the University	**15**

	• Mapping of curricula to Programme Outcomes • Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes • Minutes of the relevant BoS/ School Board / Academic Council • Any other relevant information	
1.1.2 QnM	**New Programmes introduced** Percentage of Programmes newly introduced by the institution over the last five years Number of new Programmes introduced over the last five years **Data Requirement:** (As per Data Template) • Programme Code • Names of the New Programmes introduced • Name of the Department / School • Year of Introduction **Formula:** $\frac{\text{Total Number of new Programmes introduced over the last five years}}{\text{Total number of Programmes offered by the institution over the last five years}} \text{X } 100$ **Upload** • Minutes of relevant Academic Council/ School Board /BoS meetings • Details of the Curricula/Syllabi of the new programmes over the last five years • As per Data Template • Any other relevant information	**10**
1.1.3 QnM	**Revision of Programmes** Percentage of Programmes revised or are under revision over the last five years Total number of Programmes revised or are under revision over the last five years **Data Requirement:** (As per Data Template) • Programme Code • Names of the Programmes revised • Name of the Department / School • Year of Initiation • Year of Completion **Formula:** $\frac{\text{Total number of Programmes revised over the last five years}}{\text{Total number of Programmes offered by the institution over the last five years}} \text{X } 100$ **Upload**	**10**

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

	$\frac{\text{Number of programmes in which digital media is used in curriculum over the last five years}}{\text{Total number of programmes offered by the institution over the last five years}} \text{X}100$ **Upload:** • Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years • As per Data Template • Any other relevant information	

Key Indicator – 1.2: Academic Flexibility (40)

Metric No.		Weightage
1.2.1 **Q_nM**	**Programmes being adopted/adapted by other HEIs** Percentage of programmes adopted/adapted by other HEIs over the last five years Number of programmes adopted/adapted by other HEIs over the last five years **Data requirement**: (As per Data Template) • Name of the Programme(s) of the OU adopted/adapted by other HEI(s) • Names of the HEI (s) adopting/adapting the programmes of the OU **Formula:** $\frac{\text{Number of OU programmes adopted/adapted by other HEIs}}{\text{Total Number of programmes offered by the OU}} \text{X } 100$ **Upload:** • Letter of Agreement • Details of Programme • Details of HEI(s) • As per Data Template • Any other relevant information	**10**
1.2.2 **QnM**	**Implementation of CBCS / ECS** Percentage of degree Programmes in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total number of Programmes. (Data of the preceding academic year) Number of degree Programmes in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total	**5**

<table>
<tr>
<td></td>
<td>number of Programmes. (Data of the preceding academic year)

Data requirements: (As per Data Template)
• Name of all Programmes (with Program Code) adopting CBCS
• Names of Programmes (with Program Code) adopting Elective Course System (ECS)
Formula:
$\frac{\text{Number of degree Programmes in which CBCS or ECS implemented}}{\text{Total number of degree Programmes offered in the preceding academic year}} \times 100$

Upload
• Minutes of relevant Academic Council/BoS/ School Board meetings
• As per Data Template
• Any other relevant information</td>
<td></td>
</tr>
<tr>
<td>1.2.3
Q_nM</td>
<td>Enabling provision for lateral entry for learners

Average percentage of learners admitted in the Institution through lateral entry based on credit transfer year wise over the last five years

Number of learners admitted in the Institution through lateral entrybased on credit transfer year wise over the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of learnersadmitted for lateral entry</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement: (As per Data Template)
• Name of the programme (with code)
• Number of the learners admitted through lateral entrybased on credit transfer year wise over the last five years
• Total number of learners

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

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

Upload:
• Credit transfer policy
• List of programmes having provision for lateral entry
• As per Data Template
• Any other relevant information</td>
<td>15</td>
</tr>
<tr>
<td>1.2.4
Q_lM</td>
<td>Enabling provision for modular approach

Provision for modular approach for flexible exit to the learners

Write description in maximum of 1000 words

Provide web-link to
• The list of Programmes having modular approach with flexible exit options for the learners
• Any other relevant information</td>
<td>10</td>
</tr>
</table>

Key Indicator – 1.3: Curriculum Enrichment (30)

Metric No.		Weightages
1.3.1 **Q$_l$M**	**Institution integrates crosscutting issues** Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula Write description in maximum of 500 words **Provide web-link to** • List of courses that integrate crosscutting issues mentioned above • Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula • Any other relevant information	**5**
1.3.2 **QnM**	**Awareness/ soft skills / life skills/value-added courses etc., on offer** Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution over the last five years **Data requirement**: (As per Data Template) Name of courses imparting awareness/ life skills / soft skills/value-added (credit/ non-credit) **Upload:** • Brochure or any other document relating to the listed courses • As per Data Template • Any other relevant information	**10**
1.3.3 **QnM**	**Learners undertaking fieldwork / projects / internships etc.** Percentage of learners undertaking field work / projects / internships /dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (data for the preceding academic year) across all Programmes requiring such activities **Data requirements**: (As per Data Template) • Names of the Programme involving field work/ projects / internships etc. • Number of learners undertaking field work/ projects / internships etc. • Number of learners enrolled in Programme involving field work/ projects / internships etc. **Formula:** $\frac{\text{Number of learners undertaking field projects or interships in the preceding academic year}}{\text{Total number of learners in such programmes in the preceding academic year}} \text{ X } 100$ **Upload:**	**10**

	• Link to Programme structure(s) • Handbook/Manual for field work/ projects / internships etc. • List of learners enrolled in Programme involving field work/ projects / internships etc. • As per Data Template • Any other relevant information	
1.3.4 **QnM**	**Courses on employability/ entrepreneurship/ skill development** 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 Programme (s) with Programme 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:** $\textbf{Percentage per year} \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{\text{Total Number of courses in all Programmes}} \text{X } 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload:** • Link to programme structure of such courses having focus on Employability/ Entrepreneurship/ Skill development • As per Data Template • Any other relevant information	**5**

Key Indicator – 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1 **QnM**	**Feedback for design and review of curriculum** Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year 1) Learners 2) Teachers and other Academics 3) Academic Counsellors	**10**

	4) Subject Experts 5) Employers 6) Alumni **Options: (Choose any one)** A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above **Upload:** • Data collection instruments • As per Data Template • Any other relevant information	
1.4.2 **QnM**	**Action on feedback (feedback collection, analysis and action taken)** Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabusfor the preceding academic year **Options: (Choose any one)** A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not obtained/collected **Data requirements**: (As per Data Template) • Stakeholder feedback report received from different stakeholders **Upload:** • Stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management • As per Data Template • Any other relevant information	**10**

CRITERION II – TEACHING-LEARNING AND EVALUATION (250)

Key Indicator - 2.1: Learner Enrolment (10)

<table>
<tr><th>Metric No.</th><th></th><th>Weight age</th></tr>
<tr><td>2.1.1
Q_nM</td><td>Increase in the enrolment

Average percentage increase in the enrolment of learners in the Institution year wise over the last five years

Increase/ decrease in the enrolment of learners in the Institution year wise over the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Fresh Enrolment</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>*Admission into next semester (re-registration)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total enrolment</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Increase / Decrease over preceding academic year</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
*Admission into 2nd year (3rd semester & 4th semester) / 3rd year (5th& 6th semester) for UG level learners
*Admission into 2nd year (3rd semester & 4th semester) for PG level learners

Data requirement: (As per Data Template)

• <u>Number of learners freshly enrolled and re-registered year wise for the last five years</u>
Formula:

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

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

Upload
• Total enrollment data yearwise authenticated by Registrar of the University
• As per Data Template
• Any other relevant information</td><td>5</td></tr>
<tr><td>2.1.2
Q_lM</td><td>Efforts for reaching the unreached

Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education</td><td>5</td></tr>
</table>

Write description in maximum of 500 words

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

Q_nM

Catering to rural population

5

Average percentage of learners enrolled from rural areas year wise over the last five years

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

Year					
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:

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

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

Upload:

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

2.2.2

Q_nM

Reaching out to learners from socially backward categories

5

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					
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:

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

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

Upload:

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

2.2.3

Q_nM

Reaching out to Persons with Disabilities (PwD)

5

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					
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:

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

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

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

Q_nM

Reaching out to women / transgender learners

5

Average percentage of learners enrolled across different gender year wise over the last five years

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

Year					
Number of women learners					
Number of transgender learners					
Total					

Data requirement: (As per Data Template)

- Number of learners enrolled from different gender year wise over the last five years

Formula:

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

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

Upload:

- Number of Women and transgender learners authenticated by Registrar of the University
- As per Data Template
- Any other relevant information

2.2.5
Q_nM

Reaching out to employed persons

Average percentage of the enrolled learners who are employed year wise over the last five years

5

Number of employed learners enrolled year wise over the last five years

Year					
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:

<table>
<tr>
<td></td>
<td>Percentage per year = $\frac{\text{Number of employed learners enrolled}}{\text{Total Number of learners}}$ X 100

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

Upload:
• Number of employed learners authenticated by Registrar of the University
• As per Data Template
• Any other relevant information</td>
<td></td>
</tr>
<tr>
<td>**2.2.6**

Q_nM</td>
<td>**Learners from Special Target Group: prison inmates**

Average number of prison inmates enrolled as learners year wise over the last five years

Number of prison inmates enrolled as learners year wise over the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of prison inmates enrolled as learners</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement: (As per Data Template)
• Number of prison inmates enrolled year wise
Formula:

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

Upload:
• Number of prisoners enrolled authenticated by Registrar of the University
• As per Data Template
• Any other relevant information</td>
<td>**5**</td>
</tr>
</table>

<table>
<tr>
<td>2.2.7

Q_nM</td>
<td>
Learners from Defence and Security Forces

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 the last five years

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of learners from Defence/ Security Personnel/ Exservicemen/ War widows enrolled</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement: (As per Data Template)
<u>Number of persons from Defence and Security Forces background enrolled year wise</u>
Formula:

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

Upload:

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

</td>
<td>5</td>
</tr>
</table>

<u>Key Indicator - 2.3 Teaching-Learning Process (60)</u>

Metric No.		**Weightage**
2.3.1 **Q_lM**	**Development of Self-Learning Material (SLM) in Print** Process followed for development of Self-Learning Material (in Print) Write description in maximum of 1000 words **Provide web-link to** • Policy document on SLM • Any other relevant information	**20**
2.3.2 **QnM**	**Use of Radio for providing instruction** Percentage of programmes where radio has been used for providing instruction in the preceding academic year Number of programmes where radio has been used for providing instruction in the preceding academic year	**10**

Formula

$$\frac{\text{Number of programmes using radio for providing instructions}}{\text{Total Number of programmes on offer in the preceding year}} \text{ X } 100$$

Data requirement: (As per Data Template)

- Number of programmes where radio has been used for providing instruction in the preceding academic year

Upload:

- Schedules of the above activities
- As per Data template
- Any other relevant information

2.3.3
QnM

Use of telecast / webcast for providing instruction

10

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

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

Formula

$$\frac{\text{Number of programmes where telecast/webcast } for\ provinding\ instrcutions}{\text{Total number of programmes on offer}} \text{ X } 100$$

Data requirement: (As per Data Template)

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

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					
Number of programmes for which					

the digitized content is available for the learners					

Data requirement(As per Data Template)

- Number of Programmes whose learning material has been digitized and made available to the learners

Formula:

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

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

Upload:

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

2.3.5

Q$_l$M

Institutional Mechanism to provide academic counseling support

15

An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills

Write description in maximum of 1000 words

Provide web-link to

- Schedules of different counselling activities
- Any other relevant information

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

15

Average percentage of the sanctioned posts occupied by full-time teachers and other academics respectivelyyear wise over the last five years

Number of the sanctioned posts occupied by full-time teachers and other academics respectively year wise over the last five years

Year						
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 = $\frac{\text{Numberoffull−timeteachers and other academis}}{\text{Numberofsanctionedposts}}$ X 100

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

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						
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:

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

<table>
<tr><td></td><td>

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

Upload:

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

</td><td></td></tr>
<tr><td>

2.4.3

QnM

</td><td>

Programmes on offer through Collaboration

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of Programme developed in collaboration with Government/ other agencies</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement: (As per Data Template):

- Number of programmes developed in collaboration with Government/ other agencies

Upload:

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

</td><td>

5

</td></tr>
<tr><td>

2.4.4
QnM

</td><td>

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

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of in-house faculty involved in writing/ transforming/ editing of units</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement (As per Data Template):

- In-house faculty involved in, writing transformation of units and editing

Formula:

$$\text{Percentage per year} = \frac{\text{Number of inhouse faculty involved in developing SLMS}}{\text{Total number of in house faculty in the institution}} \text{X } 100$$

</td><td>

15

</td></tr>
</table>

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

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					
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:

$$\frac{\begin{array}{c}\text{Numberoffulltimeteachers}\\ \text{and other academics who receivdawards}\\ \text{fromstatelevel, nationallevel,}\\ \text{internationallevel bodies over the last five years}\end{array}}{\text{Average numberof full time teachers over the last five years}} \text{X } 100$$

Upload:

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

2.4.6

QnM

5

Teaching Experience of Academic Counsellors

Percentage of empanelled Academic Counsellors having more than five years of teaching experience for the preceding academic years

Number of empanelled Academic Counsellors having more than five years of teaching experience for the preceding academic years

Data requirement: (As per Data Template)

- Total teaching experience in years of the empanelled Academic Counsellors for the preceding academic year

Formula:

$$\frac{\text{Number of academic counsellors having more than five years of teaching experience}}{\text{Number of academic counsellors for the preceding academic year}}\text{X}100$$

	Upload: • Number of Academic Counsellors with details of total teaching experience for the preceding academic year • As per Data Template • Any other relevant information	

Key Indicator - 2.5 Evaluation Process and Reforms (40)

Metric No.		Weightage
2.5.1 **Q_lM**	**Process of conduct of Term-end examination** Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination Write description in maximum of 1000 words **Provide web-link to** • Schedule of Term End Examination of preceding academic year • Manual/ Handbook for conduct of Term End Examination • Any other relevant information	**10**
2.5.2 **Q_lM**	**Examination related Grievances** Mechanism of the Institution to deal with examination related grievances in a transparent manner Write description in maximum of 500 words **Provide web-link to** • Standard Operating Procedures related to Term End Examination related Grievances • Any other relevant information	**5**
2.5.3 **Q_lM**	**Formative Assessment** Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution Write description in maximum of 1000 words **Provide web-link to** • Policy documents on Evaluation Methodology • Any other relevant information	**10**

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

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

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>**2.6.1**
QlM</td><td>

Programme Outcomes

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

Write description in maximum of 1000 words

Provide web-link to

- Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes
- Any other relevant information

</td><td>**10**</td></tr>
<tr><td>**2.6.2**
QnM</td><td>

Completion status of UG and PG degree programmes

Number of learners of a selected batch who have successfully completed UG and PG Degree in maximum period of 5 and 4 years respectively.

For calculating completion status in case of UG degree, the enrolment data of 5 academic years back andfor PG degree the enrolment data of four academic years back should be taken from the preceding year.

<table>
<tr><th>Level</th><th>Total Enrolment</th><th>Complete Programme within maximum period</th><th>Total number of learners successfully completed the programme</th></tr>
<tr><td>PG</td><td></td><td></td><td></td></tr>
<tr><td>UG</td><td></td><td></td><td></td></tr>
</table>

Data Requirement: (As per Data Template)

- Programme wise enrolment data at UG and PG degree level
- Programme wise completion data at UG and PG degree level

Formula:

$$\frac{\text{Total number of learners of the selected batches who completed UG and PG Degrees in 5 and 4 y}}{\text{Total Number of learners enrolled for UG and PG programmes 5 and 4 years back resp}}$$

Upload:

- Link to declaration of results
- As per Data Template
- Any other relevant information

</td><td>**10**</td></tr>
</table>

Key Indicator – 2.7 Learner Satisfaction Survey (30)

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

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION (200)

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

Metric No.		Weightage
3.1.1 **Q_lM**	**Policy for promotion of research** The Institution has a well defined policy for promotion of systemic and discipline based research. Also, explain the assigned budget for research and its utilization, methods for implementation and monitoring. Write description in maximum of 500 words **Provide web-link to** • Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption • Policy document on promotion of research • Any other relevant information	**10**
3.1.2 **QnM**	**Research facilities for teachers, other academics and learners** Research facilities available to the teachers, other academics and learners of the Institution for pursuing research	**5**

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

Options (Choose any one of the below)

A. Any 6and more of the above
B. Any 4or 5of the above
C. Any 2or 3of the above
D. Any 1of the above
E. None of the above

Data requirement: (As per Data Template)

- List of facilities available
- Date of procurement / launch / establishment

Upload:

- URLs of the available facilities
- As per Data Template
- Any other relevant information

Key Indicator – 3.2 Resource Mobilization for Research (15)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.2.1
QnM</td><td>
Government and Non-government grants for research

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></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)

- Name of the Project
- Name of the Principal Investigator
- Department of Principal Investigator
- Year of Award
- Funds provided
- Duration of the project
</td><td>5</td></tr>
</table>

<table>
<tr>
<td></td>
<td>

<u>Funding Agency</u>
<u>Total amount of funds received</u>

Upload:

Award letters for research projects sponsored by government and non-government
As per Data Template
Any other relevant information

</td>
<td></td>
</tr>
<tr>
<td>3.2.2
QnM</td>
<td>
Research projects funded to teachers and other academics
<p>Average number of teachers and other academics having research projects funded by the institution / government and non-government agencies year wise over the last five years</p>
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of teachers and other academics</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
<p>Data requirement: (As per Data Template)</p>

<u>Name of Principal Investigator</u>
<u>Title of the research project</u>
<u>Department/ School of recipient</u>
<u>Duration of project</u>
<u>Amount / Fund received</u>
<u>Name of funding agency</u>
<u>Year of sanction</u>

<p>Formula:</p>
$$\frac{\text{Total number of teachers and other academics having research projects}}{\text{Average number of teachers and other academics over the last five years}}$$
<p>Upload:</p>

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

</td>
<td>10</td>
</tr>
</table>

Key Indicator – 3.3: Innovation Ecosystem (35)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.3.1

Q$_l$M</td><td>
Innovative initiatives of the Institution
<p>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</p>
<p>Write description in maximum of 1000 words</p>
<p>Provide web-link to</p>

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

</td><td>10</td></tr>
<tr><td>3.3.2
QnM</td><td>
Workshops / seminars conducted on innovative practices
<p>Total number of workshops/seminars conductedyear wise over the last five years on:</p>

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td><td>Total</td></tr>
<tr><td>Number of workshops / seminars</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
<p>Data requirements: (As per Data Template)</p>

<u>Name of the workshops / seminars conducted</u>
<u>Number of Participants</u>
<u>Schedule of the activity conducted</u>
<u>Report of the workshops / seminars</u>

<p>Upload:</p>

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

</td><td>10</td></tr>
<tr><td>3.3.3
QnM</td><td>
Innovative content developed
<p>Innovative content developed in the form of e-modules / e-SLMs / MOOCsfor :</p>

NMEICT

</td><td>10</td></tr>
</table>

- 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						**Total**
Number of innovative contents developed						

Data requirements: (As per Data Template)

- List of the innovative contents developed

Upload:

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

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						**Total**
Number						

Data requirements: (As per Data Template)

- Name of the Awardee
- Name of the Awarding Agency with contact details
- Year of Award

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)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.4.1
QnM</td><td>

Mechanisms to check malpractices and plagiarism in research

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

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

Options: (Choose any one)

A. All 4 of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
E. None of the above

Upload:

- Institutional code of ethics document
- Notification for Research Ethics Committee
- Minutes of the committee
- As per Data Template
- Any other relevant information

</td><td>5</td></tr>
<tr><td>3.4.2
QnM</td><td>

Ph.Ds and M.Phils awarded

Average Number of M.Phil and Ph.D degrees awarded per teacher year wise over the last five years.

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of M.Phil degrees awarded</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of Ph.D degrees awarded</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of teachers recognized as research guides</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirements: (As per Data Template)

- Nuber of Ph.Ds awarded
- Nmber of PhDs awarded
- Number of teachers recognised as research guides

Formula:

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

Upload:

</td><td>10</td></tr>
</table>

- 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

20

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

Year					
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:

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

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					
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:** $\frac{\text{Total number of books and chapters, units published over the last five}}{\text{Average number of full time teachers and other academics over the last fi}}$ **Upload:** • Web-link of publications • As per Data Template • Any other relevant information	
3.4.5 **QnM**	**Publications on Distance Education** Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution Details of the publications teachers and other academics of the Institution year wise over the last five years. **Data Requirements**: (As per Data Template) • Title of the book / Journal • Name of the publisher: National / International • National / international : ISBN/ISSN of the publication • Year of publication **Formula:** $\frac{\text{Numberofpublications on Distance Education over the last five years}}{\text{Number of full time teachers and other academics over the last five years}}$ **Upload:** • Web-link of publications • As per Data Template • Any other relevant information	**5**
3.4.6 **QnM**	**Bibliometrics of the publications** 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) • Title of the paper • Name of the author • Title of the journal • Year of publication • Citation Index **Formula:**	**5**

	$\frac{\text{0.45 X Total number of Citation in SCOPUS in five years} + \text{0.45 X Total number of Citation in Web of Science in five years} + \text{0.1 X Total number of Citation in Indian Citation Index in five years}}{\text{0.45 X Total number of Publication in SCOPUS in five years} + \text{0.45 X Total number of Publication in Web of Science in five years} + \text{0.1 X Total number of Publication in Indian Citation Index in five year}}$ **Upload:** • s **(The Data obtained from INFLIBNET will be used for the purpose of calculation of scores)**	
3.4.7 **QnM**	**h-index of the Institution** Details of the publications of the teachers and other academics of the Institution year wise over the last five years to calculate h-index of the Institution based on the Bibliometrics of the publications in Scopus / Web of Science **Data Requirements**: • Title of the paper • Name of the author • Title of the journal • Year of publication • h- index **Formula:** $\text{h index} = \frac{\text{h – Index of Scopus + h – index of Web of Science over the last five years}}{2}$ **Upload:** • Bibliometrics of publications based on Scopus / Web of Science – h-index of the institution • As per Data Template • Any other relevant information The Data obtained from INFLIBNET will be used for the purpose of calculation of scores	**5**

Key Indicators - 3.5 Consultancy (10)

Metric No.		**Weightage**
3.5.1 **QlM**	**Policy on Consultancy** The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency Write description in maximum of 500 words **Provide web-link to** • Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	**2**

- Policy document on consultancy
- Any other relevant information

3.5.2

QnM

Revenue from consultancy

3

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					
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)

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.

5

Revenuegenerated by the Institution by conducting training programmes/ seminars/ conferences/ through sponsorship, etc.

Revenuegenerated by the Institution from training / seminars/ conferences/ etc. through sponsorship, etc , year wise over the last five years (INR in lakhs)

Year					
Revenue generated (INR in lakhs)					

Data Requirement:(As per Data Template)
- Title of the Training Programme
- Agency seeking training with contact details
- Revenuegenerated (INR in lakhs)
- Number of trainees
- Total Sponsorship generated in rupees

Upload:

<table>
<tr><td></td><td>Audited statements of account indicating the revenuegenerated through training
Schedule of the training programmes
As per Data Template
Any other relevant information</td><td></td></tr>
</table>

Key Indicators - 3.6 Extension Activities (35)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.6.1

QlM</td><td><p>Extension activities</p><p>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</p><p>Write description in maximum of 500 words</p><p>Provide web-link to</p>
Brochures of the activities
Activity Reports
Any other relevant information</td><td>5</td></tr>
<tr><td>3.6.2

QnM</td><td><p>Recognition of extension activities</p><p>Number of awards and recognition received for extension activities from Government /recognized bodies year wise over the last five years</p><table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of awards and recognition</td><td></td><td></td><td></td><td></td><td></td></tr></table><p>Data Requirement: (As per Data Template)</p>
<u>Name of the activity</u>
<u>Name of the Award/ recognition</u>
<u>Name of the Awarding government/ recognized bodies</u>
<u>Year of the Award</u>
<p>Upload:</p>
Awards for extension activities
Scanned copy of the award letters
As per Data Template
Any other relevant information</td><td>10</td></tr>
<tr><td>3.6.3

QnM</td><td><p>Collaborative extension and outreach Programmes</p><p>Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations year wise over the last five years</p></td><td>10</td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Data Requirement: (As per Data Template)
<u>Name and number of the extension and outreach Programmes</u>
<u>Name of the collaborating agency</u>
Upload:
Reports of the event organized
As per Data Template
Any other relevant information
</td><td></td></tr>
<tr><td>3.6.4
QnM</td><td>
Participation in extension activities

Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD Act, etc. year wise over the last five years
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of employees and learners participating</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Data Requirement: (As per Data Template)
<u>Name of the activity</u>
<u>Name of the scheme</u>
<u>Year of the activity</u>
<u>Number of employees participating in such activities</u>
<u>Number of learners participating in such activities</u>
Upload:
Report of the event
As per Data Template
Any other relevant information
</td><td>10</td></tr>
</table>

Key Indicator - 3.7 Collaboration (20)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.7.1
QnM</td><td>
Collaborative activities

Number of Collaborative activities for research, programme development and faculty exchange year wise over the last five years
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of collaborative Activities</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Data requirements: (As per Data Template)
<u>Title of the collaborative activity</u>
<u>Name of the collaborating agency with contact details</u>
<u>Source of financial support</u>
</td><td>10</td></tr>
</table>

	• Year of collaboration • Duration • Nature of the activity **Upload:** • Scanned copies of collaboration document • As per Data Template • Any other relevant information	
3.7.2 **QnM**	**Linkages with institutions/industries** Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc over the last five years **Year** | | | | | **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 **Upload:** • Web-link of the collaborator • MoU of the collaboration (s) • As per Data Template • Any other relevant information	**10**

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES (100)

Key Indicator - 4.1 Physical Facilities (20)

Metric No		**Weightage**
4.1.1 **QlM**	**Facilities at Institution Headquarters, Regional Centres and Learner Support Centres** Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc. Write description in maximum of 1000 words **Provide web-link to** • Annual report of the Institution • Geo-tagged photographs of campus and all other infrastructural facilities	**10**

- Any other relevant information

4.1.2 QnM

Expenditure incurred for infrastructure augmentation

Average percentage of expenditure incurred for infrastructure augmentation

Expenditure incurred for infrastructure augmentation and total expenditure excluding salary year wise over the last five years (INR in lakhs)

Year					
Expenditure incurred for infrastructure augmentation					
Total expenditure excluding salary					

Data requirements: (As per Data Template)

- Expenditure incurred for infrastructure augmentation year wise for five years
- Total expenditure of the University excluding salary year wise for five years

Formula:

$$\frac{\text{Expenditure incurred for infrastructure augmentation over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \text{X100}$$

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

Upload:

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

5

4.1.3 QnM

Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities

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					
Expenditure on					

5

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:

$$\frac{\text{Expenditure incurred for Maintenance of physical facilities over the last five years}}{\text{Total expenditure excluding salary over the last five years}} X100$$

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

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 **QnM**	**ICT enabled facilities at HQs** Percentage of the rooms and seminar halls of the Institution Headquarters IT enabled as on date Details of the number of rooms and seminar halls with ICT facilities/Wi-Fi/LAN at the Institution HQs (as on date) and total number of rooms and seminar halls.	**5**

Number of IT enabled rooms at HQ	
Total number of rooms at HQ	
Number of IT enabled Seminar halls at HQ	
Total number of Seminar halls at HQ	

Data requirements: (As per Data Template)

- Number of rooms and seminar halls with ICT facilities/Wi-Fi/LAN
- Total number of rooms and seminar halls at the University HQs

Formula:

$$\frac{\text{Number of classrooms and seminar halls with ICT facilities at HQ}}{\text{Total number of rooms and seminar halls at HQ}} X100$$

Upload:

- Geo- tagged Photographs of IT infrastructure facilities at HQs
- As per Data Template
- Any other relevant information

4.2.2
QnM

ICT enabled facilities at RCs

5

Percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled as on date

Details of the number of rooms with ICT facilities/Wi-Fi/LAN at RCs. (data as on date) at RCs (cumulative). Also provide the total number of rooms (cumulative) at the RCs.

Number of IT enabled rooms at RC*	
Total number of rooms at RC	
Number of IT enabled Seminar halls at RC	
Total number of Seminar halls at RC	

* Provide separate data for all RCs

Data requirements: (As per Data Template)

- Number of rooms with ICT facilities/Wi-Fi/LAN at RCs
- Total number of rooms (cumulative) at the RCs

Formula:

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

Upload:

- Photographs of infrastructure facilities at a few RCs
- As per Data Template
- Any other relevant information

4.2.3
QnM

ICT enabled facilities at LSCs

5

Percentage of the rooms of the learner support centres are IT enabled as on date

Details of rooms with ICT facilities/Wi-Fi/LAN (data as on date) at Learner Support Centres (cumulative) and total number of rooms at the LSCs (cumulative)

Number of IT enabled rooms at LSC**	
Total number of rooms at LSC	
Number of IT enabled Seminar halls at LSC	
Total number of Seminar halls at LSC	

** Provide data for all LSCs under each RC

Data requirements: (As per Data Template)

- Number of rooms with ICT facilities/Wi-Fi/LAN at LSCs
- Total number of rooms (cumulative) at the LSCs

	Formula: $\frac{\text{Number of classrooms and seminar halls with ICT facilities at LSCs}}{\text{Total number of rooms and seminar halls at LSCs}}\text{X100}$ **Upload:** • Geo – tagged Photographs of infrastructure facilities at a few LSCs • As per Data Template • Any other relevant information	
4.2.4 **Q$_l$M**	**Frequency of updating of IT facilities** Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc Write description in maximum of 500 words **Provide web-link to** • Scanned copy of agreement • Any other relevant information	**5**
4.2.5 **QnM**	**Internet Bandwidth at the HQs and RCs** Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution Internet connection (s) in the Institution (Leased line) in terms of the available bandwidth for the current year (as per actual) **Data requirements**: (As per Data Template) • Available internet bandwidth **Upload:** • Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres • As per Data Template • Any other relevant information	**5**
4.2.6 **QnM**	**Facilities for media production** Facilities for audio, video and e-content development are available and are in use at the Institution Audio- video and e-Content production facilities: 1. Audio / video studios 2. Outdoor shooting equipment /Outdoor audio recording 3. Post production unit / Editing unit 4. Duplication unit 5. Graphics workstation	**5**

<table>
<tr><td></td><td>6. Direct Reception Sets (DRS)
7. Set Scenic unit
8. Make-up unit
9. E-Platform
10. Workstations with broadband connectivity
11. Cloud space
12. Licensed software
13. Uninterrupted web connectivity
14. IT security system
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)
• <u>List of the audio, video and e-content production facilities</u>

Upload:
• Geo-tagged photographs of the facilities for audio, video e-content production
• As per Data Template
• Any other relevant information</td><td></td></tr>
<tr><td>4.2.7
QnM</td><td>Transmission facilities at the Institution

Number of transmission facilities (Channels) available as on date in the Institution

<table><tr><td>Number of Radio Channels</td><td></td></tr><tr><td>Number of TV Channels</td><td></td></tr></table>
Data requirements: (As per Data Template)
• <u>List of the radio and TV broadcast facilities (channel details and frequency, studios, etc.)</u>
• <u>Details of technical staff</u>
• <u>Details of relevant infrastructure</u>

Upload:
• Geo-tagged photographs of the facilities available
• As per Data Template
• Any other relevant information</td><td>5</td></tr>
<tr><td>4.2.8

Q_lM</td><td>Automation systems

The level of automation of different aspects of Institution including the features of Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs)</td><td>5</td></tr>
</table>

	Write description in maximum of 500 words **Provide web-link to** • Automation system • Any other relevant information	

Key Indicator - 4.3 Learning Resources(40)

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

<table>
<tr>
<td>4.3.2

QnM</td>
<td>Average number of Learners attached to LSCs

Number of learners on an average enrolled at LSCsin the preceding academic year

Data requirement:(As per Data Template)
<u>List of LSCs</u>
<u>Number of learners enrolled in the preceding academic year</u>
Formula:

$$\frac{\text{Total Number of learners enrolled in the preceding year}}{\text{Total number of LSCs in preceding year}} X100$$
Upload:
Upload:
Enrolment details of the preceding year
Distribution of learners LSC wise
As per Data Template
Any additional information</td>
<td>10</td>
</tr>
<tr>
<td>4.3.3

QlM</td>
<td>Academic counselling sessions held

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

Write description in maximum of 1000 words

Data requirement: (As per Data Template)
<u>Name of Programme</u>
<u>Programme wise enrolment in the current session</u>
<u>Total number of programme wise counselling sessions held at LSCs under each RC</u>
<u>As per Data Template</u>
Provide web-link to
Monitoring reports of LSCs
Expenditure incurred on counselling sessions
As per Data Template
Any other relevant information</td>
<td>10</td>
</tr>
<tr>
<td>4.3.4

QnM</td>
<td>Expenditure on Library

Average percentage of annual expenditure on library year wise over the last five years

Annual expenditure on library year wise over the last five years (INR in lakhs)
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Amount (INR in lakhs)</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement:(As per Data Template)</td>
<td>5</td>
</tr>
</table>

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

CRITERION V - LEARNER SUPPORT AND PROGRESSION (100)

Key Indicator - 5.1 Learner Support (65)

Metric No.		Weightage
5.1.1 **Q_lM**	**Promotional Activities for Prospective Learners** The Institution promotes its programmes for the prospective learners through various activities Write description in maximum of 1000 words **Provide web-link to** • Activities undertaken • Any other relevant information	**10**
5.1.2 **Q_lM**	**Pre-admission Counseling Services** Activities undertaken by the Institution for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support	**10**

	Centers Write description in maximum of 1000 words **Provide web-link to** • Activities undertaken • Any other relevant information	
5.1.3 **Q_lM**	**Online Admission and Related Activities** The status and process of online admission including payment of fees Write description in maximum of 500 words **Provide web-link to** • Online Admission and related activities • Any other relevant information	**5**
5.1.4 **Q_lM**	**Dispatch of Study Material to Learners** Strategy followed by the Institution for dispatch of study material to learners Write description in maximum of 500 words **Provide web-link to** • Material dispatch related activities • Any other relevant information	**5**
5.1.5 **QnM**	**Attending to learners' queries** Modes employed by the University to attend to learners' queries Enlist the approaches given below, used by the University to attend to learners' queries: 1. Automated interactive voice response system 2. Call centre 3. Online Help Desk 4. Social media 5. App based support 6. Chat Box 7. E-mail Support 8. Interactive radio counselling 9. Teleconferencing 10. Web-conferencing 11. Student Services Centre/ Inquiry Counter 12. Postal communication 13. Any other (please specify) **Options: (Choose any one of the below)** A. Any 8 or more of the above B. Any 6-7of the above	**10**

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

<table>
<tr>
<td></td>
<td>
Total number of grievances received at HQ and redressed year wise over the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of grievances received at HQ</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of grievances redressed</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement: (As per Data Template)

- Number of grievances received at HQ and redressedyear wise over the last five years

Formula:

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

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

Upload:

- Web link to Grievance Redressal Mechanism Committee for learners
- As per Data Template
- Any other relevant information
</td>
<td></td>
</tr>
<tr>
<td>5.1.8
Q_lM</td>
<td>
Special Learner Support Centres

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

Write description in maximum of 500 words

Provide web-link to

- List of Special Learner Support Centres
- Any other relevant information
</td>
<td>5</td>
</tr>
<tr>
<td>5.1.9
Q_nM</td>
<td>
Financial Support to learners of disadvantaged groups

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of learners of disadvantaged groups benefited</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>5</td>
</tr>
</table>

byfinancial support					
Total number of learners of disadvantaged groups enrolled in all the programmes					

Data requirement:(As per Data Template)

- Name of the scheme
- Number of learners benefited

Formula:

$$\text{Percentage per year} = \frac{\text{Number of learners with disadvantaged group benefited by financial support}}{\text{Totalnumberof learners of disadvantaged group enrolled}} X100$$

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

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

Q_nM

Submission of assignments

5

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

Data requirement:(As per Data Template)

- Name of the programme and courses
- Programme wise Enrollment details
- Number of assignment(s) per course
- Number of assignment(s) submitted per course

Formula:

$$\text{Percentage per year} = \frac{\text{Number of newlyenrolled learners submitted assignments in the preceding academic year}}{\text{Total numberof newlyenrolled learners in the preceding academic year}} X100$$

Upload:

- Web-link to academic calendar of the Institution
- List of programmes on offer
- Web-link of assignments of programmes on offer
- As per Data Template
- Any other relevant information

5.2.2

Q_nM

Newlyenrolled learners registered for term end examination

5

	Percentage of learners enrolled in the preceding academic year (only newlyenrolled) have registered for term end examination **Data requirement:**(As per Data Template) • Name of the programme and courses • Programme wise enrollment details • Name and enrolment number of learners (only newly enrolled)registered for term end examinations **Formula:** Percentage per year = $\frac{\text{Number of newly enrolled learners registered for term end examination in the preceding academic year}}{\text{Total numberoflearnersenrolled in the preceding academic year}}X100$ **Upload:** • List of programmes on offer • Web-link of examination schedule • Number of learners (only newlyenrolled)registered for term end examinations • As per Data Template • Any other relevant information	
5.2.3 **Q_nM**	**Number of learners appeared for term end exam** Percentage of learners enrolled in the preceding academic year (only newly enrolled) have appeared for term end examination **Data requirement:**(As per Data Template) • Name of the programme and courses • Programme wise Enrollment details • Name and enrolment number of learners (only newlyenrolled) appeared for term end examinations **Formula:** $\frac{\text{Number of newly enrolled learners appreared in the preceding year}}{\text{Total numberof learners enrolled in term end examination in the preceding year}}X100$ **Upload:** • List of programmes on offer • Web-link of examination schedule • List of learners (only newly enrolled) who have registered for term end examination • As per the Data Template • Any other relevant information	**5**
5.2.4 **Q_nM**	**Number of learners passed out term end examination** Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination **Data requirement:**(As per Data Template) • Name of the programmeand courses	**5**

- Programme wise Enrollment details
- Name and enrolment number of learners (only freshly enrolled)who have passed term end examinations

Formula:

$$\frac{\text{Number of freshly enrolled learners passed in the preceding year}}{\text{Total numberof freshly enrolled learners in term end examination in the preceding year}} \text{X100}$$

Upload:

- List of programmes on offer
- Web-link of examination schedule
- Number of learners (only freshly enrolled)who have passed term end examination
- As per Data Template
- Any other relevant information

5.2.5

Q_nM

Placement services provided to the learners

Weightage: **5**

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

Data requirement:(As per Data Template)

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

Year					
Number of placement drives conducted by the institution					

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 Q_nM	**Alumni Association Involvement** Percentage of passed out learners enrolled in Alumni Association **Data requirement:**(As per Data Template) • The number of learners enrolled in the alumni association till preceding year	**4**

	- Total number of passed out learnersof the OU from inception till preceding year **Formula:** Percentage of Alumni Registered = $\frac{\text{Number of passed out learners enrolled in alumni association till precding year}}{\text{Total number of passed out learners of OU since inception till preceding year}} \times 100$ **Upload:** - Web-link to Alumni Association - As per Data Template - Any other relevant information	
5.3.2 **Q_nM**	**Facilities for Alumni Engagement** The Alumni Association facilitates its members by the following 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 4. donation by Alumni 5. any other **Options: (Choose any one of the below)** A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above **Data requirement:**(As per Data Template) - Alumni Enrollment Data - Online Alumni Networks - Fee received - Donation received **Upload:** - Web-link to Alumni Registration Portal - Web-link to online networks - Scan copy of statement of receipts - As per Data Template - Any other relevant information	**3**
5.3.3 **Q_1M**	**Contribution of the Alumni Association** The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services over the last five years Write description in maximum of 300 words	**3**

	Provide web-link to • Details of Alumni Association Activities • Frequency of meetings of Alumni Association with minutes • Quantum of financial contribution • Audited Statement of Accounts of the Alumni Association • Any other relevant information	

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT (100)

Key Indicator - 6.1 Institutional Vision and Leadership (10)

Metric No.		Weightage
6.1.1 **Q_lM**	**Governance in accordance with Mission and Vision** The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance, perspective plans and stakeholder's participation in the decision making bodies leading to institutional excellence Write description in maximum of 500 words **Provide web-link to** • Vision and Mission documents approved by the statutory bodies • Report of achievements which led to institutional excellence • Any other relevant information	**5**
6.1.2 **Q_lM**	**Decentralization and participative management** Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc. Write description in maximum of 500 words **Provide web-link to** • Information / documents pertaining to leadership • Any other relevant information	**5**

Key Indicator - 6.2 Strategy Development and Deployment (15)

Metric No.		Weightage
6.2.1 **Q_lM**	**Perspective / Strategic plan and deployment** The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables Write description in maximum of 500 words **Provide web-link to** • Perspective / Plan and deployment documents	**3**

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

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

Metric No.		Weightage
6.3.1 **Q_lM**	**Welfare measures for teachers, other academics and non-academic staff** The institution has effective welfare measures for teachers, other academicsand non-academic staff Write description in maximum of 500 words **Provide web-link to** • Policy document on welfare measures • List of beneficiaries of welfare measures • Any other relevant information	**5**
6.3.2 **Q_nM**	**Financial support for faculty development** 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 **Data requirement:**(As per Data Template) • Name of teachers / other academics • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which membership fee is provided • Amount of support **Formula:** Percentage per year = $\frac{\text{Number of teachers and other academics provided with financial support to attend conferences,workshops and towards membership fee of professional bodies}}{\text{Number of full time teachers and other academics}} \text{ X } 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload:** • Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. • As per Data Template • Any other relevant information	**5**
6.3.3 **Q_nM**	**Organizing programmes for professional development** Total number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff year wise over the last five years	**5**

Year					
Number of Programmes organized					

Data requirement:(As per Data Template)

- Title of the professional development Programme organized for teachers and other academics
- Title of the administrative training Programme organized for non-academic staff
- Number of participants
- Dates (From-to)

Formula:

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

Upload:

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

6.3.4

Q_nM

Teachers and other academics attended Professional Development Programmes (PDPs)

5

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

Year					
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 Programme
- Duration (From- to -)

Formula:

	Percentage per year = $\frac{\text{Total Number of teachers and other academics attended PDPs}}{\text{Number of full time teachers and other academics}} \text{ X } 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload:** • CIQA report summary • Reports of the Human Resource Development Centres (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

Q_nM

Non- academic staff attending administrative training Programmes

5

Average percentageof non-academic staff attended training Programmes, year wise over the last five years

Year					
Number of non-academic staff attended administrative training programme					

Data requirement:(As per Data Template)

- Total number of non-academic staff in position
- Total number of non-academic staff attended administrative training programme
- Title of the Programme
- Duration (From- to -)

Formula:

$$\text{Percentage per year} = \frac{\text{Total Number of full time non}-\text{academic staff attending PDPs}}{\text{Number of full time non}-\text{academic staff}} \text{X } 100$$

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

Upload:

- CIQA report summary
- Letters to non-academic staff attending administrative training programmes
- As per Data Template
- Any other relevant information

6.3.6

Q_lM

Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff

5

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

Write description in maximum of 500 words

Provide web-link to

- Performance appraisal policy of the Institution
- Document on promotion/CAS for teachers, other academic and non-academic staff
- Any other relevant information

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

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>6.4.1

Q_lM</td><td>Regular internal and external financial audits

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

Write description in maximum of 500 words

Provide web-link to
Policy on internal and external audit mechanisms
Financial audit reports over the last five years
Any other relevant information</td><td>5</td></tr>
<tr><td>6.4.2

Q_lM</td><td>Mobilization and utilization of resources

Institutional strategies for mobilization of funds and optimum utilization of resources

Write description in maximum of 500 words

Provide web-link to
Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council
Procedures for optimal resource utilization
Any other relevant information</td><td>5</td></tr>
<tr><td>6.4.3

Q_nM</td><td>Expenditureon Learner Support Services

Average percentage of expenditure by the Institution on learner support services year wise over the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></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>
Data requirement (as per data template):
<u>Total expenditure on learner support services per year by the institution over the last five years</u>
<u>Total expenditure of the institution excluding salary per year over the last five years</u>
Formula
Percentage per year $= \frac{\text{Total expenditure on learner support services}}{\text{Total expenditure excluding salary of the institution}}$ X 100

Average percentage $= \frac{\sum \text{Percentage per year}}{5}$</td><td>10</td></tr>
</table>

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

Key Indicator - 6.5 Internal Quality Assurance System (25)

Metric No.		Weightage
6.5.1 **Q_nM**	**Institutionalizing the quality assurance through CIQA** Details of the activities of CIQA listed below: 1. Number of Programme Project Reports (PPRs) prepared 2. Number of workshops/ seminars organized on quality related themes 3. Number of innovative practices implemented for quality enhancement 4. Number of initiatives undertaken for system based research 5. Number of feedback mechanisms developed for different stakeholders 6. Activities undertaken for recognition and accreditation of the Institution 7. Any other activity **Options: (Choose any one of the below)** A. More than 5 of the above B. Any 4-5 of the above C. Any 3-4 of the above D. Any 1- 2 of the above E. None of the above **Data requirement**:(As per Data Template) • PPRs prepared • Details of workshops/ seminars organized • Innovative practices implemented • Initiatives for system based research • Feedback mechanisms developed • Activities for recognition and accreditation **Upload:** • Scan copies of programme schedules • Reports of the activities • As per Data Template • Any other relevant information	**15**
6.5.2 **Q_lM**	**Reforming institutional processes** Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc Write description in maximum of 1000 words **Provide web-link to**	**10**

	• Documents / information on the process and results of Impact Analysis • Relevant Reports/ Minutes approved by concerned Authorities • Any other relevant information	

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES (100)

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

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td></td><td>Empowerment and Inclusion (15)</td><td></td></tr>
<tr><td>7.1.1
Q_nM</td><td>
Initiatives for the empowerment of the marginalized and the weaker sections

Number of initiatives undertaken by the Institution year wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.

<table>
<tr><th>Year</th><th></th><th></th><th></th><th></th><th></th></tr>
<tr><td>Total number of initiatives undertaken</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data requirement:

- <u>List of initiatives undertaken year wise (as per data template)</u>
- <u>Date of implementation of the initiatives</u>
- <u>Category of beneficiaries</u>
- <u>Total number of beneficiaries</u>

Upload

- List of initiatives undertakenby the Institution
- Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc
- Report(s) of the event(s)
- As per Data Template
- Any other relevant information
</td><td>5</td></tr>
<tr><td>7.1.2

Q_lM</td><td>
Gender sensitivity at work place

Institution shows gender sensitivity in providing facilities such as:

a) Safety and Security at the work place
b) Grievance redressal for sexual harassment at work place
c) Day care centre (Creche)
d) Provision for redressal for sexual harassment at work place
e) Any other

Write description in maximum of 500 words

Provide web-link to
</td><td>5</td></tr>
</table>

	• Specific facilities provided for women as listed above • Notification of Committee of Prevention of Sexual Harassment at Workplace • Minutes of the meeting of the Committee • Any additional information	
7.1.3 **Q_nM**	**Disabled friendly amenities** 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) **Options: (Choose any one of the below)** A. Any 7 or more of the above B. Any 5-6 of the above C. Any 3-4 of the above D. Any 1-2 of the above E. None of the above **Data requirement:** • Type of disabled friendly amenities available • Date of procurement/launch/establishment **Upload** • Link to 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 • As per Data Template • Any additional information	**5**
Environmental Consciousness and Sustainability (15)		
7.1.4 **QnM**	**Green Practices** Green practices are being implemented in the Institution over the last five years 1. Smoke free campus 2. Plastic free campus 3. Paperless office	**5**

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

	• 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** Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities **Options: (Choose any one of the below)** A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above **Upload:** • Reports on environment and energy audits • As per Data Template • Any other relevant information	**5**
	Human Values and Professional Ethics (20)	
7.1.7 Q$_n$M	**Code of conduct for different stakeholders** Stakeholders code of conduct exists in the Institution 1. Teachers and other academics 2. Non-academic staff 3. LSC functionaries 4. Learners **Options: (Choose any one of the below)** A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above **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	**4**

<table>
<tr><td></td><td>Institution code of conduct for Learners
As per Data Template
Any other relevant information</td><td></td></tr>
<tr><td>7.1.8
Q_nM</td><td>Core values displayed on website

Core values of the Institution displayed on its website (Yes/No)

Upload
Provide URL of website that displays core values
Any additional information</td><td>1</td></tr>
<tr><td>7.1.9
Q_nM</td><td>Efforts for increasing consciousness about constitutional obligations

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

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of activities organized</td><td></td><td></td><td></td><td></td><td></td></tr></table>
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
Upload
Photographs of activities organized to increase consciousness about national identities and symbols
Reports of activities
As per Data Template
Any other relevant information</td><td>5</td></tr>
<tr><td>7.1.10
Q_nM</td><td>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

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data requirement: (As per Data Template)
Title of the Programme/Activity
Duration (From-to-)
Number of participants
Handbooks, manuals and brochures on human values and</td><td>5</td></tr>
</table>

	professional ethics. - Report on the student attributes facilitated by the Institution **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_lM	**Celebration of national festivals etc.** Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities Write description in maximum of 500 words **Upload:** - Reports of activities - Photographs of activities - Any additional information	**2**
7.1.12 Q_lM	**Transparency in functioning** Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words Write description in maximum of 500 words **Provide web-link to** - Policy document (if any) - Any additional information	**3**

Key Indicator - 7.2 Best Practices (30)

Metric No.		**Weightage**
7.2.1 Q_lM	**Best Practices** Two best practices each under A, B and C given below implemented successfully by the Institution Write description in maximum of 1000 words (each under A, B and C) A . Responsiveness towards learners - The institution has a dedicated online / offline helpdesk / toll free no. - Grievance redressal mechanism is in place - Institutional system of learner feedback is in place - Any other B. Accountability - Meetings of all the statutory bodies are held as per statutory	**30 (10+10+10)**

	provisions - Auditing and budgeting is carried out as per rules - All procurement is done as per the defined process - Academic calendar is being followed strictly - Any other C. Transparency - Proper sharing of information with the concerned stakeholders - Transparent system of monitoring and evaluation - Proper institutional system of inclusive planning - All relevant information is made available in public domain - Any other **Provide web-link to** - Reports of activities - Policy document (if any) - Any other additional information	

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		**Weightage**
7.3.1 **Q_lM**	**Areas of distinctiveness** Institution’s performance in any 4 of the following areas distinctive to its vision, priority and thrust Write description in maximum of 250 words each 1. E-Governance 2. Globalized Content 3. Innovative Pedagogies 4. Technology enabled Learner Support 5. Penetration into Remote and Tribal Areas 6. Content in Regional languages 7. Enhancing Research and Innovation 8. Social Responsibility Endeavours 9. Secure Databases 10. Modern Infrastructure Facilities 11. Landscaping the Campus 12. National/ International Recognition 13. Any other (appropriate for ODL system) **Provide web-link to** - Relevant links - Any other additional information	**20**

5. Data Templates / Documents
(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 - Quantitative Metrics (Q_nM)

Sl. NO. **CriterionI–CurricularAspects (150)**

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

1. 1.1.2 Percentage of Programmes newly introduced by the institution year wise over the last five years (10)

Name of the new programme	Programme Code	Name of the Department/ School	Year of Introduction

2. 1.1.3: Percentage of Programmes has been revised or are under revision year wise over the last five years (10)

Name of the programme revised	Programme Code	Name of the Department/ School	Year of Initiation	Year of Completion

Upload:

- Minutes of relevant Academic Council/BoS meetings
- Details of the revised Curricula/Syllabi of the programmes 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)

Sl. No.	Programme name	Programme Code	Names of the courses being offered as MOOCs or using OERs

Upload:

- Web-link to the list of MOOCs approved by the respective National Coordinator (s)
- Curriculum/ Syllabus of the / courses being offered as MOOCs or using OERs
- Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses

4. 1.1.5: Percentage of the Programmes 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	Programme 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 Programmes 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 programmes adopted/adapted by otherHEI'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 Programme
- Details of HEIs
- Any additional information

6. 1.2.2: Percentage of degree Programmes in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total number of Programmes requiring CBCS/ECS. (Date of the preceding academic year) (10)

Name of all Programmes requiring adoption of CBCS	Name of all Programmes adopting CBCS	Name of all Programmes adopting ECS	Programme 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	Programme name	Programme 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 Programmes 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)

Programme Name	**Programme Code**	**Name of the courses imparting awareness/ life skills / soft skills/ value-added (credit/ non-credit)**	**Course Code**	**Year of launch**

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 programmes/ practical sessions/ workshops (data for the preceding academic year) across all Programmes requiring such activities(10)

Programme name requiring such activities	**Programme Code**	**Number of learners enrolled in the Programme**	**No. of learners undertaking field work / projects / internships/ dissertations/ seminars/ extended contact programmes/ practical sessions/ workshops**

Upload:

- Link to Programme structure(s)
- Handbook/Manual for field work/ projects / internships etc.
- List of learners enrolled in Programme 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	**Programme Name**	**Programme Code**	**Name of the courses has focus on employability/ entrepreneurship/ skill development**	**Course Code**

Upload:

- Link to programme 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)

1) Learners, 2) Teachers and other academics 3) Academic Counsellors, 4) Subject Experts, 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/syllabusfor preceding academic year(10)

1) Learners, 2) Teachers and other academics 3) Academic Counsellors, 4) Subject Experts, 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 Exper**

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

Criterion II -Teaching-Learning and Evaluation (250)

Key Indicator - 2.1 Learner Enrolment (10)

13. 2.1.1. Average percentage of increase in theenrolment 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

Current year				

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

*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**	

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

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			

Upload:

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

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**

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 Defence / Security Personnel**	**Total number of learners enrolled**

Upload

- Institutional data

Key Indicator - 2.3 Teaching-Learning Process (60)

21 2.3.2: Percentage of programmes where radio has been used for providing instruction in the preceding academic year(10)

Programme name	**Programme Code**	**Number of radio sessions conducted**
Preceding year		

Upload

- Status Report of audio and video programmes of the Institution

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

Programme name	**Programme Code**	**Number of telecast/ webcast conducted**
Preceding		

year		

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 programmes for which the digitized content is available for the learners	Total number of programmes on offer
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

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

Upload:

- Institutional data of teachers and other academics

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

Number of Programmes on offer	Number of Programme developed in house	Number of Programme developed in collaboration with Government/ other agency	Number of Programmes developed by out sourcing to external agency	Number of Programme adopted/ adapted from other HEIs	Year

Upload:

- Copies of MoUs with other agencies
- Minutes of relevant Academic Council/BoS/ School Board meetings
- Details of Programmes 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 Programme	Curriculum designing (programme 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**

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)

Sl. No	**Name of full time teachers and academics receiving awards/ recognition/ fellowship**	**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**

	s/ from state level, national level, international level/ appointed as Head of an Institution							

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)

Sl. No.	**Name of academic counsellor**	**Year of Appointment**	**Highest Educational Qualifications**	**Teaching experience in years**

Upload:

- Number of Academic Counsellors with details of qualifications

Key Indicator - 2.5 Evaluation Process and Reforms (40)

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

Sl. No.	**Name of the activity automated**	**Date of commencement of activity**

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)

Sl. No.	**Course Name and code**	**Name of external evaluators**	**Activity**

Upload

- Link to list of evaluators

32 **Key Indicator - 2.6 Learner Performance and Learning Outcomes (20)**
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 programme	Total enrolment of learners		Number of learners completing programme of the **selected batch**	
	Under Graduate programme(five academic years back)	Post Graduate programme(four academic years back)	Under Graduate programme	Post Graduate programme

Upload
Link to declaration of results

Key Indicator - 2.7 Learner Satisfaction Survey(30)

33 2.7.1 **Online Learner Satisfaction Survey regarding teaching-learning process (30)**

(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	Programme name	Student Unique Enrolment ID	Mobile Number	Year of joining

Upload

- Database of all currently enrolled learners

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)

1. Reference Library
2. Online subscription to major research journals
3. Science laboratories
4. Computing Lab and support for both qualitative and quantitative data analysis
5. Language laboratory
6. Central Instrumentation Centre
7. Animal House/Green House / Museum
8. Research/Statistical Databases
9. Animal Ethics Policy
10. Data curation and sharing facility
11. Any other

Options:
A. Any four facilities exist
B. Three of the facilities exist

C. Two of the facilities exist
D. One of the facilities exist
E. None of the facilities exist

Name of the facility	Date of procurement / launch / establishment

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 has 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)

SN.	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

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

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				
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			

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. Phils awarded**	**Name of M. Phils awarded**

Upload:

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

42

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

Research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years (20)

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)

S N	**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**

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)

SN	**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**

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)

Sl. 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**

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)

Sl. 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**

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 (in Lakhs)**

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 Programme **Title of the corporate training Programme**	**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 Programmes 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 Programmes 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)

SN	Title of the Collaborative activity	Name of the collaborating agency with contact details	Name of the participant	Source of financial support	Year of collaboration	Duration	Nature of the activity	Link of the relevant document

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	Duration (From-To)	Nature of linkage	Name of the participant	Link of the relevant document

Upload

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

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 augmentatio	Total expenditure of the Institution excluding salary

	n	

Upload:

- Audited utilization statements

55 4.1.3 Expenditure incurred on maintenance of physical facilities and academic support facilities and total expenditure excluding salary year wise over the last five years (INR in lakhs) (5)

Year	Expenditure on Campus Maintenance (INR in lakhs)	Total expenditure of the Institution (excluding salary) INR in lakhs)

Upload:

- Audited statements of accounts.

Budget and Statements of Expenditure

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 Centres (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/LANdata for the preceding academic year at Learner Support Centres (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)

S,No.	Name of the audio production facilities	Name of the video content production facilities	Name of the e-content production facilities

Upload:
- 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)

Name of radio channel	Frequency	Studio (owned/ hired)	Name of TV channel	Frequency	Studio (owned/ hired)

Details of technical staff

S. No.	Name of technical staff	Designation

Upload:
- 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)

Total no. of LSCs	Total Enrolment (Fresh and Re-registration) of preceding year

Upload:
- Enrolment details of the preceding academic year
- Distribution of learners LSC wise
- 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 programmes	**Counselling sessions held at LSCs for**		**Total enrolment in the programe**
	Theory	**Practical**	

Regional Centre name

Name of programmes	**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					
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

Criterion V - Learner Support and Progression (100)

Key Indicator - 5.1 Learner Support (65)

65 5.1.5Modes 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 5.1.6Number of modes employed by the Institution to provide academic counselling to its learners (10)

Name of programme	**Modes employed to provide academic counselling for theory courses**	**Modes employed to provide academic counselling for practical courses**

Upload:

- Web-links to counselling 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					
Number of grievances received at HQ					
Number of grievances redressed at HQ					

Upload:

- Web link to Grievance Redressal Mechanism/ Committee for learners

68 5.1.9Percentage 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 5.2.1Percentage of Newly enrolled learners in the preceding year who have submitted assignments as per the academic calendar. (5)

Name of the programme and courses	**Total enrollment in the programme**	**Number of assignment(s) per course**	**Number of assignment(s) submitted per course**

Upload:
- List of programmes on offer
- Web-link of assignments of programmes on offer
- Web-link of monthly monitoring report , if any

70 5.2.2 Percentage of newly enrolled learners in the preceding academic year who have registered for Term End Examination (5)

Name of the programme and courses	**Total enrollment in the programme**	**Number of learners (onlynewlyenrolled)registered for term end examinations**

Upload:
- List of programmes on offer
- Web-link of examination schedule
- List of learners (only freshly enrolled)registered for term end examination

71 5.2.3 Percentage of newlyenrolled learners in the preceding academic year who have appeared in Term End Examination (5)

Name of the programme and courses	**Total enrollment in the programme**	**Number of learners (only freshly enrolled) appeared in term end examinations**

Upload:
- List of programmes on offer
- Web-link of examination schedule
- List of learners (only freshly enrolled) who have appeared in term end examination

72 5.2.4 Percentage of newly enrolled learners in the preceding academic year who have passed in Term End Examination (5)

Name of the programme and courses	**Total enrollment in the programme**	**Number of learners (only freshly enrolled) passed in Term End Examinations**

Upload:

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

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

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

Upload:

- Web-link of Alumni Association

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
- Web-link to online networks
- Scan copy of statement of receipts

Criterion VI – Governance, Leadership and Management (100)

Key Indicator - 6.2Strategy 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

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 Programmes 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 Programme organized for teaching and/or other academic,	Title of the administrative training Programme organized for non-academic staff	Number of participants	Dates (from-to-)

Upload:
- Professional development / administrative training Programmes organized by the Institution for teaching and other academic; and non-academic staff

79 6.3.4 Average percentage of Teachers and other academics attended professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes 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	Date and Duration (from - to-)

			Programme	

Upload:

- CIQA report summary
- Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).
- Details of teachers and other academics attending professional development Programmes year wise over the last five years

80 6.3.5 Average percentage of non-academic staff attended training Programmes, 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 programme**	**Title of the Programme**	**Date and Duration (from - to-)**

Upload:

- CIQA report summary
- Details of non-academic staff attending administrative training programmes year wise over the last five years

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**

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)

Details of the activities of CIQA listed below:

1. Number of Programme Project Reports (PPRs) prepared
2. Number of workshops/ seminars organized on quality related themes
3. Number of innovative practices implemented for quality enhancement
4. Number of initiatives undertaken for system based research
5. Number of feedback mechanisms developed for different stakeholders
6. Activities undertaken for recognition and accreditation of the Institution
7. Any other activity

Year	**PPRs prepared**	**Details of workshops/ seminars organized**	**Innovative practices implemented**	**Initiatives for system based research**	**Feedback mechanisms developed**	**Activities for recognition and accreditation**

Upload:

- Scanned copies of Programme Schedules
- Reports of the activities

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, defence 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**

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 7.1.4

Green practices are being implemented in the Institution over the last five years (5)

1. Smoke free campus
2. Plastic free campus
3. Paperless office
4. Rainwater harvesting
5. Waste management
6. Renewable energy initiatives
7. Energy efficiency practices
8. Any other

Year	Type of green practices implemented	Power requirement met by renewable energy sources	Total Power requirement

Upload :

- Geo-tagged photographs of green initiatives
- Green audit report of the university
- Audit reports of details of green initiatives and expenditure

86 7.1.5 The institution has taken measures to set up a ‘green campus’ over the last five years (5)

1. Landscaping of the campus
2. Maintenance of natural forest area
3. Planting of tress
4. Development of farms on campus
5. Planting of ornamental plants
6. Planting of potted flowering and foliage plants
7. Re-cycling of agro-waste into compost
8. Created rainwater harvesting trenches
9. Recycling of sewage water
10. Any other

Year			
Initiatives taken for a green campus			

Upload :

- Geo-tagged photographs of green campus
- Audited reports of expenditure details of initiatives taken for a green campus
- Award for the 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**	Yes	No

<table>
<tr><td></td><td>Beyond the campus environmental promotion activities</td><td></td><td></td></tr>
<tr><td></td><td><table><tr><td>Yes</td><td>No</td></tr></table></td><td></td><td></td></tr>
<tr><td colspan="4">Upload:
• Scanned copies of energy audit reports
• Scanned copies green audit reports
• Award for the green campus</td></tr>
</table>

<table>
<tr><td>88</td><td>7.1.7 Stakeholders code of conduct exists in the Institution (4)
1. Teachers and other academics
2. Non-academic staff
3. LSC functionaries
4. Learners
<table>
<tr><td>Code of conduct for Teachers and other academics</td><td>Code of conduct for Non-academic staff</td><td>Code of conduct for LSC functionaries</td><td>Code of conduct for Learners</td></tr>
<tr><td>Yes / No</td><td>Yes / No</td><td>Yes / No</td><td>Yes / No</td></tr>
</table>
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</td></tr>
<tr><td>89</td><td>7.1.8 Core values of the Institution displayed on its website (Yes/No) (1)
Upload
• Provide URL of website that displays core values</td></tr>
</table>

<table>
<tr><td></td><td colspan="5">Human Values and Professional Ethics(25)</td></tr>
<tr><td>90</td><td colspan="5">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)</td></tr>
<tr><td></td><td>Year</td><td>Title of the program/ Activity year wise</td><td>Duration (from-to)</td><td>Number of Participants</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5">Upload:
• Photographs of activities organized to increase consciousness about national identities and symbols
• Reports of activities</td></tr>
</table>

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**

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

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 programme 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	:	Ater mused to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbondioxide) into the atmosphere.
Catering to Student Diversity	:	The strategies adopted by institution to fulfil 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	:	A Centre established by a Higher Educational Institution offering programmes in Open

Internal Quality Assurance		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.
CitationIndex	:	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 programme in a given year to the total number of learners who initially enrolled on the course/programme.
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 counsellors, which students must know in order to register. The counselling 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 programme 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.
CurriculumDesignand 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/ Centres/ Institutes exclusively established to offer programmes 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 neighbourhood 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 Programmes to choose from, as well as, multiple entry and exit points for Programmes /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-	:	An index that attempts to measure both the productivity and impact of the published

index(HirschIndex)		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.
Impactfactor (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 abled.
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 Programme.
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 behaviour 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	**:**	ISO 9001 certification enhances customer satisfaction by meeting customer

Certification		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 programmes 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 programme 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 programme 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 Programmes. 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 Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
Libraryasa 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 programmes 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 endeavour 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 Programmes.
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 organising and administering support services to the learners to facilitate their successful completion of programme of study.
Outcome	:	An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ 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, behaviours 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 Programmes 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 Programmes 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	:	Programme 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 Programmes in India, POs of all professional Programmes 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 Centres functioning in the operational area of the region. The RC ensures the smooth delivery of ODL programmes designed and developed by the University, with the help of its LSCs and academic counsellors 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 Impactper 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 Defence or Security Forces and jail inmates interested to study through the Open and Distance Learning mode. However, in case of programmes 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 Programme 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 Programmes
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 Programme
EMS	-	Examination Management System
EPC	-	Enhancement of Professional Competency
ERP	-	Enterprise Resource Planning
FDP	-	Faculty Development Programme
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 Programme
PG - Post Graduate
Ph.D. - Doctorate of Philosophy
POA - Programme of Action
PPR - Programme 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 Programme
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)
Learner Satisfaction Survey
Key Indicator - 2.7.1
Under Criterion II of Teaching – Learning and Evaluation

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 programme of study you are enrolled in: _____________________
Level of the programme: ______________________

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 andwerewell prepared for conducting the counseling sessions scheduled at theLearner 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 counselling 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 appgaveuseful 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

____
____
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____
____

For Communication with **NAAC**

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