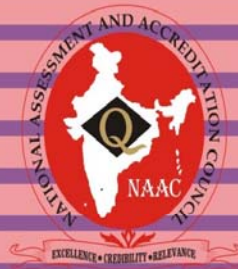


NAAC
*Institutional
Accreditation Manual
Self-study Report*

**OPEN
UNIVERSITIES**



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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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 for filling 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.

Revised Assessment and Accreditation (A&A) Framework

The Revised Assessment and Accreditation Framework is launched in July 2017. It 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 introducing the element of *third party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of learners and alumni in the assessment process

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 Revised 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.

The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle. 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 A&A of ODL Institutions will follow broadly the same system developed by NAAC for Institutional Accreditation of Higher Education Institutions (HEIs) following the conventional mode. Therefore the seven Criteria for A&A of conventional HEIs has been adopted for the ODL Institutions. The Key Indicators under each Criterion focus on ODL system and its multifarious activities. The weightages 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 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 revised 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. Student 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
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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 University for optimum utilization of the existing resources and preventing reinventing the wheel. The OU follows the choice based credit system for providing greater flexibility to the learners.

1.3 Curriculum Enrichment

All around 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
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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 assessment, 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 student 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 Research Policy 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

4.1 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.

4.2 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 are 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 MPhils 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

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, and fulfill the other conditions or are covered by the other provisions, if any, mentioned below:

1. Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance
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).The assessment process in both the categories will be carried out in three stages

comprising three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report.

In case of Open Universities the SSR has a total of 146 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’ (QIM). 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 (QIM) | 4 | 9 | 8 | 7 | 8 | 10 | 5 | 51 |
| Quantitative Metrics (QnM) | 12 | 23 | 22 | 11 | 11 | 7 | 9 | 95 |
| Total Metrics (QIM + QnM) | 16 | 32 | 30 | 18 | 19 | 17 | 14 | 146 |

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, weightages have been appropriately demarcated.

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

| CRITERIA | Key Indicators (KIs) | Weightage |
|--|---|------------|
| 1. CURRICULAR ASPECTS | 1.1 Curriculum Planning, Design and Development | 50 |
| | 1.2 Academic Flexibility | 50 |
| | 1.3 Curriculum Enrichment | 30 |
| | 1.4 Feedback System | 20 |
| | Total | 150 |
| 2. TEACHING – | 2.1 Learner Enrolment | 10 |
| | 2.2 Catering to Learner Diversity | 35 |



| | | |
|---|---|-------------|
| LEARNING AND EVALUATION | 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 | 30 |
| | Total | 250 |
| 3. RESEARCH, INNOVATIONS AND EXTENSION | 3.1 Research Policy and Facilities | 10 |
| | 3.2 Resource Mobilization for Research | 10 |
| | 3.3 Innovation Ecosystem | 40 |
| | 3.4 Research Publications and Awards | 70 |
| | 3.5 Consultancy | 10 |
| | 3.6 Extension Activities | 35 |
| | 3.7 Collaboration | 25 |
| | Total | 200 |
| 4. INFRASTRUCTURE AND LEARNING RESOURCES | 4.1 Physical Facilities | 20 |
| | 4.3 Learning Resources | 40 |
| | 4.2 IT Infrastructure | 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 and 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 | Institutional Values and Social Responsibilities | 50 |
| | Best Practices | 30 |
| | Institutional Distinctiveness | 20 |
| | Total | 100 |
| | Total Score | 1000 |

VII. PROCEDURAL DETAILS

OUs are expected to read the details given below carefully and note the specifications of the process of A&A.

1. Eligible OUs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year starting from June-2019. Duly filled in IIQAs of eligible OUs 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 OUs 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 OUs 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. OUs 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 65% and the remaining about 35% 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.
8. Any Institution 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) OUs 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 OUs 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 OUs 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 35% Qualitative Metrics (Q₁M).
 11. **Student Satisfaction Survey (SSS):** It will be conducted as per the following conditions:
 - a) SSS 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 SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all learners.
 - d) The following rule will 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) SSS will be completed within one month after its initiation.
 12. Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.
 13. Based on the size and scope of academic offerings at the OUs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be limited to Qualitative Metrics (Q₁M). 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 OUs 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 Student Satisfaction Survey (SSS) 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 (OUs):**

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 assessment report** based on the Peer Team’s critical analysis presenting strengths and weaknesses of OU 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 QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III - Institutional Grade Sheet

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student 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 OUs 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 65% of the total, the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student 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 INSTITUTIONAL 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.

1. 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.

2. 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.

3. Mode of Payment-Online:

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

XII. GETTING READY FOR SUBMISSION OF SELF - STUDY REPORT (SSR)

The OUs 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 (eg. . . in not more than 500 words.... or.... in not more than 200 words..., etc). 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 (QnM) is given in Sub Section 6 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 details could 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 current year data is mentioned, use the data of last completed academic year.

XIII. MANDATORY DISCLOSURE ON OU’S 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 Open University*
- 3. Extended Profile of the Open 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.

1. Profile of the Open University

1. Basic Information

| | |
|--|--|
| Name and Address of the University: | |
| Name | |
| Address : | |
| City : | |
| Pin : | |
| State : | |
| Website: | |

2. For Communication:

| Designation | Name | Telephone with STD code | Mobile | Fax | Email |
|-------------------------|-------------|--------------------------------|---------------|------------|--------------|
| Vice Chancellor | | | | | |
| Registrar | | | | | |
| CIQA Coordinator | | | | | |

3. Type of University:

| | | |
|---|--|--|
| Under UGC Act 1956: Section: i. 2 (f) ii. 12 (B) | | Date, Month & Year of Establishment |
| Created by an Act of Central Legislature (Specify Act no.) | | |
| Created by an Act of State Legislature (Specify Act no.) | | |

(Enclose the Certificate of Recognition u/s 2 (f) and 12 (B) of the UGC Act/ Copy of the Ministry of Human resource Development Notification)

4. Territorial Jurisdiction of the University

5. Income and Expenditure over past 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 like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC).

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

7. Does the University have autonomy (as recognized by the UGC) ?

Yes No

If yes, date of grant of autonomy: (dd/mm/yyyy)

8. Location of the University and Area

| | |
|-------------------------------|--|
| Location* | |
| Campus Area in sqmts | |
| Built up Area in sqmts | |

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

9. Details of programmes offered by the University (Give data for current academic year)

| Sl. No | Programme Level | Name of the Programme | Duration | Entry Qualification | Medium of instruction | Sanctioned/ approved 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 | | | | | | |

10. Details of self –financed programmes (if applicable):

| Number of programs | Self-financed programmes offered | New Programmes introduced during the last five years |
|--------------------|----------------------------------|--|
| | | |

11. 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 | | | | |

12. 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 | Dy. Director/Regional Director | Assistant Director/Assistant | | | | |
| | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|----------|---|---|---|---|-------------------|---|---|---|---|
| | | | | | | | Director | | | | | Regional Director | | | | |
| Sanctioned | | | | | | | | | | | | | | | | |
| In position | | | | | | | | | | | | | | | | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |

13. Qualifications of the Academic Staff:

| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|---|-----------|--------|---------------------|--------|---------------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| 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 | | | | | | | |

14. Number of Visiting Faculty /Guest Faculty engaged with the University.

15. Furnish the number of the learners admitted to the University during the last five academic years.

| Categories | Current Year | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|------------|--------------|---|--------|---|--------|---|--------|---|--------|---|
| | M | F | M | F | M | F | M | F | M | F |
| SC | | | | | | | | | | |
| ST | | | | | | | | | | |
| OBC | | | | | | | | | | |
| General | | | | | | | | | | |
| Others | | | | | | | | | | |

16. Number of learners awarded Certificates, Diplomas and Degrees during the last five years

| Sl. No | Program Level | Current year | Year 2 | Year 3 | Year 4 | Year 5 |
|--------|---------------|--------------|--------|--------|--------|--------|
| | Awareness | | | | | |

| | | | | | | |
|--|-----------------------|--|--|--|--|--|
| | Certificate | | | | | |
| | Diploma | | | | | |
| | PG Diploma | | | | | |
| | Under Graduate | | | | | |
| | Post-Graduate | | | | | |
| | MPhil | | | | | |
| | PhD | | | | | |
| | Any Other | | | | | |
| | TOTAL | | | | | |

17. 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)*

18. 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.....

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

20. 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)

3. Extended Profile of the Open University

1. Programme:

1.1. Number of Programmes offered year wise for last five years

| | | | | | |
|---------------|--|--|--|--|--|
| Year | | | | | |
| Number | | | | | |

1.2 Number of courses in all Programmes year wise during the last five years

| | | | | | |
|---------------|--|--|--|--|--|
| Year | | | | | |
| Number | | | | | |

1.3. Number of Schools offering academic programmes

| | | | | | |
|------------------|--|--|--|--|--|
| Year | | | | | |
| Number of | | | | | |

2. Learners:

2.1 Number of learners enrolled year wise during the last five years

| | | | | | |
|---------------|--|--|--|--|--|
| Year | | | | | |
| Number | | | | | |

2.2 Number of outgoing / final year learners year wise during the last five years

| | | | | | |
|---------------|--|--|--|--|--|
| Year | | | | | |
| Number | | | | | |

2.3 Number of learners appeared in the University examination year wise during the last five years

| | | | | | |
|---------------|--|--|--|--|--|
| Year | | | | | |
| Number | | | | | |

2.4 Number of re-evaluation applications year wise during the last 5 years

| | | | | | |
|---------------|--|--|--|--|--|
| Year | | | | | |
| Number | | | | | |

3. Institution:

3.1 Number of full time teachers year wise during the last five years

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Year | | | | | |
| Number in position | | | | | |
| Number of Sanctioned posts | | | | | |

3.2 Number of full time other academics year wise during the last five years

| | | | | | |
|---------------------------|--|--|--|--|--|
| Year | | | | | |
| Number in position | | | | | |

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Number of Sanctioned posts | | | | | |
|-----------------------------------|--|--|--|--|--|

3.3 Number of full time technical staff year wise during the last five years

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Year | | | | | |
| Number in position | | | | | |
| Number of Sanctioned posts | | | | | |

3.4 Number of full time non-academic staff year wise during the last five years

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Year | | | | | |
| Number in position | | | | | |
| Number of Sanctioned posts | | | | | |

3.5 Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)

| | | | | | |
|--------------------|--|--|--|--|--|
| Year | | | | | |
| Expenditure | | | | | |

3.6 Total number of (a) rooms and (b) seminar halls: _____

3.7 Total number of computers in the campus: _____

4. Learner support

4.1: Number of Regional Centres _____

4.2: Number of Learner Support Centres (LSCs) _____

4.3: Number of part time academic counsellors at LSCs _____

4.3: Number of part time functionaries at LSCs _____

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, viz., what is the import of the item given, the kinds of data to be provided and how, kinds of documents to be made available and the mode of response.

For some Qualitative Metrics (Q₁M) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q_nM) wherever formula is given it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be use. *That is the actual online formats seek **only** data in specified manner which will process digitally.* It is necessary to fill in details for denominator and the numerator, as well as the percentage and/or the value arrived at.

Metric wise weightage is also given. The actual online format may change slightly from the QIF given in this Manual which is because of rendering it to the IT format. Observe this carefully while filling up.

QUALITY INDICATOR FRAMEWORKFOR OPEN UNIVERSITIES

| CRITERIA | Key Indicators (KIs) | Weightage |
|--|---|------------------|
| 1. CURRICULAR ASPECTS | 1.1 Curriculum Planning, Design and Development | 50 |
| | 1.2 Academic Flexibility | 50 |
| | 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, Other academics and Academic Counselors - Profile and Quality | 55 |
| | 2.5 Evaluation Process and Reforms | 40 |
| | 2.6 Learner Performance and Learning Outcomes | 20 |
| | 2.7 Learner Satisfaction Survey | 30 |
| | Total | 250 |
| 3. RESEARCH, INNOVATIONS AND EXTENSION | 3.1 Research Policy and Facilities | 10 |
| | 3.2 Resource Mobilization for Research | 10 |
| | 3.3 Innovation Ecosystem | 40 |
| | 3.4 Research Publications and Awards | 70 |
| | 3.5 Consultancy | 10 |
| | 3.6 Extension Activities | 35 |
| | 3.7 Collaboration | 25 |
| | Total | 200 |
| 4. INFRASTRUCTURE AND LEARNING RESOURCES | 4.1 Physical Facilities | 20 |
| | 4.3 Learning Resources | 40 |
| | 4.2 IT Infrastructure | 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 and 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 | Institutional Values and Social Responsibilities | 50 |
| | Best Practices | 30 |
| | Institutional Distinctiveness | 20 |
| | Total | 100 |
| | Total Score | 1000 |

CRITERION I- CURRICULAR ASPECTS (150)

Key Indicator- 1.1 Curriculum Planning, Design and Development (50)

| Metric No. | | Weightage |
|---------------------------------------|--|---------------------------|
| 1.1.1 Q_nM | <p>Number of programmes on offer</p> <p>Total number of programmes offered year wise during last five years</p> <p>Data requirement: (As per Data Template B)</p> <ul style="list-style-type: none"> • Name of the Programme (Programme code) • Year of launch <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • UGC letter of Recognition for the programmes on offer • Minutes of relevant Academic Council/ BoS meetings • Any additional information | 10 |
| 1.1.2 Q₁M | <p>Relevance of curricula planned, designed and developed /adopted</p> <p>Write a description(within a maximum of 500 words each)on the following:</p> <ol style="list-style-type: none"> a. the relevance of the curricula planned, designed and developed /adopted to the local/ national / regional/global needs, and b. the conformity of all Programmes offered by the University with the university’s mission and goals. <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • PPR of all programmes (in single PDF file) • Any additional information | 10 (5+5) |
| 1.1.3 Q_nM | <p>Electronic media and other digital components in the curriculum</p> <p>What percentage of the Programmes on offer have incorporated electronic media and other digital components in their curriculum during the last five years</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Names of the Programme (s) (With Programme Code (s)) incorporating electronic media and other digital components in the curriculum • Total number of programmes on offer during the last five years <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Details of Programmes incorporating electronic media and other digital components offered in last 5 years • Any other information | 10 |

| | | |
|------------------------------------|---|------------------|
| <p>1.1.4 QnM</p> | <p>Revision of programmes</p> <p>What percentage of Programmes have been revised or are under revision out of total number of Programmes offered during the last five years</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Names of the Programme (s) revised or under revision (with Programme Code (s)) Total number of programmes on offer <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Minutes of relevant Academic Council/BoS/ School Board meetings Any other information | <p>10</p> |
| <p>1.1.5 QnM</p> | <p>Courses being offered as MOOCs or using OERs.</p> <p>Number of courses being offered as MOOCs or using OERs to supplement the existing courses in the current year.</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the Programme (with Programme Code) Name of the courses being offered as MOOCs or using OERs (with Course code (s)) Credit weightages of the courses Total number of courses being offered. <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> 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 | <p>10</p> |

Key Indicator – 1.2: Academic Flexibility (50)

| Metric No. | | Weightage |
|------------------------------------|--|------------------|
| <p>1.2.1 QnM</p> | <p>Enabling provision for its programmes being adopted/ adapted</p> <p>1.2.1.1 Does the University have enabling provisions for allowing its programmes to be adopted/ adapted by other HEIs? Give the number of programmes of the OU adopted/ adapted by other HEIs over the past five years</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the Programme(s) of the Open University adopted/ adapted by other HEI | <p>10</p> |

| | | |
|---------------------------------|--|-----------|
| | <p>1.2.1.2 What is the number of other HEIs adopting/ adapting the programmes of the University over past five years?</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Names of the HEI (s) adopting/ adapting the programmes of the OU during past five years Programmes adopted/adapted by HEIs <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Letter of Agreement Details of Programme Details of OU Any additional information | 10 |
| 1.2.2 Q_nM | <p>Enabling provision for lateral entry / vertical mobility for learners</p> <p>How many learners have been admitted in the University through lateral entry/ vertical mobility based on credit transfer, during the last five years?</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the programme (with code) Number of the learners admitted through lateral entry/ vertical mobility based on credit transfer during past five years <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Credit transfer policy List of programmes having provision for lateral entry/ vertical mobility Any other information | 10 |
| 1.2.3 Q_iM | <p>Enabling provision for modular approach</p> <p>Does the Open University have a provision for modular approach providing flexible exit to the learners? Write a description within a maximum of 1000 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> List of programmes having modular approach with flexible exit options for the learners Any additional information | 10 |
| 1.2.4 Q_nM | <p>Implementation of CBCS / ECS</p> <p>What is the Percentage of 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. (Current year data only)</p> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of all Programmes (with Program Code) adopting CBCS Names of Programmes (with Program Code) adopting elective course system (ECS) Number of programmes requiring adoption of CBCS or ECS | 10 |

| | | |
|--|--|--|
| | Supporting documents (Upload) <ul style="list-style-type: none"> Minutes of relevant Academic Council/BoS/ School Board meetings Any additional information | |
|--|--|--|

Key Indicator – 1.3: Curriculum Enrichment (30)

| Metric No. | | Weightages |
|---|--|-------------------|
| 1.3.1 Q₁M | Integration of cross cutting issues in the curriculum How does the University integrate cross cutting issues relevant to Gender; Environment and Sustainability; Inclusive Education and other emerging interdisciplinary knowledge domains into the curriculum? Give a description within a maximum of 500 words. Supporting documents (Upload) <ul style="list-style-type: none"> List the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum Any additional information | 5 |
| 1.3.2 Q₁M | Initiatives for creating social and human capital in cross cutting domains Describe the initiatives taken by the University for creating social and human capital in cross cutting domains within a maximum of 500 words. Supporting documents (Upload) <ul style="list-style-type: none"> List of initiatives for creating social and human capital in cross cutting domains Any additional information | 5 |
| 1.3.3 Q_nM | Awareness/Soft skills / life skills etc oriented courses on offer How many courses imparting awareness/ life skills / soft skills (credit/ non-credit) have been offered by the OU during the last 5 years Data requirement: (As per Data Template in Section B) Name of courses imparting awareness/ life skills / soft skills (credit/ non-credit) Supporting documents (Upload) <ul style="list-style-type: none"> Brochure or any other document relating to the listed courses Any additional information | 5 |
| 1.3.4 Q_nM | Courses on employability/ entrepreneurship/ skill development What Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development? Give number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years. Also provide the total | 10 |

| | | |
|---------------------------------------|--|-----------------|
| | <p>number of courses on offer during the last five years.</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the Programme (s)(with Programme Code (s)) having such courses • Name (s) of Course (s)(Course Code (s))having focus on employability/ entrepreneurship/ skill development. <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to programme structure of such courses having focus on Employability/ Entrepreneurship/ Skill development • Any additional information | |
| <p>1.3.5</p> <p>QnM</p> | <p>Learners undertaking fieldwork / projects / internships etc.</p> <p>What is the percentage of learners undertaking field work / projects / internships /Dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (current year data) across all Programmes requiring such activities?</p> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Names of the Programme involving field work/ projects / internships etc. • No. of learners undertaking field work/ projects / internships etc. • Number of learners enrolled in Programme involving field work/ projects / internships etc. <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • 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. • Any additional information | <p>5</p> |

Key Indicator – 1.4 Feedback System (20)

| Metric No. | | Weightage |
|---------------------------------------|--|------------------|
| <p>1.4.1</p> <p>QnM</p> | <p>Feedback for design and review of curriculum</p> <p>Does the OU seek structured feedback for design and review of curriculum? How many of the following stakeholders have been approached for the feedback and the received feedback has been analyzed and utilized?</p> <ol style="list-style-type: none"> 1) Learners 2) Teachers and other Academics 3) Academic Counsellors 4) Subject Experts 5) Employers 6) Alumni <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the Programme (s) (Programme code (s)) / Course (s)(Course code (s)) for which the feedback has been sought | <p>10</p> |

| | | |
|---------------------------------------|--|-----------|
| | <ul style="list-style-type: none"> Report of analysis of feedback received from different stakeholders year wise <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> URL for stakeholder feedback report Any additional information | |
| <p>1.4.2</p> <p>QnM</p> | <p>Action on feedback (Feedback collection, analysis and action taken)</p> <p>Which of the following correctly represents the feedback processes of the institution for design and review of the programmes?</p> <p>Feedback collected, analyzed and incorporated; the feedback is available on website:</p> <p>A. Feedback collected, analyzed and incorporated C. Feedback collected and analyzed but not incorporated D. Feedback collected only E. Feedback questionnaire designed and administered F. Feedback not initiated</p> <p style="text-align: right;">} Opt one</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> URL for feedback report (s) Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management Any additional information | 10 |

CRITERION II – TEACHING-LEARNING AND EVALUATION (250)

Key Indicator - 2.1: Learner Enrolment (10)

| Metric No. | | Weightage | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|------------------|---|------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------|--|--|--|----------|
| <p>2.1.1</p> <p>Q_nM</p> | <p>Increase in the enrolment</p> <p>What is the percentage increase in the enrolment of learners in the University year wise over last five years?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 25%;">Fresh enrollment</th> <th style="width: 25%;">*Admission into next semester (re-registration)</th> <th style="width: 35%;">Total enrollment</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td>Current year</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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 <p>Data requirement:</p> <ul style="list-style-type: none"> Total number of learners enrolled year wise for past five years Number of learners re-registered year wise for past five years | Year | Fresh enrollment | *Admission into next semester (re-registration) | Total enrollment | | | | | | | | | | | | | | | | | Current year | | | | 5 |
| Year | Fresh enrollment | *Admission into next semester (re-registration) | Total enrollment | | | | | | | | | | | | | | | | | | | | | | | |
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| Current year | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---------------------------|---|---|
| | Supporting documents (Upload) <ul style="list-style-type: none"> • Provide link of the URLs • Any additional information | |
| 2.1.2 Q _n M | Efforts for reaching the unreached What are the efforts undertaken by the University for reaching out to the persons who do not have access to higher education? Describe within a maximum of 500 words. Supporting documents (Upload) <ul style="list-style-type: none"> • Provide link of the URLs • Any additional information | 5 |

Key Indicator - 2.2 Catering to Learner Diversity (35)

| 2.2.1 Q _n M | Catering to Rural Population What percent of learners enrolled are from rural areas? Provide total number of learners enrolled from different areas (Rural*/Urban) | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|---|---|--|---|--|--|-------------------------------------|-------------------------------------|----------------------------------|---------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | <table border="1"> <thead> <tr> <th>Year</th> <th>Number of learners enrolled from Urban areas</th> <th>Number of learners enrolled from Rural* areas</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>*Rural also includes tribal areas</p> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of learners enrolled from different areas • Total number of learners enrolled in the University <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data • Any additional information | Year | Number of learners enrolled from Urban areas | Number of learners enrolled from Rural* areas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Number of learners enrolled from Urban areas | Number of learners enrolled from Rural* areas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2.2.2 Q _n M | Reaching out to learners from socially backward categories What is the distribution of enrolled learners across different socially backward categories? Provide the total number of learners enrolled from different Social Categories year wise during last five years | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">Socially backward category wise distribution</th> </tr> <tr> <th>Number of learners from SC category</th> <th>Number of learners from ST category</th> <th>Number of learners from BC / OBC</th> <th>Number of learners from General</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> | Year | Socially backward category wise distribution | | | | Number of learners from SC category | Number of learners from ST category | Number of learners from BC / OBC | Number of learners from General | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Socially backward category wise distribution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of learners from SC category | Number of learners from ST category | Number of learners from BC / OBC | Number of learners from General | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <table border="1"> <tr> <td></td> <td></td> <td></td> <td>category</td> <td>category</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of learners enrolled from different socially backward categories • Total number of learners enrolled in the University <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data • Any additional information | | | | category | category | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|--|---|--|--|------------------------------------|--|------------------|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|
| | | | category | category | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2.2.3 Q _n M | <p>Reaching out to women learners</p> <p>What is the distribution of enrolled learners across different genders? Total number of learners enrolled from different genders year wise during last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Male learners</th> <th>Number of Female learners</th> <th>Number of Transgender learners</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of learners enrolled from different genders year-wise for past five years • Total number of learners enrolled year-wise for past five years <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data • Any additional information | Year | Number of Male learners | Number of Female learners | Number of Transgender learners | | | | | | | | | | | | | | | | | | | | | 5 | | | | | | |
| Year | Number of Male learners | Number of Female learners | Number of Transgender learners | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2.2.4 Q _n M | <p>Reaching out to Persons with Disabilities (PwD)</p> <p>What percentage of PwD learners were enrolled year wise during last five years? Provide the data for learners enrolled from different PwD categories.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of learners with Speech & hearing impairment</th> <th>Number of learners with Locomotor impairment</th> <th>Number of learners with Visual impairment</th> <th>Number of learners with Low vision</th> <th>Number of learners with Any other Disability</th> <th>Total enrollment</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Year | Number of learners with Speech & hearing impairment | Number of learners with Locomotor impairment | Number of learners with Visual impairment | Number of learners with Low vision | Number of learners with Any other Disability | Total enrollment | | | | | | | | 5 | | | | | | | | | | | | | | | | |
| Year | Number of learners with Speech & hearing impairment | Number of learners with Locomotor impairment | Number of learners with Visual impairment | Number of learners with Low vision | Number of learners with Any other Disability | Total enrollment | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Data requirement: (As per Data Template in Section B)

- Total number of PwD learners enrolled
- Total number of learners enrolled in the University

Supporting documents (Upload)

- List of PwD Learners: Institutional data
- Any other document submitted by the Institution to a Government agency giving this information
- Any additional information

| <p>2.2.5</p> <p>Q_nM</p> | <p>Reaching out to employed persons</p> <p>What percentage of the enrolled learners is employed? Provide total number of employed and unemployed learners enrolled year wise during last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Employed learners Including self-employed</th> <th>Number of learners who are not employed</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of employed / unemployed learners enrolled • Total number of learners enrolled in the University <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data • Any additional information | Year | Number of Employed learners Including self-employed | Number of learners who are not employed | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | <p>5</p> |
|--|---|---|---|---|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|-----------------|
| Year | Number of Employed learners Including self-employed | Number of learners who are not employed | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | |
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| 4 | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | |

| <p>2.2.6</p> <p>Q_nM</p> | <p>Learners from Special Target Group: prisoners</p> <p>How many prisoners have been enrolled year wise during last five years?</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Prisoners enrolled as learners</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table> | Year | Number of Prisoners enrolled as learners | | | | | | | | | <p>5</p> |
|--|---|------|--|--|--|--|--|--|--|--|--|-----------------|
| Year | Number of Prisoners enrolled as learners | | | | | | | | | | | |
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| | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%;"></td> <td></td> </tr> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of prisoners enrolled year wise during last five years • Total number of learners enrolled year wise during last five years <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data • Any additional information | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------------|--|-------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----------|
| | | | | | | | | | | | | | | | | | | | | |
| <p>2.2.7</p> <p>Q_nM</p> | <p>Learners from Defence and Security Forces</p> <p>What percentage of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows, have been enrolled as learners year wise during last five years?</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 50%;">Number of Defence / Security Personnel , Ex Service men/ War widows enrolled as learners</th> <th style="width: 40%;">Total learners enrolled</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of persons from Defence and Security Forces background enrolled year wise during last five years • Total number of learners enrolled year wise during last five years <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data • Any additional information | Year | Number of Defence / Security Personnel , Ex Service men/ War widows enrolled as learners | Total learners enrolled | | | | | | | | | | | | | | | | 5 |
| Year | Number of Defence / Security Personnel , Ex Service men/ War widows enrolled as learners | Total learners enrolled | | | | | | | | | | | | | | | | | | |
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Key Indicator - 2.3 Teaching-Learning Process (60)

| Metric No. | | Weightage |
|--|---|-----------|
| <p>2.3.1</p> <p>Q_iM</p> | <p>Development of Self-Learning Material (SLM)</p> <p>Write a description within a maximum of 1500 words on the process followed for development of Self-Learning Material (SLM)</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Policy document • Any additional information | 20 |

| 2.3.2 QnM | <p>Use of audio and video programmes</p> <p>Give the total number of the audio and video programmes available in the University year wise during past five years. What percentage of these has been developed in the last five years?</p> <table border="1" data-bbox="338 315 1257 719"> <thead> <tr> <th>Year</th> <th>Total number of audio programmes</th> <th>Total number of video programmes</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <td>Current year</td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of audio and video programmes developed year wise during last five years <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Status Report of audio and video programmes of the University • Any additional information | Year | Total number of audio programmes | Total number of video programmes | | | | | | | | | | | | | | | | | | | Current year | | | 5 + 5 |
|---------------------------------------|---|----------------------------------|-------------------------------------|----------------------------------|-------------------------------------|-----------|--|--|--|--|--|-----------|--|--|--|--|--|--|--|--|--|--|--------------|--|--|--------------|
| Year | Total number of audio programmes | Total number of video programmes | | | | | | | | | | | | | | | | | | | | | | | | |
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| Current year | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3.3 QnM | <p>Use of non – print media for providing instruction</p> <p>Does the University use radio broadcast, TV broadcast, teleconferencing, web conferencing/ webinars, etc. for providing Instruction?</p> <p>Give the number of sessions conducted through radio broadcast, TV broadcast, teleconferencing, web conferencing/ webinars, etc. for providing instruction during the current year.</p> <table border="1" data-bbox="338 1361 1264 1554"> <thead> <tr> <th>TV broadcast sessions</th> <th>Radio broadcast sessions</th> <th>Teleconferencing sessions</th> <th>Web conferencing/ webinars sessions</th> <th>Any other</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of sessions conducted through radio broadcast, TV broadcast, teleconferencing, web conferencing/ webinars for providing instruction during the current year <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Schedules of the above activities • Any additional information | TV broadcast sessions | Radio broadcast sessions | Teleconferencing sessions | Web conferencing/ webinars sessions | Any other | | | | | | 10 | | | | | | | | | | | | | | |
| TV broadcast sessions | Radio broadcast sessions | Teleconferencing sessions | Web conferencing/ webinars sessions | Any other | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3.4 Q₁M | <p>Availability of Specialized Instructional material for PwD learners</p> <p>Whether the University has provided PwD learners with instructional material (SLM) in required formats in accordance with their learning needs?</p> | 2 | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>Give a brief description of the specialized features used for making SLMs friendly for PwD learners</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Details of the instructional material prepared specially for PwD • Any additional information | | | | | | | | | | | | | | | | |
|------------------------------------|---|-------------------------------------|--|-------------------------------------|--|--|--|--|--|--|--|--|--|--------------|--|--|-----------------|
| <p>2.3.5 QnM</p> | <p>Availability of digitized SLMs for the learners</p> <p>What percentage of the learning material of the University has been digitized and the SLMs are uploaded on the website / Online Repository/ e-content app / LMS for their easy availability to the learners?</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Total number of programmes for which the digitized content is available for the learners</th> <th>Total number of programmes on offer</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Current year</td> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement</p> <ul style="list-style-type: none"> • Number of Programmes whose learning material has been digitized and made available to the learners • Total number of Programmes on offer <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Digital repository • Any additional information | Year | Total number of programmes for which the digitized content is available for the learners | Total number of programmes on offer | | | | | | | | | | Current year | | | <p>4</p> |
| Year | Total number of programmes for which the digitized content is available for the learners | Total number of programmes on offer | | | | | | | | | | | | | | | |
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| Current year | | | | | | | | | | | | | | | | | |
| <p>2.3.6 QM</p> | <p>Delivery of programmes having Project/ Practicals/ fieldwork etc.</p> <p>How is the curriculum transacted for programmes having Project/ Practicals / Skill Enhancement / laboratory based practicals / internship/ seminars/ workshops/ extended contact programmes/ field work/ project work/ dissertations/ practice sessions etc. as a compulsory component?</p> <p>Write a description within a maximum of 500 words on such programmes/courses on offer.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Schedules reflecting the above mentioned components • Any additional information | <p>4</p> | | | | | | | | | | | | | | | |
| <p>2.3.7 QM</p> | <p>Support to the learners through academic counselling</p> <p>How does the University provide academic counselling to its learners?</p> <p>Write a description within a maximum of 1000 words on the academic</p> | <p>10</p> | | | | | | | | | | | | | | | |

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| | counselling provided for different programmes using different modes. Supporting documents (Upload) <ul style="list-style-type: none"> • Schedules of different counselling activities • Any additional information | |
|--|--|--|

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

| Metric No. | | Weightage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|--|-------------|---------------------------|-------------|---------------------------|--|------------------|-------------|------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|
| 2.4.1 QnM | <p>Percentage of full time teachers and other academics in positions against sanctioned posts</p> <p>What percentage of the sanctioned posts is occupied by full time teachers and other academics respectively during the last five years?</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Number of Teachers</th> <th colspan="2">Number of other academics</th> </tr> <tr> <th>Sanctioned posts</th> <th>In position</th> <th>Sanctioned posts</th> <th>In position</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of full time teachers and other academics in position • Number of sanctioned posts of teachers and other academics <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data of teachers and other academics • List of the faculty members authenticated by the Registrar of the University • Any additional information | Year | Number of Teachers | | Number of other academics | | Sanctioned posts | In position | Sanctioned posts | In position | | | | | | | | | | | | | | | | | | | | | | | | | | 10 |
| Year | Number of Teachers | | Number of other academics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sanctioned posts | In position | Sanctioned posts | In position | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2.4.2 QnM | <p>Full time teachers and other academics with Ph.D.</p> <p>What percentage of the full time teachers and other academics hold a Ph.D. degree? Give year wise data for the last five years</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Number of Teachers</th> <th colspan="2">Number of other academics</th> </tr> <tr> <th>In position</th> <th>With PhD</th> <th>In position</th> <th>With PhD</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of Teachers and other Academics having a PhD degree • Total number of full time Teachers and other Academics in position | Year | Number of Teachers | | Number of other academics | | In position | With PhD | In position | With PhD | | | | | | | | | | | | | | | | | | | | | | | | | | 10 |
| Year | Number of Teachers | | Number of other academics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | In position | With PhD | In position | With PhD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data of teachers and other academics • Any additional information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------------------|
| <p>2.4.3 Q_nM</p> | <p>Status of programmes on offer</p> <p>Give the status of programmes on offer based on the following parameters, during the last five years:</p> <table border="1" data-bbox="316 456 1241 831"> <thead> <tr> <th>Number of Programmes on offer</th> <th>Number of Programme developed in house</th> <th>Number of Programme developed in collaboration with Government/ other agency</th> <th>Number of Programmes developed by out sourcing to external agency</th> <th>Number of Programme adopted/ adapted from other HEIs</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B):</p> <ul style="list-style-type: none"> • Number of programmes on offer • Number of programmes developed in house • Number of programmes developed in collaboration with Government/ other agency • Number of borrowed from other HEIs • Number of programmes out sourced to external agencies <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Copies of MoUs with other agencies • Minutes of relevant Academic Council/BoS/ School Board meetings • Link to Programmes on offer • Any additional information | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | <p>5</p> |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>2.4.4 Q_nM</p> | <p>Participation of in-house faculty in preparation of SLMs</p> <p>What is the contribution of in-house faculty in design and development of SLMs of the programmes on offer?</p> <table border="1" data-bbox="316 1559 1241 1966"> <thead> <tr> <th>Name of the Programme</th> <th>Curriculum designing (programme and course coordination by in-house faculty)</th> <th>Writing of units by in-house faculty</th> <th>Editing of blocks (content, format and language) by in-house faculty</th> <th>Vetting of blocks by in-house faculty</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Data requirement (As per Data Template in Section B):</p> | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | <p>15</p> |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <ul style="list-style-type: none"> • Number of programmes developed in house • In-house faculty involved in curriculum designing, writing of units, editing and vetting of blocks. <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS/ School Board meetings • Credit page of Blocks/ Courses • Any additional information | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|---------------------------|--|---------------------------|-----------|--|--|------------|--|--|-------------|--|--|-----------------|--|--|----------------|--|--|-----------------|
| <p>2.4.5</p> <p>QnM</p> | <p>Experience of full-time teachers and other academics</p> <p>Average experience of full-time teachers and other academics in position in the University. Give data for the current year</p> <table border="1" data-bbox="316 629 1278 853"> <thead> <tr> <th>Experience</th> <th>Number of teachers</th> <th>Number of other academics</th> </tr> </thead> <tbody> <tr> <td>0-5 years</td> <td></td> <td></td> </tr> <tr> <td>6-10 years</td> <td></td> <td></td> </tr> <tr> <td>11-15 years</td> <td></td> <td></td> </tr> <tr> <td>16-20 years</td> <td></td> <td></td> </tr> <tr> <td>Above 20 years</td> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name and Number of full time teachers with years of teaching experiences • Name and Number of full time other academics with years of experience <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Institutional data of teachers and other academics • Any additional information | Experience | Number of teachers | Number of other academics | 0-5 years | | | 6-10 years | | | 11-15 years | | | 16-20 years | | | Above 20 years | | | <p>5</p> |
| Experience | Number of teachers | Number of other academics | | | | | | | | | | | | | | | | | | |
| 0-5 years | | | | | | | | | | | | | | | | | | | | |
| 6-10 years | | | | | | | | | | | | | | | | | | | | |
| 11-15 years | | | | | | | | | | | | | | | | | | | | |
| 16-20 years | | | | | | | | | | | | | | | | | | | | |
| Above 20 years | | | | | | | | | | | | | | | | | | | | |
| <p>2.4.6</p> <p>QnM</p> | <p>Recognition earned by full time teachers and other academics</p> <p>Number of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level from Government recognized bodies year wise during the last five years and also those who were appointed as Head of an Institution</p> <table border="1" data-bbox="316 1469 1257 1715"> <thead> <tr> <th>Year</th> <th>Number of awardees including the ones appointed as heads of institutions</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <p>Number of full time teachers and academics who received awards from State, National, International level from Government recognized bodies and also those who were appointed as Head of an Institution</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Scanned copies of award/ appointment letters • Any additional information | Year | Number of awardees including the ones appointed as heads of institutions | | | | | | | | | | | <p>5</p> | | | | | | |
| Year | Number of awardees including the ones appointed as heads of institutions | | | | | | | | | | | | | | | | | | | |
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| 2.4.7 | Quality of Academic Counsellors | 5 | | | | | | | | | | | | | | | |
|---|--|------------|---|-----------|--|------------|--|-------------|--|-------------|--|----------------|--|---|--|--|--|
| QnM | <p>2.4.7.1: Average teaching experience of Academic Counsellors empanelled during the current year</p> <table border="1"> <thead> <tr> <th>Experience</th> <th>Number of Academic Counsellors empanelled in the current year</th> </tr> </thead> <tbody> <tr> <td>0-5 years</td> <td></td> </tr> <tr> <td>6-10 years</td> <td></td> </tr> <tr> <td>11-15 years</td> <td></td> </tr> <tr> <td>16-20 years</td> <td></td> </tr> <tr> <td>Above 20 years</td> <td></td> </tr> </tbody> </table> <p>2.4.7.2: Number of Academic Counsellors with PhD degree empanelled during the current year</p> <table border="1"> <thead> <tr> <th>Number of Academic Counsellors with PhD</th> <th>Number of Academic Counsellors without PhD</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of Academic Counsellors empanelled in the current year • Qualifications of the empanelled counsellors • Teaching experience of the empanelled counsellors <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • List of Academic Counsellors with details of qualifications • Any additional information | Experience | Number of Academic Counsellors empanelled in the current year | 0-5 years | | 6-10 years | | 11-15 years | | 16-20 years | | Above 20 years | | Number of Academic Counsellors with PhD | Number of Academic Counsellors without PhD | | |
| Experience | Number of Academic Counsellors empanelled in the current year | | | | | | | | | | | | | | | | |
| 0-5 years | | | | | | | | | | | | | | | | | |
| 6-10 years | | | | | | | | | | | | | | | | | |
| 11-15 years | | | | | | | | | | | | | | | | | |
| 16-20 years | | | | | | | | | | | | | | | | | |
| Above 20 years | | | | | | | | | | | | | | | | | |
| Number of Academic Counsellors with PhD | Number of Academic Counsellors without PhD | | | | | | | | | | | | | | | | |
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Key Indicator - 2.5 Evaluation Process and Reforms (40)

| Metric No. | | Weightage |
|-----------------------|---|-----------|
| 2.5.1 | Process of conduct of Term-end examination | 5 |
| Q_iM | <p>Describe the process of conduct of Term-end examination and efforts done for fair and smooth conduct of the same, within a maximum of 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Schedule of Term-end examination of current academic year • Manual/ Handbook for conduct of Term-end examination • Any additional information | |
| 2.5.2 | Examination related Grievances | 5 |
| Q_M | <p>What is the mechanism of the University to deal with examination related grievances in a transparent manner? Describe in 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Standard operating procedures related to Term-end examination related Grievances • Any additional information | |

| | | |
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| <p>2.5.3</p> <p>Q_iM</p> | <p>Formative and Summative Assessment</p> <p>Give a description of the standard operating procedures employed for continuous (internal) assessment and TEE followed by the Open University within a maximum of 1000 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Relevant policy documents • Any additional information | <p>10</p> |
| <p>2.5.4</p> <p>Q_nM</p> | <p>Status of automation of Examination/ Evaluation processes</p> <p>Which of the following correctly represents the status of automation of Examination/ Evaluation Division of the OU?</p> <p>A. 100% automation of entire Division & implementation of Examination Management System (EMS)</p> <p>B. Only learner registration, Hall ticket issue & Result Processing automated</p> <p>C. Only learner registration and result processing automated</p> <p>D. Only result processing automated</p> <p>E. No automation of Examination/ Evaluation Division</p> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Activity which are automated • Date of commencement of activity <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Current Manual of examination automation system • Annual reports of examination including the present status of automation • Any additional information | <p>10</p> |
| <p>2.5.5</p> <p>Q_iM</p> | <p>Reforms related to evaluation</p> <p>Describe in 500 words reforms undertaken/carried out by the University to streamline continuous assessment and term end examinations in last five years.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Policy documents • Any additional information | <p>5</p> |
| <p>2.5.6</p> <p>Q_nM</p> | <p>Involvement of internal and external experts in evaluation process</p> <p>What is the extent of involvement of internal teachers, other academics and external experts in the following evaluation related activities in the current year:</p> <p>(i) Preparation of Assignments and Projects</p> <p>(ii) Evaluation of Assignments and Projects</p> <p>(iii) Preparation of Term End question papers, moderation, evaluation of answer scripts</p> <p>(iv) Examination related duties as invigilator, observer, flying squad etc.</p> <p>(v) Conduct of term end examinations, practical, projects, internships, seminars workshops etc.</p> | <p>5</p> |

| | | | | | |
|--|---|----------|-------------------------------------|-------------------------------------|--|
| | Examination | Activity | Number of internal experts involved | Number of external experts involved | |
| | Continuous evaluation | | | | |
| | Term End theory examination | | | | |
| | Practical examination | | | | |
| | Project work | | | | |
| | <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of internal evaluators course wise • Name of external evaluators course wise <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to list of evaluators • Any additional information | | | | |

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

| Metric No. | | Weightage | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|-----------------|--|--|-------------------|--------------|--|--|---|--|--|-----------------|--|--|-------------------|--------------|--|--|----|
| 2.6.1 QnM | <p>Display of programme outcomes on University website Does the University display the Programme outcomes of its programmes on its website? What percentage of the Programmes offered in the current year by the University have its outcomes displayed on the University website?</p> <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of programmes whose outcomes are displayed on the OU website • Total number of programmes offered by the OU <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to Programme outcomes • Any additional information | 5 | | | | | | | | | | | | | | | | | | | | |
| 2.6.2 QnM | <p>Completion status of UG and PG degree programmes</p> <p>Total number of learners who have successfully completed PG and UG Degree, in minimum and maximum period. For calculating completion status in case of PG degree, the enrolment data of current minus third year and in case of UG degree, the enrolment data of current minus the fourth year shall be taken.</p> <table border="1"> <tr> <td colspan="3">Post graduate degree programmes (Learners enrolled in Current-3rd year)</td> </tr> <tr> <td rowspan="3">Total Enrolment</td> <td colspan="2">Number of learners completing programme in</td> </tr> <tr> <td>Current -2nd year</td> <td>Current year</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td colspan="3">Graduate degree programmes (Learners enrolled in Current-4th year)</td> </tr> <tr> <td rowspan="3">Total Enrolment</td> <td colspan="2">Number of learners completing programme in</td> </tr> <tr> <td>Current -2nd year</td> <td>Current year</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Programme wise enrolment data at UG and PG degree level • Programme wise completion data at UG and PG degree level <p>Supporting documents (Upload)</p> | Post graduate degree programmes (Learners enrolled in Current-3rd year) | | | Total Enrolment | Number of learners completing programme in | | Current -2nd year | Current year | | | Graduate degree programmes (Learners enrolled in Current-4 th year) | | | Total Enrolment | Number of learners completing programme in | | Current -2nd year | Current year | | | 15 |
| Post graduate degree programmes (Learners enrolled in Current-3rd year) | | | | | | | | | | | | | | | | | | | | | | |
| Total Enrolment | Number of learners completing programme in | | | | | | | | | | | | | | | | | | | | | |
| | Current -2nd year | Current year | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Graduate degree programmes (Learners enrolled in Current-4 th year) | | | | | | | | | | | | | | | | | | | | | | |
| Total Enrolment | Number of learners completing programme in | | | | | | | | | | | | | | | | | | | | | |
| | Current -2nd year | Current year | | | | | | | | | | | | | | | | | | | | |
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| | <ul style="list-style-type: none"> • Link to declaration of results • Any additional information | |
|--|--|--|

Key Indicator - 2.7 Learner Satisfaction Survey (30)

| Metric No. | | Weightage |
|-------------------------------|--|-----------|
| 2.7.1 Q _n M | <p>Online learner satisfaction survey regarding teaching-learning process</p> <p>Furnish data regarding learner satisfaction with respect to teaching learning process.</p> <p>The survey would be conducted by NAAC</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name/ Class/ Gender • Learner Id number • Mobile number • Email id • Programme <p>(Database of all currently enrolled learners need to be prepared and shared with NAAC along with the online submission of QIF)</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Database of all currently enrolled learners • Any additional information | 30 |

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION (200)

Key Indicator - 3.1 Policy and Research Facilities (10)

| Metric No. | | Weightage |
|-------------------------------|--|-----------|
| 3.1.1 Q ₁ M | <p>Policy for promotion of research</p> <p>Describe in maximum of 400 words University’s policy for promotion of systemic and discipline based research.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • 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 additional information | 4 |
| 3.1.2 Q ₁ M | <p>Policy on research ethics</p> <p>Describe mechanism adopted by the University for ensuring compliance to research ethics in about 200 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Policy for research ethics of the University • Notification of Research Ethics Committee | 2 |

| | | |
|---------------------------------------|--|----------|
| | <ul style="list-style-type: none"> Any additional information | |
| 3.1.3 Q_nM | <p>University facilities for teachers, other academics and learners</p> <p>Which of the following facilities are available to the teachers, other academics and learners of the University for pursuing research?</p> <ol style="list-style-type: none"> Reference Library Online subscription to major research journals Science laboratories Computing Lab and support for both qualitative and quantitative data analysis Language laboratory Central Instrumentation Centre Animal House/Green House / Museum Research/Statistical Databases Animal Ethics Policy Data curation and sharing facility Any other <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> List of facilities available Date of procurement / launch / establishment <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> URLs of the available facilities Any additional information | 4 |

Key Indicator - 3.2 Resource Mobilization for Research (10)

| Metric No. | | Weightage | | | | | | | | | | | | |
|---------------------------------------|--|------------------|--|--|--|--|--|--------------|--|--|--|--|--|----------|
| 3.2.1 Q_nM | <p>Government and Non-government grants for research projects and Chairs</p> <p>How much of Grants for research projects and Chairs sponsored by the government and non-government sources has been received by the University year wise during the last five years? (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>INR in Lakhs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the Project Name of the Principal Investigator Department of Principal Investigator Year of Award Funds provided Duration of the project Funding Agency Total amount of funds received <p>Supporting documents (Upload)</p> | Year | | | | | | INR in Lakhs | | | | | | 5 |
| Year | | | | | | | | | | | | | | |
| INR in Lakhs | | | | | | | | | | | | | | |

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|--------------|---|------|--|--|--|--|--|--------|--|--|--|--|--|---|
| | <ul style="list-style-type: none"> Award letters for research projects sponsored by government and non-government Any additional information | | | | | | | | | | | | | |
| 3.2.2 QnM | <p>Research projects granted to teachers and other academics</p> <p>Number of teachers and other academics having research projects funded by government and non-government agencies during the last five years</p> <table border="1"> <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> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> Title of the research project Name of Principal Investigator Department/ School of recipient Duration of project Amount / Fund received Name of funding agency Year of sanction <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> List of research projects Document from Funding Agency Link of the funding agency website Any additional information | Year | | | | | | Number | | | | | | 5 |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |

Key Indicator - 3.3: Innovation Ecosystem (40)

| Metric No. | | Weightage |
|--------------|--|-----------|
| 3.3.1 QiM | <p>Establishment of Innovation centre / cell in the University</p> <p>Does the OU have an Innovation Cell/Centre or has appointed a Nodal Officer (Innovation) for developing an innovative ecosystem? Describe available Innovation Cell/Centre and evidence of its usage (activity) within a maximum of 200 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> URL of the Centre/ Cell Any additional information | 2 |
| 3.3.2 QiM | <p>Innovative initiatives of the University</p> <p>Has the OU taken innovative initiatives for providing access to diverse groups of learners including PwD and other marginalized learners? Describe innovative initiatives undertaken by the OU in providing access to diverse groups of learners (especially PwDs) within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Initiatives taken by OU | 5 |

| | | | | | | | | | | | | | | |
|----------------------------|--|-------------|--|--|--|--|--|---------------|--|--|--|--|--|----------|
| | <ul style="list-style-type: none"> Any additional information | | | | | | | | | | | | | |
| 3.3.3 QnM | <p>Workshops / seminars / content developed on innovative practices</p> <p>Total number of workshops/seminars conducted, content material developed year wise during the last five years on:</p> <ul style="list-style-type: none"> Intellectual Property Rights (IPR); Open Educational Resources (OERs); Massive Open Online Courses (MOOCs); Technology-Enabled Learning; Learning Management System; and other innovative technologies, <table border="1" style="margin-left: auto; margin-right: auto;"> <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> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the workshops / seminars/ materials developed Number of Participants Schedule of the activity conducted Report of the workshops / seminars <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Report of the event/ link to the material developed List of workshops/seminars during last 5 years Any additional information | Year | | | | | | Number | | | | | | 8 |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |
| 3.3.4 QnM | <p>Awards for innovation</p> <p>How many awards for innovation have been received by different sections of the University? Give details of the awards for innovation received by the University, its teachers/other academics/ research scholars/students year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the Awardee Name of the Awarding Agency with contact details Year of Award <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Scanned copies of award letters Award details Any additional information | Year | | | | | | Number | | | | | | 5 |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |
| 3.3.5 QnM | <p>Introduction of innovative practices</p> <p>Has the University introduced innovation practices in its functioning? Give number and details of innovative practices introduced by the OU during the last</p> | 5 | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---|--|-----------------|--|--|--|--|--|---------------|--|--|--|--|--|-----------------|
| | <p>five years</p> <table border="1" data-bbox="464 181 1102 288"> <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> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> List of the innovative practices introduced Year of commencement <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Link/ Report of the innovative practices introduced Any additional information | Year | | | | | | Number | | | | | | |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |
| <p>3.3.6 QnM</p> | <p>Industry-Academia Innovative practices</p> <p>How many Industry-Academia Innovative practices the University has introduced? Provide the number and details of Industry-Academia Innovative practices introduced by the OU, year wise, during the last five years</p> <table border="1" data-bbox="320 837 959 945"> <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> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the Programme under Industry-Academia Innovative practices Year of commencement Contact information of the industry <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Sanction order/ MoU/ MoA of the University with the Industry Link to Industry website Any additional information | Year | | | | | | Number | | | | | | <p>5</p> |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |
| <p>3.3.7 Q_iM</p> | <p>Impact and outcome of innovations</p> <p>What has been the impact of the innovative practices implementation by the University? Describe the impact of innovations implemented by the University on learners/ neighboring community/adopted village (if any), within a maximum of 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> URL of the innovation implemented Activity report Any additional information | <p>5</p> | | | | | | | | | | | | |
| <p>3.3.8 Q_iM</p> | <p>Integration of recent technologies in teaching learning process</p> <p>Has the University integrated recent technologies in its teaching learning process? Describe how the University has integrated recent technologies in teaching learning process within a maximum of 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Minutes of the statutory body | <p>5</p> | | | | | | | | | | | | |

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|--|---|--|
| | <ul style="list-style-type: none"> • Policy document • Any additional information | |
|--|---|--|

Key Indicators - 3.4 Research Publications and Awards (70)

| Metric No. | | Weightage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|------------------|--|--|--|--|--|--|--|--|--|--|--|--------------------------------------|--|--|--|--|--|-------------|--|--|--|--|--|--|--|--|--|--|--|-----------|
| 3.4.1 Q_iM | <p>Mechanisms to check malpractices and plagiarism in research Does the University have a mechanism to check malpractices and plagiarism in Research? Give a description in about 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • URL of anti- plagiarism platform • Any additional information | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.4.2 QnM | <p>Ph.Ds and M.Phils awarded and teachers recognised as guides 3.4.2.1: How many research scholars have been awarded PhD and MPhil degrees during last 5 years? Provide details of the MPhil and PhD degrees awarded during last five years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number of MPhil degrees awarded</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number of PhD degrees awarded</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>3.4.2.2 : How many teachers have been recognized as guides during the last five years? Provide the number of teachers recognized as research guides during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number of teachers recognised as guides</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the PhD / MPhil scholar • Name of the Department • Name of the guide/s • Year of registration of the scholar • Year of award of PhD / MPhil • List of teachers recognised as research guides <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • URL to 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 • Any additional information | Year | | | | | | Number of MPhil degrees awarded | | | | | | Number of PhD degrees awarded | | | | | | Year | | | | | | Number of teachers recognised as guides | | | | | | 10 |
| Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of MPhil degrees awarded | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of PhD degrees awarded | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of teachers recognised as guides | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>3.4.3 QnM</p> | <p>Research publications per teacher and other academic How many research papers on an average have been published by teachers and other academics of the University? Provide details of the research papers published by teachers and other academics of the University in the Journals notified on UGC website / peer reviewed journals during the last five years?</p> <table border="1" data-bbox="339 264 1117 584"> <thead> <tr> <th>Year</th> <th>Number of teachers and other academics</th> <th>Number of papers published</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of paper • Name of the author/s • Department/ School/ Division/ Centre/ Unit/ Cell of the teacher/ academic • Name of journal • Year of publication • ISBN/ISSN number • Total number of Teachers and other academics in the University <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • URL of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication • Any additional information | Year | Number of teachers and other academics | Number of papers published | | | | | | | | | | | | | | | | <p>20</p> |
|------------------------------------|---|---|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------------------|
| Year | Number of teachers and other academics | Number of papers published | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | |
| <p>3.4.4 QnM</p> | <p>Books and Chapters in edited volumes etc. How many books / chapters in books on an average have been published by teachers and other academics of the University? Provide details of the number of books (not course materials)and chapters in edited volumes & papers in national/international conference-proceedings published by teachers and other academics of the University year wise during the last five years</p> <table border="1" data-bbox="339 1256 1117 1608"> <thead> <tr> <th>Year</th> <th>Number of teachers and other academics</th> <th>Number of books / chapters in books published</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the paper: Name of the teacher/ academic • Title of the book: Name of the author/s: Title of the proceedings of the conference • Name of the publisher: National / International • National / international : ISBN/ISSN number of the proceeding • Year of publication: <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • URL of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication • Any additional information | Year | Number of teachers and other academics | Number of books / chapters in books published | | | | | | | | | | | | | | | | <p>20</p> |
| Year | Number of teachers and other academics | Number of books / chapters in books published | | | | | | | | | | | | | | | | | | |
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| <p>3.4.5 Q_nM</p> | <p>Publications on Distance Education How many books, chapters in books and research papers in the area of Distance Education have been published by teachers and other academics of the University? Provide details of the publications teachers and other academics of the University year wise during the last five years. Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the paper: Name of the teacher/ academic • Title of the book: Name of the author/s: Title of the proceedings of the conference • Name of the publisher: National / International • National / international : ISBN/ISSN number of the proceeding • Year of publication: <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • URL of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication • Any additional information | <p>5</p> |
| <p>3.4.6 Q_nM</p> | <p>Bibliometrics of the publications What is the impact of the research publications from the University? Provide the Bibliometrics of the publications by teachers and academics during the last five years based on average Citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index etc. Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the paper • Name of the author • Title of the journal • Year of publication • Citation Index <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Bibliometrics of the publications during the last five years • The Data obtained from INFLIBNET will be used for the purpose of calculation of scores. | <p>5</p> |
| <p>3.4.7 Q_nM</p> | <p>h-index of the Institution What is the h-index of the University? Provide the details of the publications of the teachers and other academics of the University during the last five years to calculate h-index of the Institution based on the Bibliometrics of the publications. Data Requirements:</p> <ul style="list-style-type: none"> • Title of the paper • Name of the author • Title of the journal • Year of publication • h- index <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Any additional information • The Data obtained from INFLIBNET will be used for the purpose of calculation of scores. | <p>5</p> |

Key Indicators - 3.5 Consultancy (10)

| Metric No. | | Weightage | | | | | | | | | | | | |
|---------------------------------------|---|--------------------------------|--|--|--|--|--|----------------------------------|--|--|--|--|--|--------------------------------|
| <p>3.5.1</p> <p>QnM</p> | <p>Policy on consultancy</p> <p>Does the OU have a policy on consultancy including revenue sharing between the institution and the individual/ agency? (Yes /No)</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy • Upload soft copy of the Consultancy Policy • Upload any additional information • Paste URL of the consultancy policy document | <p align="center">2</p> | | | | | | | | | | | | |
| <p>3.5.2</p> <p>QnM</p> | <p>Revenue from consultancy</p> <p>How much of revenue has been generated by the University from consultancy? Provide details of the total revenue generated from consultancy provided by teachers and other academics of the University year wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="344 1003 1276 1187"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Revenue generated (INR in lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Names of the teacher/ academic • Name of consultancy project • Consulting/Sponsoring agency with contact details • Revenue generated (amount in rupees) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Audited statements of accounts indicating the revenue generated through consultancy • List of teachers and other academics providing consultancy • Any additional information | Year | | | | | | Revenue generated (INR in lakhs) | | | | | | <p align="center">4</p> |
| Year | | | | | | | | | | | | | | |
| Revenue generated (INR in lakhs) | | | | | | | | | | | | | | |
| <p>3.5.3</p> <p>QnM</p> | <p>Revenue from training/ seminars/ conferences/ etc.</p> <p>How much of revenue has been generated by the University by conducting training programmes/ seminars/ conferences/ etc.? Provide details of the revenue generated by the University from training / seminars/ conferences/ etc. for government and non-government bodies, year wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="344 1977 1070 2022"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Year | | | | | | <p align="center">4</p> | | | | | | |
| Year | | | | | | | | | | | | | | |

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|--|----------------------------------|--|--|--|--|--|--|--|
| | Revenue generated (INR in lakhs) | | | | | | | |
| <p>Data Requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the Training Programme • Agency seeking training with contact details • Revenue generated (INR in lakhs) • Number of trainees • Total revenue generated in rupees <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Audited statements of account indicating the revenue generated through training • Schedule of the training programmes • Any additional information | | | | | | | | |

Key Indicators - 3.6 Extension Activities (35)

| Metric No. | | Weightage | | | | | | | | | | | | | | |
|---------------------------------------|--|-----------------|--|--|--|--|--|--|----------------------------------|--|--|--|--|--|--|------------------|
| <p>3.6.1</p> <p>QM</p> | <p>Extension activities</p> <p>What has been the impact of the extension activities of the University in the community during the last five years?</p> <p>Describe the impact of extension activities of the University in sensitizing learners to social issues and sustainable development within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Brochures of the activities • Activity Reports • Any additional information | <p>5</p> | | | | | | | | | | | | | | |
| <p>3.6.2</p> <p>QnM</p> | <p>Recognition of extension activities</p> <p>Have the extension activities of the University been recognized by government / other recognized bodies?</p> <p>Provide the details of the number of awards and recognition received for extension activities from Government /recognized bodies year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 15%;">Year</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Number of awards and recognition</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the Award/ recognition | Year | | | | | | | Number of awards and recognition | | | | | | | <p>10</p> |
| Year | | | | | | | | | | | | | | | | |
| Number of awards and recognition | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|--|--|-------------|--|--|--|--|--|--|--|--|--|--|--|-----------|
| | <ul style="list-style-type: none"> Name of the Awarding government/ recognized bodies Year of the Award <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Awards for extension activities Scanned copy of the award letters Any additional information | | | | | | | | | | | | | |
| <p>3.6.3</p> <p>QnM</p> | <p>Collaborative extension and outreach Programmes</p> <p>How many extension and outreach Programmes have been conducted by the University in past five years?</p> <p>Provide details of the number of extension and outreach Programmes conducted in collaboration with Jails, Armed Forces, Community Based Organizations, and non-Government Organizations year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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> <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name and number of the extension and outreach Programmes Name of the collaborating agency <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Reports of the event organized Any additional information | Year | | | | | | Number | | | | | | 10 |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |
| <p>3.6.4</p> <p>QnM</p> | <p>Participation in extension activities</p> <p>How many employees and learners participate in extension activities?</p> <p>Provide details of the number of employees and learners participating in extension activities conducted by the University with Government Organizations, Non-Government Organizations and Programmes such as <i>Swachh Bharat</i>, AIDS Awareness, Gender Issue, etc. year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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> <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of the activity Name of the scheme Year of the activity Number of employees participating in such activities Number of learners participating in such activities <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Report of the event Any additional information | Year | | | | | | Number of employees and learners participating | | | | | | 10 |
| Year | | | | | | | | | | | | | | |
| Number of employees and learners participating | | | | | | | | | | | | | | |

Key Indicator - 3.7 Collaboration (25)

| Metric No. | | Weightage | | | | | | | | | | | | |
|---|--|-------------|--|--|--|--|--|---|--|--|--|--|--|-----------|
| 3.7.1 QnM | <p>Collaborative activities Total number of Collaborative activities for research and faculty exchange during the last five years</p> <table border="1" data-bbox="488 383 975 506"> <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> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the collaborative activity • Name of the collaborating agency with contact details • Source of financial support • Year of collaboration • Duration • Nature of the activity <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Scanned copies of collaboration document • Any additional information | Year | | | | | | Number of collaborative activities | | | | | | 5 |
| Year | | | | | | | | | | | | | | |
| Number of collaborative activities | | | | | | | | | | | | | | |
| 3.7.2 QnM | <p>Linkages with institutions/industries Number of linkages with institutions / industries for faculty exchange, learner exchange, internship, field trip, on-the-job training, research, establishing Chairs, etc during the last five years</p> <table border="1" data-bbox="488 1137 1129 1249"> <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> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the linkage • Name of the partnering institution/ industry /research lab with contact details • Year of commencement • Duration(From-to-) • Nature of linkage <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link of website of collaborator • MoU of the collaboration (s) • Any additional information | Year | | | | | | Number | | | | | | 10 |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |
| 3.7.3 QnM | <p>Functional MoUs Number of functional MoU(s) with institutions of national, international importance, other universities, government bodies, industries, corporate houses, armed forces etc. related to academic and research activity during the last five years (only functional MoU (s) with ongoing activities to be considered)</p> <table border="1" data-bbox="488 1917 1129 2029"> <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> | Year | | | | | | Number | | | | | | 10 |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |

| | | |
|--|--|--|
| | <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Organisation with which MoU is signed: name of the institution/ industry/ corporate house, etc. • Year of signing MoU • Duration • Number of learners/teachers/ employees covered under MoU (s) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • MoUs with institution (s)/ industry (ies)/ corporate house (s) • Any additional information | |
|--|--|--|

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES (100)

Key Indicator - 4.1 Physical Facilities (20)

| Metric No | | Weightage | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------|----------------|----------------|--|----------------------|--|---------|--|------------|--|------------------|--|------------------|--|--------------|--|-------------------------|--|---------------|--|------------|--|--------------------|--|---------------------|--|--------------------------|--|-----------------|
| <p>4.1.1</p> <p>Q₁M</p> | <p>Facilities at University Headquarters</p> <p>Describe the infrastructural facilities viz., academic units, administrative units, audio/video, e-content production units, storage and dispatch units, library, laboratories, etc. within a maximum of 500 words.</p> <p>Also provide the following data.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Units</th> <th style="width: 50%;">Area (in sqft)</th> </tr> </thead> <tbody> <tr><td>Academic Units</td><td></td></tr> <tr><td>Administrative Units</td><td></td></tr> <tr><td>Library</td><td></td></tr> <tr><td>Warehouses</td><td></td></tr> <tr><td>Media Production</td><td></td></tr> <tr><td>Print Production</td><td></td></tr> <tr><td>Laboratories</td><td></td></tr> <tr><td>Multimedia Laboratories</td><td></td></tr> <tr><td>Seminar Rooms</td><td></td></tr> <tr><td>Auditorium</td><td></td></tr> <tr><td>Any other building</td><td></td></tr> <tr><td>Total Built-up area</td><td></td></tr> <tr><td>Total area of the campus</td><td></td></tr> </tbody> </table> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Annual report of the University • Photographs of campus infrastructure • Any additional information | Units | Area (in sqft) | Academic Units | | Administrative Units | | Library | | Warehouses | | Media Production | | Print Production | | Laboratories | | Multimedia Laboratories | | Seminar Rooms | | Auditorium | | Any other building | | Total Built-up area | | Total area of the campus | | <p>5</p> |
| Units | Area (in sqft) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Units | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative Units | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Library | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Warehouses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Media Production | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Print Production | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Laboratories | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multimedia Laboratories | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar Rooms | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Auditorium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Any other building | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Built-up area | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total area of the campus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4.1.2</p> <p>Q₁M</p> | <p>Facilities for learner support at Regional Centres</p> <p>What are the facilities for learner support at the Regional Centres (RCs)? Give a description of the facilities for learner support at RCs within a maximum of 500 words. Also specify the area/size, year of establishment, infrastructure and equipment available for learner support at RCs.</p> | <p>5</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>Also provide the following data, RC wise.</p> <table border="1" data-bbox="360 215 1182 533"> <thead> <tr> <th>Facilities at Regional Centre</th> <th>Area (in sqft)</th> </tr> </thead> <tbody> <tr><td>Academic Units</td><td></td></tr> <tr><td>Administrative Units</td><td></td></tr> <tr><td>Library</td><td></td></tr> <tr><td>Warehouses</td><td></td></tr> <tr><td>Seminar/conference Room</td><td></td></tr> <tr><td>Any other building</td><td></td></tr> <tr><td>Total Built-up area</td><td></td></tr> <tr><td>Total area of the campus</td><td></td></tr> </tbody> </table> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Paste link of Profile of RCs • Photographs of infrastructure of few RCs • Any additional information | Facilities at Regional Centre | Area (in sqft) | Academic Units | | Administrative Units | | Library | | Warehouses | | Seminar/conference Room | | Any other building | | Total Built-up area | | Total area of the campus | | | | | |
|---|--|-------------------------------|---|-----------------------|---|--|---------------------------------|--|--|------------|--|-------------------------|--|--------------------|--|---------------------|--|--------------------------|--|--|--|--|-----------------|
| Facilities at Regional Centre | Area (in sqft) | | | | | | | | | | | | | | | | | | | | | | |
| Academic Units | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative Units | | | | | | | | | | | | | | | | | | | | | | | |
| Library | | | | | | | | | | | | | | | | | | | | | | | |
| Warehouses | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar/conference Room | | | | | | | | | | | | | | | | | | | | | | | |
| Any other building | | | | | | | | | | | | | | | | | | | | | | | |
| Total Built-up area | | | | | | | | | | | | | | | | | | | | | | | |
| Total area of the campus | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4.1.3 Q₁M</p> | <p>Facilities for learner support at Learner Support Centres</p> <p>What are the facilities for learner support at the Learner Support Centres (LSCs)? Give a description of the facilities for learner support within a maximum of 500 words. Also specify the area/size, year of establishment, infrastructure and equipment available for learner support at LSCs.</p> <p>Provide the following data Regional Centre wise</p> <table border="1" data-bbox="360 1111 1278 1361"> <thead> <tr> <th>Regional centre</th> <th>LSC</th> <th>Year of establishment</th> <th>Physical infrastructure for University office</th> <th>Number of classrooms</th> <th>Number of labs available for OU</th> <th>Nature of lab (science / psychology / ...etc.)</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Paste link of Profile of LSCs • Photographs of infrastructure facilities at a few LSCs • Any additional information | Regional centre | LSC | Year of establishment | Physical infrastructure for University office | Number of classrooms | Number of labs available for OU | Nature of lab (science / psychology / ...etc.) | | | | | | | | | | | | | | | <p>5</p> |
| Regional centre | LSC | Year of establishment | Physical infrastructure for University office | Number of classrooms | Number of labs available for OU | Nature of lab (science / psychology / ...etc.) | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4.1.4 Q_nM</p> | <p>Budget allocation and expenditure incurred for infrastructure augmentation</p> <p>4.1.4.1: What is the average percentage of budget allocation of the University towards infrastructure augmentation? Provide details of the budget allocation for infrastructure augmentation and total expenditure excluding salary, year wise, during the last five years (INR in lakhs)</p> <table border="1" data-bbox="360 1872 1254 2022"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Budget allocation for</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Year | | | | | | Budget allocation for | | | | | | <p>5</p> | | | | | | | | | |
| Year | | | | | | | | | | | | | | | | | | | | | | | |
| Budget allocation for | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| infrastructure augmentation | | | | | | |
| Total expenditure excluding salary | | | | | | |
| <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Budget allocated for infrastructure augmentation year wise for five years • Total expenditure of the University excluding salary year wise for five years | | | | | | |
| <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Audited utilization statements • Budget allocation for infrastructure | | | | | | |
| <p>4.1.4.2: What is the average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities? Provide details of the expenditure incurred on maintenance of physical facilities and academic support facilities and total expenditure excluding salary, year wise, during the last five years (INR in lakhs)</p> | | | | | | |
| Year | | | | | | |
| Expenditure on Campus Maintenance (INR in lakhs) | | | | | | |
| Total expenditure of the university (excluding salary) INR in lakhs) | | | | | | |
| <p>Data requirements:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Expenditure incurred on maintenance of campus infrastructure year wise for five years • Total expenditure of the University excluding salary year wise for five years | | | | | | |
| <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Audited statements of accounts. • Budget and Statements of Expenditure • Any other information | | | | | | |

Key Indicator – 4.2: IT Infrastructure (40)

| Metric No. | | Weightage |
|------------|-------------------------------|-----------|
| 4.2.1 | ICT enabled facilities at HQs | 5 |

| | | | | | | | | | | |
|---|--|-------------------------------------|--|------------------------------|--|---|--|--------------------------------------|--|----------|
| QnM | <p>What percentage of the rooms and seminar halls of the University Headquarters IT enabled? Provide details of the number of rooms and seminar halls with ICT facilities/Wi-Fi/LAN at the University HQs (current year data) and total number of rooms and seminar halls.</p> <table border="1" data-bbox="363 282 1219 412"> <tr> <td>Number of IT enabled rooms at HQ</td> <td></td> </tr> <tr> <td>Total number of rooms at HQ</td> <td></td> </tr> <tr> <td>Number of IT enabled Seminar halls at HQ</td> <td></td> </tr> <tr> <td>Total number of Seminar halls at HQ</td> <td></td> </tr> </table> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of rooms and seminar halls with ICT facilities/Wi-Fi/LAN • Total number of rooms and seminar halls at the University HQs <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Photographs of IT infrastructure facilities at HQs • Any additional information | 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 | | |
| 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 | | | | | | | | | | |
| 4.2.2 QnM | <p>ICT enabled facilities at RCs</p> <p>What percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled? Provide the details of the number of rooms with ICT facilities/Wi-Fi/LAN at RCs. (current year data) at RCs (cumulative). Also provide the total number of rooms (cumulative) at the RCs.</p> <table border="1" data-bbox="363 992 1257 1122"> <tr> <td>Number of IT enabled rooms at RC*</td> <td></td> </tr> <tr> <td>Total number of rooms at RC</td> <td></td> </tr> <tr> <td>Number of IT enabled Seminar halls at RC</td> <td></td> </tr> <tr> <td>Total number of Seminar halls at RC</td> <td></td> </tr> </table> <p>* Provide separate data for all RCs</p> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of rooms with ICT facilities/Wi-Fi/LAN at RCs • Total number of rooms (cumulative) at the RCs <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Photographs of infrastructure facilities at a few RCs • Any additional information | 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 | | 5 |
| 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 | | | | | | | | | | |
| 4.2.3 QnM | <p>ICT enabled facilities at LSCs</p> <p>What percentage of the rooms of the learner support centres are IT enabled? Provide details of rooms with ICT facilities/Wi-Fi/LAN (current year data) at Learner Support Centres (cumulative) and total number of rooms at the LSCs (cumulative)</p> <table border="1" data-bbox="363 1733 1257 1863"> <tr> <td>Number of IT enabled rooms at LSC**</td> <td></td> </tr> <tr> <td>Total number of rooms at LSC</td> <td></td> </tr> <tr> <td>Number of IT enabled Seminar halls at LSC</td> <td></td> </tr> <tr> <td>Total number of Seminar halls at LSC</td> <td></td> </tr> </table> <p>** Provide data for all LSCs under each RC</p> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of rooms with ICT facilities/Wi-Fi/LAN at LSCs • Total number of rooms (cumulative) at the LSCs | 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 | | 5 |
| 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 | | | | | | | | | | |

| | | |
|--|--|-----------------|
| | <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Photographs of infrastructure facilities at a few LSCs • Any additional information | |
| <p>4.2.4</p> <p>Q₁M</p> | <p>Frequency of updating of IT facilities</p> <p>How often are the IT facilities updated at the Headquarters and the Regional Centres of the University? Describe IT facilities including Website, online system, etc at HQs and RCs with date and nature of updating within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Scanned copy of agreement/ tender • Any additional information | <p>5</p> |
| <p>4.2.5</p> <p>QnM</p> | <p>Internet Bandwidth at the HQs</p> <p>What is the available bandwidth of the internet facility at the Headquarters of the University? Provide details of the internet connection (s) in the University (Leased line) in terms of the number and available bandwidth.</p> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Available internet bandwidth <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Relevant documents on available bandwidth of internet connection in the Institution • Any additional information | <p>5</p> |
| <p>4.2.6</p> <p>QnM</p> | <p>Facilities for media production</p> <p>Which of the following facilities for audio, video and e-content development are available and are in use at the OU?</p> <p>Audio- video and e-Content production facilities:</p> <ul style="list-style-type: none"> • Audio studios • Video studios • Editing unit • Outdoor shooting equipment • Outdoor audio recording • Post production unit • Preview theatre • Duplication unit • Graphics workstation • Direct Reception Sets (DRS) • Down linking facilities • Set Scenic unit • Make-up unit • Satellite uplink earth station • E-Platform • Workstations with broadband connectivity | <p>5</p> |

| | | |
|---------------------------------------|---|----------|
| | <ul style="list-style-type: none"> • Cloud space • Authoring software • Uninterrupted web connectivity • IT security system • Any other <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • List of the audio, video and e-content production facilities <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Relevant photographs of the facilities for audio, video e-content production • Any additional information | |
| 4.2.7 Q_nM | <p>Facilities for radio and TV broadcasts</p> <p>What are the facilities for radio and TV broadcasts available in the OU?</p> <ul style="list-style-type: none"> • Radio channels • TV channels <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • List of the radio and TV broadcast facilities (channel details and frequency, studios, etc.) • Details of technical staff • Details of relevant infrastructure <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Links to photographs of the facilities available • Any additional information | 5 |
| 4.2.8 Q₁M | <p>Automation systems</p> <p>What is the level of automation of different aspects of University? Describe the features of Office Automation System/ERP/MIS(Online Support to Learners, Staff, RCs and LSCs) within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to automation system • Any additional information | 5 |

Key Indicator - 4.3 Learning Resources(40)

| Metric No. | | Weightage |
|---------------------------------------|---|------------------|
| 4.3.1 Q₁M | <p>Provision of learner support services</p> <p>What are the provisions of learner support services of the University at different levels? Describe the support services to the learners through the support system established at the different levels by the University (Three tier/ two tier) within a maximum of 1000 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • List of support services in tabular form provided at headquarters, Regional Centres, Learner Support Centres | 10 |

| | <ul style="list-style-type: none"> Organizational chart of support services available Any additional information | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---|--|--|--|----------------------------------|--------|-----------|----------------------|--|--|--|-----------------------|--|--|--|---------|--|--|--|-------------|--|--|--|----|
| 4.3.2 QnM | <p>Regional Centre wise learner and Learner support centre ratio</p> <p>How many learners on an average are enrolled at Learner Support Centre (s) of different Regional Centres? What is the ratio of learners enrolled in the RC in proportion to the number of LSC under the RC? Provide the data for current year for all the regional centres.</p> <table border="1"> <thead> <tr> <th>Name of the Regional Centre (s)</th> <th>Total no. of Learner Support Centres associated with the Regional Centre</th> <th>Total Enrolment (Fresh and Re-registration) of current year at the Regional Centre</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of RC Number of learners enrolled Number of active LSCs <p>Supporting documents (Upload):</p> <ul style="list-style-type: none"> Enrolment details of the current year RC wise Distribution of learners LSC wise List of RCs with their operational area Any additional information | Name of the Regional Centre (s) | Total no. of Learner Support Centres associated with the Regional Centre | Total Enrolment (Fresh and Re-registration) of current year at the Regional Centre | | | | 10 | | | | | | | | | | | | | | | | |
| Name of the Regional Centre (s) | Total no. of Learner Support Centres associated with the Regional Centre | Total Enrolment (Fresh and Re-registration) of current year at the Regional Centre | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3.3 QnM | <p>Academic counselling sessions held</p> <p>How many counselling sessions on an average are held at Learner Support Centres under each Regional Centre? Provide the total number of academic counselling sessions (for theory and practical courses) held at Learner Support Centres under each Regional Centre during the current year.</p> <table border="1"> <thead> <tr> <th rowspan="2">Total number of programmes</th> <th colspan="2">Counselling sessions held at LSCs for</th> <th rowspan="2">Total enrolment in the programme</th> </tr> <tr> <th>Theory</th> <th>Practical</th> </tr> </thead> <tbody> <tr> <td>Post Graduate Degree</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Under Graduate Degree</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Diploma</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Certificate</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of Programme Programme wise enrolment in the current session Total number of programme wise counselling sessions held at LSCs under each RC <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Monitoring reports of LSCs Expenditure incurred on counselling sessions Any additional information | Total number of programmes | Counselling sessions held at LSCs for | | Total enrolment in the programme | Theory | Practical | Post Graduate Degree | | | | Under Graduate Degree | | | | Diploma | | | | Certificate | | | | 10 |
| Total number of programmes | Counselling sessions held at LSCs for | | Total enrolment in the programme | | | | | | | | | | | | | | | | | | | | | |
| | Theory | Practical | | | | | | | | | | | | | | | | | | | | | | |
| Post Graduate Degree | | | | | | | | | | | | | | | | | | | | | | | | |
| Under Graduate Degree | | | | | | | | | | | | | | | | | | | | | | | | |
| Diploma | | | | | | | | | | | | | | | | | | | | | | | | |
| Certificate | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>4.3.4</p> <p>Q_nM</p> | <p>Library as a learning resource</p> <p>How rich is the library of the University in terms of its collections? Give the total number of books, journals, special reports, doctoral dissertations, audio-Video CDs, or any other knowledge resources for library enrichment (at HQ).</p> <p>Provide the details of resources available in the library over past five years:</p> <table border="1" data-bbox="328 383 1326 1211"> <thead> <tr> <th>Sl. No.</th> <th>Items</th> <th>Year</th> <th>Year</th> <th>Year</th> <th>Year</th> <th>Year</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Books</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2.</td><td>e-Books</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3.</td><td>Journals</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4.</td><td>e- Journals</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5.</td><td>e-Shodh Sindhu</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6.</td><td>Shodhganga membership</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7.</td><td>Special Reports</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8.</td><td>Doctoral Dissertations</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9.</td><td>Audio CDs</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td>Video CDs</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td>Linkages with other library/ Archives/ other knowledge repositories</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>12</td><td>Any Other</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> Total number of books, journals, special reports, Doctoral Dissertations, Audio-Video CDs, or any other knowledge resources available in library <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Link to Library catalogues Link to relevant resources available in the library Any additional information | Sl. No. | Items | Year | Year | Year | Year | Year | 1. | Books | | | | | | 2. | e-Books | | | | | | 3. | Journals | | | | | | 4. | e- Journals | | | | | | 5. | e-Shodh Sindhu | | | | | | 6. | Shodhganga membership | | | | | | 7. | Special Reports | | | | | | 8. | Doctoral Dissertations | | | | | | 9. | Audio CDs | | | | | | 10 | Video CDs | | | | | | 11 | Linkages with other library/ Archives/ other knowledge repositories | | | | | | 12 | Any Other | | | | | | <p>5</p> |
|--|--|-----------------|-------|------|------|------|------|------|----|-------|--|--|--|--|--|----|---------|--|--|--|--|--|----|----------|--|--|--|--|--|----|-------------|--|--|--|--|--|----|----------------|--|--|--|--|--|----|-----------------------|--|--|--|--|--|----|-----------------|--|--|--|--|--|----|------------------------|--|--|--|--|--|----|-----------|--|--|--|--|--|----|-----------|--|--|--|--|--|----|---|--|--|--|--|--|----|-----------|--|--|--|--|--|-----------------|
| Sl. No. | Items | Year | Year | Year | Year | Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | Books | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | e-Books | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Journals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | e- Journals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | e-Shodh Sindhu | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | Shodhganga membership | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | Special Reports | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Doctoral Dissertations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | Audio CDs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Video CDs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | Linkages with other library/ Archives/ other knowledge repositories | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | Any Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4.3.5</p> <p>Q_iM</p> | <p>Library automation</p> <p>What is the level of automation of the library of the University? Give a brief description of the Library automation using Integrated Library Management System (ILMS). Provide a description in a maximum of 400 words covering the following aspects:</p> <ul style="list-style-type: none"> Name of the ILMS software Nature of automation (full or partial) Version Year of automation <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Link to relevant URL Any additional information | <p>4</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>4.3.6</p> <p>Q_nM</p> | <p>Availability of remote access to e-resources of the library</p> <p>Does the University have provision of remote access to e-resources for the learners and faculty?</p> <p style="text-align: right;">Yes/No)</p> <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • E-resources • Contact person details • Connectivity Bandwidth available <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Details of remote access to e-resources of the library • Any additional information | <p>1</p> |
|--|--|-----------------|

CRITERION V - LEARNER SUPPORT AND PROGRESSION (100)

Key Indicator - 5.1 Learner Support (65)

| Metric No. | | Weightage |
|--|---|------------------|
| <p>5.1.1</p> <p>Q_iM</p> | <p>Promotional activities for prospective learners</p> <p>How does the University promote its programmes for the prospective learners? Describe the activities undertaken by the University for reaching out to the prospective learners within a maximum of 1000 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Links to relevant URLs on activities undertaken • Any additional information | <p>10</p> |
| <p>5.1.2</p> <p>Q_iM</p> | <p>Pre-admission counselling services</p> <p>How does the University provide pre-admission counselling to the prospective learners? Describe the activities undertaken by the University for providing pre-admission counselling services to prospective learners at University HQs, Regional Centers and Learner Support Centers within a max of 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Links to relevant URLs on activities undertaken • Any additional information | <p>5</p> |
| <p>5.1.3</p> <p>Q_iM</p> | <p>Online Admission and related activities</p> <p>What is the status of online admission and related activities of the University? Describe the process of online admission including deposition of fee within a maximum of 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • URL of website for Online Admission and related activities • Any additional information | <p>5</p> |

| | | |
|---|--|------------------|
| <p>5.1.4 Q_iM</p> | <p>Dispatch of study material to learners</p> <p>What is the strategy followed by the University for dispatch of study material to learners? Describe the process within a maximum of 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • URL of website for material dispatch related activities • Any additional information | <p>5</p> |
| <p>5.1.5 Q_iM</p> | <p>Induction for the newly enrolled learners</p> <p>How does the University induct the freshly enrolled learners? Describe the activities undertaken by the University for conducting Induction Programmes for the new enrolled learners within a max of 500 words.</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Report of the induction meetings for the current year • Any additional information | <p>5</p> |
| <p>5.1.6 Q_nM</p> | <p>Attending to learners' queries</p> <p>What are the modes employed by the University to attend to learners' queries? Enlist the approaches given below, used by the University to attend to learners' queries:</p> <ul style="list-style-type: none"> • Automated interactive voice response system • Call centre • Online Help Desk • Social media • App based support • Chat Box • E-mail Support • Interactive radio counselling • Teleconferencing • Web-conferencing • Student Services Centre/ Inquiry Counter • Postal communication • Any other (please specify) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Links to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other • Any additional information | <p>10</p> |
| <p>5.1.7 Q_nM</p> | <p>Academic counselling services</p> <p>What are the modes employed by the University to provide academic counselling to its learners? Enlist the approaches, of the following, used by the University to attend to provide counselling services to the learners:</p> <ul style="list-style-type: none"> • Face to face counselling sessions • Interactive radio counselling | <p>10</p> |

| | | |
|--------------------------------------|---|----------|
| | <ul style="list-style-type: none"> • Online LMS based counselling • Teleconferencing • Web-conferencing • Laboratory based counselling • Internship • Workshops • Field study • Seminar • Extended Contact Programme (ECP) • Enhancement of Professional Competency (EPC) • Any other (please specify) <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the Programmes • Modes employed by the University to provide academic counselling for theory courses • Modes employed by the University to provide academic counselling for practical courses <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Links to counselling schedules for current year • Any additional information | |
| <p>5.1.8</p> <p>QM</p> | <p>Addressing learners' grievances</p> <p>Does the University have a transparent mechanism for timely redressal of learner grievances including sexual harassment cases? Describe within 500 words the mechanism of timely redressal of learners' grievances including sexual harassment cases.</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Learner grievance redressal mechanism of the University • Minutes of meetings of prevention of sexual harassment committee etc. <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Policy and details of Committee for prevention of sexual harassment committee • Details of learner grievances relating including sexual harassment cases • Any additional information | 5 |
| <p>5.1.9</p> <p>QM</p> | <p>Special Learner Support Centres</p> <p>Describe the Special Learner Support Centres established by the University for reaching out to special learners like persons with disabilities, jail inmates, employees of defence or security forces, transgenders, SC and ST, minorities, women, learners from rural and remote areas etc, within a maximum of 500 words.</p> <p>Supporting documents (Upload)</p> | 5 |

| | <ul style="list-style-type: none"> • Provide Link to Special Learner Support Centres • Any additional information | | | | | | | | | | | | | | | | | | | |
|--|---|------|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|----------|
| 5.1.10 QnM | <p>Support to learners of disadvantaged groups</p> <p>What percentages of learners of disadvantaged groups are benefited by fee waivers provided by the Government? Provide the number of the learners of disadvantaged groups benefited by such waivers provided by the Government year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Number of learners of disadvantaged groups provided support</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of learners of disadvantaged groups</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the scheme • Number of learners benefiting <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to notifications issued by the University • Any additional information | Year | | | | | | Number of learners of disadvantaged groups provided support | | | | | | Total number of learners of disadvantaged groups | | | | | | 5 |
| Year | | | | | | | | | | | | | | | | | | | | |
| Number of learners of disadvantaged groups provided support | | | | | | | | | | | | | | | | | | | | |
| Total number of learners of disadvantaged groups | | | | | | | | | | | | | | | | | | | | |

Key Indicator - 5.2 Learner Progression (25)

| | | |
|---|--|----------|
| Metric No. 5.2.1 QnM | <p>Submission of assignments</p> <p>What percentage of learners enrolled in the current year (only freshly enrolled) have submitted assignments as per the academic calendar? Give details about the freshly enrolled learners in the current year who have submitted assignments as per the academic calendar. Also provide the total number of freshly enrolled learners</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the programme and courses • Programme wise Enrollment details • Number of assignment(s) per course • Number of assignment(s) submitted per course <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • List of programmes on offer • URL of assignments of programmes on offer • URL of monthly monitoring report of RC • Any additional information | 5 |
|---|--|----------|

| | | |
|--|--|-----------------|
| <p>5.2.2</p> <p>Q_nM</p> | <p>Number of learner registered for term end examination</p> <p>What percentage of learners enrolled in the current year (only freshly enrolled) have registered for Term End Examination? Give details about the freshly enrolled learners in the current year who have registered for Term End Examination. Also provide the total number of freshly enrolled learners.</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the programme and courses • Programme wise enrollment details • Name and enrolment number of learners (only freshly enrolled)registered for term end examinations <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • List of programmes on offer • URL of examination schedule • List of learners (only freshly enrolled)registered for term end examinations • Any additional information | <p>5</p> |
| <p>5.2.3</p> <p>Q_nM</p> | <p>Number of learners appeared for term end exam</p> <p>What percentage of learners enrolled in the current year (only freshly enrolled) have appeared for Term End Examination? Give details about the freshly enrolled learners in the current year who have appeared in Term End Examination. Also provide the total number of freshly enrolled learners.</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the programme and courses • Programme wise Enrollment details • Name and enrolment number of learners (only freshly enrolled) appeared for term end examinations <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • List of programmes on offer • URL of examination schedule • List of learners (only freshly enrolled) who have registered for term end examination • Any additional information | <p>5</p> |
| <p>5.2.4</p> <p>Q_nM</p> | <p>Number of learners passed out term end exam</p> <p>What percentage of learners enrolled in the current year (only freshly enrolled) have passed in the Term End Examination? Give details about the freshly enrolled learners in the current year who have passed in the Term End Examination. Also provide the total number of freshly enrolled learners.</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the programme and courses • Programme wise Enrollment details • Name and enrolment number of learners (only freshly enrolled)who have passed term end examinations | <p>5</p> |

| | | |
|--|---|-----------------|
| | <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> List of programmes on offer URL of examination schedule List of learners (only freshly enrolled) who have passed term end examination Any additional information | |
| <p>5.2.5</p> <p>Q_nM</p> | <p>Placement services provided to the learners</p> <p>What are the mechanisms adopted by the institution for providing placement services to the learners and how many initiatives have been undertaken during the past five years? How many learners have been given placement?</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> Number of placement drives held during last five years Details of the collaborating agencies Number of learners given placement <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Reports of the campus placement drives Any additional information | <p>5</p> |

Key Indicator - 5.3 Alumni Engagement (10)

| Metric No. | | Weightage |
|--|--|------------------|
| <p>5.3.1</p> <p>Q_nM</p> | <p>Functional alumni association</p> <p>Does the University have a functional Alumni Association?</p> <p align="right">Yes / No</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Copy of the notification regarding formation of alumni association Any additional information | <p>1</p> |
| <p>5.3.2</p> <p>Q_nM</p> | <p>Extent of involvement</p> <p>What percentage of passed out learners are enrolled in Alumni Association? Provide details about the learners enrolled in the alumni association. Also provide the cumulative number of passed out learners.</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> The number of learners enrolled in the alumni association. Cumulative number of passed out learners. <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Link to URL of Alumni Association Any additional information | <p>4</p> |

| | | |
|--|---|-----------------|
| <p>5.3.3</p> <p>QnM</p> | <p>Facilities for Alumni Engagement</p> <p>5.3.3.1 Does the Alumni Association facilitate online enrolment for its membership? (Yes/ No)</p> <p>5.3.3.2 Does the University facilitate online networking amongst its Alumni members? (Yes/ No)</p> <p>5.3.3.3 Does the University facilitate online payment of fees, donation by Alumni etc.? (Yes/ No)</p> <p>Data requirement:(As per Data Template in Section B)</p> <p>Name of the programme Name of the Administrator Copy of the notification</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to URL of the Alumni Association • Any additional information | <p>3</p> |
| <p>5.3.4</p> <p>Q_IM</p> | <p>Contribution of the Alumni Association</p> <p>Has the Alumni Association contributed significantly to the development of the University through financial and non financial means during the last five years. Describe contribution of alumni association to the institution within a maximum of 200 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to activities of Alumni Association • Any additional information | <p>2</p> |

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT (100)

Key Indicator - 6.1 Institutional Vision and Leadership (10)

| Metric No. | | Weightage |
|--|---|-----------------|
| <p>6.1.1</p> <p>Q_IM</p> | <p>Governance in accordance with Mission and Vision</p> <p>Describe the vision and mission statement of the University and its manifestation in terms of governance, leadership, perspective plan and participation of the teachers in the decision making bodies of the University within a maximum of 500 words</p> <p>Supporting documents (upload)</p> <ul style="list-style-type: none"> • Vision and mission statement of the University • Any additional information | <p>5</p> |
| <p>6.1.2</p> <p>Q_IM</p> | <p>Decentralization and participative management</p> <p>Describe at least one case study showing decentralization and participative management in the University in practice within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Information pertaining to the above • Any additional information | <p>5</p> |

Key Indicator - 6.2 Strategy Development and Deployment (15)

| Metric No. | | Weightage |
|------------|---|-----------|
| 6.2.1 | <p>Perspective and strategic plan and deployment documents</p> <p>Q₁M Describe one activity successfully implemented based on the perspective and strategic plan within a maximum of 200 words each</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Perspective Plan and Strategic Plan and deployment documents on the website • Any additional information | 4 |
| 6.2.2 | <p>Organizational structure of the University</p> <p>Q₁M Describe the organogram of the University indicating the organizational structure of the University</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Organogram of the University • Link to University website • Any additional information | 2 |
| 6.2.3 | <p>Implementation of e-governance in different areas of operation</p> <p>Q_nM In which of the following areas of operation of University has e-governance been implemented.</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Data requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • List of areas of operations where e-governance has been implemented • Name of the vendor (if any), with contact details • Year of implementation <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • ERP Document • Screen shots of user interfaces • Any additional information | 6 |
| 6.2.4 | <p>Effectiveness of various bodies <i>vis-a-vis</i> implementation of their resolution.</p> <p>Q₁M Describe one activity that is successfully implemented based on the Minutes of the meetings of various Bodies/ Cells and Committees within a maximum of 300 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Information of the above activity • Any additional information | 3 |

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

| Metric No. | | Weightage | | | | | | | | | | | | | | |
|--|---|--------------------------------|--|--|--|--|--|--|---------------------------------------|--|--|--|--|--|--|--------------------------------|
| <p>6.3.1</p> <p>Q₁M</p> | <p>Welfare measures for teaching and other academic; and non-academic staff</p> <p>Describe the existing welfare measures being implemented for teaching and other academic; and non-academic staff within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Any additional information | <p align="center">5</p> | | | | | | | | | | | | | | |
| <p>6.3.2</p> <p>Q_nM</p> | <p>Financial support for faculty development</p> <p>Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise during the last five years</p> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name of teacher/ academic Name of conference/ workshop attended for which financial support provided Name of the professional body for which membership fee is provided <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. Any additional information | <p align="center">5</p> | | | | | | | | | | | | | | |
| <p>6.3.3</p> <p>Q_nM</p> | <p>Organizing programmes for professional development</p> <p>State the total number of professional development / administrative training Programmes organized by the University for teaching and other academic; and non-academic staff year wise during the last five years</p> <table border="1" data-bbox="347 1330 691 1520"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Programmes organized</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> 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) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Schedules of programmes organized for teaching and other academic; and non-academic staff Any additional information | Year | | | | | | | Number of Programmes organized | | | | | | | <p align="center">5</p> |
| Year | | | | | | | | | | | | | | | | |
| Number of Programmes organized | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|--|---|-------------|--|--|--|--|--|--|--|--|--|--|--|-----------------|
| <p>6.3.4</p> <p>Q_nM</p> | <p>Teachers and other academics attended Professional Development Programmes (PDPs)</p> <p>Average percentage of teachers and other academics attending Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), year wise during the last five years.</p> <table border="1" data-bbox="491 383 1133 674"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers and other academics attended PDPs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Total number of teachers and other academics in position • Total number of teachers and other academics attended PDPs • Title of the Programme • Duration (From- to -) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • CIQA report summary • Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). • Letters to teachers and other academics attending PDPs during the last five years (Data Template) • Any additional information | Year | | | | | | Number of teachers and other academics attended PDPs | | | | | | <p>5</p> |
| Year | | | | | | | | | | | | | | |
| Number of teachers and other academics attended PDPs | | | | | | | | | | | | | | |
| <p>6.3.5</p> <p>Q_nM</p> | <p>Non- academic staff attending administrative training Programmes</p> <p>Average percentage of non-academic staff attended training Programmes, year wise during the last five years</p> <table border="1" data-bbox="491 1361 1133 1621"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of non-academic staff attended administrative training programme</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • 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 -) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • CIQA report summary • Letters to non-academic staff attending administrative training programmes | Year | | | | | | Number of non-academic staff attended administrative training programme | | | | | | <p>5</p> |
| Year | | | | | | | | | | | | | | |
| Number of non-academic staff attended administrative training programme | | | | | | | | | | | | | | |

| | | |
|---------------------------------------|--|----------|
| | <ul style="list-style-type: none"> Any additional information | |
| 6.3.6 Q_iM | <p>Mechanism of promotion for teachers and other academics; and non-academic staff</p> <p>Describe the Mechanism of promotion for teachers and other academics; and non-academic staff within maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Ordinance on promotion/CAS for teachers and other academic; and non-academic staff Any additional information | 5 |

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

| Metric No. | | Weightage |
|---------------------------------------|--|------------------|
| 6.4.1 Q_iM | <p>Regular internal and external financial audits</p> <p>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Audit reports Any additional information | 5 |
| 6.4.2 Q_iM | <p>Mobilization and utilization of resources</p> <p>Describe the resource mobilization policy and procedures of the University and give an account of their optimal utilization within a maximum of 500 words</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Policy document (if any) Any additional information | 5 |
| 6.4.3 Q_nM | <p>Revenue ploughed back into learner support services</p> <p>What percentage of revenue earned by the University is being ploughed back into learner support services?</p> <p>Data requirement (as per data template):</p> <ul style="list-style-type: none"> Revenue generated by the University in last five years Allocation of budget for learner support services in the University budget <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> Annual Budget of University for last five years Any additional information | 10 |

Key Indicator - 6.5 Internal Quality Assurance System (25)

| Metric No. | | Weightage |
|---------------------------|---|-----------|
| 6.5.1 Q _n M | <p>Institutionalizing the quality assurance through CIQA</p> <p>Give details of the activities of CIQA listed below:</p> <ol style="list-style-type: none"> 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 University 7. Any other activity <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • PPRs prepared • Details of workshops/ seminars organized • Innovative practices implemented • Initiatives for system based research • Feedback mechanisms developed • Activities for recognition and accreditation <p>Supporting documents (upload)</p> <ul style="list-style-type: none"> • Reports of the activities • Any additional information | 15 |
| 6.5.2 Q _i M | <p>Reforming institutional processes</p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms within maximum of 1000 words</p> <p>Supporting documents (upload)</p> <ul style="list-style-type: none"> • Reports/ Minutes • Any additional information | 10 |

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES (100)

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

| Metric No. | | Weightage |
|---------------------------|--|-----------|
| | Empowerment and Inclusion (15) | |
| 7.1.1 Q _n M | <p>Strategies for the facilitating the marginalized and the weaker sections</p> <p>List the special strategies 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.</p> <p>Data requirement:</p> <ul style="list-style-type: none"> • List of strategies undertaken year wise (as per data template) | 5 |

| | | |
|---------------------------|--|---|
| | <ul style="list-style-type: none"> • Date of implementation of the strategy • Category of beneficiaries • Total number of beneficiaries <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • List of strategies undertaken organized by the University • Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc • Report(s) of the event(s) • Any additional information | |
| 7.1.2 Q _n M | <p>Gender sensitivity at work place</p> <p>University shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> a) Safety and Security at the work place b) Grievance redressal for sexual harassment at work place c) Addressing issues related to all marginalized sections d) Welfare amenities <p>Describe sensitization initiatives undertaken by the Institution on the above specified areas within a maximum of 500 words each</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Policy Against Sexual Harassment at Workplace • Any additional information | 5 |
| 7.1.3 Q _n M | <p>PwD friendliness</p> <p>Which of the following, PwD friendly amenities are available in the University</p> <ol style="list-style-type: none"> 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) <p>Data requirement:</p> <ul style="list-style-type: none"> • Type of disability friendly amenities available • Date of procurement/launch/establishment <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Link to photos 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 • Any additional information | 5 |

| Environmental Consciousness and Sustainability (10) | | |
|--|--|-----------|
| 7.1.4 QnM | <p>Green Practices</p> <p>Which of the following Green practices are being implemented in the University for past five years?</p> <ul style="list-style-type: none"> • Plastic free campus • Paperless office • Rainwater harvesting • Waste management • Renewable energy initiatives • Energy efficiency practices • Any other <p>Data requirement:</p> <ul style="list-style-type: none"> • List of green practices implemented • Power requirement met by renewable energy sources • Total power requirement <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Photographs of green initiatives • Green audit report of the University • Audited reports of details of green initiatives and expenditure • Any additional information | 10 |
| Human Values and Professional Ethics (25) | | |
| 7.1.5 QnM | <p>Code of conduct for different stakeholders</p> <p>For which of the following stakeholders code of conduct exists in the University?</p> <ul style="list-style-type: none"> • Teachers and other academics • Non-academic staff <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • University code of conduct for teachers and other academics • University code of conduct for non-academic staff • Any additional information | 3 |
| 7.1.6 QnM | <p>Core values displayed on website</p> <p>Are the core values of the University displayed on its website?</p> <p style="text-align: right;">(Yes/No)</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Provide URL of website that displays core values • Any additional information | 1 |

| <p>7.1.7</p> <p>Q_nM</p> | <p>Efforts for increasing consciousness about constitutional obligations</p> <p>University plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations amongst different stakeholders</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Photographs of activities organized to increase consciousness about national identities and symbols • Reports of activities • Any additional information | <p>2</p> | | | | | | | | | | | | |
|---|---|----------------------|----------------|------------------|-----------|--|--|------------------|--|--|---------------------|--|--|------------------|
| <p>7.1.8</p> <p>Q_nM</p> | <p>Course on Human Values and Professional Ethics.</p> <p>Does the University offers a course on Human Values and Professional Ethics?</p> <p style="text-align: right;">Yes/ No</p> <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Provide link to Courses on Human Values and professional ethics • Any additional information | <p>1</p> | | | | | | | | | | | | |
| <p>7.1.9</p> <p>Q_nM</p> | <p>Orientation of teachers and other academics; and non-academic staff to ODL system</p> <p>The University conducts programmes for orienting the teachers and other academics; and non-academic staff. What percentage of the University staff has been oriented to ODL system?</p> <p>Provide the details of trained and untrained staff:</p> <table border="1" data-bbox="261 1272 1142 1402"> <thead> <tr> <th>Total Staff Strength</th> <th>Number Trained</th> <th>Number Untrained</th> </tr> </thead> <tbody> <tr> <td>Teachers:</td> <td></td> <td></td> </tr> <tr> <td>Other academics:</td> <td></td> <td></td> </tr> <tr> <td>Non academic staff:</td> <td></td> <td></td> </tr> </tbody> </table> <p>Data requirement:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the Programme organized for teaching and other academic; and non-academic staff • Number of participants • Dates (From-to-) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Reports of activities • Photographs of activities • Any additional information | Total Staff Strength | Number Trained | Number Untrained | Teachers: | | | Other academics: | | | Non academic staff: | | | <p>10</p> |
| Total Staff Strength | Number Trained | Number Untrained | | | | | | | | | | | | |
| Teachers: | | | | | | | | | | | | | | |
| Other academics: | | | | | | | | | | | | | | |
| Non academic staff: | | | | | | | | | | | | | | |
| <p>7.1.10</p> <p>Q_nM</p> | <p>Promotion of universal values and fundamental duties</p> <p>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 during the last five years</p> | <p>2</p> | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|-----------------------|--|----------|--|--|--|--|--|--------|--|--|--|--|--|--|
| | <table border="1"> <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> <p>Data requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the Programme/Activity • Duration (From-to-) • Number of participants • Handbooks, manuals and brochures on human values and professional ethics. • Report on the student attributes facilitated by the Institution <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Reports of activities conducted for promotion of universal value • Photographs of activities • Any additional information | Year | | | | | | Number | | | | | | |
| Year | | | | | | | | | | | | | | |
| Number | | | | | | | | | | | | | | |
| 7.1.11 | Celebration of national festivals etc. | 1 | | | | | | | | | | | | |
| Q₁M | Describe efforts of the University in organizing national festivals and birth / death anniversaries of the great Indian personalities within a maximum of 200 words | | | | | | | | | | | | | |
| | <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Reports of activities • Photographs of activities • Any additional information | | | | | | | | | | | | | |
| 7.1.12 | Transparency in functioning | 5 | | | | | | | | | | | | |
| Q₁M | Describe efforts of the University towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words | | | | | | | | | | | | | |
| | <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Policy document (if any) • Any additional information | | | | | | | | | | | | | |

Key Indicator - 7.2 Best Practices (30)

| <u>Metric No.</u> | | <u>Weightage</u> |
|---------------------------------------|--|--------------------------------|
| 7.2.1 Q₁M | <p>Best practices</p> <p>Describe two best practices each under A, B and C given below implemented successfully by the University separately in maximum of 500 words each :</p> <p>A . Responsiveness towards learners</p> <ul style="list-style-type: none"> • 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 <p>B. Accountability</p> | 30 (10+10+10) |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Meetings of all the statutory bodies are held as per statutory provisions • Auditing and budgeting is carried out as per rules • All procurement is done as per the defined process • Academic calendar is being followed strictly • Any other <p>C. Transparency</p> <ul style="list-style-type: none"> • 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 <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Reports of activities • Policy document (if any) • Any additional information | |
|--|---|--|

Key Indicator - 7.3 Institutional Distinctiveness (20)

| Metric No. | | Weightage |
|-------------------------------|---|-----------|
| 7.3.1 Q ₁ M | <p>Areas of distinctiveness</p> <p>Describe the University's performance in any 5 of the following areas distinctive to its vision, priority and thrust within a maximum of 400 words each area.</p> <ol style="list-style-type: none"> 1. E-Governance 2. Globalized Content 3. Technology enabled Learner Support 4. Penetration into Remote and Tribal Areas 5. Content in Regional languages 6. Enhancing Research and Innovation 7. Social Responsibility Endeavours 8. Secure Databases 9. Modern Infrastructure Facilities 10. Landscaping the Campus 11. National/ International Recognition 12. Any other (appropriate for ODL system) <p>Supporting documents (Upload)</p> <ul style="list-style-type: none"> • Paste relevant links • Any additional information | 20 |

6. 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.

Data Templates / Documents - Quantitative Metrics (Q_nM)

| | | | | | |
|----------------|---|-----------------------|---|---|-----------------------|
| Sl. NO. | | | | | |
| | Criterion I – Curricular Aspects (150) | | | | |
| | Key Indicator - 1.1 Curriculum Planning, Design and Development (50) | | | | |
| 1 | 1.1.1: Total number of programmes offered year wise during last five years (10) | | | | |
| | Sl.No. | Year | Name of the Department/ School | Programme name | Programme Code |
| | | | | | |
| | | | | | |
| | Supporting documents : <ul style="list-style-type: none"> UGC letter of Recognition for the programmes on offer Minutes of relevant Academic Council/ BoS meetings Any additional information | | | | |
| 2. | 1.1.3: What percentage of the Programmes on offer have incorporated electronic media and other digital components in their curriculum during the last five years (10) | | | | |
| | Name of the Department/ School | Programme name | Programme Code | Name of Electronic media and other digital components incorporated | |
| | | | | | |
| | Supporting documents: <ul style="list-style-type: none"> Details of Programmes incorporating electronic media and other digital components offered in last 5 years Any other information | | | | |
| 3. | 1.1.4: What percentage of Programmes have been revised or are under revision out of total number of Programmes offered during the last five years (10) | | | | |

| | | | | | | |
|---|---|-----------------------|---|--|-------------------------|---|
| | Name of the programme revised | Programme Code | Name of the Department/ School | Year of Introduction | Year of revision | |
| | | | | | | |
| | Supporting documents : <ul style="list-style-type: none"> Minutes of relevant Academic Council/BoS/ School Board meetings Any other information | | | | | |
| 4 | 1.1.5: Number of courses being offered as MOOCs or using OERs to supplement the existing courses in the current year. (10) | | | | | |
| | Sl. No. | Programme name | Programme Code | Names of the courses being offered as MOOCs or using OERs | Course code | Credit weightages of the courses |
| | | | | | | |
| | Supporting documents: <ul style="list-style-type: none"> 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 | | | | | |

| | | | |
|----|--|--|-----------------------------------|
| | Key Indicator - 1.2 Academic Flexibility (50) | | |
| 5. | 1.2.1.1: The number of programmes of the OU adopted/ adapted by other HEIs over the past five years (10) | | |
| | Name of the Programme adopted/adapted | Name of the adopting/adapting HEI | Year of adoption/ adaption |
| | | | |
| | | | |
| | | | |

| | | | | |
|--|---|----------------------------|--|-----------------------------|
| | 1.2.1.2: Number of other HEIs adopting/ adapting the programmes of the University over past five years (10) | | | |
| Name of the HEI | Name of the Programme | Year of adoption/ adaption | | |
| | | | | |
| | | | | |
| <p>Supporting documents :</p> <ul style="list-style-type: none"> • Letter of Agreement • Details of Programme • Details of OU • Any additional information | | | | |
| 6. | 1.2.2: How many learners have been admitted in the University through lateral entry/ vertical mobility based on credit transfer, during 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 learner |
| | | | | |
| | | | | |
| <p>Supporting documents :</p> <ul style="list-style-type: none"> • Credit transfer policy • List of programmes having provision for lateral entry/ vertical mobility • Any other information | | | | |

| | | | | | |
|--|---|--|-----------------------|---|--------------------------------------|
| 7 | 1.2.4: Percentage of 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. (Current year data only) (10) | | | | |
| Name of all Programmes requiring adoption | Name of all Programmes adopting CBCS | Name of all Programmes adopting ECS | Programme Code | Year of implementation of CBCS / ECS | Link of the relevant document |

| | | | | | |
|---|--|--|--|--|--|
| of CBCS | | | | | |
| | | | | | |
| Supporting documents : <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS/ School Board meetings • Any additional information | | | | | |

Key Indicator - 1.3 Curriculum Enrichment (30)

8 1.3.3.: Number of courses imparting awareness/ life skills / soft skills (credit/ non-credit) have been offered by the OU during the last 5 years (5)

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

Supporting documents :

- Brochure or any other document relating to the listed courses
- Any additional information

9. 1.3.4: Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development? Give number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years. Also provide the total number of courses on offer during the last five years. (10)

| Sl.No. | Programme Name | Programme Code | Name of the courses has focus on employability/ entrepreneurship/ skill development | Course Code | Year of launch |
|--------|----------------|----------------|---|-------------|----------------|
| | | | | | |

Supporting documents :

- Link to programme structure of such courses having focus on Employability/ Entrepreneurship/ Skill development
- Any additional information

| | | | | |
|----|---|-----------------------|---|---|
| 10 | 1.3.5: Percentage of learners undertaking field work / projects / internships /Dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (current year data) across all Programmes requiring such activities (5) | | | |
| | 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 |
| | | | | |
| | Supporting documents : <ul style="list-style-type: none"> • 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. • Any additional information | | | |

| Key Indicator - 1.4 Feedback System (20) | | | | | | | |
|---|---|--|--|--|---|---|--|
| 11. | <p>1.4.1: OU seek structured feedback for design and review of curriculum? How many of the following stakeholders have been approached for the feedback and the received feedback has been analyzed and utilized? (10)</p> <p>1) Learners, 2) Teachers and other academics 3) Academic Counsellors, 4) Subject Experts, 5) Employers, 6) Alumni</p> | | | | | | |
| | Year | Report of analysis of feedback received from Learners | Report of analysis of feedback received from teachers and other academics | Report of analysis of feedback received from Academic Counsellors | Report of analysis of feedback received from Subject Experts | Report of analysis of feedback received from Employers | Report of analysis of feedback received from Alumni |
| | | | | | | | |
| <p>Supporting documents:</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report • Any additional information | | | | | | | |

| Criterion II -Teaching-Learning and Evaluation (250) | | | | | |
|---|---|-------------------------|---|-------------------------|---|
| Key Indicator - 2.1 Learner Enrolment (10) | | | | | |
| 12. | 2.1.1. Percentage of increase in the enrolment of learners in the University year wise over last five years (5) | | | | |
| | Year | Fresh enrollment | *Admission into next semester (re-registration) | Total enrollment | % of increase over the previous year |
| | | | | | |
| | | | | | |
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| | | | | |
|--------------|--|--|--|--|
| | | | | |
| 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

Supporting documents

- Provide link of the URLs
- Any additional information

Key Indicator - 2.2 Catering to Learner Diversity (35)

13. 2.2.1. Percentage of learners enrolled are from rural areas? Provide total number of learners enrolled from different areas (Rural*/Urban) (5)

| Year | Total enrolment (No.) | Urban (No) | Rural* (No.) | % of Rural learners |
|------|-----------------------|------------|--------------|---------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*Rural also includes tribal areas

Supporting Documents:

- Institutional data
- Any additional information

14.

2.2.2. Distribution of enrolled learners across different socially backward categories? Provide the total number of learners enrolled from different Social Categories year wise during last five years (5)

| Year | Number of students admitted from Socially backward category | | | | | Total number of learners enrolled |
|------|---|----|-----|-----|--------|-----------------------------------|
| | SC | ST | OBC | Gen | Others | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Supporting Documents:

- Institutional data
- Any additional information

15

2.2.3. Distribution of enrolled learners across different genders? Total number of learners enrolled from different genders year wise during last five years (5)

| 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 | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Supporting Documents:

- Any additional information
- Institutional data in prescribed format

16. 2.2.4: Percentage of PwD learners were enrolled year wise during last five years? Provide the data for learners enrolled from different PwD categories.(5)

| Year | Number of learners with Speech & hearing impairment | Number of learners with Locomotor 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 |
|------|---|--|---|------------------------------------|--|---|---------------------------------------|-------------------------------------|
| | | | | | | | | |
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Supporting Documents:

- List of PwD Learners: Institutional data
- Any other document submitted by the Institution to a Government agency giving this information
- Any additional information

17. 2.2.5. Percentage of the enrolled learners is employed? Provide total number of employed and unemployed learners enrolled year wise during last five years (5)

| Year | Number of Employed learners Including self-employed | Number of learners who are not employed | Total number of learners enrolled |
|------|---|---|-----------------------------------|
| | | | |
| | | | |
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|--|--|--|--|
| | | | |
| | | | |

Supporting documents:

- Institutional data
- Any additional information

18 2.2.6: Total number of prisoners have been enrolled year wise during last five years (5)

| Year | Number of learners enrolled under category of Prisoners | Total number of learners enrolled |
|------|---|-----------------------------------|
| | | |
| | | |

Supporting documents:

- Institutional data
- Any additional information

19 2.2.7: Percentage of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows, have been enrolled as learners year wise during 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 |
|------|--|--|--|-----------------------------------|
| | | | | |
| | | | | |

Supporting documents

- Institutional data
- Any additional information

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

20 2.3.2: Number of the audio and video programmes available in the University year wise during past five years. What percentage of these has been developed in the last five years (5+5)

| Year | Total number of audio programmes | Total number of video programmes |
|--------------|----------------------------------|----------------------------------|
| | | |
| | | |
| | | |
| | | |
| Current year | | |

Supporting documents

- Status Report of audio and video programmes of the University
- Any additional information

21 2.3.3 Number of sessions conducted through radio broadcast, TV broadcast, teleconferencing, web conferencing/ webinars, etc. for providing instruction during the current year. (10)

| TV broadcast sessions | Radio broadcast sessions | Teleconferencing sessions | Web conferencing/ webinars sessions | Any other |
|-----------------------|--------------------------|---------------------------|-------------------------------------|-----------|
| | | | | |

Supporting documents

- Schedules of the above activities
- Any additional information

22 2.3.5: Percentage of the learning material of the University has been digitized and the SLMs are uploaded on the website / Online Repository/ e-content app / LMS for their easy availability to the learners (4)

| Year | Total number of programmes | Total number of programmes |
|------|----------------------------|----------------------------|
| | | |

| | | |
|--------------|---|----------|
| | for which the digitized content is available for the learners | on offer |
| | | |
| | | |
| | | |
| Current year | | |

Supporting documents

- Digital repository
- Any additional information

| Key Indicator - 2.4 Teachers and other Academics- Profile and Quality (55) | | | | |
|---|---|-------------|---------------------------|-------------|
| 23. | 2.4.1 Percentage of the sanctioned posts is occupied by full time teachers and other academics respectively during the last five years.(10) | | | |
| | Number of Teachers | | Number of other Academics | |
| Year | Sanctioned posts | In position | Sanctioned posts | In position |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Supporting documents:

- Institutional data of teachers and other academics
- List of the faculty members authenticated by the Registrar of the University
- Any additional information

| | | | | | |
|---|--|--|--|---|--|
| 24. | 2.4.2. Number of full time teachers and other academics hold a Ph.D. degree during the last five years. (10) | | | | |
| | Year | Number of Teachers | | Number of other academics | |
| | | In position | With PhD | In position | With PhD |
| | | | | | |
| | | | | | |
| | | | | | |
| Supporting documents: | | | | | |
| <ul style="list-style-type: none"> • Institutional data of teachers and other academics • Any additional information | | | | | |
| 25. | 2.4.3 Status of programmes on offer based on the following parameters, during 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 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Supporting documents : | | | | | |
| <ul style="list-style-type: none"> • 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 | | | | | |

26 2.4.4 : Contribution of in-house faculty in design and development of SLMs of the programmes on offer (15)

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

Supporting documents

- Minutes of relevant Academic Council/BoS/ School Board meetings
- Credit page of Blocks/ Courses
- Any additional information

27. 2.4.5 Average experience of full-time teachers and other academics in position in the University. Give data for the current year (5)

| Sl. No | Name of the Full-time teacher and other academic | PAN | Designation | Department/School | Year of appointment | Total years of Experience |
|--------|--|-----|-------------|-------------------|---------------------|---------------------------|
| | | | | | | |
| | | | | | | |

Supporting documents:

- Institutional data of teachers and other academics
- Any additional information

28. 2.4.6: Number of full time teachers and academics who received awards, fellowships, recognition etc. from state /national /international level from Government recognized bodies year wise during the last five years and also those who were appointed as Head of an Institution (5)

| Sl. No | Name of full time teachers and academics receiving awards/ recognition/ fellowships/ from state level, national level, international level/ appointed as Head of an Institution | Year of Award/appointment | PAN | Designation | Name of the award, fellowship, received from Government or recognized bodies/Institution where appointed as head | Incentives given by the OU in recognition of the award | Link for the relevant documents |
|--------|---|---------------------------|-----|-------------|--|--|---------------------------------|
| | | | | | | | |
| | | | | | | | |

Supporting documents:

- Scanned copies of award/ appointment letters
- Any additional information

| 29. | 2.4.7.1: Average teaching experience of Academic Counsellors empanelled during the current year (3) | | | | | | | | | | | | | | | |
|---------|---|---------------------|-----------------------------|------------------------------|----------------------|------------------------------|--|--|--|--|--|--|--|--|--|--|
| | 2.4.7.2: Number of Academic Counsellors with PhD degree empanelled during the current year (2) | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Name of academic counsellor</th> <th>Year of Appointment</th> <th>Qualifications (PhD)</th> <th>Teaching experience in years</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Sl. No. | Name of academic counsellor | Year of Appointment | Qualifications (PhD) | Teaching experience in years | | | | | | | | | | |
| Sl. No. | Name of academic counsellor | Year of Appointment | Qualifications (PhD) | Teaching experience in years | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> List of Academic Counsellors with details of qualifications Any additional information | | | | | | | | | | | | | | | |

Key Indicator - 2.5 Evaluation Process and Reforms (40)

| 30 | 2.5.4 Status of automation of Examination/ Evaluation Division of the OU (10) | | | | | | | | | |
|---------|--|----------------------------------|--------------------------------|----------------------------------|-----------------------------|----------|--|--|--|--|
| | <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Name of the activity automated</th> <th>Date of commencement of activity</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Supporting documents</p> <ul style="list-style-type: none"> Current Manual of examination automation system Annual reports of examination including the present status of automation Any additional information | Sl. No. | Name of the activity automated | Date of commencement of activity | | | | | | |
| Sl. No. | Name of the activity automated | Date of commencement of activity | | | | | | | | |
| | | | | | | | | | | |
| 31 | 2.5.6: Extent of involvement of internal teachers, other academics and external experts in evaluation related activities in the current year (5) | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Course Name and code</th> <th>Name of internal evaluators</th> <th>Name of external evaluators</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Supporting documents</p> <ul style="list-style-type: none"> Link to list of evaluators Any additional information | Sl. No. | Course Name and code | Name of internal evaluators | Name of external evaluators | Activity | | | | |
| Sl. No. | Course Name and code | Name of internal evaluators | Name of external evaluators | Activity | | | | | | |
| | | | | | | | | | | |

| 32. | <p>2.6.1: Number of programmes offered in the current year by the University having outcomes displayed on the University website. (5)</p> <table border="1" data-bbox="159 201 1653 268"> <tr> <td data-bbox="159 201 866 236">Total Number of programmes offered</td> <td data-bbox="866 201 1653 236">Total Number of programmes displayed on website with outcomes</td> </tr> <tr> <td data-bbox="159 236 866 268"></td> <td data-bbox="866 236 1653 268"></td> </tr> </table> <p>Supporting documents</p> <ul style="list-style-type: none"> • Link to Programme outcomes • Any additional information | Total Number of programmes offered | Total Number of programmes displayed on website with outcomes | | | | | | | | | | | | | |
|---|---|---|--|-------------------------|---|--|--|--------------------------|-------------------------|--------------------------|-------------------------|--|--|--|--|--|
| Total Number of programmes offered | Total Number of programmes displayed on website with outcomes | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| 33. | <p>2.6.2: Total number of learners who have successfully completed PG and UG Degree, in minimum and maximum period. For calculating completion status in case of PG degree, the enrolment data of current minus third year and in case of UG degree, the enrolment data of current minus the fourth year shall be taken. (15)</p> <table border="1" data-bbox="159 576 1106 735"> <thead> <tr> <th data-bbox="159 576 349 639">Name of the programme</th> <th colspan="2" data-bbox="349 576 730 611">Total enrolment</th> <th colspan="2" data-bbox="730 576 1106 639">Number of learners completing programme</th> </tr> <tr> <td data-bbox="159 639 349 735"></td> <th data-bbox="349 639 539 735">Under Graduate programme</th> <th data-bbox="539 639 730 735">Post Graduate programme</th> <th data-bbox="730 639 920 735">Under Graduate programme</th> <th data-bbox="920 639 1106 735">Post Graduate programme</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 735 349 735"></td> <td data-bbox="349 735 539 735"></td> <td data-bbox="539 735 730 735"></td> <td data-bbox="730 735 920 735"></td> <td data-bbox="920 735 1106 735"></td> </tr> </tbody> </table> <p>Supporting documents</p> <ul style="list-style-type: none"> • Link to declaration of results • Any additional information | Name of the programme | Total enrolment | | Number of learners completing programme | | | Under Graduate programme | Post Graduate programme | Under Graduate programme | Post Graduate programme | | | | | |
| Name of the programme | Total enrolment | | Number of learners completing programme | | | | | | | | | | | | | |
| | Under Graduate programme | Post Graduate programme | Under Graduate programme | Post Graduate programme | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

| Key Indicator - 2.7 Learner Satisfaction Survey (30) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------|-------------------|------------------------------------|----------|-----------------|-----------------------------|---------------|-----------------|--|---------------------|--------|----------|-------------------|------------------------------------|----------|-----------------|-----------------------------|---------------|-----------------|--|--|--|--|--|--|--|--|--|--|
| 34. | <p>2.7.1 Online learner satisfaction survey regarding teaching-learning process (30)</p> <p>(Online survey to be conducted and details of the learners in the format mentioned below should be uploaded)</p> <table border="1" data-bbox="174 1142 2033 1361"> <thead> <tr> <th data-bbox="174 1142 322 1289">Name of the learner</th> <th data-bbox="322 1142 465 1177">Gender</th> <th data-bbox="465 1142 622 1177">Category</th> <th data-bbox="622 1142 869 1214">State of Domicile</th> <th data-bbox="869 1142 1077 1246">Nationality (if other than Indian)</th> <th data-bbox="1077 1142 1205 1214">Email ID</th> <th data-bbox="1205 1142 1361 1214">Program me name</th> <th data-bbox="1361 1142 1541 1289">Student Unique Enrolment ID</th> <th data-bbox="1541 1142 1733 1214">Mobile Number</th> <th data-bbox="1733 1142 2033 1177">Year of joining</th> </tr> </thead> <tbody> <tr> <td data-bbox="174 1289 322 1361"></td> <td data-bbox="322 1289 465 1361"></td> <td data-bbox="465 1289 622 1361"></td> <td data-bbox="622 1289 869 1361"></td> <td data-bbox="869 1289 1077 1361"></td> <td data-bbox="1077 1289 1205 1361"></td> <td data-bbox="1205 1289 1361 1361"></td> <td data-bbox="1361 1289 1541 1361"></td> <td data-bbox="1541 1289 1733 1361"></td> <td data-bbox="1733 1289 2033 1361"></td> </tr> </tbody> </table> | | | | | | | | | | Name of the learner | Gender | Category | State of Domicile | Nationality (if other than Indian) | Email ID | Program me name | Student Unique Enrolment ID | Mobile Number | Year of joining | | | | | | | | | | |
| Name of the learner | Gender | Category | State of Domicile | Nationality (if other than Indian) | Email ID | Program me name | Student Unique Enrolment ID | Mobile Number | Year of joining | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|--|---|--|
| | Supporting documents <ul style="list-style-type: none"> • Database of all currently enrolled learners • Any additional information | |
|--|---|--|

| |
|--|
| Criterion III – Research, Innovations and Extension (200) |
|--|

| |
|--|
| Key Indicator - 3.1 Policy and Research Facilities (10) |
|--|

| 35. | <p>3.1.3: University has the following facilities for teachers, other academics and learners for pursuing research</p> <p>12. Reference Library 13. Online subscription to major research journals 14. Science laboratories 15. Computing Lab and support for both qualitative and quantitative data analysis 16. Language laboratory 17. Central Instrumentation Centre 18. Animal House/Green House / Museum 19. Research/Statistical Databases 20. Animal Ethics Policy 21. Data curation and sharing facility 22. Any other</p> <p>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</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Name of the facility</th> <th style="width: 70%;">Date of procurement / launch / establishment</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Supporting documents</p> <ul style="list-style-type: none"> • URLs of the available facilities • Any additional information | Name of the facility | Date of procurement / launch / establishment | | |
|----------------------|--|----------------------|--|--|--|
| Name of the facility | Date of procurement / launch / establishment | | | | |
| | | | | | |

| Key Indicator - 3.2 Resource Mobilization for Research (10) | | | | | | | | |
|--|--|-----------------------------|---|----------------------------|-----------------------------------|---|---------------|-------------------------------|
| 36. | 3.2.1: Total Grants for research projects and Chairs sponsored by the government and non-government sources has been received by the University year wise during the last five years? (INR in Lakhs) (5) & | | | | | | | |
| | 3.2.2: Number of teachers/ other academics having research projects funded by government and non-government agencies during the last five years (5) | | | | | | | |
| | Sl. No | Name of the Project/ Chairs | Name of the Principal Investigator/ Co Investigator | Name of the Funding agency | Type (Government/ Non-Government) | Department/ School of Principal Investigator/ Co Investigator | Year of Award | Funds provided (INR in Lakhs) |
| | | | | | | | | |
| <p>3.2.1 Supporting documents:</p> <ul style="list-style-type: none"> • Award letters for research projects sponsored by government and non-government • Any additional information <p>3.2.2 Supporting documents:</p> <ul style="list-style-type: none"> • List of research projects • Document from Funding Agency • Link of the funding agency website • Any additional information | | | | | | | | |

| Key Indicator - 3.3 Innovation Ecosystem (40) | | | | | |
|--|--|-----------------------|------------------------|----------------|---|
| 37. | 3.3.3: Total number of workshops/seminars conducted / content material developed 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 during the last five years (8) | | | | |
| | Year | Name of the workshop/ | Number of Participants | Date From – To | link to the activity report/ URL of the materials developed, on the website |

| | | | | | | |
|---|--|--|--|--|--|-------------|
| | | seminar and content development | | | | cell |
| | | | | | | |
| Supporting documents <ul style="list-style-type: none"> • Report of the event/ link to the material developed • List of workshops/seminars during last 5 years • Any additional information | | | | | | |

| | | | | | |
|--|--|----------------------------|---|----------------------|---|
| 38. | 3.3.4: Number of awards for innovation received by the University, its teachers/other academics/ research scholars/learners year wise during 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 |
| | | | | | |
| Supporting documents : <ul style="list-style-type: none"> • Scanned copies of award letters • Award details • Any additional information | | | | | |

| | | | | |
|---|---|------------------------------|-----------------------------|---|
| 39. | 3.3.5: Number of innovative practices introduced by the University during the last five years (5) | | | |
| | Name of the innovations | Nature of innovations | Year of commencement | Contact information of the promoters |
| | | | | |
| Supporting documents : <ul style="list-style-type: none"> • Link/ Report of the innovative practices introduced • Any additional information | | | | |

| | | | | |
|-----|---|----------------------------|-----------------------------|--|
| 40. | 3.3.6: Total number of Industry-Academia Innovative practices undertaken by the OU, year wise, during the last five years (5) | | | |
| | Name of the Programme | Nature of Programme | Year of commencement | Contact information of the industry |

| | | | | |
|--|--|--|--|--|
| | under Industry-Academia Innovative practices | | | |
| | | | | |
| | Supporting documents <ul style="list-style-type: none"> Sanction order/ MoU/ MoA of the University with the Industry Link to Industry website Any additional information | | | |

| | | | | | | | | |
|--|---|----------------------------|------------------|--------------------------------------|----------------------------|--|--|----------------------|
| Key Indicator - 3.4 Research Publications and Awards (70) | | | | | | | | |
| 41. | 3.4.2 Number of research scholars awarded PhD and MPhil degrees during last 5 years. (10) | | | | | | | |
| | Sl.No. | Name of the scholar | PhD/MPhil | Name of the Department/School | Name of the guide/s | Title of the thesis/ dissertation | Year of registration of the scholar | Year of award |
| | | | | | | | | |
| | Supporting documents: <ul style="list-style-type: none"> URL to 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 Any additional information | | | | | | | |

| | | | | | | | |
|-----|---|-----------------------------|---|------------------------|----------------------------|--------------------|---|
| 42. | 3.4.3: Number of research papers published by teachers and other academics of the University. Provide details of the research papers published by teachers and other academics of the University in the Journals notified on UGC website / peer reviewed journals during 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 recognition in UGC enlistment of the Journal |
| | | | | | | | |
| | Supporting documents: <ul style="list-style-type: none"> URL of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication Any additional information | | | | | | |

| 43. | 3.4.4: Total number of books / chapters in books published by teachers and other academics of the University. Provide details of the number of books (not course materials) and chapters in edited volumes & papers in national/international conference-proceedings published by teachers and other academics of the University year wise during the last five years (20) | | | | | | | | | |
|---|--|--|--------------------|--|------------------------|--------------------------|---------------------|-------------------------------------|--|-----------------------|
| Sl. No. | Name of the teacher / other academic | Title of the book/chapters published /edited | Title of the paper | Title of the proceedings of the conference | Name of the conference | National / international | Year of publication | ISBN/ISSN number of the publication | Affiliating Institute at the time of publication | Name of the publisher |
| | | | | | | | | | | |
| Supporting documents <ul style="list-style-type: none"> • URL of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication • Any additional information | | | | | | | | | | |

| 44. | 3.4.5: Total number of books, chapters in books and research papers in the area of Distance Education have been published by teachers and other academics of the University? Provide details of the publications teachers and other academics of the University year wise during the last five years. (5) | | | | | | | | | |
|---|---|--|--------------------|--|------------------------|--------------------------|---------------------|-------------------------------------|--|-----------------------|
| Sl. No. | Name of the teacher / other academic | Title of the book/chapters published /edited | Title of the paper | Title of the proceedings of the conference | Name of the conference | National / international | Year of publication | ISBN/ISSN number of the publication | Affiliating Institute at the time of publication | Name of the publisher |
| | | | | | | | | | | |
| Supporting documents <ul style="list-style-type: none"> • URL of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication • Any additional information | | | | | | | | | | |

| | | | | | | | |
|--|---|---------------------------|-----------------------------|----------------------------|--|-----------------------|------------------------------|
| 45. | 3.4.6: Total number of Bibliometrics of the publications by teachers and other academics during the last five years based on average Citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index etc year wise during 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 | Citation Index | Name of the publisher |
| | | | | | | | |
| Supporting documents: <ul style="list-style-type: none"> Any additional information Bibliometrics of the publications during the last five years The Data obtained from INFLIBNET will be used for the purpose of calculation of scores. | | | | | | | |

| | | | | | | | |
|---|---|---------------------------|-----------------------------|----------------------------|--|----------------|------------------------------|
| 46. | 3.4.7: h-index of the Institution based on the Bibliometrics of the publications by teachers and academics during 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 |
| | | | | | | | |
| Supporting documents : <ul style="list-style-type: none"> Any additional information The Data obtained from INFLIBNET will be used for the purpose of calculation of scores. | | | | | | | |

| Key Indicator - 3.5 Consultancy (10) | | | | | | |
|---|---|------------------------------------|--|-------------|---|------------------------------------|
| 47. | 3.5.2 Total revenue generated from consultancy provided by teachers and academics of the University year wise during the last five years (INR in lakhs) (4) | | | | | |
| | Names of the teacher/ other academic | Name of consultancy project | Consulting/Sponsoring agency with contact details | Year | Revenue generated (INR in Lakhs) | Name of consultancy project |
| | | | | | | |
| | Supporting documents : <ul style="list-style-type: none"> • Audited statements of accounts indicating the revenue generated through consultancy • List of teachers and other academics providing consultancy • Any additional information | | | | | |

| | | | | | |
|-----|---|---|-------------|---|---------------------------|
| 48. | 3.5.3: Total revenue generated by the University from training / seminars/ conferences/ etc. for government and non-government bodies, year wise during the last five years (INR in lakhs) (4) | | | | |
| | Title of the Training Programme | Agency seeking training with contact details | Year | Revenue generated (INR in Lakhs) | Number of trainees |
| | Title of the corporate training Programme | | | | |
| | Supporting documents: <ul style="list-style-type: none"> • Audited statements of account indicating the revenue generated through training • Schedule of the training programmes • Any additional information | | | | |

| Key Indicator - 3.6 Extension Activities (35) | | | | |
|--|--|---------------------------------------|---|----------------------|
| 49. | 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years (10) | | | |
| | Name of the activity | Name of the Award/ recognition | Name of the Awarding government/ recognised bodies | Year of award |
| | | | | |
| | Supporting documents <ul style="list-style-type: none"> • Awards for extension activities • Scanned copy of the award letters • Any additional information | | | |

| | | | | |
|-----|---|--|-----------------------------|---|
| 50. | 3.6.3: Number of extension and outreach Programmes conducted in collaboration with Jails, Armed Forces, Community Based Organizations, Non-Government Organizations year wise during the last five years (10) | | | |
| | Name of the activity | Organising unit/ agency/ collaborating agency | Year of the activity | Number of learners participated in such activities |
| | | | | |
| | Supporting documents: <ul style="list-style-type: none"> • Reports of the event organized. • Any additional information | | | |

| | | | | | | |
|-----|--|--|---------------------------|-----------------------------|--|---|
| 51. | 3.6.4: Total 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 during the last five years (10) | | | | | |
| | Name of the activity | Organising 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 |
| | | | | | | |
| | Supporting documents: <ul style="list-style-type: none"> • Report of the event • Any additional information | | | | | |

| | | | | | | | | | |
|---|---|--|--|--------------------------------|------------------------------------|------------------------------|-----------------|-------------------------------|--------------------------------------|
| Key Indicator - 3.7 Collaboration (25) | | | | | | | | | |
| 52. | 3.7.1 Number of Collaborative activities for research and faculty exchange per year (5) | | | | | | | | |
| | Sl. No | 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 |
| | | | | | | | | | |
| | Supporting documents: <ul style="list-style-type: none"> • Scanned copies of collaboration document • Any additional information | | | | | | | | |

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|-----|---|--|-----------------------------|---------------------------|--------------------------|--------------------------------|--------------------------------------|
| 53. | 3.7.2: Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during 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 relavant document |
| | | | | | | | |
| | Supporting documents <ul style="list-style-type: none"> • Link of website of collaborator • MoU of the collaboration (s) • Any additional information | | | | | | |

| | | | | | | |
|-----|--|---|----------------------------|-----------------|--|--|
| 54. | 3.7.3: Number of functional MoUs with institutions of national, international importance, other universities, government bodies, industries, corporate houses, armed forces etc. during the last five years (only functional MoUs with ongoing activities to be considered) (10) | | | | | |
| | Organisation with which MoU is signed | Name of the institution/ industry/ corporate house | Year of signing MoU | Duration | List the actual activities under each MoU year wise | Number of students/teachers participated under MoUs |
| | | | | | | |
| | Supporting documents <ul style="list-style-type: none"> • MoUs with institution (s)/ industry (ies)/ corporate house (s) • Any additional information | | | | | |

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|---|--|---|
| Criterion IV – Infrastructure and Learning Resources (100) | | |
| Key Indicator - 4.1 Physical Facilities (20) | | |
| 55 | 4.1.4.1: Details of the budget allocation for infrastructure augmentation and total expenditure excluding salary, year wise, during the last five years (INR in lakhs) (5) | |
| | Years | Budget allocated for infrastructure augmentation |
| | | Total expenditure of the University excluding salary |

| | | |
|----|--|---|
| | Supporting documents : | |
| | <ul style="list-style-type: none"> • Audited utilization statements • Budget allocation for infrastructure | |
| 56 | 4.1.4.2 Details of the expenditure incurred on maintenance of physical facilities and academic support facilities and total expenditure excluding salary, year wise, during the last five years (INR in lakhs) (5) | |
| | Year | Expenditure on Campus Maintenance (INR in lakhs) Total expenditure of the university (excluding salary) INR in lakhs) |
| | | |
| | Supporting documents : | |
| | <ul style="list-style-type: none"> • Audited statements of accounts. • Budget and Statements of Expenditure • Any other information | |

| | | |
|----|---|-----------------------------|
| | Key Indicator - 4.2 IT Infrastructure (40) | |
| 57 | 4.2.1: Percentage of rooms and seminar halls with ICT facilities/Wi-Fi/LAN at the University HQ (current year data) (5) | |
| | Number of rooms and seminar halls with ICT facilities//Wi-Fi/LAN | Type of ICT facility |
| | | |
| | Supporting documents : | |
| | <ul style="list-style-type: none"> • Photographs of IT infrastructure facilities at HQs • Any additional information | |
| 58 | 4.2.2: Percentage of rooms with ICT facilities/Wi-Fi/LAN at RCs. (current year data) at Regional Centres (cumulative) (5) | |
| | Number of rooms with ICT facilities//Wi-Fi/LAN | Type of ICT facility |
| | | |
| | Supporting documents : | |
| | <ul style="list-style-type: none"> • Photographs of infrastructure facilities at a few RCs • Any additional information | |

| 59 | 4.2.3: Percentage of rooms with ICT facilities/Wi-Fi/LAN (current year data) at Learner Support Centres (cumulative) (5) | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--|---|---|------------------------------|-----------------------|---|---|---|--------------------|-----------|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| | Number of rooms and seminar halls with ICT facilities//Wi-Fi/LAN | | Type of ICT facility | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporting documents : <ul style="list-style-type: none"> Photographs of infrastructure facilities at a few LSCs Any additional information | | | | | | | | | | | | | | | | | | | | | | |
| 60 | 4.2.5: Details of the internet connection (s) in the University (Leased line) in terms of the number and available bandwidth. (5) | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="165 533 463 587">Number of bandwidths</th> <th data-bbox="463 533 826 587">Available internet bandwidth</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 587 463 628"></td> <td data-bbox="463 587 826 628"></td> </tr> </tbody> </table> | | Number of bandwidths | Available internet bandwidth | | | | | | | | | | | | | | | | | | | |
| Number of bandwidths | Available internet bandwidth | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporting documents : <ul style="list-style-type: none"> Relevant documents on available bandwidth of internet connection in the Institution Any additional information | | | | | | | | | | | | | | | | | | | | | | |
| 61 | 4.2.6: Facilities for audio, video and e-content development are available and are in use at the OU (5) | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="165 837 259 903">S.No.</th> <th data-bbox="259 837 730 903">Name of the audio production facilities</th> <th data-bbox="730 837 1285 903">Name of the video content production facilities</th> <th data-bbox="1285 837 1798 903">Name of the e-content production facilities</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 903 259 938"></td> <td data-bbox="259 903 730 938"></td> <td data-bbox="730 903 1285 938"></td> <td data-bbox="1285 903 1798 938"></td> </tr> </tbody> </table> | | | | S.No. | Name of the audio production facilities | Name of the video content production facilities | Name of the e-content production facilities | | | | | | | | | | | | | | | |
| S.No. | Name of the audio production facilities | Name of the video content production facilities | Name of the e-content production facilities | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporting documents : <ul style="list-style-type: none"> Relevant photographs of the facilities for audio, video e-content production Any additional information | | | | | | | | | | | | | | | | | | | | | | |
| 62 | 4.2.7: Facilities for radio and TV broadcasts available in the OU (5) | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="165 1144 490 1182">Name of radio channel</th> <th data-bbox="490 1144 651 1182">Frequency</th> <th data-bbox="651 1144 960 1182">Studio (owned/ hired)</th> <th data-bbox="960 1144 1254 1182">Name of TV channel</th> <th data-bbox="1254 1144 1415 1182">Frequency</th> <th data-bbox="1415 1144 1722 1182">Studio (owned/ hired)</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 1182 490 1220"></td> <td data-bbox="490 1182 651 1220"></td> <td data-bbox="651 1182 960 1220"></td> <td data-bbox="960 1182 1254 1220"></td> <td data-bbox="1254 1182 1415 1220"></td> <td data-bbox="1415 1182 1722 1220"></td> </tr> <tr> <td data-bbox="165 1220 490 1246"></td> <td data-bbox="490 1220 651 1246"></td> <td data-bbox="651 1220 960 1246"></td> <td data-bbox="960 1220 1254 1246"></td> <td data-bbox="1254 1220 1415 1246"></td> <td data-bbox="1415 1220 1722 1246"></td> </tr> </tbody> </table> | | | | | Name of radio channel | Frequency | Studio (owned/ hired) | Name of TV channel | Frequency | Studio (owned/ hired) | | | | | | | | | | | | |
| Name of radio channel | Frequency | Studio (owned/ hired) | Name of TV channel | Frequency | Studio (owned/ hired) | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | Details of technical staff <table border="1"> <thead> <tr> <th data-bbox="165 1348 271 1382">S. No.</th> <th data-bbox="271 1348 591 1382">Name of technical staff</th> <th data-bbox="591 1348 766 1382">Designation</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 1382 271 1382"></td> <td data-bbox="271 1382 591 1382"></td> <td data-bbox="591 1382 766 1382"></td> </tr> </tbody> </table> | | | | | S. No. | Name of technical staff | Designation | | | | | | | | | | | | | | | |
| S. No. | Name of technical staff | Designation | | | | | | | | | | | | | | | | | | | | | |
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Supporting documents :

- Links to photographs of the facilities available
- Any additional information

Key Indicator - 4.3 Learning Resources (40)

63 4.3.2: Regional Centre wise learner and Learner support centre ratio (10)

| S. No. | Name of the Regional Centre (s) | Total no. of LSCs associated with RC | Total Enrolment (Fresh and Re-registration) of current year RC |
|--------|---------------------------------|--------------------------------------|--|
| | | | |

Supporting documents :

- Enrolment details of the current year RC wise
- Distribution of learners LSC wise
- List of RCs with their operational area
- Any additional information

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

| 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 | |
| | | | |
| | | | |
| | | | |
| | | | |

Supporting documents :

- Monitoring reports of LSCs
- Expenditure incurred on counselling sessions
- Any additional information

65 4.3.4 Number of library resources available at the Library of the OU during the last five years. (5)

| Year | Books | e-Books | Journals | e- Journals | e-Shodh Sindhu | Shodhganga membership | Special Reports | Doctoral Dissertations | Audio CDs | Video CDs | Linkages with other library/ Archives/ other knowledge repositories | Any Other |
|------|-------|---------|----------|-------------|----------------|-----------------------|-----------------|------------------------|-----------|-----------|---|-----------|
| | | | | | | | | | | | | |
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Supporting documents :

- Link to Library catalogues
- Link to relevant resources available in the library
- Any additional information

66 4.3.6 Availability of remote access to e-resources of the library (Yes/No) (1)

| Types of E-resources | Contact person details | Connectivity Bandwidth available |
|----------------------|------------------------|----------------------------------|
| | | |

Supporting documents :

- Details of remote access to e-resources of the library
- Any additional information

| | | | |
|--|---|-------------------------|---------------------------------------|
| Criterion V - Learner Support and Progression (100) | | | |
| Key Indicator - 5.1 Learner Support (65) | | | |
| 67 | 5.1.6 Type of the modes employed by the University to attend to learners' queries. (10) | | |
| | Year | Type of Approach | Number of the queries received |
| | | | Number of queries addressed |
| | Supporting documents : <ul style="list-style-type: none"> • Links to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, Any other • Any additional information | | |

| | | | |
|----|---|--|---|
| 68 | 5.1.7 Types of different modes employed by the University 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 |
| | | | |
| | Supporting documents : <ul style="list-style-type: none"> • Links to counselling schedules for current year • Any additional information | | |

| | | | |
|----|---|---------------------------|---|
| 69 | 5.1.10 Details of schemes implemented for the benefit of the learners of disadvantaged group during the last five years (5) | | |
| | Year | Name of the scheme | Number of learners of disadvantage groups benefitted |
| | | | |

| | |
|--|---|
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> • Link to notifications issued by the University • Any additional information |
|--|---|

| | | | |
|---|---|--|---|
| Key Indicator - 5.2 Learner Progression (25) | | | |
| 70 | 5.2.1 Details about the freshly enrolled learners in the current 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 |
| | | | |
| | | | |
| | | | |
| | | | |
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> • List of programmes on offer • URL of assignments of programmes on offer • URL of monthly monitoring report of RC • Any additional information | | |

| | | | |
|----|---|--|---|
| 71 | 5.2.2 Details about the freshly enrolled learners in the current year who have registered for Term End Examination. (5) | | |
| | Name of the programme and courses | Total enrollment in the programme | Number of learners (only freshly enrolled)registered for term end examinations |
| | | | |
| | | | |

| | |
|--|--|
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> • List of programmes on offer • URL of examination schedule • List of learners (only freshly enrolled) registered for term end examinations • Any additional information |
|--|--|

| | | | |
|----|---|--|---|
| 72 | 5.2.3 Details about the freshly enrolled learners in the current 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 |
| | | | |
| | | | |
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> • List of programmes on offer • URL of examination schedule • List of learners (only freshly enrolled) who have appeared in term end examination • Any additional information | | |

| | | | |
|----|--|--|---|
| 73 | 5.2.4 Details about the freshly enrolled learners in the current 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 |
| | | | |
| | | | |

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|----|---|--|---|
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> List of programmes on offer URL of examination schedule List of learners (only freshly enrolled) passed in term end examinations Any additional information | | |
| 74 | 5.2.5 Mechanism adopted by the University for providing placement services to the learners and how many initiatives have been undertaken during the past five years (5) | | |
| | Number of placement drives held during last five years | Details of the collaborating agencies | Number of learners given placement |
| | | | |
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> Provide reports of the campus placement drives Any additional information | | |
| | Key Indicator - 5.3 Alumni Engagement (10) | | |
| 75 | 5.3.2: Details about the learners enrolled in the alumni association and the cumulative number of passed out learners. (4) | | |
| | Year | Number of learners enrolled in Alumni Association | Cumulative number of passed out learners |
| | | | |
| | <p>Supporting documents :</p> <ul style="list-style-type: none"> Link to URL of Alumni Association Any additional information | | |

| | | |
|---|--|-------------------------------|
| Criterion VI – Governance, Leadership and Management (100) | | |
| Key Indicator - 6.2 Strategy Development and Deployment (10) | | |
| 76 | 6.2.3 Details of implementation of e-governance in areas of operation (5) | |
| | Areas of e governance | Year of implementation |
| | Planning and Development | |
| | Administration | |
| | Finance and Accounts | |
| | Student Admission and Support | |
| | Examination, assessment and evaluation | |
| | Supporting documents <ul style="list-style-type: none"> • ERP Document • Screen shots of user interfaces • Details of implementation of e-governance in different areas of operation (Data Template) • Any additional information | |

| | | | | | | |
|--|--|---|------------|---|---|--------------------------|
| Key Indicator - 6.3 Faculty Development / Empowerment Strategies (30) | | | | | | |
| 77 | 6.3.2 Details of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise during 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 |
| | | | | | | |
| | Supporting documents : <ul style="list-style-type: none"> • Details of teachers and other academics provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) • Any additional information | | | | | |

| 78 | 6.3.3 Details of professional development / administrative training Programmes organized by the University for teaching and other academic; and non-academic staff year wise during 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-) |
| | | | | | |
| Supporting documents : <ul style="list-style-type: none"> • Details of professional development / administrative training Programmes organized by the University for teaching and other academic; and non-academic staff • Any additional information | | | | | |

| 79 | 6.3.4 Details of teachers and other academics attended professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during 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 Programme | Date and Duration (from - to-) |
| | | | | | |
| Supporting documents : <ul style="list-style-type: none"> • 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 during the last five years (Data Template) • Any additional information | | | | | |

| 80 | 6.3.5 Details of non-academic staff attended training Programmes, year wise during the last five years (5) | | | |
|----|--|---------------------------------------|------------------------------------|------------------------|
| | Year | Total number of non-academic staff in | Total number of non-academic staff | Title of the Programme |

| | | | | |
|--|-----------------|---|--|--|
| | position | attended administrative training programme | | |
| Supporting documents : <ul style="list-style-type: none"> • CIQA report summary • Details of non-academic staff attending administrative training programmes during the last five years • Any additional information | | | | |

| | | | | | | |
|---|---|---|---|---|--------------------------------------|---|
| Key Indicator - 6.4 Financial Management and Resource Mobilization (20) | | | | | | |
| 81 | 6.4.3 Revenue earned by the University is being ploughed back into learner support services? (10) (INR in <i>Lakhs</i>) | | | | | |
| Year | Revenue generated by the University in last five years | | | Allocation of budget for learner support services in the University budget | | |
| | | | | | | |
| Supporting documents : <ul style="list-style-type: none"> • Annual Budget of University for last five years • Any additional information | | | | | | |
| Key Indicator - 6.5 Internal Quality Assurance System (25) | | | | | | |
| 82 | 6.5.1 Quality initiatives by IQAC per year for promoting quality culture (15) | | | | | |
| Year | PPRs prepared | Details of workshops/ seminars organized | Innovative practices implemented | Initiatives for system based research | Feedback mechanisms developed | Activities for recognition and accreditation |
| | | | | | | |
| Supporting documents : <ul style="list-style-type: none"> • Reports of the activities • Any additional information. | | | | | | |

| Criterion VII – Institutional Values and Best Practices (100) | | | | | | | | | | | | | | | | |
|--|---|---|--|--|---------------------------|-------------------------------|--|--|--|--|--|--|--|--|--|--|
| Key Indicator 7.1 - Institutional Values and Social Responsibilities (50) | | | | | | | | | | | | | | | | |
| 83 | <p>Empowerment and Inclusion (15)</p> <p>7.1.1 List the special strategies 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)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 20%;">Type of strategies taken</th> <th style="width: 20%;">Date of implementation of the strategy</th> <th style="width: 20%;">Category of beneficiaries</th> <th style="width: 25%;">Total number of beneficiaries</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Supporting documents :</p> <ul style="list-style-type: none"> • List of strategies undertaken organized by the University • Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc • Report(s) of the event(s) • Any additional information | Year | Type of strategies taken | Date of implementation of the strategy | Category of beneficiaries | Total number of beneficiaries | | | | | | | | | | |
| Year | Type of strategies taken | Date of implementation of the strategy | Category of beneficiaries | Total number of beneficiaries | | | | | | | | | | | | |
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| 84 | <p>7.1.3 Type of PwD friendly amenities are available in the University (5)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Type of disability friendly amenities available</th> <th style="width: 40%;">Date of procurement/launch/establishment</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Supporting documents :</p> <ul style="list-style-type: none"> • Link to photos 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 • Any additional information | Type of disability friendly amenities available | Date of procurement/launch/establishment | | | | | | | | | | | | | |
| Type of disability friendly amenities available | Date of procurement/launch/establishment | | | | | | | | | | | | | | | |
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| 85 | Environmental Consciousness and Sustainability (10) | | |
| | 7.1.4 Type of Green practices are being implemented in the University for past five years (10) | | |
| | Year | Type of green practices implemented | Power requirement met by renewable energy sources |
| | | | Total power requirement |
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| | Supporting documents : <ul style="list-style-type: none"> • Photographs of green initiatives • Green audit report of the University • Audited reports of details of green initiatives and expenditure • Any additional information | | |

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| | Human Values and Professional Ethics (25) | | |
| 86 | 7.1.7 Details of the activities planned and organized by the University to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations amongst different stakeholders (Yes/No) (2) | | |
| | Year | Title of the program/Activity | Duration (from-to) |
| | | | Provide/upload supporting documents |
| | | | |
| | Supporting documents: <ul style="list-style-type: none"> • Photographs of activities organized to increase consciousness about national identities and symbols • Reports of activities • Any additional information | | |

| 87 | <p>7.1.9 Details of orientation programmes organized by the University for the teachers and other academics; and non-academic staff.</p> <table border="1" data-bbox="159 209 1176 486"> <thead> <tr> <th data-bbox="159 209 497 379">Title of the Programme organized for teaching and other academic; and non-academic staff</th> <th data-bbox="497 209 835 379">Number of participants</th> <th data-bbox="835 209 1176 379">Dates (From-to-)</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 379 497 411"></td> <td data-bbox="497 379 835 411"></td> <td data-bbox="835 379 1176 411"></td> </tr> <tr> <td data-bbox="159 411 497 443"></td> <td data-bbox="497 411 835 443"></td> <td data-bbox="835 411 1176 443"></td> </tr> <tr> <td data-bbox="159 443 497 486"></td> <td data-bbox="497 443 835 486"></td> <td data-bbox="835 443 1176 486"></td> </tr> </tbody> </table> <p>Supporting documents :</p> <ul style="list-style-type: none"> • Reports of activities • Photographs of activities • Any additional information | Title of the Programme organized for teaching and other academic; and non-academic staff | Number of participants | Dates (From-to-) | | | | | | | | | |
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| Title of the Programme organized for teaching and other academic; and non-academic staff | Number of participants | Dates (From-to-) | | | | | | | | | | | |
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| 88 | <p>7.1.10 Details 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 during the last five years (2)</p> <p>Provide year-wise list of activities and upload videos/photographs</p> <table border="1" data-bbox="145 858 2031 938"> <thead> <tr> <th data-bbox="145 858 497 898">Year</th> <th data-bbox="497 858 1025 898">Title of the program/Activity</th> <th data-bbox="1025 858 1384 898">Duration (from-to)</th> <th data-bbox="1384 858 2031 898">No. of participants</th> </tr> </thead> <tbody> <tr> <td data-bbox="145 898 497 938"></td> <td data-bbox="497 898 1025 938"></td> <td data-bbox="1025 898 1384 938"></td> <td data-bbox="1384 898 2031 938"></td> </tr> </tbody> </table> <p>Supporting documents :</p> <ul style="list-style-type: none"> • Reports of activities conducted for promotion of universal value • Photographs of activities • Any additional information | Year | Title of the program/Activity | Duration (from-to) | No. of participants | | | | | | | | |
| Year | Title of the program/Activity | Duration (from-to) | No. of participants | | | | | | | | | | |
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Section C: Appendices

Appendix 1: Glossary & Notes

GLOSSARY

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| Academic Audit | : An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged. |
| Academic Calendar | : The schedule of the institution for the academic year, giving details of all academic and administrative events. |
| Academic Counselling | : Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making. |
| Academic Flexibility | : Choice offered to the students in the curriculum offering and the curriculum transactions. |
| Academic session | : An academic cycle of twelve months duration beginning either in January or in the month of July of every year |
| Accreditation | : Certification of quality that is valid for a fixed period, which in the case of NAAC is five years |
| Assessment | : Performance evaluation of an institution or its units based on certain established criteria |
| Assessors | : Trained academics or experts who represent NAAC on peer teams. |
| Benchmarks | : An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others. |
| Bibliometrics | : is a statistical analysis of written publications, such as books or articles |
| Blended Learning | : A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities. |
| Carbon Neutral | : A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere. |
| Catering to Student Diversity | : The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| Choice Based Credit System (CBCS) | : A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS |
| Centre for Internal Quality Assurance | : A Centre established by a Higher Educational Institution offering programmes in Open and Distance Learning mode for ensuring the quality of programmes offered by it including the services provided to the learners through internal quality monitoring mechanism and to ensure continuous improvement in the entire operations of the HEI. |

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| Citation Index | : The number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents. |
| Co-Curricular Activities | : Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc |
| Collaboration | : Formal agreement/ understanding between any two or more institutions for training, research, student/ faculty exchange or extension support. |
| Completion Rates(course/) | : The ratio of the total number of learners successfully completing a course/ graduating from a 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 counselling sessions; teleconferencing and preparing assignment responses. |
| Credit transfer | : It is a term used by an HEI for granting credit to a student for educational experiences or courses undertaken at another institution. The courses under consideration for credit transfer are evaluated to see if the courses meet the requirements of the receiving institution in terms of curriculum content and design. |
| Criteria | : Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC. |
| Cross Cutting Issues | : Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice. |
| Curriculum Design and Development | : Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to |

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| | | 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 Cycle 1 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 | | They are 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-ShodhSindhu | : | 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. |
| 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 | : | Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such |

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| | parts or features as have become ineffective or obsolete. |
| 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. |
| Functional MoUs | : Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies |
| Full Time | : A teacher employed for at least 90 per cent of the normal or statutory number of |

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| Teachers | | 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 Education | : | Education, imparted by means of conducting regular classes or through distance education systems, beyond twelve years of schooling leading to the award of a Degree or Certificate or Diploma or Postgraduate Diploma. |
| H-index (Hirsch Index) | : | An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications. |
| Human Resource Management | : | The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback. |
| Humanities International Complete | : | A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced |
| ICT | : | Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services. |
| Impact factor (IF) | : | A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication. |
| Inclusion, Inclusiveness | : | Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled. |
| INFLIBNET Database | : | Information and Library Network Centre maintains a database on books, theses |

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| | and serials |
| Infrastructure | : Physical facilities like building, play fields, 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 is used in interpreting the content of a subject, phenomenon, theory or principle. |
| Internal Quality Assurance System (IQAS) | : Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence. |
| Internship | : A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor |
| ISO Certification | : ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The institution is able to provide right services. ISO certification enhances functional efficiency of an organization. |
| Leadership | : Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities |
| Learner Support Centre | : Learner Support Centres is a Centre established by the university in a College or Institute affiliated to a recognized university)other than a Private 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 . |

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| 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 |
| Library as a Learning Resource | : The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study. |
| Modular Approach | : The approach followed by an HEI in which the curriculum is divided into learning units called modules. A module is a well structured or self-contained learning unit which is complete with specific objectives, contents, teaching / learning strategies and assessment mechanism. A learner can exit from a programme after successful completion of a module(s) and will be certified. |
| New Technologies | : Digital tools and resources (hardware and software) and their application in the field of education. |
| NIRF | : 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 | : This 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 | : 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, |

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| | | 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. |
| 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 _n M after undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (Q _n M) 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 |

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| 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 | : 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 database of peer-reviewed literature and quality web sources. |
| Self Learning Material | : Study material specially designed and developed for the learners, in print or non-print media, which is inter-alia self-explanatory, self-contained, self-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 |

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| | | citation network (Journals in SCOPUS database). |
| SNIP (Source Normalized Impact per Person) | : | Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field? |
| Special Learner Support Centre | : | A centre established by the HEI for imparting instruction to persons referred to in the Rights of Persons with Disabilities Act 2016, including the employees of 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/ |

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| 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 2: Abbreviations

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

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| 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 Teaching 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 _i M | - | Qualitative Metrics |
| Q _n M | - | 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 |

For Communication with NAAC

The Director

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