

NAAC Institutional Accreditation Manual

Self Study Report OPEN UNIVERSITIES



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)

Director's Note

PREFACE

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

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

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

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

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

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Bengaluru

Sd/-
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CONTENTS

Page No.

PREFACE	02
SECTION A: Guidelines for Assessment and Accreditation	
I. <u>Introduction</u>	05
<u>Vision and Mission</u>	05
<u>Core Values</u>	06
II. Assessment and Accreditation of Higher Education Institutions	08
<u>Assessment and Accreditation (A&A) Framework</u>	08
<u>Focus of Assessment</u>	09
III. <u>Open and Distance Learning (ODL) Institutions</u>	10
Open Universities (OUs)	10
IV. <u>Quality Indicator Framework (QIF) - Description</u>	11
	11
V. Eligibility for Assessment and Accreditation by NAAC	24
VI. <u>The Assessment Process</u>	25
VII. <u>Procedural Details</u>	27
VIII. <u>Assessment Outcome</u>	30
<u>Calculation of Institutional CGPA</u>	31
IX. <u>Mechanism for Institutional Appeals</u>	32
X. <u>Re-Assessment</u>	32
XI. <u>Subsequent Cycles of Accreditation</u>	33
XII. <u>Fee Structure and other Financial Implications</u>	33
XIII. <u>Submission of Self - Study Report (SSR)</u>	35
XIV. <u>Mandatory Disclosure on OU Website</u>	36
SECTION B: Data Requirements for Self - Study Report (SSR)	37
1. <u>Executive Summary</u>	38
2. <u>Profile of the Open University</u>	39
3. <u>Extended Profile of the Open University</u>	44
4. <u>Quality Indicator Framework (QIF)</u>	47
5. Data Templates / Documents(Quantitative Metrics)	112
SECTION C: Appendices	
<u>Appendix I: Glossary and Notes</u>	143
<u>Appendix II: Abbreviations</u>	154
SECTION D:Annexure	
Online Learner Satisfaction Survey Questionnaire	157

SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION

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

EC

I. INTRODUCTION

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

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

VISION AND MISSION

The vision of NAAC is:

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

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

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

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

CORE VALUES

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

(i) Contributing to National Development

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

(ii) Fostering Global Competencies among Learners

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

agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

(iii) Inculcating a Value System among Learners

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

(iv) Promoting the Use of Technology

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

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

sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the Learner community.

(v) Quest for Excellence

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

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

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

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

Assessment and Accreditation (A&A) Framework

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

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

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

This paradigm shift is evident in the present Manual.

Focus of Assessment

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

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

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

III. OPEN AND DISTANCE LEARNING (ODL) INSTITUTIONS

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

In accordance with the University Grants Commission (Open and Distance Learning) Regulations, 2020 notified vide Gazette Notification dated 4th September, 2020 (<https://www.ugc.ac.in/pdfnews/221580.pdf>), it will be mandatory for a University offering programmes in ODL mode to comply with University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 and apply for assessment and accreditation of the programmes offered by it in Open and Distance Learning (ODL) mode. In this background, the NAAC under the direction of UGC initiated the process to formulate framework for Assessment And Accreditation (A &A) of Open Universities on a priority basis. A National Task Force (NTF) for Open and Distance Learning (ODL) was constituted for this purpose under the chairmanship of Prof. Nageshwar Rao, presently, Vice Chancellor, IGNOU.

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

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

Open Universities

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

IV. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

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

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

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

Criterion I: - Curricular Aspects

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

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

KEY INDICATORS

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

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

1.2 Academic Flexibility

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

1.3 Curriculum Enrichment

All round development of learners is the main purpose of curriculum realized by prescribing dynamic and updated curricular inputs. In addition, the OU is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing learners to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender; environment and sustainability; inclusiveness; and creative and divergent competencies. The indicator also captures initiatives taken by the OU for creating social and human capital

in these cross cutting domains. A progressive institution would provide a wide range of courses having focus on employability/ entrepreneurship/ skill development, etc. for learners to choose from according to their interests and inclinations. The availability of courses to create awareness amongst the learners and also for imparting life skills and soft skills to them are also desirable.

1.4 Feedback System

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

Criterion II: - Teaching Learning and Evaluation

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

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

KEY INDICATORS

- 2.1 Learner Enrolment
- 2.2 Catering to Learner Diversity
- 2.3 Teaching-Learning Process
- 2.4 Teachers and other Academics- Profile and Quality

- 2.5 Evaluation Process and Reforms
 - 2.6 Learner Performance and Learning Outcomes
 - 2.7 Learner Satisfaction Survey
-

2.1 Learner Enrolment

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

2.2 Catering to Learner Diversity

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

2.3 Teaching-Learning Process

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

2.4 Teachers and other Academics- Profile and Quality

There is a lot of truth in the cliché that the backbone of any university is its academic staff. In the case of OUs the academic staff comprises teachers who design and develop the curricula in the form of SLMs and other academics who are involved in the delivery of the programmes and supporting the learners in their learning endeavours. “Academic quality” is a composite term to indicate the quality of teachers and other academics in terms of their qualifications; recruitment procedures; availability; experience; professional development, contribution in the development of SLMs and learner support; and recognition of their

performance and abilities. Teachers and other academics take initiatives to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence. Another set of academics who support the learning endeavours of learners at the local level are the academic counsellors, whose qualifications and experience as teachers working in the conventional system, is vital for the quality of the ODL system

2.5 Evaluation Process and Reforms

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

2.6 Learner Performance and Learning Outcomes

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

2.7 Learner Satisfaction Survey

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

Criterion III: - Research, Innovations and Extension

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

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

KEY INDICATORS

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

3.1 Promotion of Research and Facilities

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

3.2 Resource Mobilization for Research

The OU provides support in terms of financial, academic and human resources required and timely administrative decisions to enable teachers and other academics to submit project proposals and approach funding agencies for mobilizing resources for research. The institutional support to its faculty for submitting research projects and securing external

funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in research. The academic staff is empowered to take up research activities utilizing the existing facilities. The institution also encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing.

3.3 Innovation Ecosystem

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

3.4 Research Publications and Awards

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

3.5 Consultancy

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

3.6 Extension Activities

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the

activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize learners to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community. Extension is a major aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

3.7 Collaboration

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

Criterion IV: - Infrastructure and Learning Resources

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

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

KEY INDICATORS

- 4.1 Physical Facilities
 - 4.2 IT Infrastructure
 - 4.3 Learning Resources
-

4.1 Physical Facilities

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

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

4.2 IT Infrastructure

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

4.3 Learning Resources

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

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

Criterion V: Learner Support and Progression

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

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

KEY INDICATORS

5.1 Learner Support

5.2 Learner Progression

5.3 Alumni Engagement

5.1 Learner Support

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

5.2 Learner Progression

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

5.3 Alumni Engagement

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

Criterion VI: - Governance, Leadership and Management

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

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

KEY INDICATORS

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

6.1 Institutional Vision and Leadership

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

6.2 Strategy Development and Deployment

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

6.3 Faculty Development /Empowerment Strategies

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

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

6.4 Financial Management and Resource Mobilization

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

6.5 Internal Quality Assurance System

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

Criterion VII: - Institutional Values and Best Practices

An educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the University is reflected in terms of the kinds of programmes,

activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this, is a sure reflection of its quality.

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

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

KEY INDICATORS

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

7.1 Institutional Values and Social Responsibilities

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

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

7.2 Best Practices

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

7.3 Institutional Distinctiveness

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

V. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

1. Open Universities (OUs), that offer education through ODL mode and are approved by the Distance Education Bureau (DEB) of the University Grants Commission and have been operational for a minimum period of five years or have at least two batches of learners completing a terminal examination, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC.
2. Accredited OUs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation
 - a) Institutions, which would like to make an improvement in the accredited status, may apply for Re-assessment, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.
 - b) Institutions opting for Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation can submit the Institutional Information for Quality Assessment (IIQA), beginning of the last quarter of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

Note:

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

VI. THE ASSESSMENT PROCESS

The assessment process will be carried out in three stages comprising three main components, viz., Self Study Report (SSR), Learner Satisfaction Survey (LSS) and the Peer Team Report.

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

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

Type of HEIs	Open Universities							Total
Criteria	I.	II.	III.	IV.	V.	VI.	VII.	7
Key Indicators (KIs)	4	7	7	3	3	5	3	32
Qualitative Metrics (QlM)	3	7	4	6	6	9	7	42
Quantitative Metrics (QnM)	12	21	19	10	11	7	6	86
Total Metrics (QlM + QnM)	15	28	23	16	17	16	13	128

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

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

CRITERIA	Key Indicators (KIs)	Weightage
1. CURRICULAR	1.1 Curriculum Planning, Design and Development	60
	1.2 Academic Flexibility	40

ASPECTS	1.3 Curriculum Enrichment	30
	1.4 Feedback System	20
	Total	150
2. TEACHING – LEARNING AND EVALUATION	2.1 Learner Enrolment	10
	2.2 Catering to Learner Diversity	35
	2.3 Teaching-Learning Process	60
	2.4 Teachers and other Academics- Profile and Quality	55
	2.5 Evaluation Process and Reforms	40
	2.6 Learner Performance and Learning Outcomes	20
	2.7 Learner Satisfaction Survey (LSS)	30
	Total	250
3. RESEARCH, INNOVATIONS AND EXTENSION	3.1 Promotion of Research and Facilities	15
	3.2 Resource Mobilization for Research	15
	3.3 Innovation Ecosystem	35
	3.4 Research Publications and Awards	70
	3.5 Consultancy	10
	3.6 Extension Activities	35
	3.7 Collaboration	20
	Total	200
4. INFRASTRUCTURE AND LEARNING RESOURCES	4.1 Physical Facilities	20
	4.2 IT Infrastructure	40
	4.3 Learning Resources	40
	Total	100
5. LEARNER SUPPORT AND PROGRESSION	5.1 Learner Support	65
	5.2 Learner Progression	25
	5.3 Alumni Engagement	10
	Total	100
6. GOVERNANCE, LEADERSHIP AND MANAGEMENT	6.1 Institutional Vision and Leadership	10
	6.2 Strategy Development and Deployment	15
	6.3 Faculty Development / Empowerment Strategies	30
	6.4 Financial Management and Resource Mobilization	20
	6.5 Internal Quality Assurance System	25
	Total	100
7.	7.1 Institutional Values and Social Responsibilities	50

INSTITUTIONAL VALUES AND BEST PRACTICES	7.2 Best Practices	30
	7.3 Institutional Distinctiveness	20
	Total	100
	Total Score	1000

VII. PROCEDURAL DETAILS

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

1. Eligible OU seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year. Duly filled in IIQAs of eligible OU will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to OU to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each OU is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.
3. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document to be uploaded in the portal of NAAC website within 30 days. The SSR of the OU will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the OU should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 30 days will have to apply afresh starting from IIQA & its fees. In any case fees for IIQA will not be refundable.
4. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal OU would receive an auto generated link/ID of SSR in their registered email id. The same SSR in pdf format should be then uploaded on institutional website.
5. The SSR has to be submitted only online. OU should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q_nM) add up to about 70% and the remaining about 30% are Qualitative Metrics (Q_lM).
7. The data submitted on Quantitative Metrics (Q_nM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage. **The peer team**

will visit the Head Quarters of the Open University; one or two Regional Centres and one or two Learner Support Centres.

8. Any Open University found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC will be done in not more than 30 days.
9. **Pre-qualifier:** The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
 - a) OU whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the names of such OU will be sent to statutory authorities for further actions.
 - b) OU that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the OU should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the OU does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IQA and its fees. Such OU are eligible to apply again only after six months from the day of declaration of Pre-qualification status.
10. After the DVV process, NAAC will intimate the OU, within 10 days stating whether they have successfully cleared the Pre-qualifier. This indicates that the institution has entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q_1M).
11. **Learner Satisfaction Survey (LSS):** It will be conducted as per the following conditions:
 - a) LSS will be conducted simultaneously with DVV process.
 - b) Institutions will have to submit the entire database of learners with e-mail/mobile numbers, at the time of filling of online SSR itself.
 - c) The LSS questionnaire will be e-mailed to all learners.
 - d) The following rule shall be applied for processing the responses– 10% of the learner population or 5000, whichever is lesser. If the response rate is lower than the limits mentioned, the metric will not be taken up for evaluation.
 - e) LSS must be completed within one month after its initiation.
12. Peer Team visit of the institution may normally not exceed three months after clearance of Pre-qualifier stage.
13. Based on the size and scope of academic offerings at the OU, the number of days and experts for onsite visit and expert reviewers may vary. The visiting teams' role would be limited to Qualitative Metrics (Q_1M). The teams would play an important role in reviewing the intangible aspects.

14. NAAC will not pre-disclose the details of the visiting teams and OU will not be responsible for logistics for the Visiting Teams. All payment towards TA, DA, Honorarium, etc., will be directly made by NAAC to the nominated members. There would be no financial transactions between the institution and the visiting NAAC team.
15. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted.
16. **Guidelines for filling up Self-Study Report (SSR):**
- Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
 - There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of . Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
 - The data filled should contextualize with the related metrics. There is a limit for the documents to be uploaded for various Metrics. If the size of the document exceeds that limit, Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal.
 - The data of the learners for Learner Satisfaction Survey (LSS) has to be submitted concurrently during online submission of SSR.
 - ‘Asterisk Red mark’  in the portal indicates a mandatory requirement.
17. **Policy to withdraw Application by Open Universities (OU):**
- If an OU which has submitted Self Study Reports (SSR), does not complete the A&A process for any reason: -
- It will be allowed to apply for A&A only after a period of one year from the date of submission of SSR.
 - It will host the information that it has withdrawn / not completed the process on the OU website and the information will be hosted on NAAC website too.
 - The fees submitted by OU for Assessment and Accreditation process so far will be forfeited.
18. **Non-compliance of DVV Process:** In usual circumstances, Institutions are given 15 days time to complete the DVV process, and are supposed to respond within stipulated time during DVV clarification stage. In unforeseen situations (such as natural calamities, political disturbances and alike) when the institutions fail to comply with the DVV process, a further extension of 7 days shall be granted on the basis of decision from Competent Authority. If even beyond the extension, the

institution does not comply with the DVV clarification process, the assessment and accreditation of such institutions can be terminated at the level of DVV clarification. The institution will forfeit the fees paid for IIQA and SSR 1st installment. Such institutions shall reapply for accreditation after one year of cooling period by submission of IIQA and filling SSR afresh.

VIII. ASSESSMENT OUTCOME

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

PART I - Peer Team Report

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

PART II - Graphical representation based on Quantitative Metrics (O_nM)

This part will be a **System Generated Quality Profile** of the OU based on statistical analysis of quantitative indicators in the NAAC's Quality Indicator Framework (QIF). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III -University Grade Sheet

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

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

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics includes critical appraisal by the Peer Team through an onsite visit and the scores obtained on the Learner Satisfaction

Survey. These will be collated through an automated procedure based on ‘benchmarks’ and assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

The Final Grade

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

Table 3: Institutional Grades and Accreditation Status

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

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

IX. APPEALS

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

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

1. The **letter of intent** for appeal along with a request to provide the Criterion wise scores so as to reach NAAC within 30 days from the receipt of the letter intimating the accreditation status from NAAC.
2. The application for **Appeal** in the format prescribed by NAAC (refer Grievance Redressal Guidelines) should reach NAAC *within 30 days* from the date of receipt of the criterion wise scores from NAAC. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 50,000/- + applicable taxes.

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

X. RE-ASSESSMENT

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

XI. SUBSEQUENT CYCLES OF ACCREDITATION

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

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

XII. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

(w.e.f. 1st April 2021)

1. IIQA Fee	
For Registration – applicable to all ODL institutions: Open Universities (OU) that offer education through ODL mode and are approved by the Distance Education Bureau (DEB) of the University Grants Commission and have been operational for a minimum period of five years or have at least two batches of learners completing a terminal examination.	
Process	Total amount of Assessment and Accreditation (A&A) Fee Amount to be paid by the Institution
Institutional Information for Quality Assessment (IIQA)	Rs.25,000/- + G S T 18% (Non-refundable) *

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

2. Assessment and Accreditation (A&A) Fee For Open Universities		
Type	Total amount of A&A Fee	Amount to be Paid by the Institution
1 to 10 departments (Schools, Divisions, Centres, Units, etc.)	Rs. 3,00,000/- **+ GST18%	Rs.1,50,00/-** + GST18% = Rs.1,77,000/- (50% of Total fee along with the online submission of SSR) (Non-refundable)
The accreditation fee will be limited to a maximum amount of Rs. 7,50, 000/- + GST 18%, per institution.		
** Balance 50% of total fees along with 18% GST has to be paid immediately after clearance of Pre-Qualification Stage		

3. Balance amount 50%

- i. 50% of the stipulated fee+ applicable taxes along with online submission of Self-Study Report (SSR) (Non-refundable).

- ii. The pre-qualified OUs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 above. If the institution does not pay the fee within 15 days, the SSR will not be processed. They have to apply again / afresh with IIQA and its fees.

- **Mandatory Taxes/GST will not be refunded.**

4. **Logistics Fee: Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier.** The fee for logistics will be Rs 3,00,000 + GST 18% for 3 or more days of visit.

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

5. **Appeals Mechanism and Fee:**

Review of Accreditation (grievance) Rs. 50,000/- + GST 18% as applicable from time to time. Institution shall pay TA and Honorarium to Peer Team Members through NAAC. In case of decision by the Appeals committee, the logistic fee applicable as mentioned in point 4.

6. **For subsequent cycles of Accreditation:**

The fee structure proposed for Assessment and Accreditation and towards logistics as above, applies for all the cycles of Accreditation and Re-assessment for all Institutions.

7. **Mode of Payment-Online:**

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

XIII. SUBMISSION OF SELF - STUDY REPORT (SSR)

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

Some significant tips are reiterated below:

- While submitting the IIQA, ensure that there is adequate number of days for processing the SSR within the stipulated period, after the date of its acceptance by NAAC.
- The SSR has to be filled online. For this NAAC will provide access to the respective portal on the website for institutions, according to pre-declared timeline.
- Read instructions about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in the SSR are given in the QIF, presented in Section B.

- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated. Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.
- The online formats (templates) for submitting data with respect to Quantitative Metrics (**Q_nM**) is given in Sub Section 5 of Section B. The same template in excel format can be downloaded from NAAC website available in an 'Apply Online Tab'.
- Ensure authentic, correct data are provided through out. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by NAAC.
- Keep a brief Executive Summary for upload as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary and Notes. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance, the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st December) data to be entered and for the other metrics the preceding academic year may be taken for data to be entered in 'data capturing format' of portal. Wherever the requirement of preceding year data is mentioned, use the data of latest completed academic year.

XIV. MANDATORY DISCLOSURE ON WEBSITE

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

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

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

SECTION-B

Data Requirements for Self - Study Report (SSR)

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

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

1. Executive Summary

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

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

The Executive summary shall not be more than 5000 words.

2. Profile of the University

1. Basic Information

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

2. For Communication:

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

3. Nature of University:

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

(Enclose copy of the Act and Notifications)

4. Territorial Jurisdiction of the Open University

5. Income and Expenditure over the last five years

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

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

6. Details of Recognition

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

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

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

8. Location of the Open University and Area

Location	
Campus Area in sqmts	
Built up Area in sqmts	

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

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

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

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

11. Details of Sponsored programmes (if any)

Sponsored programmes offered	Name of the Sponsoring Agency	Learner Strength

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

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

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

Positions	Teaching	Other Academics	Non-teaching	Technical

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

14. Qualifications of the Academic Staff

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

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

Highest Educational qualifications	Male	Female	Transgender

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

Total Number of Academic Counsellors	Current Year	Current Year minus 1	Current Year minus 2	Current Year minus 3	Current Year minus 4

17. Furnish the number of the Learners admitted to the Open University over

the last five years (M- Male, F-Female, TG-Transgender)

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

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

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

19. Unit Cost of Education:

Unit Cost of Education*	Including Salary Component	Excluding Salary Component

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

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

21. Applicable only after first cycle of Accreditation

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

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

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

assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle3: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 4:..... (dd/mm/yyyy) Accreditation Outcome/Result.....

2(a) : Institutional preparedness for NEP:

(Description wherever applicable in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

- a) Delineate the vision/ plan of institution to transform itself into a holistic multidisciplinary institution.
- b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.
- c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain
- d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.
- e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?
- f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

2. Academic bank of credits (ABC):

- a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.
- b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.
- c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable

credit transfer.

- d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.
- e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

3. Skill development:

- a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework
- b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.
- c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.
- d) Enlist the institution's efforts to:
 - i. Design a credit structure to ensure that all students take at least one vocational course before graduating.
 - ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.
 - iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.
 - iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.
 - v. Skilling courses are planned to be offered to students through online and/or distance mode.
- e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language,

culture, using online course)

- b) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.
- c) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.
- d) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.
- e) Describe the efforts of the institution to preserve and promote the following:
 - i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
 - ii. Indian ancient traditional knowledge
 - iii. Indian Arts
 - iv. Indian Culture and traditions.
- f) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

5. Focus on Outcome based education (OBE):

- i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
- ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.
- iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

6. Distance education/online education:

- a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.
- b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

3. Extended Profile

1. Curricular Aspects

1.1 Number of Programmes offered by the institution during the last five years

Year	Year 1 (Latest)	Year 2	Year 3	Year 4	Year 5
Number of programmes					

1.2 Number of programmes offered during the last five years, Please provide consolidated number of Programs offered across five years without repeat count, including the programmes that are dropped)

Assessment period for five years	
Number of programmes	

1.3 Number of learners admitted afresh in first-year during the last five years

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of learners enrolled in first year					

1.4 Number of learners during the last five years

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of learners enrolled					

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

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Courses					

1.6 Total Number of Courses offered by the institution (without repeat count and include courses that are dropped)

2. Teaching-Learning and Evaluation

2.1 Number of sanctioned posts of full time teachers and other academics

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Sanctioned posts					

2.2 Number of full time teachers appointed against the sanctioned posts

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers in position					

2.3 Number of other academics in position against the sanctioned posts

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Other Academic staff in position					

2.4 Number of Full time Academic consultants employed

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Full time Academic Consultants in position					

2.5 Total number of full time teachers worked in the institution during the last five years (Please include the teachers who left / joined the institution during the assessment period without repeat counts:)

2.6 Total number of other academics worked in the institution during the last five years (Please include the other academics who left / joined the institution during the assessment period without repeat counts:)

4. Infrastructure and learning resources

4.1 Total expenditure excluding salary

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total expenditure of the university (excluding salary) INR in lakhs)					

5. Learner support and progression

5.1 Number of graduated learners

Year	Year 1	Year 2	Year 3	Year 4	Year 5
------	--------	--------	--------	--------	--------

Number of graduated learners					
------------------------------	--	--	--	--	--

- 5.2 Number of enrolled learners in the preceding academic year registered for term end examination
- 5.3 Number of registered learners in the preceding academic year appeared for term end examination
- 5.4 Number of learners in the preceding academic year passed in the term end examination

4. Quality Indicator Framework (QIF)

Essential Note:

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

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

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

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

These will help Institutions in the preparation of their SSR.

For Qualitative Metrics (Q₁M) which seek descriptive data, word limits as specified should be adhered to. It is advisable to compile the data accordingly before uploading the same.

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

CRITERION I- CURRICULAR ASPECTS (150)

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

Metric No.		Weightage
1.1.1 Q ₁ M	Relevance of curricula planned, designed and developed/adopted	15

	<p>Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goals</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Curricula implemented by the University • Mapping of curricula to Programme Outcomes • Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes • Minutes of the relevant BoS/ School Board / Academic Council • Any other relevant information 	
<p>1.1.2 QnM</p>	<p>New Programmes introduced - Percentage of programmes newly introduced by the institution over the last five years</p> <p>1.1.2.1 Number of new programmes introduced during the last five years</p> <p>Formula:</p> $\frac{\text{Number of new Programmes introduced during the last five years}}{\text{(1.2) Total Number of Programmes offered by the institution during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/ School Board /BoS meetings • Details of the Curricula/Syllabi of the new programmes over the last five years • As per Data Template • Any other relevant information 	<p>10</p>
<p>1.1.3 QnM</p>	<p>Revision of Programmes - Percentage of Programmes revised over the last five years</p> <p>1.1.3.1 Total number of Programmes revised over the last five years</p> <p>Formula:</p> $\frac{\text{Total number of Programmes revised during the last five years}}{\text{(1.2) Total Number of Programmes offered by the institution during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS meetings • Details of the revised Curricula/Syllabi of the programmes over the last five years • As per Data Template 	<p>10</p>

	<ul style="list-style-type: none"> Any other relevant information 	
1.1.4 QnM	<p>Courses being offered as MOOCs or using OERs. - Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)</p> <p>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)</p> <p>Formula:</p> $\frac{\text{Total number of courses in which MOOCs or OERs used in the preceding academic year}}{(1.5)\text{Total number of courses offered by the Institution in the preceding academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> Web-link to the list of MOOCs approved Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses As per Data Template Any other relevant information 	5
1.1.5 QnM	<p>Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years</p> <p>1.1.5.1 Total number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years</p> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total Number of Courses in which digital media is used in curriculum delivery over the last five years}}{(1.6)\text{Total number of courses offered by the institution over the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years As per Data Template Any other relevant information 	20

Key Indicator – 1.2: Academic Flexibility (40)

Metric No.		Weightage												
<p>1.2.1 Q_nM</p>	<p>Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU over the last five years</p> <p>1.2.1.1 Number of programmes adopted/adapted by other HEIs during the last five years <input style="width: 50px; height: 20px;" type="text"/></p> <p>Formula:</p> $\frac{\text{Number of OU programmes adapted or adopted by other HEIs}}{\text{(1.2) Total Number of Programmes offered by the institution during the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • MOU for programmes adopted/adapted by other HEIs • Details of Programme • As per Data Template • Any other relevant information 	<p>10</p>												
<p>1.2.2 Q_nM</p>	<p>Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)</p> <p>1.2.2.1 Number of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)</p> <p>Formula:</p> $\frac{\text{Number of Programmes in which CBCS or ECS implemented during the latest completed academic year}}{\text{(1.1) Number of Programmes offered by the institution in the latest completed academic year}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS/ School Board meetings for implementation of CBCS • As per Data Template • Any other relevant information 	<p>10</p>												
<p>1.2.3 Q_nM</p>	<p>Enabling provision for lateral entry for learners - Percentage of learners admitted in the Institution through lateral entry year wise over the last five years</p> <p>1.2.3.1 Number of admitted strength in programs where lateral entry is provisioned</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>Admitted Strength in programs where lateral entry is provisioned</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year						Admitted Strength in programs where lateral entry is provisioned						<p>10</p>
Year														
Admitted Strength in programs where lateral entry is provisioned														

	<p>1.2.3.2 Number of learners admitted in the Institution through lateral entry based on credit transfer year wise during the last five years</p> <table border="1" data-bbox="316 264 1220 409"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of learners admitted for lateral entry</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total Number of learners admitted for lateral entry}}{\text{Total Number of admitted strength in programs where lateral entry is provisioned}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Credit transfer policy • List of programmes having provision for lateral entry • As per Data Template • Any other relevant information 	Year						Number of learners admitted for lateral entry						
Year														
Number of learners admitted for lateral entry														
<p>1.2.4 Q₁M</p>	<p>Enabling provision for modular approach</p> <p>Provision for modular approach for flexible exit to the learners</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • The list of Programmes having modular approach with flexible exit options for the learners • Any other relevant information 	<p>10</p>												

Key Indicator – 1.3: Curriculum Enrichment (30)

Metric No.		Weightages
<p>1.3.1 Q₁M</p>	<p>Institution integrates crosscutting issues</p> <p>Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula</p> <p>Write description in maximum of 500 words (Description of specific courses that entails the above mentioned components)</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • List of courses that integrate crosscutting issues mentioned above • Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula • Any other relevant information 	<p>10</p>

<p>1.3.2 QnM</p>	<p>Awareness/ soft skills / life skills/value-added courses etc., on offer</p> <p>1.3.2.1 Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the last five years <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Brochure relating to the listed courses • Course content of the Value-added courses • As per Data Template • Any other relevant information 	<p>5</p>
<p>1.3.3 QnM</p>	<p>Learners undertaking fieldwork / projects / internships etc. - Percentage of learners undertaking field work / projects / internships leading to submission of dissertation / Reports</p> <p>1.3.3.1: Number of learners undertaking field work / projects / internships leading to submission of dissertation / Reports (data for the latest completed academic year)</p> <p>Formula:</p> $\frac{\text{Number of learners undertaking field projects or internships in the latest completed academic year}}{(1.4) \text{ Number of learners in the latest completed academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Link to Programme structure(s) • Handbook/Manual for field work/ projects / internships. • List of learners enrolled in Programme involving field work/ projects / internships etc. • As per Data Template • Any other relevant information 	<p>10</p>
<p>1.3.4 QnM</p>	<p>Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the last five years</p> <p>1.3.4.1 Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years <input type="text"/></p> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{(1.6) \text{ Total Number of courses in all Programmes}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Link to programme structure and syllabus of such courses having focus on Employability/ Entrepreneurship/ Skill development • As per Data Template • Any other relevant information 	<p>5</p>

Key Indicator – 1.4 Feedback System (20)

Metric No.		Weightage
<p>1.4.1</p> <p>QnM</p>	<p>Feedback for design and review of curriculum</p> <p>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders</p> <p>Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year</p> <ol style="list-style-type: none"> 1) Learners 2) Teachers and other Academics 3) Academic Counsellors 4) External Subject Experts 5) Employers 6) Alumni <p>Options: (Choose any one)</p> <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • 20 sample filled in Feedback forms in each category opted for the metrics • As per Data Template • Any other relevant information 	10
<p>1.4.2</p> <p>QnM</p>	<p>Action on feedback (feedback collection, analysis and action taken)</p> <p>Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year</p> <p>Options: (Choose any one)</p> <ol style="list-style-type: none"> 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 <p>Upload:</p> <ul style="list-style-type: none"> • Stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management • As per Data Template • Any other relevant information 	10

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CRITERION II – TEACHING-LEARNING AND EVALUATION (250)

Key Indicator - 2.1: Learner Enrolment (10)

Metric No.		Weightage
2.1.1 Q _n M	<p>Average variation in enrolment of learners in the Institution during the last five years</p> <p>Formula: (Input will be auto populated from Extended profile)</p> $\text{Percentage of variation for } i\text{th year} = \frac{\text{Enrolment in } i\text{th year}}{\text{Enrolment in } (i - 1)\text{th year}} \times 100$ $\text{Geometric Mean} = \left(\prod_{i=1}^5 \text{Percentage of variation for } i\text{th year} \right)^{1/5}$ <p>(note: Percentage of variation for the first year Assessment data to be considered as 100%)</p> <p>Upload</p> <ul style="list-style-type: none"> • Total enrollment data year wise authenticated by Registrar of the University • As per Data Template • Any other relevant information 	5
2.1.2 Q ₁ M	<p>Efforts for reaching the unreached</p> <p>Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to:</p> <ul style="list-style-type: none"> • Documents on efforts taken for reaching the unreached • Any other relevant information 	5
Key Indicator - 2.2 Catering to Learner Diversity (35)		
2.2.1 Q _n M	<p>Catering to rural population - Percentage of learners enrolled from rural areas year wise over the last five years</p> <p>2.2.1.1 Total number of learners enrolled from rural areas year wise over the last five years</p>	5

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Year</td> <td style="width: 10%;"></td> </tr> <tr> <td>Number of learners enrolled from rural areas</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total Number of rural learners enrolled}}{(1.3)\text{Total number of learners admitted afresh}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Number of rural learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year							Number of learners enrolled from rural areas							
Year																
Number of learners enrolled from rural areas																
<p>2.2.2</p> <p>Q_nM</p>	<p>Reaching out to learners from socially backward categories - Percentage of learners enrolled across different socially backward categories year wise over the last five years</p> <p>2.2.2.1 Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Year</td> <td style="width: 10%;"></td> </tr> <tr> <td>Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $= \frac{\text{Total Number of learners admitted against SC, ST, OBC and other reserved categories as per GOI norms}}{(1.3)\text{Total number of learners admitted afresh}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Number of SC, ST and OBC learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year							Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms							<p>5</p>
Year																
Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms																

<p>2.2.3 Q_nM</p>	<p>Reaching out to Persons with Disabilities (PwD) - Percentage of PwD learners enrolled year wise over the last five years</p> <p>2.2.3.1 Number of learners enrolled from Divyangjans categories year wise over the last five years</p> <table border="1" data-bbox="325 365 1198 477"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of PwD learners enrolled</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Totsl Number of PwD learners enrolled during the assessment period}}{(1.3)\text{Total number of learners admitted afresh}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Number of PwD learners authenticated by Registrar of the University • As per Data Template • Document submitted by the Institution to a Government agency giving this information • Any other relevant information 	Year						Total number of PwD learners enrolled						<p>5</p>
Year														
Total number of PwD learners enrolled														
<p>2.2.4 Q_nM</p>	<p>Reaching out to women / Transgender learners -Percentage of Women /Transgender learners enrolled year wise over the last five years</p> <p>2.2.4.1 Total number of Women / Transgender learners enrolled from year wise over the last five years</p> <table border="1" data-bbox="344 1167 1249 1355"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of women / Transgender learners</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total Number of women/transgender learners enrolled}}{(1.3)\text{Total number of learners admitted afresh}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Number of Women / transgender learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year						Number of women / Transgender learners						<p>5</p>
Year														
Number of women / Transgender learners														
<p>2.2.5 Q_nM</p>	<p>Reaching out to employed persons - Percentage of the employed learners who are enrolled year wise over the last five years</p> <p>2.2.5.1 Number of employed learners (including self employed) enrolled year wise over the last five years</p>	<p>5</p>												

	Year																				
	Number of employed learners including self-employed																				
	<p>Formula:</p> $\text{Percentage} = \frac{\text{Total Number of employed learners enrolled}}{(1.3)\text{Total number of learners admitted afresh}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Number of employed learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 																				
<p>2.2.6 Q_nM</p>	<p>Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the last five years</p> <p>2.2.6.1 Number of prison inmates enrolled as learners year wise during the last five years</p> <table border="1" data-bbox="347 1037 1249 1227"> <tr> <td data-bbox="347 1037 572 1088">Year</td> <td data-bbox="572 1037 695 1088"></td> <td data-bbox="695 1037 818 1088"></td> <td data-bbox="818 1037 941 1088"></td> <td data-bbox="941 1037 1064 1088"></td> <td data-bbox="1064 1037 1187 1088"></td> <td data-bbox="1187 1037 1249 1088"></td> </tr> <tr> <td data-bbox="347 1088 572 1227">Number of prison inmates enrolled as learners</td> <td data-bbox="572 1088 695 1227"></td> <td data-bbox="695 1088 818 1227"></td> <td data-bbox="818 1088 941 1227"></td> <td data-bbox="941 1088 1064 1227"></td> <td data-bbox="1064 1088 1187 1227"></td> <td data-bbox="1187 1088 1249 1227"></td> </tr> </table> <p>Formula:</p> $\frac{\sum_{i=1}^5 \text{Number of prison inmates enrolled as learners}}{5}$ <p>Upload:</p> <ul style="list-style-type: none"> • Number of prisoners enrolled authenticated by Registrar of the University • As per Data Template • Any other relevant information 						Year							Number of prison inmates enrolled as learners							<p>5</p>
Year																					
Number of prison inmates enrolled as learners																					

<p>2.2.7 Q_nM</p>	<p>Learners from Defense and Security Forces - Average number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners over the last five years</p> <p>2.2.7.1 Number of persons from Defense and Security Forces background namely: Defiance / Security Personnel, Ex Service men/ War widows enrolled as learners year wise over the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year</td> <td style="width: 15%;"></td> </tr> <tr> <td>Number of learners from Defence/ Security Personnel/ Ex-servicemen/ War widows enrolled</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula: $\frac{\sum_{i=1}^5 \text{Number of learners from defence/security personnel/Exserviceman/War widows enrolled over the last five years}}{5}$</p> <p>Upload:</p> <ul style="list-style-type: none"> • Number of learners from defense/security background authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year						Number of learners from Defence/ Security Personnel/ Ex-servicemen/ War widows enrolled						<p>5</p>
Year														
Number of learners from Defence/ Security Personnel/ Ex-servicemen/ War widows enrolled														

Key Indicator - 2.3 Teaching-Learning Process (60)

Metric No.		Weightage
<p>2.3.1 Q₁M</p>	<p>Development of Self-Learning Material (SLM) in Print</p> <p>Process followed for development of Self-Learning Material Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy document on SLM • Any other relevant information 	<p>15</p>
<p>2.3.2 Q_nM</p>	<p>Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the latest completed academic year</p> <p>2.3.2.1 Number of programmes where radio has been used for providing instruction in the latest completed academic year</p> <p>Formula $\frac{\text{Number of programmes using radio for providing instructions}}{(1.1) \text{ Number of programmes on offer in the latest completed academic year}} \times 100$</p>	<p>5</p>

	<p>Upload:</p> <ul style="list-style-type: none"> • Proof of radio broadcasting with schedules of the programs • Schedules of the above activities • As per Data template • Any other relevant information 					
2.3.3 QnM	<p>Use of telecast / webcast for providing instruction - Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year</p> <p>2.3.3.1 Number of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year</p> <p>Formula $\frac{\text{Number of programmes where telecast/webcast for providing instructions in the latest completed academic year}}{(1.1) \text{ Number of programmes on offer in the latest completed academic year}} \times 100$</p> <p>Upload:</p> <ul style="list-style-type: none"> • Proof of tele- broadcasting with schedules of the programs • Schedules of the above activities • As per the data template • Any other relevant information 	15				
2.3.4 QnM	<p>Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs</p> <p>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 during the last five years</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 150px;">Year</td> <td></td> </tr> <tr> <td>Number of programmes for which the digitized content is available for the learners</td> <td></td> </tr> </table> <p>Formula: $\text{Percentage} = \frac{\text{Total Number of SLMs digitized in programs}}{(1.2) \text{ Total number of programmes}} \times 100$</p> <p>Upload:</p> <ul style="list-style-type: none"> • Links to Digital repository of SLMs • Data template in Section B • Any other relevant information 	Year		Number of programmes for which the digitized content is available for the learners		10
Year						
Number of programmes for which the digitized content is available for the learners						
2.3.5 QM	<p>Institutional Mechanism to provide academic counseling support</p> <p>An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner</p>	15				

	<p>participation and engagement as well as development of required competencies and skills</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Schedules of different counseling activities • Report of academic Counseling sessions • Any other relevant information 	
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Key Indicator - 2.4: Teachers and other Academics - Profile and Quality (55)

Metric No.		Weightage												
<p>2.4.1</p> <p>QnM</p>	<p>Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively year wise over the last five years</p> <p>(Note: No need of any input since both denominator and numerator will auto populate from the Extended profile)</p> <p>Formula:</p> <p>Percentage for ith year $= \frac{(2.2) \text{Number of full time teachers appointed against the sanctioned posts} + (2.3) \text{Number of other academics in position against the sanctioned posts in ith year}}{(2.1) \text{Number of sanctioned posts of full time teachers and other academics in ith year}} \times 100$</p> <p style="text-align: center;">Geometric Mean = $(\prod_{i=1}^5 \text{Percentage for ith year})^{1/5}$</p> <p>Upload:</p> <ul style="list-style-type: none"> • Details of full time teachers and other academics As per Data Template • List of the faculty members authenticated by the Registrar of the University • Any other relevant information 	<p>15</p>												
<p>2.4.2</p> <p>QnM</p>	<p>Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree</p> <p>2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>Number of full-time teachers and other academics with Ph.D. degree</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year						Number of full-time teachers and other academics with Ph.D. degree						<p>5</p>
Year														
Number of full-time teachers and other academics with Ph.D. degree														

	<p>Formula: $\frac{\text{Percentage per year}}{\text{Number of full time teachers and other academics with Ph. D.}} = \frac{\text{(2.2) Number of full time teachers appointed against the sanctioned posts + (2.3) Number of other academics in position against the sanctioned posts}}{\text{with Ph. D.}} \times 100$</p> <p>Geometric Mean = $(\prod_{i=1}^5 \text{Percentage for year})^{1/5}$</p> <p>Upload:</p> <ul style="list-style-type: none"> • Number of teachers and other academics with PhD • As per the Data Template • Any other relevant information 													
<p>2.4.3 QnM</p>	<p>Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies</p> <p>2.4.3.1: Number of Programmes offered which are developed through collaboration with Government / other agencies year wise during the last five years</p> <table border="1" data-bbox="284 969 1206 1218"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Number of Programmes developed in collaboration with Government/ other agencies</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Copies of MoUs with other agencies • Minutes of relevant Academic Council/BoS/ School Board meetings • As per Data Template • Any other relevant information 	Year						Number of Programmes developed in collaboration with Government/ other agencies						<p>10</p>
Year														
Number of Programmes developed in collaboration with Government/ other agencies														
<p>2.4.4 QnM</p>	<p>Percentage of in-house faculty involved in design and development of SLMs year wise during the last five years</p> <p>2.4.4.1 Number of in-house faculty involved in design and development of SLMs year wise during the last five years</p> <table border="1" data-bbox="284 1666 743 1883"> <thead> <tr> <th>Year</th> <th>Block Year</th> </tr> </thead> <tbody> <tr> <td>Number of in-house faculty involved in writing/ transforming/ editing of units</td> <td></td> </tr> </tbody> </table> <p>Formula:</p>	Year	Block Year	Number of in-house faculty involved in writing/ transforming/ editing of units		<p>10</p>								
Year	Block Year													
Number of in-house faculty involved in writing/ transforming/ editing of units														

	<p style="text-align: center;"> $\text{Percentage} = \frac{\text{Number of in – house faculty involved in developing SLMS}}{(2.5)\text{Number of full time teachers appointed against the sanctioned posts} + (2.6)\text{ Number of Full time Academic consultants employed}} \times 100$ </p> <p>Upload:</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS/ School Board meetings • Credit page of Blocks/ Courses • As per Data Template • Any other relevant information 													
<p>2.4.5</p> <p>QnM</p>	<p>Recognition earned by full time teachers and other academics</p> <p>2.4.5.1 Number of full time teachers who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year wise during the last five years</p> <table border="1" data-bbox="284 772 1078 976"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers and other academics who received awards, fellowships, recognition etc.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Scanned copies of award/ appointment letters • As per Data Template • Any other relevant information 	Year						Number of teachers and other academics who received awards, fellowships, recognition etc.						<p>5</p>
Year														
Number of teachers and other academics who received awards, fellowships, recognition etc.														
<p>2.4.6</p> <p>QnM</p>	<p>Learner : Academic Counselor ratio</p> <p>2.4.6.1 Number of empanelled Academic Counselors for the latest completed academic year: <input style="width: 50px; height: 20px;" type="text"/></p> <p>Formula:</p> $\frac{(1.4)\text{ Number of learners during the latest completed academic year}}{\text{Number of empanelled academic counsellors during the latest completed academic year}}$ <p>Upload:</p> <ul style="list-style-type: none"> • Number of Academic Counsellors with details of total teaching experience for the preceding academic year • As per Data Template • Any other relevant information 	<p>10</p>												

Key Indicator - 2.5 Evaluation Process and Reforms (40)

Metric No.		Weightage
<p>2.5.1 Q₁M</p>	<p>Process of conduct of Term-end examination</p> <p>Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Schedule of Term End Examination of preceding academic year • Manual/ Handbook for conduct of Term End Examination • Any other relevant information 	<p>5</p>
<p>2.5.2 Q₁M</p>	<p>Examination related Grievances</p> <p>Mechanism of the Institution to deal with examination related grievances in a transparent manner</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Standard Operating Procedures related to Term End Examination related Grievances • Any other relevant information 	<p>5</p>
<p>2.5.3 Q₁M</p>	<p>Formative Assessment</p> <p>Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy documents on Evaluation Methodology • Any other relevant information 	<p>10</p>

<p>2.5.4 QnM</p>	<p>Status of automation of Examination/ Evaluation processes</p> <p>Status of automation of examination / evaluation processes is represented by: (Choose any one)</p> <ol style="list-style-type: none"> 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 <p>Upload:</p> <ul style="list-style-type: none"> • Current Manual of examination automation system • Annual reports of examination including the present status of automation • As per Data Template • Any other relevant information 	<p>15</p>
<p>2.5.5 QnM</p>	<p>Involvement of external subject experts in evaluation process</p> <p>Extent of involvement of external subject experts and other academics in the evaluation related activities in the preceding academic year:</p> <ol style="list-style-type: none"> 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. <p>Options:(Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Link to list of evaluators • As per Data Template • Any other relevant information 	<p>5</p>

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

Metric No.		Weightage
2.6.1 QIM	<p>Programme Outcomes</p> <p>The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes Any other relevant information 	10
2.6.2 QnM	<p>Percentage of completion status of UG and PG degree programmes with in specified period</p> <p>2.6.2.1. Number of UG/PG learners completed the degree program within 3 to 5 years for UG & 2 to 4 years for PG.</p> <p>Formula:</p> $\frac{\text{Number of UG and PG learners completed the degree program within 3 to 5 years for UG 2 to 4 years for PG}}{(1.3) \text{ Number of learners admitted afresh in first year (year 5 only)}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> Link to declaration of results As per Data Template Any other relevant information 	10

Key Indicator – 2.7 Learner Satisfaction Survey (30)

Metric No.		Weightage
2.7.1 QnM	<p>Online Learner Satisfaction Survey regarding teaching-learning process</p> <p>Furnish data regarding learner satisfaction with respect to teaching-learning process.</p> <p>The online survey would be conducted by NAAC</p> <p>Upload:</p> <ul style="list-style-type: none"> Database of all currently enrolled learners As per Data Template Any other relevant information 	30

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CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION (200)

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

Metric No.		Weightage
<p>3.1.1</p> <p>QM</p>	<p>Policy for promotion of research</p> <p>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.</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption • Policy document on promotion of research • Any other relevant information 	<p>5</p>
<p>3.1.2</p> <p>QnM</p>	<p>Research facilities for teachers, other academics and learners</p> <p>Research facilities available to the teachers, other academics and learners of the Institution for pursuing research</p> <ol style="list-style-type: none"> 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 <p>Options (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 6 or more of the above B. Any 4 or 5 of the above C. Any 2 or 3 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • URLs of the available facilities • As per Data Template • Any other relevant information 	<p>10</p>

Key Indicator – 3.2 Resource Mobilization for Research (20)

Metric No.		Weightage												
<p>3.2.1 QnM</p>	<p>Government and Non-government grants for research</p> <p>3.2.1.1 Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etchas been received by the Institution year wise over the last five years (INR in Lakhs)</p> <table border="1" data-bbox="352 591 1110 831"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total grants for research received (INR in Lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Award letters for research projects sponsored by government and non-government • As per Data Template • Any other relevant information 	Year						Total grants for research received (INR in Lakhs)						<p>10</p>
Year														
Total grants for research received (INR in Lakhs)														
<p>3.2.2 QnM</p>	<p>Research projects funded to teachers – Number of research projects funded by the institution / government and non-government agencies per teacher</p> <p>3.2.2.1 Number of research projects funded by the institution / government and non-government agencies year wise during the last five years</p> <table border="1" data-bbox="408 1279 1168 1451"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers having research projects</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total number of teachers having research projects}}{(2.5)\text{Number of teachers during the last five years}}$ <p>Upload:</p> <ul style="list-style-type: none"> • List of research projects • Document from Funding Agency • Link of the funding agency website • As per Data Template • Any other relevant information 	Year						Number of teachers having research projects						<p>10</p>
Year														
Number of teachers having research projects														

Key Indicator – 3.3: Innovation Ecosystem (30)

Metric No.		Weightage												
<p>3.3.1</p> <p>Q_iM</p>	<p>Innovative initiatives of the Institution</p> <p>Institution has taken initiatives for creating an ecosystem for Innovation by establishing Innovation Centre/Cell. The institution has also taken innovative initiatives by providing access to diversified learner groups</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • The Innovation Centre/ Cell • Initiatives taken by the institution • Any other relevant information 	<p>10</p>												
<p>3.3.2</p> <p>Q_nM</p>	<p>Workshops / seminars conducted on innovative practices</p> <p>3.3.2.1 Total number of workshops/seminars conducted year wise over the last five years on:</p> <ul style="list-style-type: none"> • Intellectual Property Rights (IPR); • Open Educational Resources (OERs); • Massive Open Online Courses (MOOCs); • Technology-Enabled Learning; • Learning Management System; • Development of e-content and <table border="1" data-bbox="461 1133 1101 1323"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of workshops / seminars</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Report of the event/ link to the material developed • List of workshops/seminars over the last five years • As per Data Template • Any other relevant information 	Year						Number of workshops / seminars						<p>5</p>
Year														
Number of workshops / seminars														
<p>3.3.3</p> <p>Q_nM</p>	<p>Innovative content developed in the form of e-modules / e-SLMs / MOOCsfor :</p> <ul style="list-style-type: none"> • NMEICT • NPTEL • SWAYAM • e-PG Pathshala • e-SLMs • other MOOCs platform • Institutional LMS <p>3.3.3.1 Total number of e-content modules developed for any of the platforms listed above.</p>	<p>10</p>												

	<table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of innovative contents developed</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> List of the innovative contents developed over the last five years As per Data Template Any other relevant information 	Year							Number of innovative contents developed							
Year																
Number of innovative contents developed																
3.3.4	Awards for innovation	5														
QnM	<p>3.3.4.1 Number of Awards for innovation received by the Institution, its teachers/other academics/ research scholars/Learners year wise over the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Total</td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> Scanned copies of award letters Award details As per Data Template Any other relevant information 	Year						Total	Number							
Year						Total										
Number																

Key Indicators – 3.4 Research Publications and Awards (70)

Metric No.		Weightage
3.4.1	Mechanisms to check malpractices and plagiarism in research	
QnM	<p>The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years)</p> <ol style="list-style-type: none"> Research methodology with course on research ethics Ethics Committee Plagiarism Check Committee on publication guidelines <p>Options: (Choose any one)</p> <ol style="list-style-type: none"> All 4 of the above Any 3 of the above Any 2 of the above Any 1 of the above None of the above <p>Upload:</p> <ul style="list-style-type: none"> Institutional code of ethics document 	5

	<ul style="list-style-type: none"> • Notification for Research Ethics Committee • Minutes of the committee • As per Data Template • Any other relevant information 													
<p>3.4.2</p> <p>QnM</p>	<p>Ph.D. degrees awarded per recognised research guide of the University.</p> <p>3.4.2.1 Number of Full time teachers recognized as guides by the University as per UGC regulation over the last 5 years: <input type="text"/></p> <p>3.4.2.2 Number of Ph.D. degrees awarded per recognised research guide of the University year wise over the last five year.</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Ph.D degrees awarded by the University</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total Number of Ph. D degrees awarded over the last five years}}{\text{Number of teachers recognized as guides by the University over the last 5 years}}$ <p>Upload:</p> <ul style="list-style-type: none"> • Web-link of the Research page • List of Ph.D. scholars and their details like name of the guide , title of thesis, year of award etc • As per Data Template • Any other relevant information 	Year						Number of Ph.D degrees awarded by the University						<p>10</p>
Year														
Number of Ph.D degrees awarded by the University														
<p>3.4.3</p> <p>QnM</p>	<p>Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the last five years</p> <p>3.4.3.1 Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of papers published</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total Number of publications in UGC notified journals during the last five years}}{(2.5)\text{Number of teachers during the last five years}}$ <p>Upload:</p> <ul style="list-style-type: none"> • Web-link of research papers published • As per Data Template 	Year						Number of papers published						<p>20</p>
Year														
Number of papers published														

	<ul style="list-style-type: none"> Any other relevant information 													
<p>3.4.4</p> <p>QnM</p>	<p>Books and Chapters in edited volumes published per teacher etc.</p> <p>3.4.4.1 Number of books and chapters/ units in books/ SLMs published of the institution during the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of books, chapters/ units in books/ SLMs published</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula: $\frac{\text{Total number of books and chapters, units in books, SLMs published during the last five years}}{(2.5) \text{ Number of teachers during the last five years}}$</p> <p>Upload:</p> <ul style="list-style-type: none"> Web-link of publications As per Data Template Any other relevant information 	Year						Number of books, chapters/ units in books/ SLMs published						<p>15</p>
Year														
Number of books, chapters/ units in books/ SLMs published														
<p>3.4.5</p> <p>QnM</p>	<p>Citations of the publications</p> <p>Impact Factor of the research publications from the Institution</p> <p>Citations of the publications by teachers and academics over the last five years based on average Citation index in Scopus/ Web of Science.</p> <p>Formula: $\frac{0.5 \times \text{Total number of Citation in SCOPUS in five years} + 0.5 \times \text{Total number of Citation in Web of Science in five years}}{0.5 \times \text{Total number of Publication in SCOPUS in five years} + 0.5 \times \text{Total number of Publication in Web of Science in five years}}$</p> <p>(Note: Input will be provided by INFLIBNET and clarification for this metric will also be sought by INFLIBNET separately)</p>	<p>10</p>												
<p>3.4.6</p> <p>QnM</p>	<p>h-index of the Institution</p> <p>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 Citations of the publications in Scopus / Web of Science</p> <p>Formula: $h \text{ index} = \frac{h - \text{Index of Scopus} + h - \text{index of Web of Science}}{2} \text{ over the last five years}$</p>	<p>10</p>												

	<p>Upload:</p> <ul style="list-style-type: none"> • Citations of publications based on Scopus / Web of Science – h-index of the institution • As per Data Template • Any other relevant information <p>(Note: Input will be provided by INFLIBNET and clarification for this metric will also be sought by INFLIBNET separately)</p>	
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Key Indicators - 3.5 Consultancy (10)

Metric No.		Weightage												
<p>3.5.1</p> <p>QIM</p>	<p>Consultancy Policy</p> <p>The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy • Policy document on consultancy • Any other relevant information 	<p>2</p>												
<p>3.5.2</p> <p>QnM</p>	<p>Revenue from consultancy – Revenue generated by the Institution from consultancy</p> <p>3.5.2.1 Revenue generated from consultancy provided by teachers and other academics of the Institution year wise over the last five years (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year</td> <td style="width: 15%;"></td> </tr> <tr> <td>Revenue generated</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Audited statements of accounts indicating the revenue generated through consultancy • List of teachers and other academics providing consultancy • As per Data Template • Any other relevant information 	Year						Revenue generated						<p>3</p>
Year														
Revenue generated														
<p>3.5.3</p> <p>QnM</p>	<p>Revenue from training/ seminars/ conferences etc.</p> <p>3.5.3.1 Revenue obtained as sponsorship by the Institution for conducting training programmes/seminars/ conferences (INR in Laksh)</p>	<p>5</p>												

	Year							
	Revenue obtained (INR in lakhs)							
<p>Upload:</p> <ul style="list-style-type: none"> • Audited statements of account indicating the revenue generated through training • Schedule of the training programmes • As per Data Template <p>Any other relevant information</p>								

Key Indicators - 3.6 Extension Activities (35)

Metric No.		Weightage												
3.6.1 Q₁M	<p>Extension activities</p> <p>The impact of the extension activities of the Institution in sensitizing the learners and other stakeholders to social and sustainable development issues leading to inclusive society over the last five years</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Brochures of the activities • Activity Reports • Any other relevant information 	5												
3.6.2 Q_nM	<p>Recognition of extension activities</p> <p>3.6.2.1 Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years: <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Awards for extension activities • Scanned copy of the award letters • As per Data Template • Any other relevant information 	10												
3.6.3 Q_nM	<p>Collaborative extension and outreach Programmes</p> <p>3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						Number						10
Year														
Number														

	<p>Upload:</p> <ul style="list-style-type: none"> • Reports of the event organized • As per Data Template • Any other relevant information 													
3.6.4 QnM	<p>Participation in extension activities</p> <p>3.6.4.1 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 year wise during the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of employees and learners participating</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Report of the event • As per Data Template • Any other relevant information 	Year						Number of employees and learners participating						10
Year														
Number of employees and learners participating														

Key Indicator - 3.7 Collaboration (20)

Metric No.		Weightage												
3.7.1 QnM	<p>Collaborative activities with Institutions</p> <p>3.7.1.1 Number of Collaborative activities for research, programme development and faculty exchange with institutions year wise during the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of collaborative Activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Scanned copies of collaboration document • As per Data Template • Any other relevant information 	Year						Number of collaborative Activities						10
Year														
Number of collaborative Activities														
3.7.2 QnM	<p>Collaborations with industries</p> <p>3.7.2.1 Number of collaborations with industries for learner exchange, internship, establishing Chairs during the last five years: <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link of the collaborator • MoU of the collaboration (s) • As per Data Template • Any other relevant information 	10												

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES (100)

Key Indicator - 4.1 Physical Facilities (20)

Metric No		Weightage												
<p>4.1.1 Q₁M</p>	<p>Facilities available at Institution Headquarters and Regional Centres Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Annual report of the Institution • Geo-tagged photographs of campus and all other infrastructural facilities • Any other relevant information 	<p>10</p>												
<p>4.1.2 Q_nM</p>	<p>Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation</p> <p>4.1.2.1 Expenditure incurred for infrastructure augmentation excluding salary year wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="304 1025 1265 1144"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Expenditure incurred for infrastructure augmentation</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total Expenditure incurred for infrastructure augmentation over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Audited utilization statements • Budget allocation for infrastructure • As per Data Template • Any other relevant information 	Year						Expenditure incurred for infrastructure augmentation						<p>5</p>
Year														
Expenditure incurred for infrastructure augmentation														
<p>4.1.3 Q_nM</p>	<p>Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities</p> <p>4.1.3.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary year wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="304 1861 1353 1995"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Expenditure incurred on maintenance of physical facilities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						Expenditure incurred on maintenance of physical facilities						<p>5</p>
Year														
Expenditure incurred on maintenance of physical facilities														

	and academic support facilities excluding salary						
<p>Formula:</p> $\frac{\text{Total Expenditure incurred for Maintenance of physical facilities over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Audited statements of accounts. • Budget and Statements of Expenditure • As per Data Template • Any other relevant information 							

Key Indicator – 4.2: IT Infrastructure (40)

Metric No.		Weightage
<p>4.2.1</p> <p>QnM</p>	<p>ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters.</p> <p>4.2.1.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at the Institution HQs (Data for the latest completed academic year) : <input type="text"/></p> <p>4.2.1.2 Total number of room and seminar halls for academic support at the Institution HQ (Data for the latest completed academic year) <input type="text"/></p> <p>Formula:</p> $\frac{\text{Number of classrooms and seminar halls for academic support with ICT facilities at HQ}}{\text{Total number of rooms and seminar halls for academic support at HQ}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Geo- tagged Photographs of IT infrastructure facilities at HQs • As per Data Template • Any other relevant information 	<p>5</p>
<p>4.2.2</p> <p>QnM</p>	<p>ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres (RCs)</p> <p>4.2.2.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Regional Centres (RCs). (Data for the latest completed academic year) <input type="text"/></p> <p>4.2.2.2 Total number of room and seminar halls for academic support at Regional Centres (RCs) (Data for the latest completed academic year) <input type="text"/></p>	<p>5</p>

	<p>Formula:</p> $\frac{\text{Number of classrooms and seminar halls for academic support with ICT facilities at RCs}}{\text{Total number of rooms and seminar halls for academic support at RCs}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Photographs of infrastructure facilities at a few RCs • As per Data Template • Any other relevant information 	
<p>4.2.3 QnM</p>	<p>ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the Institution for academic support in learner support centres (LSCs)</p> <p>4.2.3.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year) <input type="text"/></p> <p>4.2.3.2 Total number of room and seminar halls for academic support at learner Support Centres (LSCs) (Data for the latest completed academic year) <input type="text"/></p> <p>Formula:</p> $\frac{\text{Number of classrooms and seminar halls for academic support with ICT facilities at LSCs}}{\text{Total number of rooms and seminar halls for academic support at LSCs}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Geo – tagged Photographs of infrastructure facilities at a few LSCs • As per Data Template • Any other relevant information 	<p>5</p>
<p>4.2.4 Q_IM</p>	<p>Frequency of updating of IT facilities – Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Scanned copy of agreement • Any other relevant information 	<p>5</p>
<p>4.2.5 QnM</p>	<p>Internet Bandwidth at the HQs and RCs – Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution</p>	<p>5</p>

	<p>Internet connection(s) in the Institution (Leased line) in terms of the available bandwidth in MBPS (Data for the latest completed academic year):</p> <div style="text-align: right; margin-right: 50px;"><input type="text"/></div> <p>Upload:</p> <ul style="list-style-type: none"> • Relevant documents on available bandwidth of internet connection at the Institution’s Head Quarters and Regional Centres • As per Data Template • Any other relevant information 	
<p>4.2.6 QnM</p>	<p>Facilities for media production - Facilities for audio, video and e-content development are available and are in use at the Institution</p> <p>Audio- video and e-Content production facilities:</p> <ol style="list-style-type: none"> 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 <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. More than 10of the above B. Any 8 – 9 of the above C. Any 4 – 7 of the above D. Any 1 – 3 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Geo-tagged photographs of the facilities for audio, video e-content production • As per Data Template • Any other relevant information 	<p>5</p>
<p>4.2.7 QnM</p>	<p>Percentage of viewers (learners) to Transmission facilities of the Institution</p> <p>4.2.7.1 Number of viewers (learners) of transmission facilities (Radio and Television Channels) for the latest completed academic year <input style="width: 50px;" type="text"/></p> <p>Formula:</p>	<p>5</p>

	$\frac{\text{Total Number of viewers of transmission facilities}}{(1.4)\text{Total Number of Learners during the latest completed academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Geo-tagged photographs of the facilities available • As per Data Template • Any other relevant information 	
<p>4.2.8</p> <p>Q_iM</p>	<p>Automation systems</p> <p>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)</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Automation system • Any other relevant information 	5

Key Indicator - 4.3 Learning Resources(40)

Metric No.		Weightage
<p>4.3.1</p> <p>Q_iM</p>	<p>Provision of Learner Support Services</p> <p>Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • List of support services provided at Headquarters, Regional Centres, Learner Support Centres • Organizational chart of support services available • Any other relevant information 	10

<p>4.3.2</p> <p>QnM</p>	<p>Average number of Learners attached to LSCs</p> <p>4.3.2.1 Number of LSCs in the preceding academic year: <input type="text"/></p> <p>Formula:</p> $\frac{(1.4) \text{ Number of learners in the preceding year}}{\text{Total number of LSCs in preceding year}}$ <p>Upload:</p> <ul style="list-style-type: none"> • Enrolment details of the preceding year • Distribution of learners LSC wise • As per Data Template • Any additional information 	<p>10</p>												
<p>4.3.3</p> <p>QIM</p>	<p>Academic counselling sessions held</p> <p>Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Monitoring reports of LSCs • Reports on counselling sessions • Any other relevant information 	<p>10</p>												
<p>4.3.4</p> <p>QnM</p>	<p>Expenditure on Library – Percentage of annual expenditure on library year wise during the last five years</p> <p>4.3.4.1 Annual expenditure on library year wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="619 1346 1046 1413"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Amount (INR in lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula</p> $\frac{\text{Total Expenditure on library}}{\text{Total expenditure excluding salary}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to Library catalogues • Web-link to relevant resources available in the library • As per Data Template • Any other relevant information 	Year						Amount (INR in lakhs)						<p>5</p>
Year														
Amount (INR in lakhs)														
<p>4.3.5</p> <p>QIM</p>	<p>Library Automation</p> <p>Library is automated in using Integrated Library Management System (ILMS)</p> <ul style="list-style-type: none"> • Name and features of the ILMS software • Nature and extent of automation (full or partial) 	<p>5</p>												

	<ul style="list-style-type: none"> Year of commencement and completion of automation <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Geo-tagged photographs Any other relevant information 	
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CRITERION V - LEARNER SUPPORT AND PROGRESSION (100)

Key Indicator - 5.1 Learner Support (65)

Metric No.		Weightage
5.1.1 Q ₁ M	<p>Promotional Activities for Prospective Learners</p> <p>The Institution promotes its programmes for the prospective learners through various activities</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Activities undertaken Any other relevant information 	10
5.1.2 Q ₁ M	<p>Pre-admission Counseling Services</p> <p>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</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Activities undertaken Any other relevant information 	10
5.1.3 Q ₁ M	<p>Online Admission and Related Activities</p> <p>The status and process of online admission including payment of fees</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Online Admission and related activities Any other relevant information 	10

<p>5.1.4 Q₁M</p>	<p>Dispatch of Study Material and related grievance handling mechanisms</p> <p>Strategy followed by the Institution for dispatch of study material to learners and mechanisms to resolve grievances related to Dispatch of Study Material</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Material dispatch related activities • Any other relevant information 	<p>10</p>
<p>5.1.5 Q_nM</p>	<p>Attending to learners' queries</p> <p>Modes/approaches employed by the University to attend to learners' queries include:</p> <ol style="list-style-type: none"> 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. Learner Services Centre/ Inquiry Counter 12. Postal communication <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 8 or more of the above B. Any 6-7 of the above C. Any 4-5 of the above D. Any 1-3 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other • As per Data Template • Any other relevant information 	<p>5</p>
<p>5.1.6 Q_nM</p>	<p>Academic counselling services</p> <p>Modes employed by the Institution to provide academic counseling services to its learners include:</p> <ol style="list-style-type: none"> 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 	<p>5</p>

	<p>8. Workshops 9. Field study 10. Seminar 11. Extended Contact Programme (ECP) 12. Enhancement of Professional Competency (EPC)</p> <p>Options: (Choose any one of the below) A. Any 8 or more of the above B. Any 6-7 of the above C. Any 4-5 of the above D. Any 1-3 of the above E. None of the above</p> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>Name of the Programmes</u> • <u>Modes employed by the Institution to provide academic counselling for theory courses</u> • <u>Modes employed by the Institution to provide academic counselling for practical courses</u> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to counselling schedules for current year • As per Data Template • Any other relevant information 																									
<p>5.1.7 QnM</p>	<p>Addressing learners’ grievances – The Institution has a transparent mechanism for timely redressal of learner grievances. Percentage of grievances received at HQ and redressed during the last five years</p> <p>5.1.7.1 Number of grievances received at HQ year wise during the last five years</p> <table border="1" data-bbox="368 1341 1267 1498"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of grievances received</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>5.1.7.2 Number of grievances received at HQ that are redressed year wise during the last five years</p> <table border="1" data-bbox="368 1666 1267 1823"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of grievances received at HQ</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>Number of grievances received at HQ and redressed year wise over the last five years</u> <p>Formula:</p>	Year						Number of grievances received						Year						Number of grievances received at HQ						<p>5</p>
Year																										
Number of grievances received																										
Year																										
Number of grievances received at HQ																										

	<p>Percentage = $\frac{\text{Total Number of grievances redressed at HQs}}{\text{Total number of grievances received at HQ}} \times 100$</p> <p>Upload:</p> <ul style="list-style-type: none"> • Web link to Grievance Redressal Mechanism Committee for learners • As per Data Template • Any other relevant information 									
<p>5.1.8 Q_nM</p>	<p>Special Learner Support Centres</p> <p>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</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • List of Special Learner Support Centres • Any other relevant information 	<p>5</p>								
<p>5.1.9 Q_nM</p>	<p>Financial Support to learners of disadvantaged groups - Percentage of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other year wise over the last five years</p> <p>5.1.9.1 Number of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other year wise over the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Block Year</th> </tr> </thead> <tbody> <tr> <td>Number of learners of disadvantaged groups benefited by financial support</td> <td></td> </tr> </tbody> </table> <p>5.1.9.2 Total number of learners of disadvantaged groups enrolled in all the programmes</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Block Year</th> </tr> </thead> <tbody> <tr> <td>Number of learners of Total number of learners of disadvantaged groups enrolled in all the programmes</td> <td></td> </tr> </tbody> </table> <p>Formula:</p> <p>Percentage = $\frac{\text{Total Number of learners with disadvantaged group benefited by financial support}}{\text{Total number of learners of disadvantaged group enrolled}} \times 100$</p>	Year	Block Year	Number of learners of disadvantaged groups benefited by financial support		Year	Block Year	Number of learners of Total number of learners of disadvantaged groups enrolled in all the programmes		<p>5</p>
Year	Block Year									
Number of learners of disadvantaged groups benefited by financial support										
Year	Block Year									
Number of learners of Total number of learners of disadvantaged groups enrolled in all the programmes										

	<p>Upload:</p> <ul style="list-style-type: none"> • Web-link to notifications issued by the Institution • As per Data Template • Any other relevant information 	
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Key Indicator - 5.2 Learner Progression (25)

Metric No.	<p>Submission of assignments - Percentage of learners submitting assignments</p>	5
<p>5.2.1</p> <p>Q_nM</p>	<p>5.2.1.1 Number of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar <input type="checkbox"/></p> <p>5.2. Total Number of learners enrolled in the preceding academic year (only newly enrolled) (Data auto-populates from Extended profile)</p> <p>Formula:</p> $\frac{\text{Number of Newly enrolled learners in the preceding academic year who have submitted assignments as per the academic calendar}}{(1.3) \text{ Number of newly enrolled learners in the preceding academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to academic calendar of the Institution • List of programmes on offer • Web-link of assignments of programmes on offer • As per Data Template • Any other relevant information 	
<p>5.2.2</p> <p>Q_nM</p>	<p>Percentage of Newly enrolled learners registered for term end examination</p> <p>Data Auto-populates from Extended profile</p> <p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none"> • <u>Name of the programme and courses</u> • <u>Programme wise enrollment details</u> • <u>Name and enrolment number of learners (only newly enrolled)registered for term end examinations</u> <p>Formula:</p> $\frac{5.2 \text{ Number of newly enrolled learners in the the latest completed academic year registered for term end examination}}{(1.3) \text{ Number of newly enrolled learners in the latest completed academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • List of programmes on offer • Web-link of examination schedule • Number of learners (only newlyenrolled)registered for term end examinations 	5

	<ul style="list-style-type: none"> As per Data Template Any other relevant information 													
5.2.3 Q_nM	<p>Percentage of learners appeared for term end exam</p> <p>Data Auto-populates from Extended profile</p> <p>Formula:</p> $\frac{5.3 \text{ Number of newly enrolled learners appeared in the term end examination for the latest completed academic year}}{5.2 \text{ Number of enrolled learners in the preceding academic year registered for term end examination}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> List of programmes on offer Web-link of examination schedule List of learners (only newly enrolled) who have registered for term end examination As per the Data Template Any other relevant information 	5												
5.2.4 Q_nM	<p>Percentage of learners passed out term end examination</p> <p>Data Auto-populates from Extended profile</p> <p>Formula:</p> $\frac{5.4 \text{ Number of newly enrolled learners passed in term end examination for the latest completed academic year}}{5.3 \text{ Number of newly enrolled learners appeared in the term end examination for the latest completed academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> List of programmes on offer Web-link of examination schedule Number of learners (only freshly enrolled) who have passed term end examination As per Data Template Any other relevant information 	5												
5.2.5 Q_nM	<p>Placement services provided to the learners</p> <p>5.2.5.1 Number of placement drives conducted by the institution for the learners year wise over the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Number of placement drives conducted by the institution</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year						Number of placement drives conducted by the institution						5
Year														
Number of placement drives conducted by the institution														

	<p>Upload:</p> <ul style="list-style-type: none"> • Reports of the campus placement drives • As per Data Template • Any other relevant information 	
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Key Indicator - 5.3 Alumni Engagement (10)

Metric No.		Weightage
5.3.1 Q₁M	<p>The Alumni Association</p> <p>The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services over the last five years</p> <p>Write description in maximum of 300 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Details of Alumni Association Activities • Frequency of meetings of Alumni Association with minutes • Quantum of financial contribution • Audited Statement of Accounts of the Alumni Association • Any other relevant information 	3
5.3.2 Q_nM	<p>Alumni Association Involvement -Percentage of graduated learners enrolled in Alumni Association</p> <p>5.3.2.1 Number of graduated learners enrolled in Alumni Association (in latest completed academic year) <input style="width: 50px; height: 20px;" type="text"/></p> <p>Formula:</p> <p>Percentage of Alumni Registered =</p> $\frac{\text{Number of graduated learners enrolled in alumni association in the latest completed academic year}}{\text{(latest year of 5.1)Number of graduated learners in the latest completed academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to Alumni Association • As per Data Template • Any other relevant information 	4
5.3.3 Q_nM	<p>Facilities for Alumni Engagement</p> <p>The Alumni Association facilitates its members by the following</p> <ol style="list-style-type: none"> 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 	3

	<p>4. donation by Alumni</p> <p>Options: (Choose any one of the below)</p> <p>A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none"> • <u>Alumni Enrollment Data</u> • <u>Online Alumni Networks</u> • <u>Fee received</u> • <u>Donation received</u> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to Alumni Registration Portal • Web-link to online networks • Scan copy of statement of receipts • As per Data Template • Any other relevant information 	
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CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT (100)

Key Indicator - 6.1 Institutional Vision and Leadership (10)

Metric No.		Weightage
6.1.1 Q _i M	<p>Governance in accordance with Mission and Vision</p> <p>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</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Vision and Mission documents approved by the statutory bodies • Report of achievements which led to institutional excellence • Any other relevant information 	5
6.1.2 Q _i M	<p>Decentralization and participative management</p> <p>Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Information / documents pertaining to leadership • Any other relevant information 	5

Key Indicator - 6.2 Strategy Development and Deployment (15)

Metric No.		Weightage
6.2.1	<p>Perspective / Strategic plan and deployment</p> <p>Q₁M The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Perspective / Plan and deployment documents • Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables • Any other relevant information 	3
6.2.2	<p>Organizational structure of the Institution</p> <p>Q₁M Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Organogram of the Institution • Annual Report of the preceding academic year • Minutes of the meetings of various bodies / relevant committees • Any other relevant information 	4
6.2.3	<p>Implementation of e-governance in different areas of operation</p> <p>Areas of operation of Institution which has e-governance implementation</p> <p>Q_nM</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Learner Admission and Support 5. Examination <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>List of areas of operations where e-governance has been implemented</u> • <u>Name of the vendor (if any), with contact details</u> • <u>Year of implementation</u> <p>Upload:</p>	8

	<ul style="list-style-type: none"> • ERP Document • Screen shots of user interfaces • As per Data Template • Any other relevant information 	
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Key Indicator - 6.3 Faculty Development / Empowerment Strategies (30)

Metric No.		Weightage												
6.3.1 Q _i M	<p>Welfare measures for teachers, other academics and non-academic staff</p> <p>The institution has effective welfare measures for teachers, other academics and non-academic staff</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy document on welfare measures • List of beneficiaries of welfare measures • Any other relevant information 	5												
6.3.2 Q _n M	<p>Percentage of Financial support for faculty development</p> <p>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</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number of teachers and other academics provided with financial support</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> <p style="text-align: center;">Total Number of teachers and other academics provided with financial support to attend conferences ,workshops and towards membership fee of professional bodies</p> <p>Percentage = $\frac{\text{Total Number of teachers and other academics provided with financial support to attend conferences ,workshops and towards membership fee of professional bodies}}{\text{Number of full time teachers and other academics}} \times 100$</p>	Year						Number of teachers and other academics provided with financial support						5
Year														
Number of teachers and other academics provided with financial support														

	<p>Upload:</p> <ul style="list-style-type: none"> • Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. • As per Data Template • Any other relevant information 													
<p>6.3.3</p> <p>Q_nM</p>	<p>Average number of programmes organised for professional development</p> <p>6.3.3.1 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</p> <table border="1" data-bbox="331 611 1302 801"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Programmes organized</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total Number of professional development or administrative training Programmes organized for teachers/other academic/ non teaching staff over the last five years}}{5}$ <p>Upload:</p> <ul style="list-style-type: none"> • Schedules of programmes organized for teachers, other academics and non-academic staff • As per Data Template • Any other relevant information 	Year						Number of Programmes organized						<p>5</p>
Year														
Number of Programmes organized														
<p>6.3.4</p> <p>Q_nM</p>	<p>Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)</p> <p>6.3.4.1 Number 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.</p> <table border="1" data-bbox="475 1541 1302 1664"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers and other academics attended PDPs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total Number of teachers and other academics attended PDPs}}{\left(\begin{matrix} 2.5 \\ + \\ 2.6. \end{matrix} \right) \text{Number of full time teachers and other academics}} \times 100$ <p>Upload:</p>	Year						Number of teachers and other academics attended PDPs						<p>5</p>
Year														
Number of teachers and other academics attended PDPs														

	<ul style="list-style-type: none">• CIQA report summary• Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).• Letters to teachers and other academics attending PDPs over the last five years (Data Template)• As per Data Template• Any other relevant information	
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<p>6.3.5 Q_nM</p>	<p>Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, over the last five years</p> <p>6.3.5.1 Number of full time non-academic staff attended training Programmes during the last five years 6.3.5.2 Number of full time non-academic staff during the last five years</p> <table border="1" data-bbox="327 465 992 728"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of full time non-academic staff attended administrative training programme</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of full time non-academic staff</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula: Percentage =</p> $\frac{\text{Total Number of full time non – academic staff attended administrative training programme}}{\text{Total Number of full time non – academic staff}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • CIQA report summary • Letters to non-academic staff attending administrative training programmes • As per Data Template • Any other relevant information 	Year						Number of full time non-academic staff attended administrative training programme						Number of full time non-academic staff						<p>5</p>
Year																				
Number of full time non-academic staff attended administrative training programme																				
Number of full time non-academic staff																				
<p>6.3.6 Q_iM</p>	<p>Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff</p> <p>Institution has performance appraisal system for teaching, promotion for teachers, other academics and non-academic staff</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Performance appraisal policy of the Institution • Document on promotion/CAS for teachers, other academic and non-academic staff • Any other relevant information 	<p>5</p>																		

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

Metric No.		Weightage												
6.4.1 Q _i M	<p>Regular internal and external financial audits</p> <p>Institution conducts internal and external financial audits over the last five years</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy on internal and external audit mechanisms • Financial audit reports over the last five years • Any other relevant information 	5												
6.4.2 Q _i M	<p>Mobilization and utilization of resources</p> <p>Institutional strategies for mobilization of funds and optimum utilization of resources</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council • Procedures for optimal resource utilization • Any other relevant information 	5												
6.4.3 Q _n M	<p>Percentage of Expenditure on Learner Support Services</p> <p>6.4.3.1 Expenditure by the Institution on learner support services (excluding salary and capital expenditure) year wise over the last five years (INR in Lakhs)</p> <table border="1" data-bbox="488 1335 1126 1626"> <thead> <tr> <th data-bbox="488 1335 628 1384">Year</th> <th data-bbox="628 1335 724 1384"></th> <th data-bbox="724 1335 804 1384"></th> <th data-bbox="804 1335 884 1384"></th> <th data-bbox="884 1335 963 1384"></th> <th data-bbox="963 1335 1043 1384"></th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1384 628 1626">Expenditure on learner support services (INR in lakhs)</td> <td data-bbox="628 1384 724 1626"></td> <td data-bbox="724 1384 804 1626"></td> <td data-bbox="804 1384 884 1626"></td> <td data-bbox="884 1384 963 1626"></td> <td data-bbox="963 1384 1043 1626"></td> </tr> </tbody> </table> <p>Data requirement (as per data template):</p> <ul style="list-style-type: none"> • <u>Total expenditure on learner support services per year by the institution over the last five years</u> • <u>Total expenditure of the institution excluding salary per year over the last five years</u> <p>Formula</p> $\text{Percentage} = \frac{\text{Total expenditure on learner support services}}{\text{Total expenditure excluding salary of the institution}} \times 100$ <p>Upload:</p>	Year						Expenditure on learner support services (INR in lakhs)						10
Year														
Expenditure on learner support services (INR in lakhs)														

	<ul style="list-style-type: none"> • Statement of expenditure over the last five years • As per Data Template • Any other relevant information 	
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Key Indicator - 6.5 Internal Quality Assurance System (25)

Metric No.		Weightage
6.5.1 Q _n M	<p>Institutionalizing the quality assurance through CIQA</p> <p>Details of the activities of CIQA listed below:</p> <ol style="list-style-type: none"> 1. Programme Project Reports (PPRs) prepared 2. Workshops/ seminars organized on quality related themes 3. Innovative practices implemented for quality enhancement 4. Initiatives undertaken for system based research 5. Feedback mechanisms developed for different stakeholders <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none"> • <u>PPRs prepared</u> • <u>Details of workshops/ seminars organized</u> • <u>Innovative practices implemented</u> • <u>Initiatives for system based research</u> • <u>Feedback mechanisms developed</u> • <u>Activities for recognition and accreditation</u> <p>Upload:</p> <ul style="list-style-type: none"> • Scan copies of programme schedules • Reports of the activities • As per Data Template • Any other relevant information 	15
6.5.2 Q _i M	<p>Reforming institutional processes</p> <p>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</p> <p>Write description in maximum of 1000 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Documents / information on the process and results of Impact Analysis 	10

	<ul style="list-style-type: none"> • Relevant Reports/ Minutes approved by concerned Authorities • Any other relevant information 	
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Criterion VII-Institutional Values and Best Practices (100)

Key Indicator - 7.1 Institutional Values and Social Responsibilities (60)

Metric No.		Weightage																		
	Gender Equity																			
7.1.1 Q _i M	<p><i>Measures initiated by the Institution for the promotion of gender equity during the last five years.</i></p> <p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> • Annual gender sensitization action plan • Specific facilities provided for women in terms of: <ol style="list-style-type: none"> a. Safety and security at the work place b. Committees to address Prevention of Sexual Harassment c. Common Rooms d. Day care centre for children of the staff e. Any other relevant information 	10																		
	Environmental Consciousness and Sustainability																			
7.1.2 Q _n M	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. Solar energy</td> <td style="width: 5%;"></td> <td style="width: 35%; text-align: center;"><input type="text"/></td> </tr> <tr> <td>2. Biogas plant</td> <td></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>3. Wheeling to the Grid</td> <td></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>4. Sensor-based energy conservation</td> <td></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>5. Use of LED bulbs/ power efficient equipment</td> <td></td> <td style="text-align: center;"><input type="text"/></td> </tr> </table> <p>Options:</p> <table style="width: 100%;"> <tr> <td style="width: 40%;"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above </td> <td style="width: 5%; text-align: center; vertical-align: middle;"> } } } } } </td> <td style="width: 55%; vertical-align: bottom;"> (Opt any one) </td> </tr> </table> <hr/> <p>Upload:</p> <ul style="list-style-type: none"> • Geo-tagged Photographs • Any other relevant information 	1. Solar energy		<input type="text"/>	2. Biogas plant		<input type="text"/>	3. Wheeling to the Grid		<input type="text"/>	4. Sensor-based energy conservation		<input type="text"/>	5. Use of LED bulbs/ power efficient equipment		<input type="text"/>	A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above	} } } } }	(Opt any one)	5
1. Solar energy		<input type="text"/>																		
2. Biogas plant		<input type="text"/>																		
3. Wheeling to the Grid		<input type="text"/>																		
4. Sensor-based energy conservation		<input type="text"/>																		
5. Use of LED bulbs/ power efficient equipment		<input type="text"/>																		
A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above	} } } } }	(Opt any one)																		

<p>7.1.3 Q₁M</p>	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>Provide web link to</p> <ul style="list-style-type: none"> • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo-tagged photographs of the facilities • Any other relevant information 	<p>4</p>
<p>7.1.4 Q_nM</p>	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rainwater harvesting <input type="checkbox"/> 2. Borewell /Open well recharge <input type="checkbox"/> 3. Construction of tanks and bunds <input type="checkbox"/> 4. Wastewater recycling <input type="checkbox"/> 5. Maintenance of water bodies and distribution system in the campus <input type="checkbox"/> <p>Options:</p> <p>A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p style="text-align: right;">} (Opt any one)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Geo-tagged photographs / videos of the facilities • Any other relevant information 	<p>4</p>
<p>7.1.5 Q_nM</p>	<p>Green campus initiatives</p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles <input type="checkbox"/> 2. Use of Bicycles/ Battery powered vehicles <input type="checkbox"/> 3. Pedestrian Friendly pathways <input type="checkbox"/> 4. Ban on use of Plastic <input type="checkbox"/> 5. Landscaping with trees and plants <input type="checkbox"/> <p>Options:</p> <p>A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p style="text-align: right;">} (Opt any one)</p>	<p>4</p>

	<p>Upload</p> <ul style="list-style-type: none"> • Geo-tagged photos / videos of the facilities • Various policy documents / decisions circulated for implementation • Any other relevant documents 	
<p>7.1.6 Q_nM</p>	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <p>7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit <input type="checkbox"/> 2. Energy audit <input type="checkbox"/> 3. Environmental audit <input type="checkbox"/> 4. Clean and green campus recognitions/awards <input type="checkbox"/> 5. Beyond the campus environmental promotional activities <input type="checkbox"/> <p>Options:</p> <p>A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p style="text-align: right;">(Opt any one)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of any awards received • Any other relevant information 	<p>5</p>
<p>7.1.7 Q_nM</p>	<p><i>The Institution has friendly, barrier free environment</i></p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. <input type="checkbox"/> 2. Differently-abled friendly washrooms <input type="checkbox"/> 3. Signage including tactile path, lights, display boards and signposts <input type="checkbox"/> 4. Assistive technology and facilities for differently-abled persons (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment <input type="checkbox"/> 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc., <input type="checkbox"/> <p>Options:</p> <p>A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above</p>	<p>4</p>

	<p>E. None of the above (Opt any one)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Geotagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information 	
<i>Inclusive Environment</i>		
7.1.8 Q ₁ M	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (within 500 words).</i></p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information. 	10
<i>Human Values and Professional Ethics</i>		
7.1.9 Q ₁ M	<p><i>Sensitization of Learners and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p><i>Provide weblink to :</i></p> <ul style="list-style-type: none"> • Details of activities that inculcate values necessary to nurture Learners to become responsible citizens • Any other relevant information 	4
7.1.10 Q _n M	<p><i>The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></p> <p>1. The institutional Code of Conduct principles are displayed on the website <input type="checkbox"/></p> <p>2. There is a committee to monitor adherence to the institutional Code of Conduct principles <input type="checkbox"/></p> <p>3. Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff <input type="checkbox"/></p> <p>4. Annual awareness programmes on Code of Conduct are organized <input type="checkbox"/></p>	5

	<p>Options: A. All of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above</p> <p style="text-align: center;">} (Opt any one)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Code of conduct and ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. • Any other relevant information 	
<p>7.1.11 Q₁M</p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years within 500 words</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last five years • Geo-tagged photographs of some of the events • Any other relevant information 	<p>5</p>

Key Indicator - 7.2 Best Practices (20)

Metric No.		Weightage
<p>7.2.1 Q₁M</p>	<p>Describe any four Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.</p> <p>Provide web link to:</p> <ul style="list-style-type: none"> • Best practices as hosted on the Institutional website • Any other relevant information 	<p>20</p>

Note:

Format for the Presentation of Institutional Best Practices

1. Title of the Practice

The title/s should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100 words)

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (in about 150 words)

4. The Practice

Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints/limitations, if any, faced? (in about 400 words)

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

7. Notes (Optional)

Please add any other information that may be relevant for adopting/implementing the Best Practice in other Institutions (in about 150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 Q1M	<p><i>Portray the performance of the Institution in two areas distinctive to its priority and thrust within 1000 words</i></p> <p>Provide web link to:</p> <ul style="list-style-type: none"> • Appropriate webpage in the Institutional website • Any other relevant information 	20

1. Data Templates / Documents (Quantitative Metrics)

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

Will be added after finalization of metrics

Kindly Note:

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

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

Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution

with seal:

Place:

Date:

Section C: Appendices

Appendix 1: Glossary& Notes

GLOSSARY

Academic Audit	: An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
Academic Calendar	: The schedule of the institution for the academic year, giving details of all academic and administrative events.
Academic Counselling	: Informing, advising, guiding, tutoring and mentoring Learners individually or collectively on the curriculum; Learner tracking; providing feedback on performance; prevention of Learner dropout; and career prospects.
Academic Counsellor	: A subject expert (teacher) who is competent to inform, advise, guide, tutor and mentor Learners on curriculum; facilitate the Learners in their progression in the course by providing feedback on their performance; finding solutions to the problems encountered by them and motivating them to successfully complete the programme of study. The academic counselors are employed elsewhere but teach in the study centres
Academic Flexibility	: Choice offered to the Learners in the curriculum offering and the curriculum transactions.
Academic Session	: An academic cycle of twelve months duration beginning either in January or in the month of July of every year
Accreditation	: Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
Assessment	: Performance evaluation of an institution or its units based on certain established criteria
Assessors	: Trained academics or experts who represent NAAC on peer teams.
Benchmarks	: An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others.
Bibliometrics	: is a statistical analysis of written publications, such as books or articles
Blended Learning	: A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
Carbon Neutral	: A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.
Catering to Learner Diversity	: The strategies adopted by institution to fulfil the needs of a heterogeneous group of Learners.
Choice Based Credit System (CBCS)	: A mode of learning in higher education which facilitates a Learner to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
Centre for Internal Quality Assurance	: A Centre established by a Higher Educational Institution offering programmes in Open and Distance Learning mode for ensuring the quality of programmes offered by it including the services provided to the learners through internal quality monitoring mechanism and to ensure continuous improvement in the entire operations of the HEI.
Citation Index	: The number of times a research paper is referred to by other researchers in refereed journals, and is a measure of validity of its contents.

Co-Curricular Activities	: Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	: Formal agreement/understanding between any two or more institutions for training, research, Learner/ faculty exchange or extension support.
Completion Rates(course/)	: The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Continuous Assessment	: The assessment process followed by the HEI throughout the learning period, which determines the progress of the learners in achieving the expected learning outcomes and providing feedback for further improvement.
Course	: A course is a unit of 2 to 8 credits in a formal program.
Counselling Schedule	: Details of sessions being offered, its time, location, academic counsellors, which Learners must know in order to register. The counselling schedule is published prior to the commencement of registration for each semester / session.
Credit	: The study input of thirty hours required by a learner to acquire the prescribed level of learning (learning outcome) in respect of an ODL programme equivalent to one printed block comprising 3-4 units; comprehending the print material; listening to audio; watching video; attending counseling sessions; teleconferencing and preparing assignment responses.
Credit transfer	: It is a term used by an HEI for granting credit to a Learner for educational experiences or courses undertaken at another institution. The courses under consideration for credit transfer are evaluated to see if the courses meet the requirements of the receiving institution in terms of curriculum content and design.
Criteria	: Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified/defined by NAAC.
Cross Cutting Issues	: Cross cutting issues refer to the abilities of Learners to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design and Development	: Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of Accreditation	: An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on.
Degree	: A degree means a degree specified under sub-section (3) of section 22 of the UGC Act, 1956.
Demand Ratio	: The ratio of the number of seats available in a program/institute to the number of valid applications
Directorates of Distance	Departments/ Centres/ Institutes exclusively established to offer programmes through ODL mode by conventional universities established by an Act of Parliament or State

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

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

ex)		work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
Human Resource Management	:	The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
Humanities International Complete	:	A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
Information Communication Technology (ICT)	:	Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
Impactfactor (IF)	:	A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
Inclusion, Inclusiveness	:	Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
INFLIBNET Database	:	Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	:	Physical facilities like building, playfields, hostels etc. which help run an institutional Programme.
In-house faculty		Full time teachers appointed against the sanctioned posts in the applicant institution and the academic consultants who are appointed on contractual basis but been in the rolls at least for two consecutive semester or one academic year, being involved in preparation of SLM and evaluations
Institutional Information for Quality Assessment (IIQA)	:	IIQA is a requirement, which needs to be submitted online by all categories of HEIs
Institutional Distinctiveness	:	Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
Institutional Social Responsibility (ISR)	:	Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
Interdisciplinary research	:	An integrative approach in which information from more than one discipline issued in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality Assurance	:	Self regulated responsibilities of the HEI aimed at continuous improvement of quality for achieving academic and administrative excellence.

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

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

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

	and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study, but does not include textbooks or guide-books.
Situatedness	: Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
SJR(SCImago Journal Rank)	: This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).
SNIP(Source Normalized Impactper Person)	: Is the ratio of the source’s average citation count per paper in a three year citation window over the “citation potential” of its subject field?
Special Learner Support Centre	: A centre established by the HEI for imparting instruction to persons referred to in the Rights of Persons with Disabilities Act 2016, including the employees of Defence or Security Forces and jail inmates interested to study through the Open and Distance Learning mode. However, in case of programmes like those being developed by the Government for Skill Development or Lifelong Learning, the Study Centre or Learner Support Centre could be opened in Government institutions having capabilities for learner support services in the respective areas.
Stakeholder Relationship	: Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
Strategic Plan	: A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Strategy Development	: Formulation of objectives, directives and guidelines with specific plans for institutional development.
Learner Centric Methods	: Methods of instruction that focus on products of learning by the Learners
Learner Profile	: The Learner community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
Learner Progression	: Vertical movement of Learners from one level of education to the next higher level successfully or towards gainful employment.
Learner Support	: Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with Learner welfare measures to give necessary learning support to the Learners.
Summative Assessment	: It is the assessment of the learners at the end of the academic year to assess a Learner’s mastery over the given subject areas and can typically be awarded a pass/fail grade/marks.
SWAYAM	: SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. This is done

	through a platform that facilitates hosting of all the courses, taught in classrooms from Class 9 till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to any learner. For further details please visit https://swayam.gov.in/
Teacher Quality	: A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
Terminal Assessment	: It is the assessment of the learners at the end of the academic year to assess a Learner's mastery over the given subject areas and can typically be awarded a pass/fail grade/marks.
Value Added Courses	: Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them Learners in getting placed.

Appendix II: Abbreviations

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

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

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

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

Section D: Annexure

ONLINE LEARNER SATISFACTION SURVEY QUESTIONNAIRE

National Assessment and Accreditation Council (NAAC)

Learner Satisfaction Survey

Key Indicator - 2.7.1

Under Criterion II of Teaching – Learning and Evaluation

Guidelines for Learners

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

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

Please provide your personal details here:

Name: _____

Age: _____

Gender: (Male / Female / Transgender): _____

Name of the University you are enrolled with: _____

The programme of study you are enrolled in: _____

Level of the programme: _____

Instructions to fill the questionnaire

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

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

1. Induction program conducted by the Learner Support Centre, where you are studying was useful

4– Strongly Agree

3– Agree

2– Neutral

1– Disagree

0– Strongly disagree

2. The study material for the programme was comprehensive and easy to understand with useful illustrations of concepts and examples

4– Strongly Agree

3– Agree

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

3. The assignments were very useful in grasping of the content given in the Study Material

- 4– Strongly Agree
- 3– Agree
- 2– Neutral
- 1– Disagree
- 0– Strongly disagree

4. The academic counselling provided at the Learner Support Centre facilitated the understanding of study material provided to you

- 4– Strongly Agree
- 3– Agree
- 2– Neutral
- 1– Disagree
- 0– Strongly disagree

5. The academic counsellors are qualified and were well prepared for conducting the counseling sessions scheduled at the Learner Support Centre

- 4– Strongly Agree
- 3– Agree
- 2– Neutral
- 1– Disagree
- 0– Strongly disagree

6. The University adheres to schedule of admissions and term end examinations.

- 4– Strongly Agree
- 3– Agree
- 2– Neutral
- 1– Disagree
- 0– Strongly disagree

7. The counselling sessions organized at the Learner Support Centre helped you to clear doubts and keep you on track

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

8. The learner centric methods used by the institution to promote learning, enhanced your problem solving skills, employability skills, life skills and made you ready for the world of work

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

9. Online services provided to you were easily accessible and useful.

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

10. The internal assessment through assignments was fair and timely

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

11. Your queries were promptly addressed by the institution

4– Strongly Agree
3– Agree
2– Neutral
1– Disagree

0– Strongly disagree

12. The term end examination was conducted fairly and the sanctity of the examination was maintained

4– Strongly Agree

3– Agree

2– Neutral

1– Disagree

0– Strongly disagree

13. The results of term end examinations were declared timely

4– Strongly Agree

3– Agree

2– Neutral

1– Disagree

0– Strongly disagree

14. The academic program which you are pursuing, has all the requisite academic content to achieve the expected competency

4– Strongly Agree

3– Agree

2– Neutral

1– Disagree

0– Strongly disagree

15. Electronic media (Audio and Video including radio interactions) is supplementing the teaching learning process and academic counselling.

4– Strongly Agree

3– Agree

2– Neutral

1– Disagree

0– Strongly disagree

16. The grievance redressal mechanism of the University was effective

4– Strongly Agree

3– Agree

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

17. The University website/mobile app gave useful information

- 4– Strongly Agree
- 3– Agree
- 2– Neutral
- 1– Disagree
- 0– Strongly disagree

18. The study material was available in digital form

- 4– Strongly Agree
- 3– Agree
- 2– Neutral
- 1– Disagree
- 0– Strongly disagree

19. You are receiving the Self Learning Materials(Printed blocks/modules) on regular basis

- 4 – Complete set of material
- 3 – 75% of the material
- 2 – 50% of the material
- 1– 25% of the material
- 0 – None of the material

20. How will you rate the overall teaching-learning experience in the institution?

- 4– Excellent
- 3–Very Good
- 2– Good
- 1– Satisfactory
- 0– Unsatisfactory

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

b) Please give suggestions for the improvement of the University

For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grants Commission)

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