SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

UTTARAKHAND OPEN UNIVERSITY

TEENPANI BYPASS, NEAR TRANSPORT NAGAR HALDWANI, DISTT-
NAINITAL
263139
www.uou.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Uttarakhand Open University was established in the Year 2005, vide The Uttaranchal Open University Act, 2005 (Act No. 23 of 2005) of Uttaranchal Govt. Later, when the name of the State was changed from 'Uttaranchal' to 'Uttarakhand', the nomenclature of the University also changed from 'Uttaranchal Open University' to 'Uttarakhand Open University'. It was a visionary decision of the State Govt. to establish a State Open University way back in 2005, whereas the State itself was created on 09th November 2000. It indicates that in the first few years of its existence the State Govt. took a decision of promoting Open and Distance Learning (ODL) in Uttarakhand by establishing a State Open University. The headquarter of the University was created at Haldwani which is a very important trading and commercial feeder-town in the entire Division of the State known as Kumaun Division (the other administrative Division of the State is Garhwal Uttarakhand has these two Divisions only). After its creation the University became functional but from the year 2005 to 2010 much notable progress could not be made on account of various reasons. In 2010, once again, systematic efforts were made to popularize and establish ODL in the State of Uttarakhand and by now the University has been able to create a niche of its own. A few years back a large number of learners in Uttarakhand used to appear as private examinees . The Uttarakhand Open University tried its level best and persuaded the officers of the Govt. to abolish the system of private examinees in the State. After a long period of time, these efforts of Uttarakhand Open University yielded the desired result and private system of examination was abolished (vide G.O. No.: 1238/ XXIV(6)/2016-12(134)/15, dated 14th Dec 2016). It acted as a boost to the enrollments in Uttarakhand Open University and all those learners who used to appear at examination as private examinees gradually started getting enrolled at Uttarakhand Open University. Thus, in its journey of one and a half decade the University has taken its enrollment from 2776 to 79,367.

(Detailed document URL: https://www.uou.ac.in/naac/1)

Vision

"To make higher education the potent medium of growth by creating knowledge and to provide easily accessible and convenient opportunities for value-based quality higher education to the people of Uttarakhand especially to youth, educationally deprived, and employed persons so that they are motivated for lifelong learning thereby ensuring their proficiency in different skills, securing self-employment, and employment with the motto of appropriate services to the State, Nation and Humanity."

URL for Vision statement of the University: https://www.uou.ac.in/vision

Mission

"To make Uttarakhand Open University the preferred destination of learners seeking flexible, affordable, and high quality university education."

URL for the MIssion Statement of the University: https://www.uou.ac.in/mission

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The major elements of strength of the University can be summed-up as below;

1) Quality Human Resources.

2) Special counseling sessions.

3) ICT.

4) Element of trust;

• Empathetic track record of delivery.

• Transparency and connectivity with learners.

• Vibrant grievance redressal system.

• Strict adherence to rules and regulations.

5) Discharge of its social responsibility (Adoption of Villages).

The above mentioned five strengths are actually the real strengths of the University which have proved their worth time and again, say, quality human resource is essentially responsible for all the other four strengths mentioned above. If an institution does not have the good quality pool of human resources it cannot deliver on any front. It is understandable that the entire human resources in one institution may not be gifted with the equal competence but going by the Pereto's Law even if the institution has a small band of committed, competent and dedicated employees, it is bound to excel. It is true for UOU also. Accordingly, special counseling sessions are possible, good quality ICT services are being delivered, social obligations are being discharged and the biggest intangible asset in the form of the trust of the stakeholders exists in the University.

Institutional Weakness

UOU has certain handicaps, especially with regard to its physical infrastructure and these handicaps actually get converted into the weaknesses. The major weaknesses of UOU are as follows:

1) Not having it's own Regional Directors and own Regional Offices.

2) Inadequate physical infrastructure for MPDD, Examinations, Laboratories at HQ, Library, multipurpose halls.

3) Hostels-cum-guesthouse for learners/ visitors.

4) Inadequate ministerial support system.

5) Dependence on outside institutions for conduct of exams.

The University has a borrowed system in many respects, say, it's Regional Offices are located in the Govt. Post-graduate colleges of the State and the Regional Directors are designated from out of the teachers of the same college. Further, these RDs are subject to transfer (trainings etc. are rendered useless) from one institution to another and the space provided by the concerned P.G. College is also usually very-very insufficient for a Regional Office. Similarly, the University is dependent for conducting it's examinations on the other Universities and Degree/ P.G. colleges of the state. It restricts UOU from implementing a number of good initiatives and it acts as limitations in many respects. Same is true of the other infrastructural issues mentioned as weaknesses at serial nos. 2 and 3 above. The ministerial support system of the University suffers from multiple issues, say, outsourced employees, contract employees, temporary employees, and therefore, the resultant efficiency is also not upto the mark. It results in shifting of ministerial work to the other employees and academics influencing their performance as well.

Institutional Opportunity

It is the established knowledge that the challenges usually open the doors of opportunities. The same is true for UOU as-well. Accordingly, the following have been identified as the opportunities for UOU during the next few years. 1) Online programmes of study. 2) Possibility of new self-employment/ employment oriented programmes of Study/ B.Voc. 3) Forging alliances with national and international institutions. 4) OERs and MOOCs. 5) To introduce full-scale blended learning. 6) Introduction of new programmes relevant locally and globally. After the UGC had given permission for the online programmes of study to ODL Universities, UOU had applied for getting permission to offer some online programmes in the Department of Computer Sciences but somehow it could not be accepted. So, it is a big opportunity for UOU to initiate its online programmes of studies. Similarly, notwithstanding the typical restrictions contained in the phrases like 'no hands-on training'etc., the UOU will try its level best to initiate the self-employment/ employment oriented programmes of studies eventually leading to programmes under B.Voc. degree. In view of UOU's excellent track record of industry interface it should be easier for the University to initiate such programmes in collaboration with the local industries of the region. The UOU is already working on MOOCs, it has formulated its OER policy and it is preparing to launch proper systems for Blended Learning. These are some of the new opportunity areas for the University in the near future. The UOU is preparing to launch some locally relevant courses of study, say, Uttarakhand being a tourism dominated state, there exists good scope of training youngsters to act as trained and authorized guides for the tourists visiting Uttarakhand for their love of nature, wild-life, adventure, and pilgrimage, etc. Similarly, many other locally relevant new programmes of study shall be initiated. The opportunities identified above are the commitments of the University in the years to follow.

Institutional Challenge

The earnest desire to improve the systems and the functioning of the University in the overall interest of the learners is at the top of the University's agenda and since it is to be achieved in a time-bound manner, the same have been listed as challenges. Major focus of our concerted action plan are as follows;

1) To improve the SLM.

• Creation of Bi-lingual SLM as well.

2) To improve the IT Infrastructure.

3) To obtain Recognition under Section 12(b) of the UGC Act.

4) To ensure learners' participation.

5) To prepare MOOCs.

6) To enrich Video/ Audio repository.

7) To explore national/ international institutional linkages:

8) To build financial strength.

9) Energizing Alumni Association.

10) Increasing interactions with industry and economy of the state.

11) To create proper system of facilitation for placement services.

12) To improve and strengthen employee welfare.

All the policies of the University are directed to overcome these challenges in the near future and the appropriate policies are being devised, say, the issue of bilingual SLM is to be managed by providing e-SLM in the other language so that the learners opting for the other language do not face any difficulty and it does not involve the huge printing costs as well. Similarly, the University has the Video and Audio repository, but in a planned manner it is to be enriched so that each unit of the particular courses is covered in these lectures as well. We have the Alumni Association, which is rare in ODL institutions, but it needs to be energized and concerted efforts are being made for the same. We have policies for placement, employee welfare, interface with industry and the systems of monitoring the RCs/ LSCs but all these are to be made more effective. The financial management is a big issue since a public University is bound by many restrictions but the UOU has taken some concrete steps (for example the University initiated the 'Corpus Fund' with Rs. 2 crores some years back and by now it is a sizeable sum of Rs. 45.96 crores, excluding the interest earned thereon).

1.3 CRITERIA WISE SUMMARY

Learner Support and Progression

Admissions in the University are allowed in online as well as in offline (entire data is uploaded in the soft form within a few days of offline admissions) modes. For online admission there are payment gateways through nationalized banks offering payment facilitation online through various recognized modes. For offline admissions, again the fee payments are received only through bank-challans of the banks under-agreement for the purpose. The SILM is immediately dispatched to the learners after generation of the enrollment number. For

dispatch of material, multiple modes convenient for learners are adopted. The University regularly conducts pre-admission counseling sessions and undertakes promotional campaigns in the entire State in the month of July every year. Faculty of the University conducts these promotional activities and pre-admission counselling sessions. University has a rich bouquet of academic counseling services, having almost all the modes of counseling, except a few. These are; face-to-face counseling, web-conferencing, LMS based, laboratory based, internships, workshops, field study, seminars, interactive radio counseling and extended contact programmes (7 or 10 or 15 days workshop/special counseling) etc. Similarly, for paying immediate attention to learner queries, a large number of avenues are provided by the University, say, IVRS, Online/Offline helpdesk, social media, App based support, Chat-box, e-mail support, interactive radio counseling, enquiry counter, RTI, blogs and phone calls, etc. Grievance redressal system implemented in the University is unique and it is considered to be a fairly good system of grievance redressal even by the learners and the other stakeholders. The learner progression in the University is fairly good and it has also been acknowledged in a report published by the Common Wealth of Learning (COL). The Alumni Association of the University is the first registered alumni association in any Open University. Though their engagement is in the initial stage but it is expected to grow richer over the period of time.

Curricular Aspects

The University has been very careful and it has continuously improved its processes to ensure quality in all the curricular aspects of learning in ODL mode of delivery of higher education. The following steps will help to elaborate the processes clearly:

1) Designing and proposing a new programme of study.

2) Meetings of the Expert Committees.

3) Preparation of PPRs in consultation with the stake-holders.

4) Approval at the level of BOS.

5) Approval in the Academic Council.

Since, all the decisions of the Academic Council are automatically placed in the meetings of the Executive Council, the process of academic governance is fairly systematized, statutory, democratic and transparent. Since 2011-2012, new programmes of study were launched and a few programmes like 'Certificate Programme in Technical Excellence' were aimed at ensuring the collaboration with the local industries, thereby, securing placements for the leaners of these programmes. The programmes have been revised from time to time, provisions for lateral entry were created and partial modular approach was also ensured. Learners undertake field-works, projects, and internships in some of the programmes in the University. These programmes are MBA, MCA, BTTM, MTTM, Yoga, MSW, MJMC, B.Ed., Geography, as well as in various other programmes in the Science stream. In this process, it is easier to collect feed-back and relevant action is taken after analysis of the feedback given by the learners and other stakeholders. Recently, impact analysis based on the feedback was carried out and it has been presented in the QIF. Various courses of the University lay due emphasis on cross-cutting issues. Recently, the University has created two MOOCs, whereas, the OER policy of the University was adopted which can be accessed through the URL: https://www.uou.ac.in/oer-policy. To enrich the curricular learning, special counseling sessions are arranged by the University. These special counseling sessions are the USP of the University's curricular support to learners.

Teaching-learning and Evaluation

To ensure better teaching-learning the special counseling sessions are organized by the University in addition to the regular counseling being done by the LSCs. In these sessions (having the duration of 07 or 10 or 15 days in different locations of the state), the faculty of the University arranges special counseling sessions of mandatory and/or voluntary nature simultaneously. Further, in the programmes being offered in the science stream to ensure the practical understanding of the learners, practical oriented workshops are organized. This effort has yielded very positive results, and it is by now the USP of the University's teaching-learning process. Leaner-enrollment has continuously been on the rise from 629 (in 2010) to 74,344 (2020-2021) and it includes females, males, and trans-genders. The University has established special LSCs for women, prison-inmates, and tribals, to ensure it's reach amongst these sections of the society. The UOU provides 100% exemption of programme fee to female PWD learners if their physical disability is to the extent of 50%. SLM of the University is developed in the print form but it is essentially digitized and uploaded on the website to facilitate the learners who wish to use its digitized version. The SLM is prepared through a standardized and defined process in which in-house faculty and the experts from outside also participate. The learners, who prefer to accept only the digitized SLM, are allowed a concession of 15% in programme fee. The University has a Community Radio, which is largely used for instructional purposes and also for disseminating information to learners and the other listeners-groups. In some of the programmes, aired on the radio, the listeners may raise queries by calling the radio station and their queries are properly responded by the faculty or the experts delivering the talk. The evaluation process of the University ensures utmost sanctity and fairness. Most of the activities are digitized and continuous reforms in automation have led the UOU to carry-out the examination in the minimum time with minimum faults and eventually issue even a transcript and upload the data on the portal of the NAD/ Digilocker.

Research, Innovations and Extension

Research in UOU is being carried on strictly as per the provisions of the Regulations of the UGC. The course-work is of a very high order and the researchers have always appreciated it. The highlights of research, innovations, and extension in UOU can be summed-up in the following bullet points;

1) Dedicated LMS Platform for course-work.

2) Conduct of regular webinars by experts from different institutions.

3) Innovative contents on Cyber Security and in the oriental language (Sanskrit) developed as MOOCs.

4) Adoption of online courses from NPTEL, edx, Spoken Tutorials (IIT Bombay), and EDI.

5) Publication and Ethics guidelines.

6) Plagiarism check.

7) Consultancy policy duly approved by the EC of the University.

8) Separate innovation cell.

9) Innovations applied to skill oriented courses, counseling and learners support.

10) No. of Ph.Ds. awarded is 18.

11) Only internal faculty is allowed to be the main supervisor for the researchers.

12) Good number of quality research publications in academic disciplines and in the system of distance education by the academic faculty during the last 5 years.

13) Extension activities carried out in the entire domain area and even at Raj Bhawan of the state.

14) Programmes for Swacchh Bharat, sensitivity towards Gender Issues, and PWDs are regularly organized by the University.

15) Collaborative activities carried out in collaboration with the local industries of Uttarakhand.

Accordingly, research, innovations, publications, seminars, workshops, consultancy and extension activities are an integral part of the University's policy on Research and Innovation. Kindly refere to the URL https://uou.ac.in/uouphd for detailed information about Directorate of Research and Innovations.

Infrastructure and Learning Resources

The ICT competence of the University is a key element in the smooth conduct of almost each and every activity of the University. The IT infrastructure at headquarter, RCs and LSCs, is fairly good and the competence of ICT staff ensures the best use of available infrastructure. The soft-wares are duly licensed and the University has the internet bandwidth of 100 Mbps The updation of the ICT facilities is a continuous process especially with regard to the programmes and softwares developed in-house. Additionally, MOUs for AMC are in place resulting in un-interrupted availability of ICT enabled services in the University. Further, the other relevant facilities, policies and systems are highlighted below:

1) The University has more than 10 specific facilities for media production.

2) Transmission facilities are available through the Community Radio also.

3) The University has its duly approved OER policy.

4) The University has duly approved IT policy.

5) The University has duly approved ERP document.

6) Partial automation of Library on e-granthalaya exists.

7) Due training in Library Automation provided to concerned personnel.

8) Monitoring of LSCs and RCs is also ensured online through ICT systems.

The other ICT enabled resources for the learners are:

9) Student Information System (SIS/ in-house developed programme of the University).

10) University App.

11) Social Media channels (YouTube/ Facebook)

12) Kiosk

13) Blogs of the Departments.

14) Web-based Community Radio, etc.

Governance, Leadership and Management

The University's governance is strictly as per the provisions contained in its Act, Statutes and Ordinances. Further, the directions of the UGC, UGC-DEB, other Regulatory Authorities and the State Govt. are also followed in its governance. It is fairly transparent and it ensures the representation of various stake-holders in the governing bodies. The Vision and the Mission, and the Thrust Areas of the University have been created through a scientific process and these are duly approved by the EC of the University. The Objectives of the University are laid down in Schedule-2 of Uttaranchal Open University Act 2005, and the same are adhered to religiously. The University has never bypassed its territorial jurisdiction and it has abided by the norms, rules and regulations so as to avoid any confusions or litigations in the matter. e-Governance is increasingly applied in all the functional areas like planning and development, administration, finance and accounts, learners' admission, dispatch of SLM, learner-support, grievance redressal, and examination. Professional development of teachers, academic consultants and employees is a priority area for the University, as most of the eligible teachers have completed their orientations and refresher programmes.Some of the faculty members have attended FDPs, summer or winter schools, and other training programmes. Special training programmes were organized for the employees and many other employees were sent to attend the various other professional training programmes on GEM, e-tendering and e-Granthalaya. Welfare policies for teachers and employees are also in place but these need to be strengthened. CIQA ensures academic quality in all the relevant areas.

Institutional Values and Best Practices

Since, its proper functioning in 2011, the UOU has continuously evolved the sets of values in different areas and over the period of time some of the practices could be developed into the best practices of the University, e.g., ICT practices and e-governance were employed in the University in a big way and gradually every teaching faculty of the University could attain a good level of proficiency in ICT practices which helped the creation of SILM, video contents, and online counseling. The University has been very careful in paying due attention to the areas related to institutional values. The efforts of the University in creating, improving and standardizing certain values and practices could be enumerated as below:

1) ICT competence.

2) Celebration of national festivals and other important days, especially the 02nd October and 05th September.

3) Creation of CIQA.

4) Steps to ensure gender sensitivity at workplace.

5) Green practices with regard to plantation, rainwater harvesting, garbage management, maximum internal communication on intranet leading to reduced usage of paper, and promotion of e-SILM, again leading to reduction in use of paper.

6) Creation of awareness, and amenities for differently abled people.

7) Specific initiatives for marginalized sections (women, minorities, tribals, prison inmates, and war widows) of the society.

8) Inclusiveness leading to participation of the senior citizens in the educational programmes in the University. Number of senior citizens enrolled with UOU is 11 in the current academic session.

9) Human values and ethics are incorporated in the academic courses of the University along with the provisions of various codes of conduct for teachers, employees and learners.

The University has developed some best practices like special counseling sessions, grievance redressal mechanism, etc., which have been appreciated by the learners and the other stakeholders alike.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UTTARAKHAND OPEN UNIVERSITY
Address	Teenpani Bypass, Near Transport Nagar Haldwani, Distt-Nainital
City	Haldwani
State	Uttarakhand
Pin	263139
Website	www.uou.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Om Prakash Singh Negi	05946-286000	8954043377	05946-264232	naac@uou.ac.in
IQAC / CIQA coordinator	Gagan Singh	05946-286053	8077923358	05946-	gsingh@uou.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	31-10-2005
Status Prior to Establishment,If applicable	

Recognition Details

Date of Recognition as a University by UGC or Any Other National Agency :

Under Section	Date	View Document
2f of UGC	05-10-2011	View Document
12B of UGC		

University with Potential for Excellence

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

Nature of University :

Name of Act	Act No
Created by an Act of State Legislature	No.608/Vidhayee and Sansadiya Karya/2005 Dated Dehradun, October 31, 2005 (Act No. 23 of 2005)

Territorial Jurisdiction of the Open University :

State of Uttarakhand

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Teenpani Bypass, Near Transport Nagar Haldwani, Distt-Nainital	Urban	25	8590	BA (YOGA), BCOM, BBA, BCA, BTTM, BSc, BA, BEdSplEd, BEd, BSc, MPA, MA, MSW, MSc, MTTM, MCOM, MCA, MBA, PhD		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	**Document**	
AICTE	110579_6751_1_1628674378.pdf	
NCTE	110579_6751_4_1625465116.pdf	
RCI	110579_6751_19_1625465155.pdf	
DEB-UGC	110579_6751_21_1631165336.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				14				10				46
Recruited	7	1	0	8	7	0	0	7	27	12	0	39
Yet to Recruit				6				3				7
On Contract	0	0	0	0	0	0	0	0	43	35	0	78

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				119
Recruited	21	5	0	26
Yet to Recruit				93
On Contract	68	25	0	93

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				19
Recruited	8	0	0	8
Yet to Recruit				11
On Contract	9	1	0	10

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	1	0	7	0	0	19	11	0	45
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	1	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	22	20	0	42
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	15	0	36
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4954	162	0	0	5116
	Female	5556	104	0	0	5660
	Others	0	0	0	0	0
PG	Male	1173	251	0	1	1425
	Female	2072	200	0	0	2272
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	23	24	0	0	47
	Female	5	13	0	0	18
	Others	0	0	0	0	0
Certificate / Awareness	Male	10	7	0	0	17
	Female	5	13	0	0	18
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

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

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

SI.No	Programme Level	Name of the Programme	Duration In Month	Entry Qualification	Medium of instruction	Student strength	No.of students admitted
1	Certificate	CAFN CAHC CAM C	6	HIGH SCHOOL AND INTERMEDIATE	English + Hindi	999999	250
2	Diploma	DCH-17 DHA-19 D	12	INTERMEDIATE	English + Hindi	999999	510
3	PG Diploma	PGDBJ-19 PGDCA-	12	GRADUATION	English + Hindi	999999	195
4	Under Graduate	BA BCOM BSC	36	INTERMEDIATE	English + Hindi	999999	47161
5	Post-Graduate	MA MCOM MSC	24	GRADUATION	English + Hindi	999999	26229
6	PhD	PhD	60	POST GRADUATE	English + Hindi	100	32
7	Awareness	NA	6	NA	English + Hindi	0	0
8	MPhil	NA	6	NA	English + Hindi	0	0
Total			162			5000095	74377

Details of Sponsored programmes (if any)

Sl.No	Sponsored programmes offered	Name of the Sponsoring Agency	Student Strength

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
94	88	61	77	74

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of courses in all programs year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
997	884	723	789	763

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of learners enrolled over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
89431	78263	53716	64268	38592

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of learners of disadvantaged groups

Response: 113913

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

Number of passed out learners

2020-21	2019-20	2018-19	2017-18	2016-17
3588	13351	14522	8321	11267

File Description	Document
Institutional data in prescribed format	[View Document](#)

3 Teachers

3.1

Number of sanctioned posts year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
70	70	70	70	70

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2

Number of full time teachers and other academics over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
132	84	52	55	56

File Description	Document
Institutional data in prescribed format	[View Document](#)

4 Institution

4.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
132	84	52	55	56

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1347.45699	1827.01956	2007.45045	2131.41016	1763.15858

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Number of full-time non-academic staff

Response: 119

File Description	Document
Institutional data in prescribed format	[View Document]

5 Research

5.1

Number of teachers recognized as guides during the last five years

Response: 27

File Description	Document
Institutional data in prescribed format	[View Document]

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning Design and Development

1.1.1 Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goal

Response:

Curricula Planning Designing and its Development: It is a very systematic process in Uttarakhand Open University. Before launching a Programme of Study the idea is conceived by the concerned Department in view of local, regional and global needs. It is properly discussed in the Departmental meetings, and later, the Department, seeks administrative approval of the relevant authorities to proceed with the preparation of PPR based on a feasibility study comprising field-surveys and discussions with various stake-holders. Thus, after preparation of the PPR (having all the elements as contained in Annexure IX of UGC (ODL) Regulations 2017), it is once again discussed at appropriate levels in the School and with the other authorities of the University. After clearance in these initial stages a meeting of the Expert Committee is called. It is followed by the BOS and ultimately approval/ modification/ rejection takes place in the meeting of the Academic Council of the University.

Relevance to Local, Regional, National and Global Needs:

Thus, the curricula planned designed and developed has close relevance to local, national, regional and global needs, say, in the subjects like History, Geography and Botany, local aspects are always included. In the other subject-disciplines local, regional as well as national aspirations are taken care-of. The course-contents do not aim at providing information rather the ultimate aim of the curricula and the pedagogy is to equip a learner with the necessary skills to master a particular subject and to be able to become either decently self-employed or employed in the prevailing socio-economic set-up of the region as well as that of the nation.

Learning Outcome Orientation:

The course contents are designed in such a manner that it contains learning outcomes in every block of the material. These blocks are further subdivided into smaller units having specific learning outcomes of the particular unit of a block. The SLM (Self Learning Material) is developed in the two way communication format wherein a teacher appears to speak from within the lines of the printed material. This material is available in the e-format as well. So a learner may go in for the e-format and if he/she prefers to accept the on-line material, a concession of 15% in fees is also allowed to such a learner. This SLM either in the print form or in the online format is further supported by the video lectures, wherein specific attention is paid to match the learning with the learning outcomes as defined in the beginning of a course of study. The University has recently started online counselling in the Department of Management Studies to further strengthen the counselling, learning and its association with learning outcomes.

Others:

Where, the material is adopted or adapted from some other University, suitable changes are introduced under permission from the University which allows its material to be used after getting it reprinted as per requirements of the user University ,*i.e.*, Uttarakhand Open University.

Thus, in all the cases, curricula planned, designed, developed and adopted/adapted is linked to programme outcomes, local, regional, national and global perspectives and it aims to develop the overall understanding of the learner while enabling them to learn the required skills which help them later in their career and lives.

File Description	Document
Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes	View Document
Minutes of the relevant BoS/ School Board / Academic Council	View Document
Mapping of curricula to Programme Outcomes	View Document
Curricula implemented by the University	View Document
Any other relevant information	View Document

1.1.2 Percentage of Programmes newly introduced by the institution over the last five years

Response: 0.51

1.1.2.1 Number of new Programmes introduced over the last five years...

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	0

File Description	Document
Minutes of relevant Academic Council/ School Board /BoS meetings	View Document
Institutional data in prescribed format	View Document
Details of the Curricula/Syllabi of the new programmes over the last five years	View Document
Any other relevant information	View Document

1.1.3 Percentage of Programmes revised or are under revision over the last five years

Response: 3.55

1.1.3.1 Total number of Programmes revised or are under revision over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	5	7	0

File Description	Document
Minutes of relevant Academic Council/BoS meetings	[View Document]()
Institutional data in prescribed format file	[View Document]()
Details of the revised Curricula/Syllabi of the programmes over the last five years	[View Document]()
Any other relevant information	[View Document]()

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

Response: 0.85

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

Response: 9

1.1.4.2 Total number of courses offered by the institution in the preceding academic year

Response: 1063

File Description	Document
Web-link to the list of MOOCs approved	[View Document]()
Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses	[View Document]()
Institutional data in prescribed format File	[View Document]()
Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs	[View Document]()
Any other relevant information	[View Document]()

1.1.5 Percentage of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years

Response: 20.05

1.1.5.1 Number of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	18	27	28

File Description	Document
Institutional data in prescribed format File	[View Document]()
Any other relevant information	[View Document]()

1.2 Academic Flexibility

1.2.1 Percentage of programmes adopted/adapted by other HEIs over the last five years

Response: 0.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	0

File Description	Document
Letter of Agreement	[View Document]()
Institutional data in prescribed format File	[View Document]()
Any other relevant information	[View Document]()

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

Response: 5.68

1.2.2.1 Number of degree Programmes in which CBCS or ECS implemented

Response: 5

1.2.2.2 Total number of degree Programmes offered in the preceding academic year

Response: 88

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document

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

Response: 0.25

1.2.3.1 Number of learners admitted in the Institution through lateral entry based on credit transfer year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
140	130	81	105	241

File Description	Document
Institutional data in prescribed format File	View Document
Credit transfer policy	View Document
Any other relevant information	View Document

1.2.4 Provision for modular approach for flexible exit to the learners

Response:

The concept of modular approach enables a learner to have multiple entry points and multiple exit points. In Uttarakhand Open University in many programmes of study, multiple entry points have been enabled. The following programmes have the provisions for multiple entry:

- MCA

- MBA (Modular approach discontinuted from the year 2020)
- MA Yoga
- MHM
- M.A. (Journalism and Mass Communication)*etc.*
- Others (In all the other programmes also lateral entry is permitted in the cases of transfer from other institutions, subject to matching of syllabus).

A learner who has completed PGDCA is allowed admission in the second year of MCA programme and a learner who has completed Diploma in Yoga is permitted to take admission in the second year of MA Yoga. Similarly, the learners who have done the Diploma in Hotel Management are allowed admission in Master of Hotel Management and those who have done their Diploma in Journalism are given admission in the second year of MA (Journalism and Mass Communication).

Earlier, even in the Department of Management Studies perfect modular approach was being followed since a learner with the required eligibility could get entry in the second year of MBA programme and similarly a learner who left the programme after completing only one year was being awarded a Diploma, titled 'Diploma in Management'. Further, a learner who preferred to complete only the second year of MBA programme could obtain a Post graduate Diploma in Marketing or Finance or HRM. However, later as per instructions of AICTE, it had to be discontinued and at present there are no multiple exit points in this programme.

Thus, in Uttarakhand Open University, at the moment, modular approach is being followed in a partial manner only.

File Description	Document
The list of programmes having modular approach with flexible exit options for the learners	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The cross-cutting issues like gender-sensitivity, environmental sustainability, human values, emerging demographic changes and professional ethics *etc*., find sufficient space in various programmes offered by the University. Some sample courses are- Disaster Preparedness and response, Sustainable Development in Hill Areas, Environmental Health and Natural Hazards, Human Resource Management & Industrial relations, Gender School and Society,*etc.*The curriculum designed by the University for its various popular certificate/diploma/ graduate/ post graduate programmes does include many aspects of environmental sustainability, human values, demography, gender-sensitivity, *etc*.

In order to increase awareness about these cross-cutting issues, the University initiated a course on 'Gender School and Society' in its Bachelor of Education (B.Ed.) programme. Environment plays an important role for all of us and it ensures a healthy life for people. It matters a lot because it is essential for

human beings. In this regard,therefore, the University has designed curriculum for environmental sustainability in diploma, graduate and post graduate programmes. Such courses of study are-

- Sustainable Development in Hill Areas (MA- Sociology)
- Air pollution and Control Technologies, Water and Waste Water Treatment Technologies, Environmental Health and Natural Hazards (MS- Environmental Science)
- Environmental Studies (BA- I Year)
- Common Herbs- Introduction and Utility (BA- II Year)
- Forest Products & Utilization, Forest Protection, Environment & Ecology, Plantation forestry (B.Sc. Forestry)
- Tourist Heritage of Uttarakhand (BTTM)
- Risk Assessment and Vulnerability Analysis, Disaster Preparedness, Disaster Response, Rehabilitation, Reconstruction and Recovery (PG Diploma- Disaster Management)

The values, which are considered to be the basic inherent values in humans include truth, honesty, loyalty, love, peace, *etc*., are included in the following courses on human values-

- Extension and Communication for Community Development (MA- Home Science)
- Community Nutrition (BA- Home Science)
- Hygiene, Diet, Nutrition and Public Health (Diploma in Public Health & Community Nutrition)
- Yoga Education (BA- Yoga)
- Ethical Values (BBA and MBA)

Demography is very useful for understanding socio-economic problems and identifying the potential solutions. The University has included one course on Demography in Master of Economics, which focuses on the demography of state/country.Good Ethics is a fundamental requirement of any profession so ethical issues have been incorporated as individual courses of study in BBA and MBA both. For the development of well-defined professional ethics, the University has included several other courses in various programmes, say

- Human Values and Ethics (BA- II Year)
- Social Case-Work and Counseling, NGO's Management, Human Resource Management & Industrial Relations, Labour Welfare and Legislation, Medical Social Work (Master of Social Work)
- Consumer Protection (BBA)
- Entrepreneurship Development (BTTM)

Thus, the cross-cutting issues as mentioned in metric 1.3.1 have been incorporated as independent programmes and as courses of study across the vast body of programmes and courses of the University at suitable places and the University ensures to equip the learners with these issues of national and global importance.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	View Document

1.3.2 Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution over the last five years

Response: 28

1.3.2.1 Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	6	4	4

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Any other relevant information	[View Document](#)

1.3.3 Percentage of learners undertaking field work / projects / internships /dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (data for the preceding academic year) across all Programmes requiring such activities

Response: 91.39

1.3.3.1 Number of learners undertaking field projects or internships in the preceding academic year

Response: 6751

1.3.3.2 Total Number of learners in such programmes in the preceding academic year

Response: 7387

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Handbook/Manual for field work/ projects / internships etc.	[View Document](#)
Any other relevant information	[View Document](#)

1.3.4 Average percentage of courses on offer has focus on employability/ entrepreneurship/ skill development over the last five years

Response: 3.66

1.3.4.1 Number of courses having focus on employability/ entrepreneurship/ skill development over the

last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	30

File Description	Document
Institutional data in prescribed format File	[View Document]()
Any other relevant information	[View Document]()

1.4 Feedback System

1.4.1 Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year 1) Learners 2) Teachers and other Academics 3) Academic Counselors 4) Subject Experts 5) Employers 6) Alumni

Response: A. Any 4 of the above

File Description	Document
Institutional data in prescribed format	[View Document]()
Any other relevant information	[View Document]()

1.4.2 Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website B. Feedback collected, analyzed and action has been taken   C. Feedback collected and analyzed D. Feedback collected   E. Feedback not obtained/collected

Response: A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website

File Description	Document
Stakeholder feedback report	[View Document]()
Institutional data in prescribed format File	[View Document]()
Any other relevant information	[View Document]()

Criterion 2 - Teaching-learning and Evaluation

2.1 Learner Enrollment

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

Response: 19.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
74344	69554	55998	68142	41656

File Description	Document
Total enrollment data yearwise authenticated by Registrar of the University	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response:

Since the year 2011 Uttarakhand Open University has made consistent efforts to reach the un-reached sections of Uttarakhand who wish to obtain Higher Education. The University sent various teams of teachers and employees to different geographical locations in Uttarakhand to make the people aware about ODL and UOU. It resulted in mass popularization of UOU amongst the people of Uttarakhand in distant, secluded and marginalized areas of the state. The University had a special focus on women, especially the Muslim women, taxi drivers, workers in different organizations like hotels, hospitals, factories and offices *etc.*

The University made special efforts to reach out to the defence personnel and Jail in-mates who are deprived of the access to the other modes of institutional learning. In this effort, the University opened one of its LSC at *AdarshKaragaar Sitarganj* (an open jail for those convicts who exhibit improvement in their behaviour and want to start a normal life after their term of imprisonment). It had a good response and even the fee was waived-off and these prisoners were allowed to study from UOU without incurring any cost.
In the predominantly Muslim areas of Uttarakhand like Roorkee, Mangalore, and the other such areas, the University launched programmes of study in Urdu to solicit the participation of the Muslim community of the state. It also resulted in a good response and at present the University has many programmes in Urdu at Under Graduate level as well as Diploma and Certificate level. Similarly, hotel units were persuaded to let their otherwise skilled and experienced staff go in for the Bachelor's, Master's, Diploma and Certificate programmes in Hotel Management. It was a mutually beneficial exercise because these people were already skilled and experienced but they did not have any formal certificate, diploma or degree. So the

hotel unit got benefit and the University got a number of learners desirous of obtaining the formal certification.

University's sensitization programmes included promotional visits, organization of seminars, symposia and discussion sessions in various locations of Uttarakhand. Leaflets, short-brouchers and hand-outs were distributed, articles were written in the local news-papers and advertisements on TV channels were also given. All these activities made the University known to the people of Uttarakhand and it could mobilize a large section of learners to join Uttarakhand Open University and as a result with in the span of one year the number of learners grew about 10 times,*i.e* from the earlier 600 to 6000 by the end of 2011. Technically speaking these efforts yielded the results in the later years as well, which are reflected in the continuous growth of learners at UOU.

The University joined hands with some leading local providers like Hiltron which already had a very good base of providing computer skills.Since Hiltron was a body promoted by the state of Uttarakhand, it was possible for the University to collaborate with it. Now the University's presence could be seen in all the learning units of Hiltron spread across the state of Uttarakhand

File Description	Document
Documents on efforts taken for reaching the unreached	[View Document](#)
Any other relevant information	[View Document](#)

2.2 Catering to Learner Diversity

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

Response: 53.18

2.2.1.1 Number of learners enrolled from rural areas year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
55974	50757	42813	37108	28273

File Description	Document
Number of rural learners authenticated by Registrar of the University	[View Document](#)
Institutional data in prescribed format file	[View Document](#)

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

Response: 33.44

2.2.2.1 Number of learners admitted from the backward categories during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27404	24360	18257	22217	14236

File Description	Document
Number of SC, ST and OBC learnersauthenticated by Registrar of the University	
Institutional data in prescribed format file	

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

Response: 3.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
2291	4242	1749	2140	520

File Description	Document
Institutional data in prescribed format file	

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

Response: 54.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
49328	43399	29478	34297	20125

File Description	Document
Institutional data in prescribed format file	

06-08-2022 12:28:51

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

Response: 7.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
9432	6129	4523	6857	5217

File Description	Document
Institutional data in prescribed format file	[View Document]()

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

Response: 10.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	0	0	0	0

File Description	Document
Institutional data in prescribed format file	[View Document]()

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

Response: 13.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	0	0	0	0

File Description	Document
Number of learners from defence/security background authenticated by Registrar of the University	**View Document**
Institutional data in prescribed format file	**View Document**

2.3 Teaching- Learning Process

2.3.1 Process followed for development of Self-Learning Material (in Print)

Response:

The job of development of SLM (Self Learning Material) is done in a very systematic manner in different phases. These may be enumerated as follows:

The University has its OER policy and faculty of the University take help from the OERs as well.
The entire process of preparation of SLM is handled by the course coordinators and the MPDD of the University.
Thus, the University has a proper and well-defined policy for development of SLM and it is segmented in various stages to ensure the fault-free systematic development of SLM for its learners. In this process extensive use of technology is made because the University has a very strong system of ICT in place and the teachers are also comfortable in preparing a print-ready copy of the material on their own computer systems.

- **Finalization of Policy Guidelines for Writing of SLM:** In the year 2011-2012, the University conducted many lectures and workshops, wherein, experts from IGNOU were invited to explain the patterns of writing of SLM. Based upon these deliberations a committee was constituted and the policy guidelines were formulated. These guidelines are followed in the writing of SLM by the Unit Writers (Manual for SLM development http://www.uou.ac.in/sites/default/files/2020-03/SLM_man ual_english_revised_2011_1.pdf) (https://www.uou.ac.in/sites/default/files/2021-11/slm-handbook-21.pdf).Further, workshops of unit writers were carried out for two to three days to sensitize them about the pattern and shape of SLM.
- **Constitution of Expert Committees:** In every programme, before its final start, the expert committee is constituted. It deliberates about the course contents, probable unit-writers, credits, and the other modalities related to the programme/ courses. The PPRs for each programme are also discussed in the meetings of the Expert Committees.
- **Deliberations in the Meetings of BOS:** The recommendations of the Expert Committees are submitted to the BOS, which finally decides whether a programme of study can be launched. Further, the list of the unit-writers is finalised in this meeting and allocation of units is made on the basis of the specialization of the concerned writers.
- **Plagiarism Check of Units Received:** Once the material is received in the Department, plagiarism checker is applied, which tells the level of plagiarism in a particular unit, as per the University's policy regarding plagiarism. Based upon this plagiarism report, the concerned writer is approached to rectify the plagiarism and re-submit the units written.
- **Formatting/ Editing of the SLM Received from Unit Writers:** Thus, the plagiarism free material received in the Department is formatted strictly as per guidelines of the manual by the course

coordinators. Once the job of formatting is over, the editing work starts. This editing comprises content-editing, format-editing and language-editing. In certain cases the job is carried out by the course coordinator and in some cases external editors are also engaged. At this stage the entire contents of a course are broken into suitable booklets, ideally used by ODL institutions for ODL learners.

- **Allocation of ISBN:** Once the final print-ready shape is achieved, request to allocate the ISBN is moved. After processing of this request, the MPDD (Material Production and Distribution Division) allocates ISBN to all the booklets ready for publication.
- **Uploading of SLM on UOU's webportal:** All the material which is ready for print is uploaded on the webportal of the University before sending it to the press for publication. Thus, the learners get access to the e-content even before the hard-copy of SLM reaches the University.
- **Fee Concession of 15% to the Users of e-Content:** Some of the learners prefer to accept the e-content only and they do not want the hard-copy of SLM. So, to promote such users, a concession of 15% in programme fee is allowed to these learners. It saves the over-use of paper and we may rationally call it a *Green Practice*.
- **Printing of SLM:** The University empanels some leading firms engaged in the printing job. This empanelment is done through an elaborate process of e-tendering. Thus, the University can distribute its material amongst various firms so that the delivery is received well in time and the job doesn't get stuck-up with one printer only.
- **Payment to Unit Writers/ Editors:** After the e-content of the SLM is uploaded on the webportal of the University, the process of payment to unit writers/ editors is initiated by the programme coordinators. The programme coordinator certifies that the content developed is as per the requirements of the programme and the e-content has been uploaded on the webportal. Once this process is completed, the process of payment starts. It is also noteworthy that all payments are done through online transfers in the respective accounts of the unit writers/ editors.
- **QIP (Quality Improvement Programme) in SLM:** Once the material goes out in the public domain,the University receives suggestions for improvement of the material from various stakeholders. Based upon this feedback from stakeholders, the process of Quality Improvement starts at the level of the Department. It includes revision, addition, improvement, corrections, updating and removal of obsolete content as well as the printing errors if any.
- **Miscellaneous**: In certain cases the translation of the material is also required. In such cases, the services of the competent persons are taken for translation of the material from one language into another.

File Description	Document
Policy document on SLM	[View Document](#)
Any other relevant information	[View Document](#)

2.3.2 Percentage of programmes where radio has been used for providing instruction in the preceding academic year

Response: 34.04

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

Response: 32

File Description	Document
Schedules of the above activities	[View Document](#)
Institutional data in prescribed format file	[View Document](#)

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

Response: 2.13

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

Response: 2

File Description	Document
Schedules of the above activities	[View Document](#)
Institutional data in prescribed format file	[View Document](#)

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

Response: 60.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	62	42	34	28

File Description	Document
Institutional data in prescribed format file	[View Document](#)
Digital repository of SLMs	[View Document](#)

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

as development of required competencies and skills

Response:

Academic Counseling Support to learners is an integral part of the University and there is a well defined institutional mechanism to provide counseling support to learners. A brief description of this mechanism is as below:

1. The University has made it mandatory for all the LSCs to conduct compulsory counseling sessions to the extent of 10% of the credits in a particular course. Thus, regular weekend counseling takes place at all the LSCs.

- The University has created two Model LSCs under the direct supervision of the University itself. These Model LSCs are located at the University's headquarter at Haldwani and at the Dehradun Campus of the University. These model LSCs issue the schedule of the Counseling which is for the benefit of the learners (URL to the counseling sessions: http://www.uou.ac.in/counselling). In accordance with this schedule, faculty of the University takes counseling sessions in the face-to-face mode at these two model LSCs.
- Since counseling involves hand-holding a learner and providing extended support, the faculty of the University discharge this function even by individual counseling to the learners who need it.
- There is a provision of recording Video Lectures in the University and the faculty of the University records lectures based on the curriculum of the courses in the video studio of the University.
- Even the visiting subject experts (like the members of the Expert Committee, BOS, Resource Persons for workshops and seminars) are requested to deliver video lectures of about 30 minutes each to strengthen the repository of video lectures delivered by the faculty of the University. There is a system of Online Counseling on the LMS (Learners Management System, URL for LMS: www.elearning.uou.ac.in) and it has been implemented to augment the existing counseling. During these sessions learners raise different queries and these are resolved by the faculty handling virtual counseling.
- Webinars are conducted by the University for the benefit of learners. In these webinars, experts from different fields and different institutions strengthen the existing counseling arrangements.
- The University has a Community Radio and teachers of the University as well as the visiting subject experts deliver talks related to various instructional components related to the courses of different programmes of study. (URL of Radio Talks Schedule: https://uou.ac.in/crs)
- Interactive Radio Sessions are also conducted in the community radio to help the learners in enhancing their learnings/ understanding.

2. Special Counseling Sessions: Normally the counseling functions for the learners enrolled with different LSCs are a responsibility of the concerned LSCs but the University believes in making extra efforts and the faculty of the University organizes especial counseling sessions of 7 to 10 days in different locations of the State.

These especial counseling sessions are classified into two categories, i.e., mandatory and voluntary counseling. In view of the specific nature of some of the programs (such as Yoga, Science, Education, etc.) counseling has been made mandatory in these programmes of study. But in some other programmes of study like Management Studies, MSW, and Journalism, etc., this special counseling is voluntary to strengthen the academic counseling support provided to the learners in addition to their routine counseling sessions at LSCs.

1. **Mandatory Counseling:** In view of the practical nature of the programmes offered by theDepartment of Yoga, Departments of Physics, Chemistry, Botany, Zoology, Geography and Department of Education, special counseling sessions of 7-10 days have been made mandatory and these sessions are conducted at different locations in the domain area of the University. These special counseling sessions are very popular amongst learners and through these sessions rich learner participation is ensured and they learn the required competencies and skills. Further, these special counseling sessions help the University in terms of further enrollments based on the 'word of mouth' publicity about the University because the feed-back received from learners shows that they like these sessions and always insist for increasing the duration of these sessions. In these special counseling sessions experts from outside are also invited to share their knowledge and expertise with the learners of the University.

2. **Voluntary Counseling:**These special counseling sessions are not mandatory, but, the basic purpose of arranging these special counseling sessions is to augment the academic counseling support provided to learners by their respective LSCs. Further, in some of the programmes of study there exists a provision of project work or field-work, and as such the learners are exposed to the nitty-gritty of these specific activities. Though, these special counseling sessions are not mandatory but the learner participation is always rich and encouraging. It helps the learners to acquire the required competencies and skills for quality project work/ field-work as well.

Additional information can be accessed through the URL: https://www.uou.ac.in/naac/4.2.3.5

2.4 Teachers and other Academics- Profile and Quality

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
103	84	52	55	56

File Description	Document
List of the faculty members authenticated by the Registrar of the University	[View Document](#)
Details of full time teachers and other academics As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 73

2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
87	64	40	41	40

File Description	Document
Number of teachers and other academics with PhD (As per data template)	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 45

2.4.3.1 Number of Programme developed in collaboration with Government/ other agencies

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	12	12	13

File Description	Document
Copies of MoUs with other agencies	[View Document](#)
As per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 100

2.4.4.1 Number of inhouse faculty involved in developing SLMS

2020-21	2019-20	2018-19	2017-18	2016-17
132	84	52	55	56

File Description	Document
Institutional data in prescribed format file	View Document
Link for additional information	View Document

2.4.5 Percentage of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year -wise over the last five years

Response: 0.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

File Description	Document
Scanned copies of award/ appointment letters	View Document
Institutional data in prescribed format file	View Document
Link for additional information	View Document

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

Response: 53.84

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

Response: 610

2.4.6.2 Number of accademic counsellors for the proceding academic year

Response: 1133

File Description	Document
List of Academic Counsellors with details of total teaching experience for the preceding academic year (As per data template)	**View Document**
Link for additional information	**View Document**

2.5 Evaluation Process and Reforms

2.5.1 Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination

Response:

UOU strictly follows the ODL philosophy wherein, an ideal mix of assignments and term-end examinations has been implemented. The assignments are uploaded on the website of the University (https://assignment.uou.ac.in/login/index.php) in the initial months of an academic session, these are evaluated by the Academic Counsellors. Finally, marks of these assignments are uploaded in SIS (Student Information System) for being filled-in in the result sheet of learners.

The complete process of conduct of term-end examinations is enumerated in the manual of examinations uploaded as web-link to this metric. However, the salient features are reiterated as below:

1. **Identification of Examination Cities**: With the start of an academic session and enrollment of learners, the examination section of UOU identifies Examination Cities, considering the previous admissions and examination pattern, such as Haldwani, Dehradun, Haridwar, *etc*. At this stage only Examination Cities (not the exam centers) are identified and indicated in the SIS & Admission form.
2. **Establishing Contact with the Learners**: A continuous contact is maintained with the learners to make them aware at every stage about their examinations. This contact is established *via* UOU web-portal, e-mail and SMS facility.
3. **Enrollment of Learners and Filling-up of Examination Form**: The process of enrollment in UOU is online (using UOU website) as well as off-line (Admission Form). In a distance education system students are connected to the University via different modes of contact which they have. Therefore, the leaners have to compulsorily mention their choice of the particular city for examination (mentioned as Exam City in the form) while filling-in the Admission form (either online or offline).
4. **Filling-up of Back and Improvement Examination Form**: Conducting examination includes three sub-stages, *viz.*, learners appearing in main paper, back paper, and improvement paper examination. The exams are, further, classified into Theory Papers, Assignments, Practicals, Project-Work, Field-Work and Viva-Voce. Learners, depending upon their requirements, fill-in their examination forms. All the learners appearing afresh have to fill-in their choice of Examination City, as mentioned above in step II above. However, the learners who require to improve their performance in a theory subject only have a window of six months (upto the immediate next examination term, say if, a learner has qualified the June 2017 examination and wishes to appear

for Improvement Exams, he/she can only appear in December 2017 exams) to apply by filling-in the examination form for Improvement Examination.

5. **Preparation of Date-Sheet**: After completion of filling-in of all the examination forms and obtaining information from SIS about all the Courses, the question papers required are ascertained and, the process of preparation of date-sheet is initiated. Digitization helps in identifying all the combinations of papers that are offered in a particular session and thus the date-sheet is prepared. Date-sheet so prepared is put on the website to allow various stakeholders to communicate their suggestions, if any. After getting all the suggestions, the required changes are introduced and the final scheme of examinations is published.

6. **Withdrawal of Fees and Exam City Change**: This is the spirit of Examination process of UOU, because all the learners (for main and back papers) are given an opportunity to submit their requests for modifications regarding examinations. They are provided with a time-frame of 10 to 15 days, in which they are permitted to change their Examination City (if required) and shift their fees from that particular examination to the immediate next examination.

7. **Uploading Marks of Assignments**: While the learners are preparing for their examinations, their marks for Assignments are uploaded in the SIS.

8. **Uploading of the marks of Practicals, Projects, Field-Work and Viva-Voce**: Along with the conduct of theory papers, the other important sub-categories of a result are uploaded to facilitate the preparation of results. Therefore, it is essential that all the sub categories are completed simultaneously along with the theory marks for completion of a result. Later, various Exam Centres are identified and the learners are allotted to their closest exam-center to appear in practicals, projects, field-work or viva-voce. A blank award list is generated for the learners appearing in Main or Back paper examination, and the same are sent to the concerned Internal Examiner for conducting the examination. After successful completion of practical exams, they fill-in the award sheets duly signed by the external and internal examiners and submit it for being uploaded on SIS. These award sheets are Optical Mark Recognition (OMR) based and, therefore, the process of scanning of OMR is initiated. Upon successful completion of scanning, the values are uploaded in SIS for preparation of result.

9. **Maximum Marks for all the Question Papers are the same**: At various stages and based upon the nature of programme, variation in the marks of External Exam and Assignments marks (say, Theory:Assignment, 60:40, 70:30, 80:20, 100:00, 35:15, 40:10 and Grading system as well) does exist which sometimes creates difficulty for the learners. Therefore, for the ease of understanding and in order to bring unanimity, it has been decided that all the question papers are prepared for 80 marks (for Full Unit papers) and 40 marks (for Half Unit Papers).

10. **Allotment of Exam Center and Hall-Ticket Generation**: After filling-in of the exam form, exam city change (if required), transfer of fees (if required), and the allotment of exam center takes place. All the examinees are allotted a particular exam center in an exam city, they opted for previously and the Hall-Tickets are generated for all the examinees. These hall-tickets are available online on UOU web-portal and the learners download these whenever and wherever required.

11. **Smooth and Fair Conduct of Examinations:** The University takes all the steps to ensure the fairness in conduct of examinations. Many examinations centers have the system of CCTV surveillance. The University sends its own observers and flying squad to observe the conduct of examination and to carry-out physical checking of the examinees during exams.

File Description	Document
• Schedule of Term End Examination of preceding academic year	[View Document](#)
Manual/ Handbook for conduct of Term End Examination	[View Document](#)
• Any other relevant information	[View Document](#)

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

Response:

The procedure, system and options for resolution of examination related grievances are enumerated below:

- The University has an online link on the University's home page, namely Register your complaints/ queries in the students corner. Using this link a learner can raise a query regarding any issues including examinations. Any learner can use the online grievance system to report the problem. The query raised by the learner is assigned to the concerned person for its resolution
- The University has constituted a committee to address examination related grievances for special cases. The committee also deals with scrutiny related issues. Any learner can approach the University through proper channel, *i.e.*,through the Registrar of the University, for any grievance. The grievance is forwarded by the Registrar's Office to the concerned Section and the issue is resolved by the concerned authority.
- Examination section has an email id using which learners can send their queries regarding examination at this id directly. Considering the nature of the query, the related concerned person resolves it.
- Learners can also raise grievances regarding any issue including examinations through UGC's portal and through *Samadhan Portal* which are forwarded to the University for resolution. Till now, the University has resolved 87.5% (14 out of 16) of the cases lodged on the UGC's portal.
- Further, the learners have some other options to resolve their grievances related to examinations,say
  1.Applying for scrutiny
  2.Obtaining copies of their answer books and represent

The detailed process of the above is as below:

- Scrutiny leads to addition of the left-out marks in the answer script or evaluation of any question which is left unchecked. Learners may apply for scrutiny by paying Rs. 100 per paper. An examinee can get a maximum of two papers scrutinized. If, after scrutiny, the score of a candidate increases by 10%, the same will be reflected in the marks-sheet. However, if marks are reduced then the previous marks will be retained.Students willing to opt for scrutiny can apply for scrutiny of the answer books within 1 month after the declaration of final result.
- Some of the learners are not satisfied with the evaluation of their answer sheets and they have the option to obtain the certified xerox copy of their evaluated answer sheets. After studying the pattern of evaluation, if the learner is still dissatisfied, he/she may submit a representation to the Controller of Examinations who reviews it and seeks advice from the subject-experts. Still, if it appears that

there are some irregularities in the evaluation, the COE may with the permission of the Vice Chancellor appoint the new examiner to evaluate the said answer-sheets. After the second evaluation if substantial variation in marks appears the benefit of new marks is given to the learner.

Thus, in Uttarakhand Open University there exists a proper system of resolution of grievances related to examinations.

(URL for examination section: https://uou.ac.in/exam-dept)

File Description	Document
• Any other relevant information	[View Document](#)
• Standard Operating Procedures related to Term End Examination related Grievances	[View Document](#)

2.5.3 Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution

Response:

The systems prevalent in the Uttarakhand Open University make it mandatory to frame policies, develop programmes and follow the practices in accordance with the notion of '*reaching the unreached*', '*education at the door-step of the learners*','*life-long learning*' and education for those who could not pursue their routine of education through the formal system of education.

The Uttarakhand Open University is continuously striving to build an inclusive society through inclusive education and it is working hard to increase the Gross Enrollment Ratio (GER) by offering various programmes in the remotest areas of hilly terrains of the State of Uttarakhand.Presently, the University is working for the local as well as national aspirations of over 70 thousand students of Uttarakhand and the other states.

The University is committed to continuously evaluate the educational and allied activities during the implementation stage itself. It also strives to evolve functional strategies for the incessant correction and upgradation of education programmes and educational policies.

Concerted efforts are made to find out the hindrances, shortcomings and problems during the implementation and execution of the policies, programmes and practices. Once these difficulties are identified, efforts are made to solve them during their implementation and execution.

The University formulates policies, develops programmes and follows practices keeping in mind the direct stakeholders.The Uttarakhand Open University Act 2005, its Statutory provisions, and University Ordinances empower the University to constitute various cells, units, committees, working groups, divisions, sections, Departments, Schools, task forces for the betterment of the sub-systems of the entire system for the benefit of concerned stakeholders.

It is pertinent to mention here that the collective efforts of all these cells etc. succeed in generating the required 'Synergy' for improvement of the functioning of Uttarakhand Open University. At present the efforts associated with formative assessment are being performed at various levels and in various sections of the University.

In order to sync the formative assessment with continuous assessment, the University has the inbuilt

system wherein the process of formative assessment continues unabated. The major processes are as follows:

- *Assignments* – Assignments are the most important constituent of formative assessment in a variety of ways, *e.g.*, the assignment questions are framed in such a manner that the learners need to consult their counselors and peers.These are different from the questions appearing in the term-end examinations and the evaluated scripts are shown to the learners after evaluation. Thus, learners get to know the shortcomings, if any. It results in the improvements in the efforts of the learners.
- *Video lectures*- The University has a repository of video lectures recorded by the teachers of the University and the other subject-experts. The learners are advised to go through these lectures and learn the basic tricks and techniques of improving their performance in the examinations.
- *Instructions to paper-setters*- The University sends clear instructions to paper-setters regarding the level of knowledge expected from the learner of that particular programme and the programme specific outcomes are also sent to the paper-setters to enable them to include the questions of a particular level only. It helps in real assessment of learners.
- *Quizzes, cases and case-lets*: The SILM of the University contains quizzes, cases, case-lets and test your knowledge type exercises to ensure the formative assessment of the learning carried out by the learners. During special counseling sessions all these three are administered to the learners and through continuous practice, again and again, the assessment continues and the improvement in the performance of learner is also recorded.
- *Community radio-* The community radio of the University continues to air the programmes which help the learners in improving their understanding/ performance. Sometimes,basic tips are given to the learners in a manner of simple and interesting talks aired on the community radio.
- *Virtual counseling-* The University conducts virtual counseling in some of the programmes and these sessions provide an opportunity to the learners to continue with their leanings and to clear their doubts regarding the topics discussed in virtual counseling. It helps the learners to improve their understanding of the subject.
- *Alumni association-* It is a very important forum, which gives feedback to various Departments regarding improvement in the procedures being applied for formative assessment and, thus, the process gets improved and strengthened.
- *Feedback system-* The learners, as well as the other stakeholders, are told to submit their online feedback. Through these feedbacks the process of formative assessment continues to grow and mature.

Thus, standard operating practices are specifically designed to maximize the efforts associated with the formative assessment at various levels and stages. It is extensively used for making the teaching- learning more effective by applying the newer methods, approaches, techniques, strategies, models and modules. It is noteworthy that the formative assessment is embedded in the routine learning process followed by the University.

Policy Document: https://www.uou.ac.in/downloads/policy-document-on-evaluation-methodology.pdf

File Description	Document
• Any other relevant information	[View Document](#)
Policy documents on Evaluation Methodology	[View Document](#)

2.5.4 Status of automation of examination / evaluation processes is represented by: (Choose any one)
A. 100% automation of entire Division & implementation of Examination Management System (EMS)
B. Only learner registration, Hall ticket issue & Result Processing automated
C. Only learner registration and result processing automated
D. Only result processing automated
E. No automation of Examination/ Evaluation Division

Response: A

File Description	Document
Institutional data in prescribed format	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document
Links for additional information	View Document

2.5.5 Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year:

1. **Evaluation of Assignments**
2. **Evaluation of Projects**
3. **Preparation of Term End question papers**
4. **Moderation of Term End question papers**
5. **Evaluation of answer scripts**
6. **Examination related duties as invigilator, observer etc.**
7. **Conduct of term end examinations, practical, projects, internships, seminars workshops etc.**

Response: A. Any 4 and more of the above

File Description	Document
Institutional data in prescribed format file	View Document
Link to list of evaluators	View Document

2.6 Learner Performance and Learning Outcomes

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

Response:

All the programmes of the University are launched through a defined process wherein the PPRs

(URL: http://www.uou.ac.in./ppr) for each programme are carefully prepared. These PPRs contain the specific programme objectives and outcomes. All the PPRs are uploaded on the website of the University and the web-link is provided in the data-template. Accordingly, while uploading the assignments, these programme outcomes are considered by the course coordinators/ faculties. Similarly, instructions to paper-setters also contain a copy of the concerned page of the syllabus which incorporates learning objectives and programme outcomes as well. Thus, the programme outcomes are integrated into the assessment process of the University at these two stages.

The Graduates of the University are expected to have the following specific attributes:

- Clear understanding of the courses studied with regard to the level of study as defined in the programme outcomes.
- Ability to analyze the studied areas.
- Ability to write independently.
- Ability to think about their courses of study and be able to pursue further studies.
- Ability to integrate with the social and national fabric
- Ability to have a clear understanding of the environment.

The courses of the University and the counseling is also aimed at instilling into the learners the above mentioned attributes for each course of study of the University.

In fact, counselling in this University (during the special counseling sessions) is a sort of hand-holding and supportive monitoring to keep the learners focused on the programme outcomes.

Preparation of SLM (URL of guidelines for the development of SLM:http://uou.ac.in/sites/default/files/2020-03/SLM_manual_english_revised_2011_1.pdf), assignments, counselling, special counseling, and question papers are all linked to programme outcomes. Detailed particulars of these activities *vis-à-vis* the role of the guiding force of programme outcomes is as follows;

- The SLM is connected to and it is guided by the programme outcomes, say every unit begins with the specific objectives (learning outcomes) and it progress by orienting the learners towards the defined learning outcomes, though '*self-review*', '*check your progress*', and the questions given at the end of the unit. Thus, it (programme outcomes) is embedded in the SLM from the beginning to the end.
- Assignment given to the learners are not similar to term-end questions, rather these assignments force the learners to go through the SLM and to apply this learning perfectly in tune with the programme outcomes. Thus, the pattern of assignments keeps learners centered around the programme outcomes.
- During counseling, the counsellors also remain careful about the learning outcomes, but during special counselling-sessions organized and managed by the faculty of the University, special attention is paid to remain focused on at least some of the programme outcomes. These special counselling sessions are very useful in orienting the learners towards the programme outcomes. A particular example of M.A. (Yoga) will illustrate and authenticate this assertion. In a course, MY-103 of M.A. (Yoga), the 7th and 8th units of the second block aim that the learners should learn the activities like; *Dhouti, Vasti, Nauli, Neti, Tratak, and Kapalbhati*. Now, in order to ensure that the learners learn these practices, during special counselling sessions, they are made to get-up at 5:00 a.m. and the instructors help them in learning these practices during the period of next one hour. It is noteworthy that these practices are to be learnt and performed only with empty stomach. So, breakfast is given after 8:00 a.m. These practices continue for 09 days and on the tenth day the performance of learners is checked. Thus, it is only a small example of the entire process of special counseling, which is clearly directed towards the learning outcomes.

- Similarly, the paper-setters are also sent the course-contents, level of learning expected of the particular learners, and course-outcomes. Thus, the setters of question papers are also expected to remain centered around the course-outcomes, which eventually lead to programme outcomes. In case, some paper-setters deviate from this thumb-rule, suitable corrections are incorporated during moderation of external question-papers.

Accordingly, the University does have the stated programmes and course outcomes and these are integrated into the learning and assessment process.

Additional information can be accessed through the url: https://www.uou.ac.in/naac/4.2.5.4

File Description	Document
Any other relevant information	[View Document](#)

2.6.2 Completion status of UG and PG degree programmes

Response: 53.04

2.6.2.1 Number of UG learners enrolled five years before to the current academic year.

Response: 6107

2.6.2.2 Number of UG learners completed the degree program within 3 to 5 years.(Out of the enrolled learners mentioned in 2.6.2.1 only).

Response: 2770

2.6.2.3 Number of PG learners enrolled five years before to the current academic year.

Response: 15675

2.6.2.4 Number of PG learners completed the degree program within 2 to 4 years.(Out of the enrolled learners mentioned in 2.6.2.3 only).

Response: 9518

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link to declaration of results	[View Document](#)

2.7 Learner Satisfaction Survey

2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

To advance the research and innovation activities in the university, the Uttarakhand Open University has established its Directorate of Research and Innovations. The research program is envisioned to provide training to the young generation of researches/learners to meet the requirements of the academic disciplines, needs of the state,fulfill the national aspirations and ensure the international commitments in the area of researches.

To further the cause of research in the area of Open and Distance Learning, the University has also established a cell for ODL research under the Directorate of Research & Innovations(12th Academic Council meeting, Item no.12.12) in the year 2017.

The objectives of the cell are-

- to survey and assess the impact of Uttarakhand Open University on the status of higher education,
- to assess the student support services of university and to suggest measures for efficient functioning,
- to assess and develop the mechanisms for ODL programs offered by the university to ensure quality,
- to identify potential areas for newer programs which are more amenable to ODL,
- to conduct surveys to identify shadow regions where reach of the university is essential,
- to survey and assess the status of various job-oriented programs offered by Uttarakhand Open University,
- to organize Open and Distance Learning related seminars and workshops, and
- to offer consultancy on ODL related activities.

Ph.D. program

The university is offering Ph.D. programs in various disciplines. In the year 2011, as per UGC(Minimum Standards and Procedure for Awards of M.Phil. /Ph.D. Degree) Regulation, 2009 the University adopted the Regulation and **Uttarakhand Open University Ph.D. Ordinance 2011** was approved by the Academic Council in its 2nd meeting. (Item no.2.19).

- Thus,in the year 2012 Ph.D. program was initiated in14 disciplines and 16 students were enrolled in various subjects-areas.
- The second Ph.D. entrance examination was announced in the year 2013. In this year Ph.D program was offered in 15 disciplines in which 10 students were enrolled.
- In the year 2016 Ph.D. Ordinance was further revised as per the **University Grants Commission (Minimum Standards and Procedure for Award of M.Phill./Ph.D. Degrees) Regulations,2016** and the University adopted the new Regulation. Later, 2nd and 3rd amendments were also incorporated in the Ordinances after the approval of the Academic Council. Thus, at present Ph.D. program is being conducted as per the latest guidelines of UGC to maintain academic standards in M.Phill / Ph.D. program.

- Under the framework of new Ordinance, Ph.D. Program was offered in 20 disciplines in the year 2019. A total of 26 students successfully cleared the examination in various subjects,*i.e.*,History, Sociology, Political Science, Physics, Chemistry, Management, Commerce, Education, English, Sanskrit, Hindi, Tourism Management, Computer Science & Applications, Yoga, Psychology and Jyotish.
- The course work for the 3rd batch of enrolled students is in progress.

Ph.D. degrees awarded

18 Learners have been awarded the degree of Ph.D. in Sociology, Hindi, Journalism, Teacher Education, History and Management Studies, etc.

File Description	Document
Policy document on promotion of research	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
URLs of the available facilities	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 64.36

3.2.1.1 Total grants received by the institution yearwise for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc

2020-21	2019-20	2018-19	2017-18	2016-17
6.80	11.162	13.5	23	9.9

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.2.2 Average number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years.

Response: 0.02

3.2.2.1 Number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

Uttarakhand Open University continuously needed to innovate in various ways in order to:

- reach the unreached, difficult, and distant topographical terrains of the State;
- provide skill oriented education to learners;
- establish its regional infrastructure and LSCs in various strategic locations;
- innovate in terms of special counseling sessions at various locations, and,
- introduce research studies in-tune with the PhD Regulations in the campus.

Thus, innovations were attempted in almost all the important areas from the beginning itself. However, the Innovation Cell *per-se* was established later, but the innovative practices continued all-through. A brief description of the above mentioned areas is given below:

Reach the Unreached, difficult, and distant topographical terrains of the State: Uttarakhand is a hill state located in a difficult terrain and it is difficult to reach the learners located in the border and tribal areas of the State. Accordingly, the University sent groups of academics to different locations to identify as to how the mantle of higher education could be taken to these areas. On the basis of these visits LSCs were identified and the local educators were persuaded to work for it in collaboration with the University. Thus, the first important innovation which the University did was to take the learning at the door-steps of the learners (*Shiksha aapke Dwaar*). This slogan gradually yielded the desired results but initially it was a difficult job to convince the educators and the learners about the genuineness of ODL mode of instruction. Thus, the first innovation of reaching the relevant stakeholders in distant and neglected areas of the state could be implemented by the University.

Providing skill oriented education to learners: It was a challenge under the ODL mode of instruction and therefore, the University had to innovate a strategy to establish liaison between the providers and local industry of the region. Our continuous persuasion followed by the visits of our representatives to the offices of the local industries helped us to arrive at a policy whereby, tri-partite MOUs were entered into amongst the University, the Industry, and the technical education providers. Accordingly, industries like TATA Motors, Ashoka Leyland, TVS, Maruti Suzuki were some of the leading industries with whom the collaboration were initiated. It proved to be a very successful practice in view of the following;

- Preparedness and initial grooming of identified learners was done at a LSC operated by the Technical education providers.
- Industry gave a stipend ranging from Rs 6000 to Rs 12000 p.m. to the learners during their stay in the industry.
- The learners got the hands-on experience of the work environment, work culture and actual work in the automobile industry.
- These learners were promoted to the diploma level or advanced diploma level in a selective manner (based upon their performance in the industry), and,
- Majority of learners were absorbed by the partner industries, shops, workshops, *etc.*, of the above mentioned partner units of the main industry.

This innovation was also very successful and it helped many young learners to find suitable learning, grooming and employment after completion of skill oriented education from UOU.

Establish its regional infrastructure and LSCs in various strategic locations: The representatives of the University visited various Post Graduate Colleges of the Govt. of Uttarakhand and after a careful planning it was decided by the Recognition Board of the University to establish 08 regional centers of the University in different strategic locations of the state,*viz*., Pithoragarh, Ranikhet, Bageshwar, and Haldwani in Kumaun Division and Uttarkashi, Pauri, Rookee and Dehradun in Garhwal Division of the state . This strategic innovation helped us to reach even the remotest, marginalized and tribal areas of Uttarakhand. Later, in view of the ODL Regulation 2017 and its Amendments LSCs changed, but the Regional Centers are still continuing to offer their services to the University and to the ODL.

Innovating in terms of special counseling sessions at various locations: It was a unique innovation of the University wherein the University organizes especial counseling sessions at different locations under the domain of UOU. Accordingly, academics of the University visited different Regional Centers and arranged special counseling sessions for the learners. With prior information on the website of the University and at the e-mail addresses of the learners, good response could be generated. Very soon it became a very popular practice and in some programmes of the study, these special counseling session were made mandatory in view of the requirements of the said programmes. Thus, in Yoga and Science programmes practical sessions were organized by the academics of the University at different locations to enable the learners to participate in these practical and theory classes. It created a bond between the University and its learners and it has continuously been spreading positivity amongst the other prospective learners.

Introduce research studies in-tune with the PhD Regulation (UGC's) in the campus: After enactment of the Research Regulations of the UGC, the University prepared the design of its course-work for different programmes and in-house classes were arranged for the scholars enrolled in different Ph.D. programmes. This face-to-face counseling is of the duration of 06 months and after successful completion of course-work,the research studies of the concerned research scholars begin in guidance of their research supervisors in the concerned Departments. This in-house counselling includes face-to-face lectures, Webinars, Virtual Counseling, mentoring and software based interactions.

Student's Information System (SIS): University has a portal (SIS), through which learners can access detailed information about their enrollment in the University https://oneview.uou.ac.in/.

Accordingly, over the period of time UOU has taken many innovative initiatives by providing access to diversified groups of learners of Uttarakhand.

File Description	Document
The Innovation Centre/ Cell	[View Document](#)
Initiatives taken by the institution	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2 Total number of workshops/seminars conducted year-wise over the last five years

Response: 18

3.3.2.1 Number of workshops/seminars conducted

2020-21	2019-20	2018-19	2017-18	2016-17
10	4	0	2	2

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

3.3.3 Innovative content developed in the form of e-modules / e-SLMs / MOOCs for :

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

Response: 462

3.3.3.1 Number of innovative contents developed in the form of e-modules / e-SLMs / MOOCs

2020-21	2019-20	2018-19	2017-18	2016-17
54	87	155	101	65

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

File Description	Document
Scanned copies of award letters	[View Document]()
Institutional data in prescribed format	[View Document]()
Any other relevant information	[View Document]()

3.4 Research Publications and Awards

3.4.1 The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years) 1)   Research methodology with course on research ethics 2)   Ethics Committee 3)   Plagiarism Check 4)   Committee on publication guidelines

Response: A. All 4 of the above

File Description	Document
Notification for Research Ethics Committee	[View Document]()
Institutional data in prescribed format	[View Document]()
Institutional code of ethics document	[View Document]()
Any other relevant information	[View Document]()

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

Response: 0.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	11	7	0	0

3.4.2.2 Number of teachers recognised as research guides over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	27	29	26	19

File Description	Document
List of Ph.D scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Web-link of the Research page	[View Document](#)

3.4.3 Average number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years

Response: 0.95

3.4.3.1 Number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	25	20	15

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 0.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	5	8	6

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 0.04

3.4.5.1 Number of publications on distance education over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	4	2	1

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.6 Bibliometrics of the publications by teachers and academics over the last five years based on average Citation index in Scopus/ Web of Science or Pub-Med etc.

Response: 5.5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bibliometrics of the publications over the last five years	[View Document](#)
Links for additional information	[View Document](#)

3.4.7 Details of the publications of the teachers and other academics of the Institution year-wise over the last five years to calculate h-index of the Institution based on the Bibliometrics of the publications in Scopus / Web of Science

Response: 3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bibliometrics of publications based on Scopus / Web of Science – h-index of the institution	[View Document](#)
Link for any additional information	[View Document](#)

3.5 Consultancy

3.5.1 The Institution has a policy on consultancy including revenue sharing between the institution

and the individual/ agency

Response:

Uttarakhand Open University has adopted its Consultancy Policy in the Executive Council of the University. It aims to create systematic provisions for carrying out the consultancy work by the faculty of the University. The objectives of Consultancy Policy of the University are as follows:

- To enhance academic endeavors in inter-disciplinary and multi-disciplinary perspectives in collaboration with Universities, Industries, Government Bodies and Academic Institutions.
- To act as a change agent in industrial, social and other issues of the State and National importance.
- To become an active partner of knowledge exchange with other organizations.
- To create, disseminate, retrieve and restore the technical knowhow and knowledge on cross-cutting issues related to the University.
- To expand and strengthen the research abilities and competencies of members of the faculty.
- To draw synchronization between the current competencies, and demands in the industry with curriculum.
- To promote entrepreneurship development activities and foster employment opportunities through consultancy services.

The University is capable of providing consultancy in various areas of the University System and as such our consultation policy includes a wide range of areas in which consultancy can be provided by the faculty of the University. This consultancy is of three types, *viz.*, Institutional Consultancy, Individual Consultancy and Consultancy for Technical services. Fee received as a result of this consultancy shall be shared between the principal consultant, supporting consultant and the University. All the consultancy reports shall be submitted to the concerned party and also to the University after completion of the consultancy project.

Till now, we have provided technical consultancy to many institutions on the basis of requests received from these Universities, *e.g.*, the SIS system of the University was appreciated by Vardhman Mahaveer Open University, Kota, Rajasthan and the University's technical experts helped to establish this system at Kota. Similarly, OER policy adopted by Uttarakhand Open University was used by some other Open Universities. But after approval of the consultancy policy, the future consultancies shall be provided as per the provisions of the consultancy policy.

File Description	Document
Any other relevant information	[View Document](#)
Policy document on consultancy	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[View Document](#)

3.5.2 Revenue generated by the Institution from consultancy

Response: 0

3.5.2.1 Revenue generated from consultancy provided by teachers and other academics of the Institution year-wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.5.3 Revenue generated by the Institution by conducting training programmes/ seminars/ conferences/ through sponsorship, etc.

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.6 Extension Activities

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

Response:

Uttarakhand Open University operates in the entire state of Uttarakhand through its RCs and LSCs and being an ODL institution it follows non-conventional methods of carrying out its activities and as such its activities includes many such functions which are usually not followed by the conventional Universities. We need to sensitize the learners about the University as well as about the social and sustainable development issues. Thus, we have been carrying out a range of extension activities which have sensitized the learners and other stakeholders as well as made the University's presence felt in different areas of the

State. A brief description of these activities is as follows:

*Adoption of villages***:** In order to directly focus on the social and sustainable issues the University has adopted 8 villages in the State. These villages are located in Kumaun and Garhwal both the divisions of Uttarakhand. In these villages the University carries out various activities like creating awareness about health issues, dietary pattern, nutrition, agriculture, computer literacy. Further, Yoga camps were also organized in these villages to create awareness about Yoga. The other flagship programme of the Govt., Swacchta Abhiyan, has also been repeatedly carried out by the University in these villages.

*Community Radio***:** Community Radio of the University is directly linked to extension service. It airs programmes related to health and other community issues (in addition to academic programmes). The Radio Jockeys of community radio went outside the University campus talk to women and children, created their groups and these programmes were aired on the community radio to take-up social and developmental issues related to community. Leading doctors practicing Allopathic, Ayurveda and Homeopathy have delivered talks on the community radio of the University. Further, the community radio organized many seminars and interaction sessions in which participants from leading national and international media groups participated. In another programme Gram-Pradhans and representatives of Village Panchayats were invited to share their views.

Thus, the activities of the community radio have contributed substantially in sensitizing the learners and other stakeholders regarding social and sustainable developmental issues.

*Organization of various events***:** The University organizes various events from time to time and in some of these events students of LSCs also take part. These events create an awareness about tne pertinent social issues and make the presence of the University felt in the town and in the State, some of these are as follows:

- World Autism Day
- Event to honor the Acid Victim women of the State.
- Programmes for differently abled persons.
- Swacchta Pakhwada.
- Run for Unity.
- International Day of Yoga.
- Honoring senior academics of the State on Teachers Day.
- Participation in Vasantotsav at Raj Bhawan.
- Creation of Wall of Heroes and *Shaury Vatika*, etc.
- Further, University and its learners participate every year in the Governor's Best University awards function and sporting events.

Thus, during the last 5 years the University has carried out many such activities which have a direct or indirect bearing on the sensitization of learners and other stakeholders regarding social and developmental issues.

File Description	Document
Any other relevant information 5	[View Document](#)
Activity Reports	[View Document](#)
Brochures of the activities	[View Document](#)

3.6.2 Number of awards and recognition received for extension activities from Government /recognized bodies year-wise over the last five years

Response: 9

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	3	2	3

File Description	Document
Scanned copy of the award letters	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.6.3 Total number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations over the last five years .

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Links for additional information	[View Document](#)

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

Response: 488

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	263	0	110	115

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, programme development and faculty exchange year-wise over the last five years

Response: 0

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Scanned copies of collaboration document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.7.2 Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc over the last five years

Response: 9

3.7.2.1 Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc year-wise over the last five years .

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	2	1	1

File Description	Document
MoU of the collaboration (s)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.

Response:

Infrastructural facilities available at the University include the following:

- Administrative Block
- Academic Block
- Storage and Dispatch Section
- Library and Reading Room
- Video Laboratory
- Community radio
- Seminar rooms
- Lecture rooms and tutorial rooms
- Storage hall for SLM (MPDD)
- Examination Control rooms and storage rooms
- Miscellaneous (Open ground, green campus, parking, generator room, canteen etc.)

Since the University is funded by the State Government, all the proposals related to construction of buildings in the campus depend upon the permission as well as funds from the State. Even if the University proposes to carry out construction from out of it's own surplus funds, the procedure and policy shall remain unchanged, i.e, unless technical permission from the state is received, no construction activity can be started. Even at the moment some proposals of the University (Science Labs, Guest House, VC residence etc.) are under construction.

Even under these circumstances, the University has a fairly good constructed area and most of the conveniences have been developed in the campus. The infrastructural facilities available within the University can be classified into three categories, say facilities at the headquarters, Dehradun Campus, 08 Regional Centers (RC) and at Learner Support Centers (LSC). The nature of facilities also varies at all the above mentioned places, e.g., at the LSCs, maximum facilities relate to counseling, practical classes, first tier advisement and guidance, but at the RCs the facilities are of a different nature. Accordingly, RCs need to organize the meetings of LSCs and they keep monitoring the work done at the LSCs with the help of ICT facilities. On the other, the maximum facilities are available at the headquarter campus of the University.

Apart from the above facilities, basic orientation of the functional facilities in the University is aimed at the learners, say related to admission, dispatch of SLM, creation of audio-video lectures, grievance redressal cell, library support, online counseling, alumni cell, help desk etc. All these are focused to provide good quality of learner support. Similarly, in order to ensure the convenience of the learners, in addition to RCs and LSCs, a campus of the University has been developed at Dehradun. This campus sorts out the problems of all the above stakeholders locally and they do not have to come all the way from that region to Haldwani.

The ICT facilities of the University are really good and as such similar initiatives are taken by the RCs and LSCs . As a result of this peculiar orientation, the use of ICT in the University and it's RCs as well as

LSCs is of a high order. The University has an indigenously developed programme, SIS which has information and support mechanism for the all the functions related to online admission, recording of online data of offline admissions, issue of SLM, uploading of assignments, monitoring of LSCs and RCs and even the finance functions are embedded in SIS. It is updated as and when required. Thus, facilities at the headquarters, RCs and LSCs are comparatively much better and all these are directed towards the facilitation of various functions related to learners.

File Description	Document
Link for additional information	View Document
Annual report of the Institution	View Document

4.1.2 Average percentage of expenditure incurred for infrastructure augmentation

Response: 155.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
3813.02	3241.36	2221.37	2131.41	1877.76

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

4.1.3 Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 0.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.04	5.42	1.60	0	0

File Description	Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

4.2 IT Infrastructure

4.2.1 Percentage of the rooms and seminar halls of the Institution Headquarters IT enabled as on date

Response: 4

4.2.1.1 Number of classrooms and seminar halls with ICT facilities at HQ

Response: 2

4.2.1.2 Total number of rooms and seminar halls at HQ

Response: 50

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 100

4.2.2.1 Number of classrooms and seminar halls with ICT facilities at RCs

Response: 11

4.2.2.2 Total number of rooms and seminar halls at RCs

Response: 11

File Description	Document
Institutional data in prescribed format File	View Document
Link for additional information	View Document

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

Response: 24.32

4.2.3.1 Number of classrooms and seminar halls with ICT facilities at LSCs

Response: 268

4.2.3.2 Total number of rooms and seminar halls at LSCs

Response: 1102

File Description	Document
Institutional data in prescribed format File	View Document
Geo – tagged Photographs of infrastructure facilities at a few LSCs	View Document

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

Response:

An Overview:

Uttarakhand Open University employs latest Information and Communication Technology in all the fields of education to enhance and optimize the delivery of information and counseling to the learners. The University has a Datacenter located at its head-quarters in Haldwani. The datacenter hosts University's Web site, Intranet, Internet, Firewalls, Anti-Virus, Active Directory, DHPC, DNS, E-learning portal, Student support and Applications for the Regional Centers, LSCs and Students of the University. The SIS (https://oneview.uou.ac.in/) of the University automates the process of Admissions/re-registration, book Distribution, Exam (Admit card Generation, Marks-sheet generation, trans-script generation, degree related), Study Center Payment calculations,*etc*. Uttarakhand Open University has a portal for students (Admission/re-registration, Student One View, Exam, I Card & essential corrections) implemented with integrated payment gateway and OTP system.

University also has other related systems like CCTV, and Biometric Attendance System equipped with the latest technology. The campus is fully Wi-Fi and it provides 24 hours uninterrupted Wi-Fi internet access. A Video Studio is equipped with recording and video editing facility in the campus. The University has a dedicated 100 Mbps NKN internet connection with a 100 Mbps back up line.

e-Granthalaya:

University has adopted *e-Granthalaya* which is a digital platform developed by National Information Centre, Ministry of Electronics and Information Technology, Government of India for Government Libraries for Automation of in-house activities as well as member services and networking for resource sharing *e-Granthalaya* is useful to transform traditional libraries into e-libraries with digital library services and to provide various online member services using a single window access system.

Student Information System:

The Student Information System (SIS) is a fully computerized database where data related to students can be stored, retrieved, monitored and analyzed. The Student Information System of the Uttarakhand Open University maintains a record of all the learners. SIS automates the process of admissions/re-registration,

book Distribution, Exams (Admit card Generation, Marks-sheet generation, trans-script generation, degrees, *etc.*), Payment calculations of LSCs, *etc.* Uttarakhand Open University has a portal for students (admissions/ re-registration, Student One View, Exam, I-Card & essential corrections) implemented with integrated payment gateway and OTP system.

Maintenance, AMC, and Updation:

AMC arrangements are in-place with the providers and the University has the license for the same. As a result, AMC is done on a regular basis. Regarding up-gradation of IT facilities at Head-quarter and Regional Center and LSCs, including website and online systems it needs to be emphasized that the University's main software package is SIS (Students Information System) which manages all the smaller packages and systems including students one-view, online admissions, SILM distribution systems, store management, examination management etc. Since, it is an in-house software package, the maintenance and up-gradation is also done in-house as and when required say, whenever, the need arises to make a provision for some specific activity, the SIS is upgraded to include that functions as well. For example when the MPDD (Material Production and Distribution Division) was linked to SIS a provision for the same was created by upgrading the SIS of the University.

Through SIS, the data related to students is saved in one central location and can be accessed by multiple persons at the same time, provided they have the login credentials, which ensures the safety of the stored information. Through SIS, the University maintains information about admissions, examinations and other related matters pertaining to the students in a systematic and error-free manner.

IT Audit:

To ensure that the IT infrastructure of the University is safeguarded, IT audits are conducted by the University at regular intervals. Through these IT audits, the University's IT infrastructure, which includes the hardware and software systems, is examined, evaluated and updated to ascertain its efficient and effective use.

The Website:

The website of the University contains the maximum information for the stake-holders and it needs to be updated quite frequently. The presentation of various themes, the arrangements highlighting or removing the obsolete information is a regular process and it is monitored by the ICT (Information and Communication Technology) cell of the University. Thus, the website is updated quite regularly.

IT Facilities at RCs and LSCs:

Other than the head-quarters, the RCs are the main nodal points where the ICT facilities are used and the ICT system at RCs is linked with the University. Thus, whenever there is an updation at the head-quarter level the same is reflected in the systems of the RCs as well.

The LSCs have their own arrangements of ICT facilities and they are mainly the receivers of communication, software packages, etc., from the University so the updation at the LSC level is regularly monitored by the RCs as well as by the Director of Regional Services located at the head-quarters in the University.

e-Procurement and GeM:

The Uttarakhand Open University also has registration in e-procurement system (GeM and UK tenders) and manages its procurements and tenders through these portals. The e-procurement system adopted by the University has a number of benefits, as it increases competition, lowers transaction cost and minimizes

time and errors in the bidding process as well. Hence, through the e-procurement system, the University has achieved efficiency in its commercial endeavors.

File Description	Document
Scanned copy of agreement	View Document

4.2.5 Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution

Response: 100

4.2.5.1 Internet connection (s) in the Institution (Leased line) in terms of the available bandwidth in MBPS for the current year (as per actual)

Response: 100

File Description	Document
Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres	View Document
Institutional data in prescribed format File	View Document

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

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

Response: A. More than 10 of the above

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Geo-tagged photographs of the facilities for audio, video e-content production	[View Document](#)

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

Response: 2

4.2.7.1 Number of Radio channels available as on date in the institution

Response: 1

4.2.7.2 Number of TV channels available as on date in the institution

Response: 1

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Geo-tagged photographs of the facilities available	[View Document](#)

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

Response:

The Uttarakhand Open University have indigenously developed the Student Information System(SIS). The SIS have following modules:

S.No.	Module Name	Description	Weblink
1	University Website	The main purpose of the University website is to provide the information related to admission, examination results, recruitments, and day-to-day activities of the University with its all stakeholders and especially the learners, thereby, ensuring complete transperancy in its governance.	http://www.uou.ac.in
2	E-Learning Platform	This portal provides free access to the online	http://elearning.uou.ac.in

		courses offered by the University. The portal is developed on the MOODLE platform.	
3	Students' Grievance System	The learner can generate the support ticket which is attended by the concerned department/person to resolve the problem.	http://support.uou.ac.in/tickets.php
4	Student One View	The learner can track the SLM, progress in the semester/year.	http://apps.uou.ac.in/
5	Attendance Management System	Management of Biometric Attendance records	
6	Recruitment	This portal is developed for online recruitment.	https://career.uou.ac.in/
7	Online Admission	This portal is developed to facilitate online admission process. The payment gateway is integrated with the website for online fee payment.	https://online.uou.ac.in/
8	Online Degree Application	The learners can apply for the degree in online mode through this facility.	https://online.uou.ac.in/econvocation/UoUECONFormAll.aspx
9	Change of Student Center	The Learner can change his/her study center using this facility.	https://online.uou.ac.in/Student_SC_Change.aspx
10	Change of Personal Details	The Learner can change his/her personal information which are incorrectly entered in the admission form using this facility.	https://online.uou.ac.in/SA_DataChange.aspx
11	MPDD	This module is for the issue of SLM to the learners/Study Centers/Regional Centers, etc.	http:// https://www.uou.ac.in/mpdd
12	Store Management	Management and issue of material through store via online indent.	http://Ics.uou.edu
13	Online Repository	Contains the OER material as well as the soft copy of the SLM.	http://rep.uou.ac.in:8080/xmlui/
14	University Intranet website	Important forms, holiday list, faculty details, etc are present in the Intranet	http://Intranet.uou.ac.in

		website.	
15	Student Information System / Admdesk	It is use for Admission/re-registration(by challan) ,book Distribution ,Exam marks entry,Results processing ,tabulation and Generation ,Admit card Generation ,marks-sheet generation,trans-script generation,StudyCenter Payment calculation,	http://admdesk.uou.ac.in/(S(gq5ea1r13n2lqc45w3rge52f))/Default.aspx https://oneview.uou.ac.in/
16	Online exam form entry	Fill exam form (Back and improvement)	https://online.uou.ac.in/UoUStudentExamApplicationTermCondition.aspx
17	Online Results/marks Sheet download	Here students can check/Download online marks-sheet	http://results.uou.ac.in/
18	Departmental Blog	Blogs which are development and maintained by the departments provide online support facility to the learners.	http://blogsomcuou.wordpress.com http://uoucomputerscience.blogspot.com/ http://historyuou.blogspot.com/ http://geographyuou.blogspot.com/ http://englishuou.blogspot.com/ http://chemistryuou.blogspot.com/ http://educationuou.blogspot.com/ http://zoologyuou.blogspot.com/ http://botanyuou.blogspot.com/ http://lawuou.blogspot.com/ http://vocationalstudiesuou.blogspot.com/ http://agricultureuou.blogspot.com/

File Description	Document
Automation system	[View Document](#)
Any other relevant information	[View Document](#)

4.3 Learning Resources

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

Response:

The University has always believed in the fact that Learner Support Services are the most important component of ODL and as such these were at the top of the agenda of the University in all these years. The University has a three-tier system of Learner Support Services, *viz.*, at head-quarter level, regional center level and at the LSCs. Learners issues, queries and worries are varied in nature, but, the major areas of concern are being carefully handled by the University. These usually relate to queries regarding admissions, non-delivery of SLM, or the examination (examination covers a wide range of queries of learners). The University has made arrangements to facilitate Learner Support Services at all the three levels in a systematic manner. A detailed account of these support services is as follows;

- *Help-Desk at Head-quarter level*: A learner visiting the head-quarter with a query, confusion or a problem is duly supported at the help-desk of the University which settles telephonic, online and off-line queries of learners. https://uou.ac.in/student-corner
- *Kiosk:* There is a kiosk located in the University which contains all the relevant details of learners and they may access information related to submission of admission fee, examination fee, issue of books etc. by putting their enrollment number and date of birth in the kiosk. It is a very convenient source of support for learners and they do not have to run from one counter to another in search of information.
- **Ticketing System:** The University has provided a weblink (http://www.support.uou.ac.in) to learners. It is based on the unique ticketing system by which learners can generate a ticket to register their issue/ complaints and they may track the progress of its resolution over the period of time.
- **Departmental blogs:** Each department of the University has a blog dedicated to various types of support services available to the learners and they may communicate their issues through these blogs and the faculty of the department/school ensures that the required support is provided to the learners.
- **Online Counseling:** In addition to the routine counseling at the LSCs the University conducts online counseling for the benefits of the learners and it has proved to be a very valuable practice with regard to student support service.
- **LMS:** The University has dedicated LMS on which assignments are uploaded and e-SLM is available to the learners and they may use it while the physical copy may still be on its way. Further, video lectures are also available to supplement the learnings made with the help of SLM.
- **e-SLM**: The learners who prefer to accept the e-SLM and that who do not take the physical copies of SLM are allowed a concession of 15% in the programme fee. It acts as early support service and eventually it leads to encouraging paper-less use of SLM.
- **Library:** The University has a library and a reading room and the learners who are interested in further studies in addition to SLM are allowed to consult the library to enhance their learning.
- **Support services for differently abled learners:** A number of learners are differently abled and the University takes special care of such learners by providing the services of a writer in the examination to Visually impaired and physically challenged, by allowing extra time in the

examination room to learners, and by providing wheel-chair to the differently abled learners visiting head-quarters. https://uou.ac.in/downloads/scribe-policy.pdf

- *Community radio***:** Community radio provides various support services to the learners by way of conveying information to them about admissions, examination, assignments, counselling *etc*. Further, interactive radio sessions are also arranged to resolve the queries of the learners while the programme is on-air. (http://www.uou.ac.in/crs)

- *Regional Centers***:** At Regional Centers many services are available like:

  - To attend to the queries of the learners and to communicate with the University to resolve these complaints/ queries.
  - ICT facilities have been provided by the University to the RCs and the learners may take support of these ICT facilities available at the RCs.
  - Whenever the University conducts special counseling sessions at RCs, entire arrangements and monitoring is done by the RCs to ensure maximum learner support.
  - Laboratories available at the RCs are used by the learners for practicals and even for practice purposes.
  - The RCs organize seminars to spread the philosophy of ODL and during these seminars most of the LSCs are invited so suitable guidance is provided to LSCs for the benefit of the learners.
  - RCs organize meeting of the LSCs and monitor the work of LSCs to ensure maximum learner support.
  - Regional Director at RC keeps visiting LSCs to improve the services provided by the LSCs to the learners.
  - Smooth conduct of term-end examinations.

- *Learner Support Centers***:** LSCs directly engage the learners, hence, they act as the back-bone of learner support system. At LSCs the following system of learner support exists:

  - Regular counseling is arranged for the learners.
  - Practical sessions are also conducted in the subjects which demand practical exposure.
  - Library facilities and computer facilities are available for the learners at the LSCs.
  - LSCs guide the learners about filling-in of forms and in case of off-line admissions the entries in the SIS of the University are made by the LSCs.
  - LSCs provide SILM to the learners, provided the SILM has been sent at the address of the LSC.
  - LSCs guide the learners about assignments, and evaluate the assignments. After evaluation these assignments are shown to the learners so that they could understand their weaknesses, if any.
  - Apart from the above, various links have been provided by the Unviersity to the LSCs regarding entry and editing of information of learners, downloading of I.Card, generating the hall ticket, and particulars of the SILM issued, etc. All these permissions have been given to LSCs to ensure the maximum support to the learners.

File Description	Document
Any other relevant information	[View Document](#)
Organizational chart of support services available	[View Document](#)
List of support services provided at Headquarters, Regional Centres, Learner Support Centres	[View Document](#)

4.3.2 Average number of Learners attached to LSCs

Response: 59461.54

4.3.2.1 Number of learners enrolled at LSCs in the preceding academic year

Response: 69570

4.3.2.2 Total number of LSCs in preceding year

Response: 117

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Distribution of learners LSC wise	[View Document](#)

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

Response:

One of the major aims of distance education is to promote and encourage independent learning amongst learners. To motivate a learner to continue his/her education and secure satisfaction, learning environment conducive to distance learning is essential. It ensures learner's needs and keeps his/her interest intact. To improve the educational standards of learners and provide them a complete educational experience similar to that of conventional system, mechanism of **Counselling Sessions** or **Personal Contact Programs** plays a vital role in distance learning as it overcomes the academic alienation of learners. Hence, for any distance learner, the academic counselling sessions are very important. The counselling sessions enable personal interaction among participants and motivate them to enjoy their studies. It facilitates them to achieve the learning objectives and guide them in the use of various Information Communication Technology enabled educational tools. In the counselling sessions, learners come into direct contact with the counsellors and other learners. The counselling sessions are planned in two ways-

- Guidance Oriented: such counselling is usually arranged as pre-admission counselling, induction programmes and routine briefing before the start of examinations. Such a counselling is information-cum-guidance oriented and it has the elements of counselling but it is different from academic counselling.
- The academic counselling sessions include academic tutoring and counselling of the learners. Such

sessions are carried out to enable the learners to have proper understanding of the subjects.

The academic counselling comprises of a range of pedagogic methods envisioned to guide and facilitate the learners and make learning process easier and interesting.

Counselling Policy

The Uttarakhand Open University is offering programs at various levels like Certificate, Diploma, Bachelors, Masters and Ph.D. Degree. The University has developed counselling design based on ODL norms for study hours. For instance, a learner has to work for 16 credits (1 credit=30 study hours) for six months' certificate programmes whereas the workload of study is 32 credits for programmes of one year duration. In case of programmes of more than one year duration, the study work load is in multiples of 32 credits (i.e., 3x32 =96 for Bachelors' degree programme.). Hence, the learner has to complete 10% of the study hours out of the total study hours in terms of credits defined for a particular program through face-to-face academic counselling at the Learner Support Centre.The remaining study hours are to be covered by the learners through self-study with the help of Self Learning Materials (SLM), writing assignments, getting multimedia support etc.

Counselling Formats

Academic Counselling sessions are the integral part of ODL. Keeping in view the local conditions *i.e.* remoteness, inaccessibility and paucity of infrastructural facilities in the state, the Uttarakhand Open University has developed a unique mechanism of support systems for the learners to provide counselling.Unlike teaching, academic counselling is basically learner and program-centric. Therefore university is currently using following formats for counselling –

Face to Face	In this format learners interact with counsellors directly in the class room and discuss their problems. UOU draws counsellors form the formal system of higher education, where subject specific faculties have expertise in pedagogy. It helps learners to clear their doubts and get motivated while interacting with their peer group.
Counselling through Telephone	The learners may contact the counsellor over phone at their study centre to discuss their doubts while preparing the assignments or for general queries.
Counselling through Broadcasting (Community Radio/ Internet Radio/ Hallo Haldwani Mobile App)	University's Community Radio plays a significant role in advising, guiding and counselling the learners, discussion forums, and interactive sessions are organised on designated topics and learners are encouraged to hear these broadcasts and post questions through telephone calls.
Counselling through Web Interaction	• University has developed a repository of pre-recorded video lectures. This instructional video tool can be accessed any time. • In virtual classroom real time face to face video interactive sessions are organised using Blue Button or Skype App etc. Besides guest speakers, content experts, program coordinators, senior faculties from other universities visiting University are also requested to deliver lectures on specific

	topics.
	• Webinars or Web based seminars are another media which are used to counsel the learners. Here the learner is encouraged to hear the guest speaker or interact with them.
Counselling through assignment	Writing assignments is another format through which counselling is carried out. Learners interact with counsellors while preparing assignments. Learners are asked to write assignments in their own hand writing. Program coordinators/ supervisors interact and guide them in case of any difficulty or clarifications.

Special Counselling Sessions

The Special Counselling Sessions are a unique feature of academic counselling mechanism of the University. While routine counselling sessions are conducted by LSCs, the University makes extra efforts to impart quality education for enhancing academic standards of the learners and organizes especial counselling sessions of 7 to 10 days in different locations of the State.These special counselling sessions are classified into two categories,*i.e.*, mandatory and voluntary. In view of the specific nature of some of the programs special counselling has been made mandatory.

- *Mandatory Counselling*: In view of the practical nature of the programmes offered by the Department of Yoga, Departments of Physics, Chemistry, Botany, Zoology, Geography, Education, special counselling sessions have been made mandatory. In these special counselling sessions,internal faculty of the University play the major role but experts from outside are also invited to share their knowledge and expertise with the learners of the University.
- *Voluntary Counselling:* These special counselling sessions are non-mandatory. The basic purpose of arranging these special counselling sessions is to augment the academic counselling support provided to learners by their respective LSCs. It helps the learners to acquire the required competencies and skills for quality project work/ field-work.

Monitoring Mechanisms

There is a well-established monitoring system for RCs and LSCs in the university. The day to day functioning of LSCs, RCs is monitored by Regional Services Directorate from the headquarters. LSCs are asked to submit monthly progress reports on prescribed sheets and RCs submit quarterly reports on the activities carried out by LSCs of their respective regions.

File Description	Document
Institutional data in prescribed format	View Document
Expenditure incurred on counselling sessions	View Document
Monitoring reports of LSCs	View Document
Link for any additional information	View Document

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

Response: 0.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.10438	0.25801	0.19282	0.06546

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Web-link to relevant resources available in the library	[View Document](#)

4.3.5 Library is automated using Integrated Library Management System (ILMS)

Response:

e-Granthalaya is a Digital Platform developed by National Informatics Centre, Ministry of Electronics and Information Technology, Governmentof India for Government Libraries for automation of In-house activities as well as member services and Networking for resource sharing. e-Granthalaya is useful to transform traditional libraries intoe-Libraries with Digital Library Services and to provide various onlinemember services using Single Window Access System. Uttarakhand Open University's library is using e-Granthalaya since 2013 for automation. Entry of books is made in the software with proper cataloguing and classification. University Library partially uses this software for issue/return services. Web OPAC service is also available through the given link on the university's website. Through this facility a user can find the details of books available in our university library at any time.

Following are the main features of the University's library system;

A. Domain Specific Features

- Provides Web-based Data Entry Solution.
- UNICODE Compliant, supports data entry in local language.
- Retro-Conversion for direct Data Entry of Books in a single form.
- Download Catalog Records from Internet.
- Exhaustive Reports for Print.
- Export Records in CSV/Text File/MARC 21/MARC XML/ISO:2709/MS ACCESS/EXCEL formats.
- Import Records from EXCEL/MARC/MARCXML File.
- Import Memberships Records from EXCEL File.
- Main/Branch Libraries Acquisition/Cataloging.
- Print Accession Register in various Formats.
- Search Module built-in with basic/advance/Boolean parameters.
- Library Statistics Reports.
- CAS/SDI Services and Documentation Bulletin / Library Newsletter.

- Compact/Summary/Detailed Reports Option.
- Full Text News Built-in Clipping Services.
- Digital Library integration with uploading / downloading of pdf/html/Tiff documents, accessible through the Login.
- Multi-copies of Accession. The number can be accessioned in bulk with single click with Auto-Accession Number.
- Manages e-Books with digital files in pdf or other formats, provides facilities of e-Book Viewer.
- Photo Gallery available for uploading photos and pictures of the organization - published on the Library Web site.
- Well Integrated with Barcode / SMS / E-Mail / Smart Card / RFID Technology.

B. Product Oriented Features

- Cloud Ready Application with Mass Deployment Architecture.
- Can connect any kind of DBMS, however, hosted in NIC Cloud with PostgreSQL - An Open Source DBMS.
- Multi-Tenant Application - connect multiple databases with Single-Signup across the libraries.
- Well Scalable with more VMs and other Cloud Resources.
- User Configurable components.
- Well Secured Application with Audit.

Books Acquisition

- Authors Directory
- Check Duplicate Titles
- Add New Title
- Add Acquisition Record
- Generate Approval
- Place Orders
- Receive Books
- Accessioning
- Billing/ Payment

Cataloguing

- Update full catalog information
- Update Title Details
- Update Copy/Holding Details
- Change Status of the Copy
- Retro-Conversion Utility
- Status-Wise List of Books
- Generate Bar Code labels for Books/ Loose Issues.

Circulation

- Add Member Categories
- Add Entitlement, Due Days and Fine Charges
- Member Information

- Issue/ Return
- Return/ Reserve
- Circulation Transactions
- Overdue Reminder

Budgets

- Add Budget Details
- Add Bills Details
- Generate Payment Request Form
- Check Details

Web OPAC Search Interface

- Internet/Intranet Based Interface
- Search Library Catalog
- Basic/ Advance Search
- Use Boolean Operators
- Search Member Dues

File Description	Document
Geo-tagged photographs	[View Document](#)

Criterion 5 - Learner Support and Progression

5.1 Learner Support

5.1.1 The Institution promotes its programmes for the prospective learners through various activities

Response:

In order to reach-out to the prospective learners, the University makes substantial efforts. Over the period of time the approach and strategy has changed but proper promotional activities have continued. Earlier, the focus was more on promotional tours,displays and news-paper advertisements but now social-media and internet based mediums have become more popular in addition to the promotional tours, advertisements and display sign-boards.

*Promotional Tours***:** In the year 2011, the concept of ODL was new to the people of the State and they did not have the required degree of confidence in the degrees obtained under the ODL system. Thus, promotional tours was a very effective medium of reaching out to prospective learners, their guardians and the other responsible people of the society. The following steps were taken during the promotional tours:

- Teachers and the other competent staff of the University were sent to different important and remote areas and in one visit a team made 5 to 6 contact points in different near-by locations.
- Intermediate colleges, panchayats, blocks were the ideal places where short seminars were organized and discussions were arranged with the representatives present in these gatherings.
- The degree colleges/ post-graduate colleges of Govt. of Uttarakhand, colleges aided by the Govt. of Uttarakhand and private colleges were also a destination for promotional seminars.
- Leaf-lets, short broachers, University's calendar and diary, and hard-copy of the prospectus were left at all these contact point to enable the people to make-up their minds in favor of Uttarakhand Open University.
- Eight Regional Centers were the nodal collaborating destinations which helped to arrange these short seminars and interactions.

*Social Media***:** The University has its own YouTube Channel (URL: https://uou.ac.in/empc) and its own Facebook Page (URL: https://www.facebook.com/uoulive). These two mediums, in addition to the website of the University, are being used increasingly to reach to prospective learners.

*News-paper advertisements etc.***:** Advertisements in local dailies, periodicals, and monthly magazines were published by the University to make its presence felt by the prospective learners. Further, the articles and write-ups were prepared and these were also published in the news-papers and magazines. Additionally, running advertisements by way of advertisement strips were given to the local channels and all these put together attracted many prospective learners towards the University. Meetings of existing and prospective LSCs at RCs, were arranged at the RCs to instill a sense of confidence amongst the learners through existing and prospective LSCs regarding the legality and equality of the degree and the support functions of the University related to issue of SILM, payment to counsellors, conduct of examinations. These meetings were addressed by the senior faculty of the University at different RCs.

*Village adoption***:** The University adopted seven villages since a long time and recently the eighth village has also been adopted taking the total number of adopted villages to 8. Various activities organized by the

faculty of the University in these villages have helped the University to reach to the prospective learners. https://uou.ac.in/adoptedvillage

*Celebration of events and days***:** The University has contentiously being organizing many events, days, lecture series, etc. All these activities get reported in the local dailies and the prospective learners get an opportunity to know about the University. Some of the famous events organized every year are International day of Yoga, World Tourism Day, and Teachers' Day etc. https://uou.ac.in/gallery

*Organization of seminars by UOU at RCs and LSCs***:** The University has regularly organized seminars/ conferences/ at RCs and LSCs and in these seminars many learners of these institutions participated. It motivated many prospective learners to get enrolled at UOU.

*Miscellaneous***:** Faculty of the University has regularly visited Post-graduate colleges and other Universities to participate in their seminars, conferences and their interactions have led to spread of good words about the University amongst the people of the State. University's reflection as a member of Association of Asian Open Universities and at other national and international forums through its various reach agents like, community radio etc., have also helped the University to carry out its promotional activities directly and indirectly.

File Description	Document
Relevant information on activities undertaken	[View Document](#)

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

Response:

Pre-admission counseling and induction of newly enrolled learners are the regular activities of the University and these activities are conducted at the University Headquarter, RCs and LSCs.
*Induction programmes for Newly Enrolled Learners:*Sometimes pre-admission counseling is arranged in the other institutions also. Pre-admission counseling includes the following:

- In the month of July, every year series of pre-counseling meetings are arranged at RCs, LSCs and even in the intermediated colleges of the state.
- In these sessions film prepared about the University is shown to those who are present in such meetings and thereafter, the representative of the University delivers a talk about the unique features of the University.
- During these sessions literature of the University like, its brochure, pamphlets, annual report, news-letters and the prospectus are on display at the canopies erected outside the venue. The University's representative are there to guide and interact with the prospective learners.
- As a strategy of, to inspire and council the prospective learners the University identifies some intermediate colleges, and there such pre-counseling meetings are held with the students of class XII level and their teachers. The focus of the University is to inspire the class XII students to join Uttarakhand Open University either for some main-stream programme or for some diploma or

certificate programme as Add-on Avenue of learning. Even the teachers of these institutions are motivated to join some programmes of the study to enhance their existing learning and knowledge.

- Al head-quarter level apart from the sessions related to the pre-admission counseling, the meetings of the RCs and LSCs are arranged to share with them the strategy of the University in this regard.
- In the existing other Universities of the State such meetings are arranged by the University to persuade the learners, faculty and the employees to join either some main-stream programme or some Add-on programme. This strategy has worked very well because some subject combinations are not available in that particular Universityand it motivates a certain number of learners to join the University. On the other many enrolled students of such other University get enrolled in the add-on programmes of diploma and certificate level of UOU. Another interesting trade emerged as a result of these pre-admission counseling sessions related to the teachers of these institutions. It is note-worthy to mention, for instance, that many teachers of the Commerce stream got enrolled for their MBA degree from UOU. Similarly, the subjects like Yoga, Computer Science, Social Works, Journalism, etc., attracts a large number of learners (students, faculty and employees of the other institutions).
- Recently, a few years back, the system of private examinations was stopped the State Government and a large number of learners who used to appear at the examinations of the other State Universities as private examinees, did not have the proper knowledge and guidance about the services, functions and processes of UOU. Concerted efforts were made the University to guide and counsel these learners and to clear the doubts whatever they had about the ODL system of learning.
- Community radio of the University ensures that most of the programme coordinators deliver talks about their programmes of study. These talks actually acts as pre-admission counselling for the prospective learners who are tuned to the wavelength of community radio.
- Articles in the news-papers are written for the benefit of prospective learners and these articles are self-explanatory to clear the doubts and confusions about the ODL and act as motivators. In the same chain interviews by the Vice-Chancellor are given to news-papers editors, reporters and these interviews contain a lot of pre-admission counseling material for the prospective learners.

Thus, the pre-admission counseling services of the University have always resulted in many additional enrollments every year. It is also very relevant to add that the teachers of the University very cordially receive the calls of the prospective learners even at odd-hours and while responding to their queries they persuade them to join the University. All these activities put together create a conducive eco-system for the prospective learners to obtain the information about the University and to clear doubts, if any.

Induction programmes for Newly Enrolled Learners: Induction Programs for newly enrolled learners have been a regular practice in some of the departments of the University since a long-time, but, recently these inductions programmes are arranged at the H.Q. and the RCs in a regular manner. These induction programmes are carried out in a phased manner because in some of the programmes the number of students is large but in some other programmes like Management Studies and Education, where the number of learners is limited these induction sessions are organized at H.Q. and at the Dehradun Campus of the University. For other programmes, induction programmes are conducted at the RCs as well. In these programmes academics of the University and the RDs tell the learners about the ODL system, role of SLM, counseling sessions, functioning of SIS, nature and importance of Assignments and about the facilities available in the University for the learners. Under the ODL system, the learners hardly gets an opportunity to interact with the academics in the University but UOU ensures such interactions atleast twice, i.e., once during the induction programmes and again during special counseling sessions. It creates a sort of bond between the learners and the University and it is the beginning of a long lasting relationship between the two. Thus, the system of induction programmes for the learners newly enrolled is successfully continuing in the University.

File Description	Document
Relevant information on activities undertaken	[View Document](#)

5.1.3 The status and process of online admission including payment of fees

Response:

Admission in Uttarakhand Open University is allowed in online and offline both the modes. The online mode of admission is integrated with the website of UOU (https://online.uou.ac.in/), however, the offline mode of admission (based on Admission Form) is also very effective. All the admission forms, submitted in hard-copy format by the learners are collected by the respective LSCs. All the LSCs are provided with a login i.d. and password of the Student's Information System (SIS https://oneview.uou.ac.in/). This SIS contains all the required information of all the learners enrolled in UOU. Using their login i.d. and password all the LSCs are permitted to enter the data, of all those leaners who have filled-in the admission form in hard-copy format in the SIS. A date is decided to fill-in the entire data in the SIS so that the University may have detailed information of all the learners enrolled during a session. This includes the data of fresh learners and already enrolled learners. This online form also provides an option to upload all the required testimonials of prospective learners which are verified by the admission section before granting admission to a leaner.

Apart from the conventional programmes, there are some other programmes of study which have a provision of Entrance Test such as MBA, Special B.Ed., B.Ed (ODL) and Ph.D programmes. For these programmes the online form which is required to be filled-in by the applicants is available in online mode only (http://www.uou.ac.in/12.9). Using these online forms the applicants may fill-in the entrance test form and apply for any programme of study of their area of interest. Upon filling-in the form for entrance test all the applicants may also download their admit cards through online mode from the website of UOU only. After qualifying the entrance test, the eligible candidates are allowed to proceed with the admission process as detailed above.

Note: Detailed instructions and online admission can be accessed through the following URL:

- **Admission Page: https://uou.ac.in/admission**
- **Admission Process:** https://online.uou.ac.in/
- **Online Application Form:** https://online.uou.ac.in/ApplicationTermCondition.aspx
- **Instructions:** https://online.uou.ac.in/Downloads/Terms%20conditions.pdf

File Description	Document
Online Admission and related activities	[View Document](#)
Any other relevant information	[View Document](#)

5.1.4 Strategy followed by the Institution for dispatch of study material to learners

Response:

In the ODL system of education, dispatch of SLM to learners has always been a crucial issue and the institutions follow different strategies for this purpose.

Initially UOU used its own vehicle and took the services of reputed courier agencies to deliver the material in different locations. Later, some problems were encountered in the bulk delivery of SLM as many recipients failed to receive the material on time. It resulted in the revision of strategy and presently the University follows only two modes of delivery of SLM, i.e., BNPL (Book Now Pay Later) service of Indian Post and the services of a courier agency have also been taken. Thus, the locations which are not covered by one provider are covered by the other provider and the two complement each-other to ensure the delivery of SLM to learners.

Apart from the above, if a learner finds it convenient to collect the SLM from the University's head-quarter is also permitted to get the material issued from the issue section of MPDD. Presently, the entire system of issue of SLM is automated, and the issue is followed by a SMS alert to the learner so that the learner knows that the material has been dispatched by the University and he/she can track it on his/her own.

Application software for MPDD (Material Production and Distribution Department) is also developed in-house by Uttarakhand Open University. This application is hosted on the intranet of University's headquarter at Haldwani. The objective is to automate the process of MPDD (URL: https://uou.ac.in/sites/default/files/2021-09/MPDD-Department-ICT-Services_1.pdf). The system incorporates modules for management of inventory of SLM (Self Learning Material), issuing of SLM and reporting *etc*. The module has the following work flow:

- Bar codes of each book are generated.
- The parts of the books against subjects are inserted in the software using barcode reader.
- Inventory related information is maintained using purchase order, received order, issued books and returned books.
- SLM is issued by scanning bar-code.
- SMS are sent to the learners at various points, during the movement of SLM in University and outside (Postal/ by hand) during the process of issuing the SLM.
- The issued SLM can be tracked using a speed post tracking number (available if books are posted by India post).
- The information related to SLM is also available for students in student one view https://oneview.uou.ac.in/.
- Reporting tool for issued SLM, remaining SLM, student's address, inventory *etc*. are available.
- In addition to the above if a learner still fails to receive the material and lodges a complaint with the University, the University, notwithstanding the fact that the material has already been issued, issues fresh set of SLM. Though, such a practice is followed only in some special cases.

Webpage of MPDD: https://uou.ac.in/mpdd

File Description	Document
Any other relevant information	[View Document](#)
Material dispatch related activities	[View Document](#)

5.1.5 Modes employed by the University to attend to learners' queries Enlist the approaches given

below, used by the University to attend to learners' queries:

1. **Automated interactive voice response system**
2. **Call centre**
3. **Online Help Desk**
4. **Social media**
5. **App based support**
6. **Chat Box**
7. **E-mail Support**
8. **Interactive radio counselling**
9. **Teleconferencing**
10. **Web-conferencing**
11. **Student Services Centre/ Inquiry Counter**
12. **Postal communication**
13. **Any other (please specify)**

Response: A. Any 8 or more of the above

File Description	Document
Institutional data in prescribed format File	View Document
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other	View Document

5.1.6 Number of modes employed by the Institution to provide academic counseling services to its learners

1. Face to face counselling sessions 2. Interactive radio counselling 3. Online LMS based counselling 4. Teleconferencing 5. Web-conferencing 6. Laboratory based counselling 7. Internship 8. Workshops 9. Field study 10. Seminar 11. Extended Contact Programme (ECP) 12. Enhancement of Professional Competency (EPC) 13. Any other (please specify)

Response: A. Any 8 or more of the above

File Description	Document
Institutional data in prescribed format File	View Document
Web-link to counselling schedules for current year	View Document

5.1.7 Average percentage of grievances received at HQ and redressed year wise over the last five years

Response: 95.41

5.1.7.1 Number of grievances redressed at HQ year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2018	2145	1437	1387	1199

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

2020-21	2019-20	2018-19	2017-18	2016-17
2128	2148	1561	1426	1289

File Description	Document
Institutional data in prescribed format File	[View Document](#)
Web link to Grievance Redressal Mechanism Committee for learners	[View Document](#)

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

Response:

Since its proper beginning in the year 2011, the University has made constant efforts to take care of the special learners of the University. As a result, in the year 2012-13 itself a learner support centre was opened at AADARSH KARAGAAR, SITARGANJ (model jail at Sitarganj). Through this effort, the University was able to support the prisoners who were to be released soon and as such based on their good conduct they were shifted to this model jail at Sitarganj. No fee was charged from these learners. Later, somehow on account of some problems at the level of the jail authorities, this LSC had to be closed but recently the arrangements have been made to open some new LSCs for jail inmates in other jails of Uttarakhand.

Since the year 2012-13 itself the University had tried to penetrate amongst the minorities (especially women) at Mangalore (Near Roorkee) and Haldwani and these efforts are continuing even now. Programs in Urdu language and literature are available for the benefit of the learners of the minority community.

The University made persistent efforts to obtain the programs of the Rehabilitation Council of India (RCI) in order to train the teachers who will be able to teach the differently abled learners of the State. After the University's association with this program (B.ed Special education), the University could get its activities directed towards these learners and other people who are differently abled (spastic children, children with learning disabilities, and acid victim women). Many workshops for such children and other stakeholders were organized at different locations in the state and as such the University was able to create some additional awareness about these special people.

The other important groups of special learners in Uttarakhand are the tribal people and the women. Some

areas of Uttarakhand bordering with China, Nepal and Himanchal Pradesh are predominantly tribal and the University has always tried to reach to this population of the State. Earlier tribals used to join general LSCs but now two LSCs have been earmarked for the tribal people and one learner support centre has been earmarked for women. It has been decided by the University to allow a concession of 15% of the program fee to the learners enrolled at these special LSCs. If war widows take admission in this LSC for women, no program fee shall be charged from them and the women who are DIVYANG will also be allowed a concession to the extent of 50%.

List of special learner support centers is given as web link to this metric.

File Description	Document
Any other relevant information	View Document
List of Special Learner Support Centres	View Document

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

Response: 2

5.1.9.1 Number of learners with disadvantaged group benefitted by financial support

2020-21	2019-20	2018-19	2017-18	2016-17
509	574	281	320	435

5.1.9.2 Total number of learners of disadvantaged group enrolled

2020-21	2019-20	2018-19	2017-18	2016-17
32644	27209	17746	21154	13429

File Description	Document
Institutional data in prescribed format File	View Document

5.2 Learner Progression

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

Response: 85.03

5.2.1.1 Number of newly enrolled learners submitted assignements in the preceding academic year

Response: 25652

5.2.1.2 Total number of newly enrolled learners in the preceding academic year

Response: 30169

File Description	Document
Institutional data in prescribed format File	View Document
Web-link to academic calendar of the Institution	View Document
Web-link of assignments of programmes on offer	View Document

5.2.2 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have registered for term end examination

Response: 40.59

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

Response: 30169

5.2.2.2 Total number of learners enrolled in the preceding academic year

Response: 74334

File Description	Document
Web-link of examination schedule	View Document
Institutional data in prescribed format File	View Document

5.2.3 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have appeared for term end examination

Response: 40.59

5.2.3.1 **Number of newly enrolled learners appeared in the preceding year**

Response: 30169

5.2.3.2 Total number of learners enrolled in term end examination in the preceding year

Response: 74334

File Description	Document
Institutional data in prescribed format File	[View Document]
Web-link of examination schedule	[View Document]

5.2.4 Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination

Response: 36.2

5.2.4.1 Number of freshly enrolled learners passed in the preceding year

Response: 7296

5.2.4.2 Total number of freshly enrolled learners in term end examination in the preceding year

Response: 20154

File Description	Document
Institutional data in prescribed format File	[View Document]
Web-link of examination schedule	[View Document]

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

Response: 4

5.2.5.1 Number of placement drives conducted by the institution...

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	1

File Description	Document
Reports of the campus placement drives	[View Document]
Institutional data in prescribed format File	[View Document]

5.3 Alumni Engagement

5.3.1 Percentage of passed out learners enrolled in Alumni Association

Response: 0.6

5.3.1.1 Number of passed out learners enrolled in alumni association

Response: 489

5.3.1.2 Total number of passed out learners of the OU since inception till preceding year

Response: 81005

File Description	Document
Institutional data in prescribed format File	View Document
Web-link to Alumni Association	View Document

5.3.2 The Alumni Association facilitates its members by the following 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 4. donation by Alumni 5. any other

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format File	View Document
Web-link to online networks	View Document
Web-link of the Alumni Association	View Document

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

Response:

About the Alumni Cell: The Alumni Cell of the Uttarakhand Open University was established on 31 May 2016 with the following objectives:

- To foster the spirit of brotherhood amongst the UOU community.
- To provide a platform to the alumni for exchange of ideas on academic as well as the other relevant matters.
- To promote the general welfare of Uttarakhand Open University and its alumni by encouraging participation of the members in various academic and other public spheres.
- To propagate the Vision and Mission of the University.

Activities carried out by the Alumni Association of Uttarakhand Open University:
The Alumni Association of Uttarakhand Open University is a registered organization. It is the first Alumni Association of any Open University of the country to be registered under the Societies Registration Act of India 1860. In a short time span it has organized two alumni meets. These meets have been the important

platforms for exchange of ideas and forging bonds among the alumni of the University. During the meets and otherwise also the alumni interact with each other and mutually facilitate each other at various levels. Some of the alumni of Uttarakhand Open University have made the University proud through their achievements. Soni, an ex-student of MSW, has made the University proud by successfully completing her Ph.D. from Germany. Likewise, Namami Bansal, an ex-student of Uttarakhand Open University too earned laurels for the University by qualifying for the prestigious Indian Administrative Services. Such students who have carved a niche for themselves in their respective fields continue to mentor their fellow alumni and other students of Uttarakhand Open University and continue to inspire them.

The University keeps getting feedback from its alumni from time to time and the valuable feedback given to us by our alumni helps us in making efforts for developing the University further. Our alumni make use of various platforms such as our community radio Hello Haldwani to reach out to other students and fellow alumni to mentor and counsel them.

File Description	Document
Details of Alumni Association Activities	[View Document](#)
Any other relevant information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The University has its Vision and Mission statement duly approved by the statutory bodies of the University. The University make all the efforts to achieve the Mission and be close to the guiding phrases as given in the Vision statement of the University. The University has all the statutory bodies which meet regularly and take decisions in order to achieve the Mission of the University. The following may be enumerated as:

- *The Planning Board***:** The Planning Board of the University is a prime body which takes decisions about different types of planning say, academic, infrastructural (including human resources and organizational), and financial. While taking decisions related to planning in the above mentioned areas the purpose of the planning board is to reach in all the corners of the state which is the contention of the mission statement of the University. In view of the difficult topography of the State and to ensure convenient management, the Planning Board recommended the creation of a Campus at Dehradun which facilitates the learners, LSCs and RCs located in Garhwal division of State.
- *Other Statutory Bodies of Governance***:** The other statutory bodies of governance like Finance Committee, Research Advisory Council, Board of Studies, Recognition Board, Academic Council and the Executive Council also meet regularly and take decisions regarding new programmes of studies, new locations to be covered, financial incentives to be given to different stake-holders, decisions to ensure the convenience and ease of learners, and the decisions related to policies related to all these areas are taken in these bodies of University, for example, decision regarding the fee-concessions for use of e-SILM, to war-widows, to differently abled persons, etc., are taken in the finance committee. Similarly, decisions related to counseling sessions and facilities at the LSCs are taken in the Recognition board. The Board of Studies and the Academic Council deliberate upon many such issues which ultimately help to add the number of learners in the University and to maintain the quality of learning. The Examination Committee and the Admission Committee also ensure the maximum convenience for the learners, to ensure their increased participation in the University, for example, online admissions have been permitted and all the functions related to examination have been made online including the issuance of the transcript and uploading the degrees on the portal of NAD. These decisions have led to convenience to learners and spread the word of mouth positive publicity about the University amongst the people of the State. Adoption of villages is yet another decision of similar nature. Eventually, the recommendations/ decisions of all the other statutory bodies are discussed in the Executive Council which is the supreme governing body of the University.

Thus, the governance in UOU has always been directed towards the Vision and Mission of the University.
Vision: http://www.uou.ac.in/vision
Mission: http://www.uou.ac.in/mission
Core-Values: http://www.uou.ac.in/core-values

Objectives: http://www.uou.ac.in/book/objectives

Thrust Area: http://www.uou.ac.in/thrust-area

File Description	Document
Vision and Mission documents approved by the statutory bodies	View Document
Any other relevant information	View Document

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

Response:

1. *Participative Management*: Participation of different stakeholders including teachers, officers of the University, RCs and LSCs through Director RSD, and Govt. agencies through nominees of State Govt. is ensured in different bodies of the University. In Planning Board of the University, even the leading industrialists and industry professionals are the members. Their presence connects the University with the industries and business of the State. In the Expert Committee, BOS, Research Advisory Council, and Academic Council, senior academics from the other institutions of the country act as members and their guidance provides the participation of different institutions in the growth of UOU. Teachers of the University, act as members of these bodies including AC and EC as members on rotation basis. The participation of other stakeholders like, the learners the RCs and the LSCs is ensured in an indirect manner by the presence of the Director RSD. He represents the views of these important stakeholders. The other important stakeholder is the Government and the Govt. is represented in the Finance Committee and in the EC of the University. The representatives nominated by the state govt. and the members nominated by the Chancellor take part in these meetings of the University. Last but never the least, people of the state are also a very important group of stakeholders. In order to disseminate the information about the University to the public, the University publishes its News-letter and Annual Report. Further, the community radio of the University conveys a lot of information to the community related to the University. The public may interact with the University on its Facebook page as-well-as through e-mail and the University keeps getting suggestions about different aspects from time-to-time, say, the deficiencies in SLM were communicated by the learners and the other academics of the state and these were taken care-of during the revision of SLM.

2. *Decentralization*: In order to ensure the inputs of various functionaries of the University, there is a system of delegation of authority. Since, it is believed that delegation allows fresh inputs, to be enthused into the organizations and if the leadership delegates its power amongst various administrative (governing) functionaries, it leads to effective leadership in the end. As per the standard practices of the University system the V.C. has delegated his powers amongst Directors, COE, RSD, Director MPDD, Director Academic and Director CIQA. At the level of the governance of RCs and LSCs, director RSD is the chief-functionary who is assisted by the RDs and these RDs are in-turn assisted by the ARDs, thereby ensuring proper decentralization of the management of LSCs. Thus, decentralization is of two types, i.e., related to University systems and related to the individual reponsibilities. In UOU both the types of decentralizations take place, say,

many Assistant Professors have been given the independent responsibilities of various important functional areas of the University like MPDD, Admissions, Model Study Center, to name a few.

File Description	Document
Information / documents pertaining to leadership	View Document
Any other relevant information	View Document

6.2 Strategy Development and Deployment

6.2.1 The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables

Response:

Usually the preparation and deployment of the strategic plan is carried out in the different statutory bodies of the University but mainly the following bodies' deal with either planning or some functional area of planning;

- *Planning Board***:** Planning Board of the University not only discusses the academic, infrastructural, and financial planning of the University but it also prepares short-term and long-term plans for the University in view of the Vision and Mission of the University.
- *Executive Council***:**Usually the matters on the agenda of the Executive Council are the items vetted by the different other bodies of the University but even some fresh planning takes place in the meeting of the Executive Council. However, if some plan includes technicalities of any kind, it is referred to that particular authority of the University, for example, if some plan has the financial implication then the EC may approve it but it will expect the next Finance Committee to deliberate upon it and only thereafter the implementation will take place.
- *Academic Planning:* Academic Planning in view of the interests of different stakeholders is discussed in various bodies, say, beginning with the Expert Committee to RAC and the Academic Council. While, making strategic academic plans, special care is taken about female learners, differently abled learners, and learners residing in the marginal and tribal areas. Similarly, academic planning takes into account the academic growth of teachers through OPs, RCs, FDPs, Seminars, and Publications etc.
- *Financial Planning:* Specific Financial Planning and the strategic planning related to the financial management is discussed in the Finance Committee of the University which prepares two types of budgets, i.e.,
  1. As per the requirements of the State in a particular proforma specified by the State, and
  2. Annual budget of the University to ensure the growth and sustenance of the institution as per the directions shown in the annual budget of the University.
- *Deployment of Strategic Plans***:** Deployment of these plans prepared in different bodies is ensured through Action Taken Reports which are mandatorily presented in the next meetings of the respective bodies and before the approval of the Minutes of the last meeting, ATR is carefully evaluated by the members. It needs to be emphasized that ATR involves delegation of work amongst various functionaries and units.

The inputs received from the other stakeholders like, the learners, the LSCs, RCs, or public are also taken into account while preparing these strategic plans and implementing it in the institution.

File Description	Document
Perspective / Plan and deployment documents	View Document
Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables	View Document
Any other relevant information	View Document

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

Response:

Effectiveness and efficiency of functioning of the statutory bodies of the University can be gazed by the implementation of the decisions taken in the different bodies of the University. Some of the main features of effectiveness of the statutory bodies is reflected in the following decisions taken over the period of time.

- Implementation of UGCs policies after approval thereof in the statutory bodies and by the Chancellor of the University. The following may be referred to;
    1. The earlier and the latest Ph.D. regulation.
    2. ODL regulation 2020, 2017, and its amendments.
    3. UGC regulations on minimum qualifications for appointment of teachers and other academic staff in Universities and colleges and measures for the maintenance of standards in higher education, 2018 dated 18th July 2018.
- MOUs with LSCs as approved by the Recognition Board and the other authorities.
- In the organizational setup of the University a new position of Assistant Regional Director had to be created and implemented by the University through its statutory bodies after due approval of the State Govt.
- The appointments against the teaching positions in the University are made on the basis of pan India advertisement in news-papers as-well-as the periodicals. Panel of experts for this purpose is created by the Chancellor as per the statutory provisions.
- Service rules are adhered to since the joining to the retirement of an employee.
- Some of the procedures are laid down in the Statutes, and some other procedures are laid down by the State Govt. and the University follows all the procedures as laid down in the Statues or as prescribed by the State Govt.
- In the organizational structure of the University, the Vice Chancellor is the principal executive assisted by the Directors, Controller of Examinations, Registrar and the Finance Officer of the University. Accordingly, the movement of files for conceptual, administrative and financial approval are routed through the different relevant channels in the organizational set-up and in most of the cases the final decision is taken by the Vice Chancellor.
- A number of decisions are not taken by the Vice Chancellor in view of the nature of such decisions and these are deliberated upon in the Executive Council which takes a final decision about such

matters.

The organizational structure of the University is as per the statutory provisions and it ensures effective and efficient functioning of all the sub-systems of the larger system known as the University.

File Description	Document
Minutes of the meetings of various bodies / relevant committees	View Document
Organogram of the Institution	View Document
Any other relevant information	View Document
Annual Report of the preceding academic year	View Document

6.2.3 Areas of operation of Institution which has e-governance implementation

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format file	View Document
ERP Document	View Document
Any other relevant information	View Document

6.3 Faculty Development or Empowerment Strategies

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

Response:

The University has a good range of welfare measures designed for the teachers and the non-academic staff of the University. Some of these are contained in the Statutes of the University and as such these are the legal measures available and on the other there are many other practice based welfare measures being followed by the University. A brief description of these measures is as follows:

A. Statutory Provisions: Maternity Leave, Child Care Leave, Sick Leave, Paternity Leave, Study Leave etc. are contained in the Statutes and teachers of the University are entitled to the benefit contained in these provisions.

Similarly, non-teaching members of the University are also allowed to avail the similar facilities as per the

contract of service.

B. Practice Based: The University system, over the years, has developed certain practices which help the teachers and non-teaching staff to improve their individual as well as professional competence. These measures are of many types and some of these are enumerated below:

- **VC Welfare Fund**- This fund has been created and it continuously grows through deductions from various types of remunerations and honoraria paid to teachers and others in a year. This fund is a great source of financial support for teachers and employees in times of unforeseen emergencies.
- **Mediclaim Facilities**- Since there are no other medical facilities available in the University, there exists a provision of group mediclaim policy for the benefit of the teachers and employees. In the recent past many teachers and employees have been benefited by this arrangement.
- **Academic and professional growth**- For this purpose teachers are permitted to attend the Orientation Programmes, Refreshers Programmes, Summer Schools, Winter Schools and FDPs etc. from time to time to enhance their professional competence. Further, teachers are allowed to present their research papers and to participate in seminars, conferences and workshops at National and International levels.
- For the benefit of non-teaching employees many training programmes were arranged and the employees of the University were allowed to participate in various programmes related to e-tendering, GEM purchases and e- granthalay etc.
- There exists a system of spontaneous voluntary support which results in great welfare for the members, of the University Community, in distress. It has been a practice amongst the teachers and employees of the University to financially contribute to the best of their capacity to help a member who desperately needs such financial support in times of medical emergencies. Though, it is not an official practice but it is so important that one can't afford not to mention it in the list of welfare measures available for the University community.
- Fee concession for UOU employees also allowed

Thus, the above mentioned systems of welfare for teachers and the employees are in place and exist in UOU.

List of beneficiaries of welfare measures

1. Mr. Keshav kumar -Rs.50000/(fifty thousand only) in 2015
2. Dinesh Kumar For Ajay Patwal family -Rs.50000/(fifty thousand only) in Sep 2019
3. Mr. Jagmohan Singh Mehra- Rs.50000/(fifty thousand only) in 2021
4. Mr. Mohan Pandey-- Rs.10000/(Ten thousand only) in 2021

File Description	Document
Policy document on welfare measures	[View Document](#)
List of beneficiaries of welfare measures	[View Document](#)

6.3.2 Average percentage of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last

five years

Response: 3.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	1	2	2

File Description	Document
Institutional data in prescribed format file	[View Document](#)

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

Response: 4.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	3	4	6

File Description	Document
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 14.79

6.3.4.1 Total number of teachers and other academics attended PDPs year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	9	11	10	10

File Description	Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

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

Response: 4.84

6.3.5.1 Total number of full time non-academic staff attaneding PDPs year wise over the last five year

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	8	0	0

6.3.5.2 Number of full- time non-academic staff..

2020-21	2019-20	2018-19	2017-18	2016-17
39	39	42	41	31

File Description	Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

6.3.6 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

- The University has separate policies for promotion of teachers, academic consultants and non-teaching staff. The personal appraisal based promotions of teachers are based on the UGC's Regulations. The Executive Council of the University has adopted the latest regulation of UGC issued in the year 2018. Under this system the teachers concerned submit their self appraisal forms in prescribed formats. These are verified by the concerned Directors of different schools and later the meetings of Screening Committees take place as per the provisions of the UGC's Regulations.
- Recently The Center for Internal Quality Assurance (CIQA) has developed a portal titled HRIS, which contains all the relevant academic information about the faculties of the University. Thus, it helps as a ready reference for submitting the performance appraisal. In this process the performance

appraisal sheets of all the teachers are vetted by CIQA.

- The performance appraisal system for the academic consultants is based on the process approved by the Executive Council of the University. As per this process, after the expiry of a tenure engagement of six months, the concerned academics fill-in their appraisal form, it is vetted by CIQA and verified the Director of the School. Finally the Vice-Chancellor decides whether to continue an academic consultant for another engagement of six months or not, based upon the recommendation of the Director. These decisions are later reported to the Executive Council.

- Regarding the performance appraisal of regular non-teaching staff, rules of the Government of Uttarakhand apply and their appraisal contains a confidential report given by the officer in charge of the concerned non-teaching staff.

- Regarding the performance appraisal of non-teaching staff engaged through outsourcing agencies the proforma for performance appraisal has been approved by the statutory bodies of the University. They fill-in their performance of a period of six months, it is verified by the concerned officer and submitted to the Registrar who decides about their continuance or otherwise based on the verification of their performance appraisal report.

Thus, the mechanism of performance appraisal/ promotion of employees and teachers is a well defined, approved and transparent policy of the University and the same is being followed for the purpose.

File Description	Document
Performance appraisal policy of the Institution	[View Document](#)
Document on promotion/CAS for teachers, other academic and non-academic	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Internal and external financial audits are a statutory obligation on part of the University because it is created by the State Government and rules of the State Government apply to this State University as well. The Finance Officer is appointed by the Government of Uttarakhand and he/ she acts as the representative of the State Government to keep a check on the finances of the University. Statute 7 (1-4) of Uttarakhand Open University declare that the Finance Officer shall be responsible for management of internal audits of the University. The external audit is carried out by the Directorate of Audit, Government of Uttarakhand. It is done by the auditors appointed by the Directorate. The Office of the Accountant General (AG), Government of India may also inspect the financial decisions and administrative orders related thereto.
The internal audit of the University is carried out by a firm of Chartered Accountants who check and verify the incomes, expenditures and the balance sheet of the University, as prepared by the accounts section of the University. This audit firm also ensures compliance regarding provisions of various other Acts like Income Tax Act (TDS) and GST etc. Finally, the audit firm issues an audit certificate mentioning the main points related to their observations.
The Statutes also contain the provision of a Finance Committee which deliberates upon all the matters

involving the financial transactions, budgets etc. A representative of the financial services of the State Government and a nominee of the Executive Council also participate in the meetings of the Finance Committee. Annual accounts of the University are presented in the Finance Committee and it deliberates upon these documents and gives its opinion. The functions of the Finance Committee are given in Statute 14 of Uttarakhand Open University.

Financial Audit for FY 2020-2021 is under process.

File Description	Document
Financial audit reports over the last five years	[View Document](#)
Policy on internal and external audit mechanisms	[View Document](#)

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

Response:

University's main source of revenue is the fee received from the learners enrolled in various programs of studies. Being a public sector (Government) University, it does not have any other resources. Thus, the major issue relates to the best utilization and management of these resources and for this purpose, the University takes certain strategic actions. These are as follows:

- The corpus fund of the University has been created and at present its size is 45.96 crores (principal sum only). It generates the maximum income by way of interest and during the times of certain strategic requirements a part of this fund can be utilized. For this purpose, nationalized banks are asked to submit their rates of interest and the University selects a bank which allows the maximum interest.
- Surplus fee and other revenues are kept in the fixed deposits of different durations to ensure maximum earnings by way of interest.
- Payment gateway of the University is being handled by the Canara Bank and The Bank of Baroda and the learners use this payment gateway while making payments against online admissions etc. In this process also some commission is earned and over the period of time it gets converted into a sizable source of funds for the University.
- Security deposits received from the Learner Support Centers are kept in the form of fixed deposits for the duration of continuance of MOUs with the LSCs. This deposit continues to earn interest for the University and at the time renewal of MOU, it gets extended automatically else the money kept in the form of fixed deposits is returned to the concerned LSC.
- Printing is the major area which involves maximum outgo of funds and to control the expenditure on printing all the judicious measures are taken like E-tendering, empanelment of more than one firm for the purpose. Thus, sizable savings are made on this item.
- In order to restrict the outgo of funds by way of payments to external unit-writers it is ensured that maximum units are written by the internal faculty of the University.
- Similarly purchases are made on the Government's portal (GEM). It also amounts to a lot of savings in the annual purchases of the University.
- Procurement of transport services is also done through competitive bidding by various suppliers of

- transport services and in this process also the University saves money.
- Every year the budget is approved by the Finance Committee, and during the year expenses are made as per the budgetary provisions. This practice leads to proper control and resultant savings in the mobilization and utilization of resources.

Thus, in order to ensure the best utilization and management of resources, the University takes all the appropriate steps.

File Description	Document
Procedures for optimal resource utilization	View Document
Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council	View Document

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

Response: 38.78

6.4.3.1 Total expenditure on learner support services

2020-21	2019-20	2018-19	2017-18	2016-17
371.42	722.71	983.53	532.35	931.13

File Description	Document
Institutional data in prescribed format file	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Details of the activities of CIQA listed below:

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

Response: A. More than 5 of the above

File Description	Document
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The University has always believed in the process of reforms in every sphere of its activity and till now even the basic shapes of various sub-institutions and processes have changed because reforms were introduced from time to time. The University gets the inputs for these reforms from various channels; say its own experience, suggestions received from the other stakeholders (learners, LSCs, RCs, other academicians and public), directions received from the regulatory bodies and learning imbibed from the other leading institutions like IGNOU and other Open Universities. Even the external bodies like Commonwealth of Learning (COL) continue to give inputs through CEMCA which operates under COL in India. Under the directions of COL self-review exercise was carried on in the University in May 2012. This exercise aimed at reviewing the existing functions and carrying out an analysis of self review to ensure improvement and reforms in the institutional processes of the University. This process was carried out under the active mentoring provided by Professor V.S. Prasad, the leading expert in the area of distance education in India. It dwelt upon the following areas:

- Communication.
- Needs orientation.
- Engagement.
- Innovation and creativity.
- Capacity building, and
- Quality management.

System of feedback from different stakeholders has been in place in the University since a long time and these feedbacks are carefully analyzed forming the basis for reforms in the institutional processes. Recently, the University has collected feedback from learners, academicians of the University, external unit writers and subject experts of BOS etc.

The impact analysis of this feedback has been carried out and it is given as web-link (http://www.uou.ac.in/impact-analysis) to this write up. Some of the findings of this impact analysis are enumerated as below:

- Majority of respondents agreed that the Induction program conducted by the Learner Support Centres were found to be useful.
- Majority of respondents agreed that the study material for the program was comprehensive and easy to understand with useful illustrations of concepts and examples.
- Majority of respondents agreed that the assignments were very useful in grasping the content given in the Study Material.
- Majority of the respondents agreed that the academic counseling provided at the Learner Support

Centres facilitated in the understanding of study material.

- Majority of the respondents agreed that the University adheres to the schedule of admissions and term end examinations.
- Majority of the respondents agreed that the learner centric methods used by the University to promote learning, enhanced problem solving skills, employability skills, life skills make them ready for the world of work.
- Majority of respondents agreed that the term-end examination was conducted fairly and the sanctity of the examination was maintained.
- Majority of respondents agreed that the academic programs have all the requisite academic content to achieve the expected competency.
- Majority of respondents agreed that the grievance redressal mechanism of the University was effective.
- Majority of respondents agreed that the University website/ mobile app gave useful information.

The continuous process of reforms is reflected in the following developments over a period of time:

- Syllabus of different courses of study has been continuously updated and reformed.
- Many research papers have been published by the teachers of the University to analyze the existing status of ODL and suggesting improvements therein.
- Industry-Academia interface has given many useful inputs for improvement and the University has been largely benefitted. It, in turn, resulted in 'on the floor training' of our learners, decent stipends were paid to them and many learners got appointments as well.
- Grievance Redressal mechanism has been greatly improved and it has resulted in increased learner-satisfaction. The grievances are lodged on the UGC's 'Online Students Grievance Redressal Portal' also and the University ensures a quick resolution of these grievances as well. Till now 16 grievances were lodged and out of these 16, 14 grievances have been resolved.
- Examination system of the University has been thoroughly overhauled on the basis of extensive brainstorming with regard to improvement of the system. As a result, at present the University issues online admit cards, conducts examinations in a record time of 28 days, declares results within 45 days, issues the mark sheets online for the first and the second years at the graduate level and transcript is issued for the examination of the final year of the concerned degree. Further the degrees are being uploaded on the NAD which is not only a mandatory requirement but it also ensures safe availability of its copy to the learners and the learners may direct a prospective employer to refer to the NAD to verify his/ her degree.
- Increasing use of social media has been ensured by the University and it has its YouTube channel, Facebook account, Watsapp group and all the departments have their individual blogs.
- University has created its OER policy and it has been approved in various statutory bodies of the University.
- The urge for continuous improvement led us to create MOOCS and we were able to create two MOOCS till now. One of the MOOCS on Cyber Security has become internationally acceptable and it is being used in the countries outside India.

The above mentioned improvements are only the major highlights based on the illustrious journey of the University over these years but the truth is that this University has continuously improved and moved forward in the area of ODL.

File Description	Document
Any other relevant information	[View Document](#)
Relevant Reports/Minutes approved by concerned Authorities	[View Document](#)
Documents / information on the process and results of Impact Analysis	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 6

7.1.1.1 Total number of initiatives undertaken by the Institution

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	1	1

File Description	Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	[View Document](#)
Institutional data in prescribed format file	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as: a) Safety and Security at the work place b) Grievance redressal for sexual harassment at work place c) Day care centre (Creche) d) Provision for redressal for sexual harassment at work place e) Any other

Response:

Uttarakhand Open University follows a policy of appropriate sensitivity with regard to gender in the University campus. The environment created in the University is such that females get the maximum opportunity to participate in the various functions, events, and activities of the University. The common environment is that of co-workership wherein utmost mutual respect is ensured. In order to ensure such an environment the following arrangements with regard to the provisions of internal administration has been ensured :

1. **Safety and Security at the Workplace :** Regarding safety and security at the work place all the suitable arrangements like provision of security guards, restricted entry in the University campus, CCTV cameras, separate female toilets, etc. have been ensured. Thus, all the suitable arrangements of safety and security have been made.
2. **Sexual Grievances Redressal Committee :** The University has the provision of redressing sexual harassment related grievances in a proper manner. For this purpose, a sexual harassment redressal committee is in existence, since a long time. This committee includes the female teachers, female officers of the University and the female employees of the University. In case any complaint related to sexual harassment at workplace is received, this committee starts proper investigation and the complaint is redressed to the satisfaction of the complainant and as per the provisions of the rules.

3. **Major Responsibilities for Female Members :** The female members of the University are assigned important and critical responsibilities, so that they feel themselves to be an active part of the University's functioning. Female members are assigned the important responsibilities in examination, research, inspections, convocations and at other important occasions. They visit the learner support centres and examination centres exactly as the male members discharge these duties.

4. **Facility of Creche :** The University has the facility of creche and restroom and as such young children can be kept in the creche while their mothers work in the campus. Many toys and playing arrangements have been made to keep the children happy and engaged.

5. **Special Facilities for *Divyang* Female workers :** The University has facilities of wheelchair and ramps for the *divyang* female employees of the University. At the moment one such employee, Ms. Nirmala has been provided with a wheelchair and she was permitted to take part in various sports events in India and abroad. Thus, the University has provisions for *divyang* female employees of the University and it goes a long way in ensuring gender sensitivity at work place.

Accordingly, the University has suitable provisions, arrangements and systems to ensure gender sensitivity in the University. The documentary evidences related to gender sensitivity are given as weblinks https://uou.ac.in/naac/4.7.1.2

File Description	Document
Notification of Committee of Prevention of Sexual Harassment at Workplace	View Document
Minutes of the meeting of the Committee	View Document
Specific facilities provided for women as listed above	View Document

7.1.3 Disabled friendly amenities are available in the Institution

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

Response: B. Any 5-6 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to photos and videos of amenities for PwD	View Document

7.1.4 Green practices are being implemented in the Institution over the last five years 1. Smoke free campus 2. Plastic free campus 3. Paperless office 4. Rainwater harvesting 5. Waste management 6.

Renewable energy initiatives 7. Energy efficiency practices 8. Any other

Response: A. All of the above

File Description	Document
Institutional data in prescribed format file	[View Document](#)
Green audit report of the University	[View Document](#)
Audited reports of details of green initiatives and expenditure	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 The institution has taken measures to set up a 'green campus' over the last five years

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

Response: B. Any 5 - 6 of the above

File Description	Document
Photographs of green campus	[View Document](#)
Institutional data in prescribed format file	[View Document](#)
Any other relevant information	[View Document](#)

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives

1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities

Response: C. Any 2 of the above

     06-08-2022 12:28:54

File Description	Document
Reports on environment and energy audits	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.7 Stakeholders code of conduct exists in the Institution

1. Teachers and other academics   2. Non-academic staff 3. LSC functionaries 4. Learners

Response: A. All of the above

File Description	Document
Institution code of conduct for teachers and other academics	View Document
Institution code of conduct for non-academic staff	View Document
Institution code of conduct for LSC functionaries	View Document
Institution code of conduct for Learners	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.8 Core values of the Institution displayed on its website

Response: No

File Description	Document
Provide URL of website that displays core values	View Document
Institutional data in prescribed format	View Document

7.1.9 Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years

Response: 21

7.1.9.1 Number of activities organized year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	6	6	4

File Description	Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.10 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise over the last five years

Response: 25

7.1.10.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	7	7	5

File Description	Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.11 Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities

Response:

The University has an established practice of celebrating all the National festivals and birth/ death anniversaries of the great Indian personalities. Over the period of time, the University has evolved its own peculiar pattern of observing these events, say on the 15th August plantation is carried out in the campus and existing plants are taken care of, on the 2nd October cleanliness drive is carried on by the entire University fraternity in and around the Campus etc. A brief description of celebration of these events is as follows:

- On 26th January, the entire University community takes part in the official ceremonies as per the

protocol of The Government of India and also as per the established practice of the University. On this day the University fraternity reviews its performance in different areas and renews its pledge to work with new targets and deadlines.

- On 2nd February, the Mother Language day is celebrated. In this function senior faculty of the University delivers talks and all the members participate in the event.
- On the 14th April, Dr. B. R. Ambedkar's Jayanti is celebrated. On this day also some of the teachers deliberate upon the various facets of Dr. Ambedkar's life and works. Further discussions about certain current issues are also undertaken by the faculty of the University.
- On 21st June, International Day of Yoga is celebrated as per the National protocol every year.
- On 15th August, the Independence Day is celebrated. Floral tributes are offered to the National heroes on the 'Wall of Heroes', which has been created in the premises of the University. Further, plantation work is carried out in the Campus keeping in view the landscape of the campus and its surroundings. A 'Shourya Vatika' has been dedicated to Paramveer Chakra Awardees of the country on the Independence Day itself. It has the fruit bearing plants which will mature after sometime.
- On 2nd October, Gandhi Jayanti is celebrated in a very befitting manner. Members of the University fraternity gather in one hall, the programs related to the prayers, very dear to Gandhiji are recited and a Memorial Lecture is delivered by some internal or external expert. The first Memorial Lecture on Gandhi Jayanti was delivered by Prof. R. C. Mishra in the year 2015. Since then the tradition continues. Later, all the members of the University take part in the cleanliness drive in and around the Campus.
- Apart from the above specific days and events, a large number of other events are celebrated either as per the directions of MHRD/ UGC, or as per the conventions of the University. The most notable event in this category is the celebration of Teachers' Day.

The other important events are Hindi Day celebrations (14th September), World Environment Day (5th June), World Tourism Day (27th September) and Shiksha Diwas (11th November) etc. are also celebrated. Certain local functions like Harela (dedicated to protection of Greenery), Geeta Jayanti and Tulsidas Jayanti etc. are also celebrated.

(URL: https://www.uou.ac.in/naac/4.7.1.11)

File Description	Document
• Any additional information	[View Document](#)

7.1.12 Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words

Response:

The University itself is an autonomous and democratic institution. In order to provide autonomy and stability to its democratic form, the University is committed to keep all its sections and their entire processes fully transparent. All sections of the University, like teaching, administration, finance, establishment, examination, book-distribution, storage and maintenance etc., have been protecting and developing transparent system in all their functions and procedures.

Time to time, complete details of all the activities carried out by the University are made available on its website. These details include all the information released to the students as well as all the new information related to finance, examination and administration. Any citizen of India can use the Right to Information to remove any doubts regarding any information or procedure of the University by submitting an application at Web link: http://www.uou.ac.in/rti.

Uttarakhand Open University, through its 43 different points, as described in its official website, furnishes complete information about all the procedures followed for admissions, examinations, syllabus, academic session, financial-tenders, cases or complaints related to women, minorities, Scheduled Castes, OBC, and Divyangs etc. The following Web links are important in this regard:

Web links

- http://www.uou.ac.in/prog?type=MD
- http://www.uou.ac.in/admissions
- http://www.uou.ac.in/exam
- http://www.uou.ac.in/programmes
- http://www.uou.ac.in/announcements/2019/06/832
- http://www.uou.ac.in/eos
- http://www.uou.ac.in/disability-act

Further, a detailed description of transparency in functioning is evident from the following:

- Data regarding admission is available online and any stakeholder can access it anytime.
- Admission policies are decided in the meetings of the Admission Committee. Finally, before the start of admissions, it is published in the form of 'prospectus' (available online and offline). Rules, policies and academic calendar are adhered to in actual practices resulting in complete transparency in admission policy.
- Another important area related to transparency in functioning is related to governance, administration and management of finances. It must be emphasized that Uttarakhand Open University being a public University is governed by the rules, policies and procedures as laid down in the Act, Statues and Ordinances of the University. Further, orders, G.Os, and instructions of the State Govt. MHRD, UGC (DEB), and other regulatory authorities are strictly followed. Thus, anyone can access these documents and verify the actual functioning.
  Minutes of all the major bodies are available on the website of the University and these are open for all.
- Further, in all the functional areas related to learners complete transparency is ensured.

Thus, in UOU, there exists complete transparency in functioning.

File Description	Document
Policy document (if any)	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Responsiveness towards learners:

- *The institution has a dedicated online/ offline helpdesk/ toll free no.:*

The University has a dedicated online/offline helpdesk/ toll fee no. for its learners. The information related to all these three is uploaded on the website of the University. For offline redressal of grievances, Grievance Redressal Cell has been established in the University and it is functional since a long time. The complaints received from the learners are properly followed-up to the satisfaction of the complainants. In order to pay special attention to the complaints of women and members of the marginalized sections of the society teachers representing women and teachers from marginalized communities are included in this cell. Some of the learners do however, make inappropriate complaints and being dissatisfied they log-on their complaints on the other channels as well, but, eventually these are addressed by the University only.
Similarly, online system is also very responsive and the University has the dedicated toll free lines operating under IVRS.
http://www.uou.ac.in/contact
http://www.uou.ac.in/eos and https://www.uou.ac.in/student-corner

- *Grievance Redressal Mechanism is in Place:*

The online system of grievance redressal of this University is very unique, because since a long time the University has followed this unique ticketing system wherein, the moment an online complaint/ grievance/ query is received, a ticket is generated automatically and the complaint/ grievance/ query is transferred to the concerned person for its resolution. Till it is resolved, the ticket continues to show that the complaint/ grievance/ query is still un-resolved and immediate steps are taken to resolve it. Thus, usually all the genuine complaints/ grievances/ queries are redressed in a systematic manner. Over the years the University has found this system to be very useful and learners/ stakeholders are also satisfied with this system of online redressal of grievances. (URL: http://support.uou.ac.in/open.php)

- *Institutional system of learner feedback is in place:*

The system of getting feed-back from its learners and introducing necessary improvements has been in place in the University since a long time, but its formal shape has emerged only recently when a regular process of taking feedback and analysing it has begun. During face-to-face interactions with the learners, say, in the mandatory workshops and the mandatory practical classes, learners are requested to submit their feedback. It is finally submitted to the coordinator who analyses these feedback sheets or online feedback (whatever the case) and suggests the corrective actions to the authorities of the University. It is relevant to mention that in many programmes of study this practice is being carried out. Apart from these workshops or practical sessions the feedback is collected by LSCs and it is also sent to the University for further action. Thus, the University has a well-defined institutional system of learner feedback. (URL: https://www.uou.ac.in/feedback) (Impact Analysis: https://www.uou.ac.in/impact-analysis)

2. Accountability:

- *Meetings of all the statutory bodies are held as per the statutory provisions:*

In the University there exist all the statutory bodies like Board of Studies (BOS), School Board, Finance Committee, Recognition Board, Planning Board, Academic Council, and Executive Council. There are a few other bodies mentioned in the Statutes but the above mentioned bodies are the main administrative bodies of the University. All the meetings are held regularly to ensure accountability in administration of the University, and to ensure that the University functions strictly as per the Statutes. The Hon'bleChancellor, H.E. the Governor's Office is kept updated about all the meetings of the E.C. Regular monthly reports containing documentary and photo-evidences are sent to Govt. It helps in continuous monitoring of accountability on part of the University. Similarly, the State Government is also informed about this functioning as per the provisions of the Statutes. Representatives of the State Govt. attend various meetings of the University (Finance Committee and Executive Council).

- *Auditing and budgeting is carried out as per rules of the State Government:*

In the University all the accounting functions are online; hence, the accounting practices are also easier and automated. The system of internal check and internal auditing is in place. Proper budgeting is done as per the rules and provisions of the State Government, in this regard. Further, the modern budgeting for educational institutions also supplements the stipulated budgeting. The University has appointed a CA firm to carry out its annual auditing. The audit reports are placed in the meetings of the Executive Council and deliberated upon. Further, the audit objections are noted and resolved through follow-up actions.

- *All procurement is done as per the defined process:*

The procurement processes of the University is as per the Financial Handbook of the State. The University has a purchase committee which meets regularly and the procurements are made through the GEM portal. The system of procurement is very transparent and bound by rules of the Government. Tendering process is also carried on through e-tendering to ensure transparency and accountability.

- *Academic calendar is being followed strictly:*

In every academic year, in the meeting of the Admission Committee, the Academic Calendar for the concerned academic session is proposed. Later, it is discussed in the other statutory bodies of the University and approved. This Academic Calendar is made public through website and prospectus and it is circulated through e-mail amongst all the stake-holders. Later, throughout the academic session it is followed in *letter and spirit*, thereby, ensuring academic accountability of the University. (URL: https://uou.ac.in/announcement/2020/07/1424)

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3. Transparency:

- *Proper sharing of information with the concerned stakeholders:*

Information related to each and every aspect related to functioning of the University is uploaded on the website of the University, *e.g.*, basic information related to the University, admission notice, status of book distribution, assignments, minutes of all the meetings, examination notices, including results and minutes of various meetings, *etc.*, are all displayed on the website of the University. The website is properly maintained and it is updated at regular intervals so that each and every information related to the University is shared with all the concerned stakeholders. Further, the University keeps sending bulk SMS and e-mails to the learners to update them about all the important information. Information in the news-papers is also published, as and when required. The individual Departments/ Schools have their blogs and the learners keep interacting through the blogs as well. Similarly, RCs and LSCs also spread information amongst the seekers and direct them to refer to the website of the University. All this process of academic administration leads to full-disclosure and complete transparency. (URL: https://uou.ac.in/rti)

- *Transparent system of monitoring and evaluation:*

The monitoring of internal and external functions of the University is a continuous process and for this purpose separate mechanisms are followed, say, regarding internal functions related to monitoring of funds, procurement and distribution of books, examination system including assignments, and different administrative areas of the University. External monitoring, on the other, includes management of LSCs, RCs, *etc*. So far as the transparency in evaluation and monitoring is concerned, all the processes are carried out with due information to external stake holders, if any, and the process is posted on the website of the University before starting it. It is briefly enumerated as below:

1. **Monitoring and evaluations of RCs**: Meetings of RCs are conducted at the University Headquarter as well as in the Campus Office at Dehradun. During these meetings proper evaluation of the work done and the strategy to be followed is discussed. Finally, the policy guidelines are circulated to all the RCs.
2. **Monitoring and evaluations of LSCs**: Meetings of coordinators of LSCs are organized at regular intervals to listen to their problems and to take corrective actions. Further, visits (including surprise visits)to LSCs are carried out on a regular basis. Whenever, a LSC demands a new programme of study a team is constituted wherein, the subject expert and the Regional Director are compulsorily included and this team makes on the spot visit of the LSC and submits its recommendations to the University which is the basis for permitting a new programme of to a LSC. (URL: https://uou.ac.in/downloads/Monitoring-Report.pdf)
3. **Monitoring and evaluation of University's examinations**: The examinations are a very important function for the University and utmost caution is exercised in discharge of this function. With the preparation of date-sheet the process starts. Later, before the start of examination, various teams of the University's teachers and employees are sent to deliver the examination material at the examination centres and it is followed by the regular visits to these centres during the conduct of examinations. Flying squads are constituted and these squads make surprise visits and carry out thorough check-up of the examinations to ensure fair conduct thereof. Even the Vice-Chancellor and the Controller of Examination visit the examinations centres during this period. It helps to conduct the examinations in a fair manner. The examination centres are made only at the places which have the facility of proper conduct of examination including the CCTV arrangements. (URL: https://uou.ac.in/naac/4.2.5.4)
4. **Monitoring and evaluation of University's general functions**: University's various

Statutory and non-statutory bodies like Expert Committee, BOS, Research Advisory Committee (RAC), Admission Committee, Examination Committee, Building Committee, Purchase Committee, Budget Committee, FC, Recognition Board, Planning Board, AC, and EC meet regularly to monitor and evaluate the progress of the University in different functional areas, thereby ensuring complete transparency in the system.

- *Proper institutional system of inclusive planning:*

University has a Planning Board which plans the Academic, Administrative, Infrastructural and Financial plans of the University for the long-run and the short-run. Different stake-holders are included in all the statutory bodies of the University, say, teachers, educational administrators, external experts, and Govt. nominees are the members in various bodies of the University. It ensures inclusive planning in the University at every possible level. The opinion of learners, coordinators of LSCs and Regional Directors are included through various authorities of the University, say, Director Regional Services, Director MPDD, Director CIQA, and Director Academic. These functionaries put forth the views of the learners, LSCs, and RCs in these meetings and in-turn it ensures inclusive planning, monitoring, and taking of relevant decisions.

- *All relevant information is made available in public domain:*

As mentioned earlier, the website of the University is the major source of dissemination of information related to the University in public domain. Further, the University publishes its News-letter, and the Annual Report which put complete information about the University in the public domain. Monthly reports are sent to the Office of the Chancellor and thereafter, this information also goes in public domain. Thus, the University makes all the reasonable efforts to keep its information open for all the stake holders on a regular basis.

You can access the detailed information from the URL: https://uou.ac.in/naac/4.7.2.1

7.3 Institutional Distinctiveness

7.3.1 Institution's performance in any 5 of the following areas distinctive to its vision, priority and thrust

1. **E-Governance**
2. **Globalized Content**
3. **Innovative Pedagogies**
4. **Technology enabled Learner Support**
5. **Penetration into Remote and Tribal Areas**
6. **Content in Regional languages**
7. **Enhancing Research and Innovation**
8. **Social Responsibility Endeavours**
9. **Secure Databases**
10. **Modern Infrastructure Facilities**
11. **Landscaping the Campus**
12. **National/ International Recognition**

13. **Any other (appropriate for ODL system)**

Response:

1. E-Governance: All the major functions of the University are managed on the e-platforms, say,

Administration and Governance: In administration the management of meetings as well as circulation of agenda and minutes takes place online on the intranet of the University. Collection of fee from learners and payments to all the parties including the internal faculty of the University is online and e-tendering is used. Further, purchase procedure is linked to GEM portal.

Examination Management System: Examination functions of the University are totally online because beginning with the preparation of date-sheet to declaration of results and availability of online mark-sheets and transcripts is ensured online. It extends to online verification of degrees and other documents. Finally, the data is uploaded on the Digilocker portal to make it safe and easily accessible. https://uou.ac.in/exam-dept

Management of LSCs and RCs: This function helps the University to maintain continuous monitoring of LSCs and RCs. ICT facilities have been given by the University to all the RCs and the LSCs are expected to have their own ICT facilities.

*Human Resource Information System (HRIS)***:** In order to ensure the smooth tracking of the academic data related to academics of the University HRIS has been prepared. It contains information about individual academic growth of the members.

*Office Management***:** Almost all the functions related to office management are either intranet based or internet based. It ensures smooth management of the office functions of the University.

2. Technology Enabled Learner Support: Technology-enabled Learner Support in UOU includes the following:

*Admissions***:** Admission is mostly online and even the record of off-line admissions is entered into the SIS of the University to facilitate learner support.

*Self Learning Material (SLM)***:** Immediately after admission, distribution of SLM starts with the help of data as available in the SIS. To augment the learner support further e-SLM is uploaded on the website of the University.

*Counselling***:** Usually off-line counseling is the major mode of counseling but recently the University has started virtual counseling as well. During COVID-19 online counselling and workshop held regularly.

*Learners Management System (LMS)***:** The University has its own LMS platform based on MOODLE which helps the learners to pursue online courses of UOU.

*Students Information System (SIS)***:** It is a programme developed by the University. It contains the entire information related to a learner, so it is a technology enabled feeder learner support.

*Kiosk***:** In the UOU headquarters kiosk has been installed to provide all the relevant information to a learner

without running from desk-to-desk.

*Grievance Management System***:** The grievance management system of UOU is technology enable support process wherein each grievance is assigned a ticket number and it remains active till the said grievance is finally resolved.

Examination management system is learner friendly because even the admit cards are downloaded by the learners contain all the relevant information required by them.

3. **Penetration into Remote and Tribal Areas**: Uttarakhand Open University has made its presence felt in the remote and tribal areas of the state. In some of the districts of Uttarakhand the tribal population lives in majority and the University has made all the efforts to open its study centers in such areas viz., Khatima, District Pithoragarh, Sahiya and District Uttarkashi. So far as the remote areas are concerned, the University has its LSCs and Examination Centers in the remotest corners of the state like Munsiyari (Distt Pithoragarh) close to Indo-China-Nepal border. Similarly, in the bordering areas with U.P and H.P the LSCs have been established.

4. **Social Responsibility Endeavours**: In the area of Social Responsibility the UOU has taken the following specific steps:

Adoption of Villages: The University has adopted 5 villages in the nearest vicinity of University headquarters. Later, two villages were adopted in Dehradun region and recently one more undeveloped village at the periphery of Haldwani township has been adopted. Thus, the University has adopted 8 villages of the state, wherein various programmes like sanitation, health care, nutrition, yoga, computer awareness and agricultural information support services have been carried out by the members of the University.

Community Radio: The University has a community radio with its sanctioned range of 10 Kms of air space, and this community radio has continuously involved the members of the community in spreading awareness about education, sanitation, health, diet and nutrition management, etc., amongst the members of the community. Recently, this community radio has been linked to an App whereby it can be accessed in any part of the globe.

Providing e-SLM to protect environment: Learners are prompted to opt for e-SLM and those who do not take the hard-copy of SLM are allowed a fee-concession of 15% in the programme fee.

5. Enhancing Research and Innovation: Initially, the University had the enabling provisions for carrying out research which is an integral feature of the university system, but over the period of time Uttarakhand Open University decided to include innovation with research and the nomenclature of the Directorate of Research was changed to Directorate of Research and Innovation and suitable efforts were made regarding innovations in teaching pedagogy, administrative systems, research and in the other functional areas of the University. Some of these are enumerated as below :

1. *ICT Integrated Teaching Learning* : The University has online study material, facility of video lectures, web based radio broadcast, webinars, etc. to ensure ICT integrated learning. During the covid-19 period the University was successful in carrying out all its workshops, viva-voce and examination well in time through the application of ICT.
2. The examination system, the accounting function, the book distribution and the admissions are fully

automated through the application of innovative ICT practices. ERP integration has also been done in the University.

3. Individual teachers of the University have registered many innovations and they were suitably rewarded for the same, e.g., Dr. Jeetendra Pande received Gold Medal in ODL at IGNOU, and he participated in many international events to showcase his innovations. Similarly, Dr. Deepak Paliwal contributed to individual innovations.

URL: https://uou.ac.in/naac/4.7.3.1

File Description	Document
Relevant links	View Document

5. CONCLUSION

Additional Information :

Continuous improvement is embedded in the genome of the University because the University started with truly negligible infrastructure in every respect but the habit of learning from its shortcomings and the ardent desire to improve has resulted in creating a vibrant infrastructure of competent, committed and dedicated human resources, and a sprawling green campus spread in 25 acres of land. ICT has been the focus of the University's then Vice-Chancellor, Professor Vinay Kumar Pathak and it resulted in a truly ICT enabled University with employees and teachers equally competent in ICT functions and practices. All the systems and the processes had to be put in place and the same was done in a phased manner, again under the spirit of continuous improvement. Even today, the focus remains the same, say, problems do arise but the improvements lead to the viable solutions in the form of newer practices and processes. Thus, it has been the guiding spirit of the University. The University did not have its logo, its punch line, its KULGEET (University song), and the mission statement, but in the year 2010-2011 itself, concerted efforts were made to create all the above in the best possible manner and under the Statutory processes. The punch line of the University's logo was taken from Shrimadbhagwadgeeta, signifying the essence of the process of obtaining Janan (Gyan)in Indian philosophy and the KULGEET was written by Professor R C Mishra, symbolizing ODL, Janan, and Uttarakhand together in the body of 'KULGEET'. The vision statement was created through an appropriate and elaborate process involving the faculty of the University, LSC co-ordinators, RDs, and learners before its approval by the Statutory Administrative Authorities of the University. Another important additional information is the adherence to the territorial jurisdiction of the University, Rules and Regulations as laid down by the Act and Statutes, DEC, UGC, UGC-DEB and the other Regulatory Authorities. It helped the University to strengthen its image as an institution which can be believed by one and all. It added to the trust of learners, the other stakeholders and the Regulatory Bodies about the functioning of the University.

Concluding Remarks :

Special counseling sessions innovated by the University need to be explained further, because, under the ODL system of imparting higher education the counselling is managed by the LSCs and the University does not directly take part in this process. UOU, took initiative of taking care of the counseling through its own teachers supported by the invited experts (need-based). These special counseling sessions were an innovation of the University and very soon these sessions became very popular with the learners. In some of the practice oriented programmes of study like Yoga, these were made mandatory. Similarly, in Sciences,in view of practicals, these sessions were made mandatory, but in many other programmes it remained voluntary (still the presence of learners was always good). These sessions spread a 'word of mouth' publicity of the University amongst the masses and this is how learners from 25 States and 03 UTs got enrolled at UOU. Adherence to territorial jurisdiction is also a very important factor because the University didn't open even an office outside its defined territory, whereas, learners from 25 States and 03 Union Territories have studied at UOU but they got enrolled at the LSCs operating in Uttarakhand, they attended the counselling sessions and mandatory/ special counseling sessions in Uttarakhand, and finally they appeared in the term-end examination and practical examination conducted in Uttarakhand only. It suffices about the goodwill of the University created out of its adherence to rules, regulations and norms etc. Transparency is yet another important characteristic feature of all the functions of this University. Each and every action has been so transparent that the stakeholders never had to worry about knowing the relevant systems or processes. In order to discharge its social obligations, the University decided to adopt 08 villages and the faculty of the University strived hard to create a rapport with the residents of these

villages thereby creating some kind of special relationship between the University and the villagers. The focus of University's programmes in these villages has been on health education and awareness through a large number of programmes related to Yoga, nutrition, health check-ups, child care, etc.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of Programmes newly introduced by the institution over the last five years 1.1.2.1. Number of new Programmes introduced over the last five years... Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
0	1	9	4	0 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
0	1	1	0	0	
1.1.5	Percentage of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years 1.1.5.1. Number of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
3	3	18	27	28 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
3	3	18	27	28	
1.2.1	Percentage of programmes adopted/adapted by other HEIs over the last five years 1.2.1.1. Number of programmes adopted/adapted by other HEIs over the last five years Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
0	1	1	1	0 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
0	1	1	1	0	
1.3.2	Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have

been offered by the Institution over the last five years

1.3.2.1. Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	16	8	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	6	4	4

1.3.3	Percentage of learners undertaking field work / projects / internships /dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (data for the preceding academic year) across all Programmes requiring such activities 1.3.3.1. Number of learners undertaking field projects or internships in the preceding academic year Answer before DVV Verification : 6875 Answer after DVV Verification: 6751 1.3.3.2. Total Number of learners in such programmes in the preceding academic year Answer before DVV Verification : 7511 Answer after DVV Verification: 7387 Remark : HEI has provided new figures without any authentication or proof during HEI Clarification response . therefore , DVV has updated the values based on previous figures after removing learners of Certificate and diploma programs

1.3.4	Average percentage of courses on offer has focus on employability/ entrepreneurship/ skill development over the last five years 1.3.4.1. Number of courses having focus on employability/ entrepreneurship/ skill development over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
130	130	130	130	130

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	30

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1874	3740	1777	2197	563

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2291	4242	1749	2140	520

2.2.4	Average percentage of learners enrolled across different gender year-wise over the last five years
	2.2.4.1. Number of learners enrolled from different gender year-wise over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40822	38511	30101	35301	20870

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
49328	43399	29478	34297	20125

Remark : Values have been changed as per attachment in HEI response

2.2.5	Average percentage of the enrolled learners who are employed year-wise over the last five years
	2.2.5.1. Number of employed learners enrolled year-wise over the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7109	5198	4626	7116	5451

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9432	6129	4523	6857	5217

Remark : Values have been changed as per attachment in HEI Clarification response

2.2.6	Average number of prison inmates enrolled as learners year-wise over the last five years
	2.2.6.1. Number of prison inmates enrolled as learners year-wise over the last five years
	Answer before DVV Verification:

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2020-21	2019-20	2018-19	2017-18	2016-17
47	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
53	0	0	0	0

Remark : Values have been changed as per attachment in HEI Clarification response

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
485	381	272	292	224

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
66	0	0	0	0

Remark : Values have been changed as per attachment in HEI Clarification response

2.3.2	Percentage of programmes where radio has been used for providing instruction in the preceding academic year

2.3.2.1. Number of programmes where radio has been used for providing instruction in the preceding academic year
Answer before DVV Verification : 32
Answer after DVV Verification: 32

Remark : Value ahs been changed as per HEI Clarification Response

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

2.4.3.1. Number of Programme developed in collaboration with Government/ other agencies
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

06-08-2022 12:28:54

| 4 | 4 | 12 | 12 | 13 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	12	12	13

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

3.2.1.1. Total grants received by the institution yearwise for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
65.75	11.162	13.5	23	9.9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.80	11.162	13.5	23	9.9

3.3.3	Innovative content developed in the form of e-modules / e-SLMs / MOOCs for :

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

3.3.3.1. Number of innovative contents developed in the form of e-modules / e-SLMs / MOOCs

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
54	87	155	101	65

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
54	87	155	101	65

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

3.4.3	Average number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years 3.4.3.1. Number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
39	45	85	88	98 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
5	7	25	20	15	
-------	-------

3.4.4	Number of books and chapters/ units in books/ SLMs on an average published by teachers and other academics of the Institution. 3.4.4.1. Number of books and chapters/ units in books/ SLMs published by teachers and other academics of the Institution year-wise over the last five years Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
7	6	10	11	6 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
5	6	5	8	6	
-------	-------

3.6.3	Total number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations over the last five years .

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	0

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

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	5	0	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	263	0	110	115

3.7.1	Number of Collaborative activities for research, programme development and faculty exchange year-wise over the last five years

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.7.2	Number of linkages with institutions / industries for faculty exchange, learner exchange, programme

development, internship, field trip, research, establishing Chairs, etc over the last five years

3.7.2.1. Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc year-wise over the last five years .

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	9	2	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	2	1	1

4.1.2 Average percentage of expenditure incurred for infrastructure augmentation

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1122.11958	206.52947	5.83807	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3813.02	3241.36	2221.37	2131.41	1877.76

4.1.3 Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1122.11958	206.52947	5.83807	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.04	5.42	1.60	0	0

4.2.1	Percentage of the rooms and seminar halls of the Institution Headquarters IT enabled as on date 4.2.1.1. Number of classrooms and seminar halls with ICT facilities at HQ Answer before DVV Verification : 78 Answer after DVV Verification: 2 4.2.1.2. Total number of rooms and seminar halls at HQ Answer before DVV Verification : 78 Answer after DVV Verification: 50
4.2.2	Percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled as on date 4.2.2.1. Number of classrooms and seminar halls with ICT facilities at RCs Answer before DVV Verification : 11 Answer after DVV Verification: 11 4.2.2.2. Total number of rooms and seminar halls at RCs Answer before DVV Verification : 11 Answer after DVV Verification: 11
4.2.3	Percentage of the rooms of the learner support centres are IT enabled as on date 4.2.3.1. Number of classrooms and seminar halls with ICT facilities at LSCs Answer before DVV Verification : 243 Answer after DVV Verification: 268 4.2.3.2. Total number of rooms and seminar halls at LSCs Answer before DVV Verification : 897 Answer after DVV Verification: 1102
4.2.6	Facilities for audio, video and e-content development are available and are in use at the Institution Audio- video and e-Content production facilities: 1. Audio / video studios 2. Outdoor shooting equipment /Outdoor audio recording 3. Post production unit / Editing unit 4. Duplication unit 5. Graphics workstation 6. Direct Reception Sets (DRS) 7. Set Scenic unit 8. Make-up unit 9. E-Platform 10. Workstations with broadband connectivity 11. Cloud space 12. Licensed software 13. Uninterrupted web connectivity 14. IT security system 15. Any other Answer before DVV Verification : A. More than 10 of the above

	Answer After DVV Verification: A. More than 10 of the above
4.3.2	Average number of Learners attached to LSCs 4.3.2.1. Number of learners enrolled at LSCs in the preceding academic year Answer before DVV Verification : 74339 Answer after DVV Verification: 69570 4.3.2.2. Total number of LSCs in preceding year Answer before DVV Verification : 117 Answer after DVV Verification: 117 Remark : Values have been changed as per attachment in HEI Clarification response
5.1.5	Modes employed by the University to attend to learners' queries Enlist the approaches given below, used by the University to attend to learners' queries: 1. Automated interactive voice response system 2. Call centre 3. Online Help Desk 4. Social media 5. App based support 6. Chat Box 7. E-mail Support 8. Interactive radio counselling 9. Teleconferencing 10. Web-conferencing 11. Student Services Centre/ Inquiry Counter 12. Postal communication 13. Any other (please specify) Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above
5.1.6	Number of modes employed by the Institution to provide academic counseling services to its learners 1. Face to face counselling sessions 2. Interactive radio counselling 3. Online LMS based counselling 4. Teleconferencing 5. Web-conferencing 6. Laboratory based counselling 7. Internship

8. Workshops

9. Field study

10. Seminar

11. Extended Contact Programme (ECP)

12. Enhancement of Professional Competency (EPC)

13. Any other (please specify)

Answer before DVV Verification : A. Any 8 or more of the above
Answer After DVV Verification: A. Any 8 or more of the above

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

5.1.9.1. Number of learners with disadvantaged group benefitted by financial support
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
509	1574	367	343	435

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
509	574	281	320	435

5.1.9.2. Total number of learners of disadvantaged group enrolled
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32701	31105	18305	19436	12366

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32644	27209	17746	21154	13429

5.2.4	Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination

5.2.4.1. Number of freshly enrolled learners passed in the preceding year
Answer before DVV Verification : 7549
Answer after DVV Verification: 7296
5.2.4.2. Total number of freshly enrolled learners in term end examination in the preceding year
Answer before DVV Verification : 30048
Answer after DVV Verification: 20154

	Remark : Value has been changed as per HEI Clarification Response Attachment
5.2.5	Number of placement drives conducted by the institution for the learners year wise over the last five years

5.2.5.1. Number of placement drives conducted by the institution...
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	219	208	179	234

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	1

5.3.1	Percentage of passed out learners enrolled in Alumni Association

5.3.1.1. Number of passed out learners enrolled in alumni association
Answer before DVV Verification : 154
Answer after DVV Verification: 489
5.3.1.2. Total number of passed out learners of the OU since inception till preceding year
Answer before DVV Verification : 81005
Answer after DVV Verification: 81005

Remark : Value has been changed as per HEI Clarification response attachment

6.3.2	Average percentage of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years

6.3.2.1. Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	14	6	17	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	1	2	2

7.1.3	Disabled friendly amenities are available in the Institution

	1) Lifts

2) Ramps

3) Rails

4) Rest Rooms

5) Scribes

6) Braille sign boards

7) Braille Software/facilities

8) Audio books

9) Sign language facilities

10) Accessible website

11) Accessible study material

12) Any other similar facility (Specify)

      Answer before DVV Verification : A. Any 7 or more of the above
      Answer After DVV Verification: B. Any 5-6 of the above |
| 7.1.4 | Green practices are being implemented in the Institution over the last five years

1. Smoke free campus

2. Plastic free campus

3. Paperless office

4. Rainwater harvesting

5. Waste management

6. Renewable energy initiatives

7. Energy efficiency practices

8. Any other

      Answer before DVV Verification : A. All of the above
      Answer After DVV Verification: A. All of the above |
| 7.1.5 | The institution has taken measures to set up a 'green campus' over the last five years |

	1. Landscaping of the campus 2. Maintenance of natural forest area 3. Planting of tress 4. Development of farms on campus 5. Planting of ornamental plants 6. Planting of potted flowering and foliage plants 7. Re-cycling of agro-waste into compost 8. Created rainwater harvesting trenches 9. Recycling of sewage water 10. Any other Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 5 - 6 of the above
7.1.6	Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above
7.1.8	Core values of the Institution displayed on its website Answer before DVV Verification : Yes Answer After DVV Verification: No
7.1.9	Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years 7.1.9.1. Number of activities organized year wise over the last five years Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	6	6	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	6	6	4

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of courses in all programs year-wise during the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1063</td><td>931</td><td>814</td><td>831</td><td>869</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>997</td><td>884</td><td>723</td><td>789</td><td>763</td></tr></table>
2.1	Number of learners enrolled over the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>74344</td><td>69554</td><td>55998</td><td>68142</td><td>41656</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>89431</td><td>78263</td><td>53716</td><td>64268</td><td>38592</td></tr></table>