



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
INDIRA GANDHI NATIONAL OPEN UNIVERSITY**

**New Delhi  
Delhi  
110068**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	INDIRA GANDHI NATIONAL OPEN UNIVERSITY New Delhi Delhi 110068	
2.Year of Establishment	1985	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	22	
Departments/Centres:	22	
Programmes/Course offered:	242	
Permanent Faculty Members:	498	
Permanent Support Staff:	1399	
Students:	994044	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. ? The University was established in 1985, a first Central University for providing distance and online learning, with a good infrastructure and clean pollution free environment</li><li>2. ? The University is a first national University for providing education to all through a wide network having 67 regional centres and around 1800 Learner Support Centres with 21 Overseas Study Centres in 13 countries</li><li>3. ? The University is under the direct control of MoE and the world's largest University in students enrolment, with an objective for continued and lifelong learning by diversified means</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-01-2021 To : 07-01-2021	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. KRS SAMBASIVA RAO	Vice Chancellor,MIZORAM UNIVERSITY
Member Co-ordinator:	MR. SEETHARAMA RAO KUSUMBA	FormerVice Chancellor,DR B R AMBEDKAR OPEN UNIVERSITY
Member:	DR. CHANDAN GUPTA	Professor,DEVI AHILYA VISHWAVIDYALAYA
Member:	DR. PROF D SREERAMULU	Dean,Osmania University
Member:	DR. AMI UPADHYAY	Vice Chancellor

**Section I:GENERAL INFORMATION**

Member:	DR. OM PRAKASH SINGH NEGI	Vice Chancellor,Uttarakhand Open University
Member:	DR. JAYAPRASAD K	Professor,CENTRAL UNIVERSITY OF KERALA
Member:	DR. VINAY PATHAK	Vice Chancellor,DR APJ ABDUL KALALM TECHNICAL UNIVERSITY
Member:	DR. MADHUMITA DAS	Vice Chancellor,FAKIR MOHAN UNIVERSITY
Member:	DR. MEHRAJ UD DIN MIR	Vice Chancellor,CENTRAL UNIVERSITY OF KASHMIR
Member:	DR. DHANESWAR HARICHANDAN	Director,University of Mumbai IDOL
NAAC Co - ordinator:	Dr. M.s. Shyamasundar	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning Design and Development
1.1.1 QIM	Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goal
1.2	Academic Flexibility
1.2.4 QIM	Provision for modular approach for flexible exit to the learners
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula
1.4	Feedback System

### Qualitative analysis of Criterion 1

The University (IGNOU) has been located in urban part of the country, having beautiful sprawling campus with a good infrastructure. The University has 67 Regional Centres and 1843 Learner Support Centres spread all over the country and 21 Centres abroad in 13 countries and established 8 Chairs in different areas. The University has made special efforts to extend its outreach by establishing Learner Support Centres for learners from Jails, rural/remote areas, PwD, defence personnel and Transgender population with around one million learners enrolment in 242 programs (at present). The SC/ST learners, defence personnel and learners from jail are provided fee exemption/reimbursement.

The University is providing study material in print, and digital form, through e-Gyankosh (the digital repository of the University), through IGNOU e-content App and IGNOU Student App for information about services to students. The students are provided with training through face to face induction programs, and through live telecast Gyandarshan and GyanVani. Academic counseling and awareness on ODL is provided face to face at various centres and through live/recorded TV channels. The University provides continuous awareness and counseling through Interactive Radio Counselling (IRC) sessions conducted by the faculty and invited experts through GyanVani (a network of FM stations) and audio counselling through Gyan Dhara and web-enabled academic support. The ICT mode is also effectively used for effective delivery of course content. The University has adopted a mechanism for strict evaluation of skill based components in various programmes including assessment of compulsory field work, practicum, workshops, laboratory based sessions, internship, hands-on training etc. The University strictly follows the academic calendar. The placement activities both at the HQs and at RCs are organized by the Campus Placement Cell, however, such activities needs to be increased significantly. Feedback system exists, however, improved feedback system from stake holders needs to be established.

IGNOU used to develop courses and create curricula that address the tertiary educational needs of the people and offer programmes for updating, retraining and personal enrichment. For adapting the same, the programme proposals are thoroughly assessed and examined by the School Board, Planning Board and

Academic Council to ensure that the University's Mission Statements are translated into concrete and visible Programme Outcomes and Course Learning Outcomes with courses to enhance employability, competencies and skills. The University follows the choice based credit system. The total credits required to complete a programme are determined by the duration of the programme. The **Choice Based Credit System** is a broad based programme with a mixture of disciplinary, interdisciplinary and skill based courses. The courses relating to environment and sustainable development, professional ethics and values including gender issues are introduced in many courses. A number of academic programmes of the University are based on a modular structure and provide flexibility in the combination of courses. A learner enrolled in a degree programme can exit the programme at designated exit points and obtain a certificate or a diploma depending on the number of credits accumulated. The revision of syllabus is undertaken periodically according to on the feedback received from the stake holders. However, it is the need of the hour and necessary to introduce more courses relating to employability, entrepreneurship and skill development in all the programmes.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Learner Enrollment
2.1.2 QIM	Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education
2.2	Catering to Learner Diversity
2.3	Teaching- Learning Process
2.3.1 QIM	Process followed for development of Self-Learning Material (in Print)
2.3.5 QIM	An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills
2.4	Teachers and other Academics- Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination
2.5.2 QIM	Mechanism of the Institution to deal with examination related grievances in a transparent manner
2.5.3 QIM	Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution
2.6	Learner Performance and Learning Outcomes
2.6.1 QIM	The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process
2.7	Learner Satisfaction Survey

#### Qualitative analysis of Criterion 2

The institution practices the principles of ODL. The teaching learning arrangement is a judicious mix of Self learning (SLM), face-to-face academic counselling, and ICT-based teaching support through GyanDarshan, GyanVani, we support through IGNOU website (weas), GyanDhara, We Conferencing etc. The academic counsellors at LSCs provide face academic support, they are being appointed through rigorous training, as of now 35,386 academic counsellors at various LSCs throughout the country.

The University follows a systematic student evaluation having two major components, namely, formative (continuous) assessment through assignments, project work, field work, lab work, seminars, internships etc.; and summative assessment (Term End Examinations), for which a systematic procedure are in place. The learning outcomes of all the programmes are integrated into the assessment process. The various processes such as admission, re-registration, examination form submission, convocation registration etc. have been performed online. An online system for redressal of learners' grievances through a dedicated portal, IGRAM (IGNOU Grievance Redress and Management) is in place.

As on date, the institution has 260 teachers and 245 other academics, recruited and promoted as per UGC Regulations. 90% of them are having PhDs and they were involved in curriculum design and development and delivery of the programmes. Mentoring system is being followed through academic counsellors at various learner support centres who regularly interact with the students and identify the problems of students and extend academic support. The University follows the academic calendar and their teaching and evaluation plans accordingly and strictly follows the same. The institution follows program based curriculum, with specific objectives, program specific outcome and course outcomes are evaluated accordingly. However, it is need of the hour that the outcome based and skill based education need to be adopted for all UG and PG programmes for creating innovation, developing entrepreneurship and for developing more employment potential. It is necessary to enhance the quality based pass percentage and enrollment at National Academic Depository, a online store house

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	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.
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	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.
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency
3.6	Extension Activities
3.6.1 QIM	The impact of the extension activities of the Institution in sensitizing the learners and other stake holders to social and sustainable development issues leading to inclusive society over the last five years
3.7	Collaboration

#### Qualitative analysis of Criterion 3

The institution has made good efforts to create an environment conducive for research, innovation and extension. It collaborates with other agencies, institutions and research bodies for sharing facilities and undertaking collaborative research.

The Research unit was created in the year 2008, which is the nodal agency for coordination of research degree programmes in the University. Research programmes are offered through regular mode. The Research Degree Programmes i.e. M.Phil./Ph.D. are offered in 11 and 41 disciplines respectively in accordance with UGC (Minimum Standards and Procedure of M.Phil./Ph.D. Degree) Regulations, 2016 and amendments from time to time. About 90% of the faculty are the research supervisors (Total 561 MPhil and PhD degrees awarded in last 5 years). The University faculty received 1.5 Lakhs as research funding from external sources and for chairs. And teachers are involved in some consultancy activities which generated an income of Rs. 12.91 lakhs in the last five years. However, it is necessary that all the teachers need to contribute to the submission of more research proposals for better focus on research (only 0.1% teachers succeeded in receiving research grants).

Research Unit maintains a database of research scholars and liaisons with other regulatory and statutory agencies connected with Schools and other Divisions regarding research degree programmes; maintaining records related to admission, registration, payment of fees, scholarships and issues certificates of compliance of norms and standards of regulatory bodies. Admission to research programmes is done in July every year. The University is also actively involved in development of MOOCs and organizing a good number of seminars, workshops and training programs and has received appreciation awards.

The institution runs a journal titled 'Indian Journal of Open Learning', a peer reviewed international journal. It provides an opportunity for researchers and scholars to publish in the area of Open and Distance Learning. The University promotes innovative practices and quality research through instituting awards for best research papers and innovations. The potential of the University is evident from the large number of publications in discipline-based and systemic research (Research Papers and 485 books and book chapters) and the faculty is engaged in providing consultancy. However, it is the need of the hour to



hour that the institute should emphasize on publications in Scopus, Web of Science and UGC Care list journals. The needs to emphasize on enhancement of h-index and citation analysis and collaborative research work.

The institution has initiated a dedicated innovation centre, the National Centre for Innovation in Distance Education for promoting, supporting, re-engineering and disseminating innovations in the ODL system. The Centre engages in search for new and innovative solutions for the IGNOU learners and documentation and dissemination of various innovations in the ODL system.

The institution is involved in extension activities, to sensitize the learners and other stakeholders towards social and development issues leading to an inclusive society. The University has adapted the various schemes like Unnat Bharat Swachh Bharat Abhiyan and Digital India.

The institution has some active MoUs with industry, other organizations for academic and research activities of the faculty. However, specific collaboration for advanced training of students and faculty and industry related research given importance, particularly for motivating the students and faculty for innovative and incubational activities and some start-ups by the students as an entrepreneurial activity.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.
4.2	IT Infrastructure
4.2.4 QIM	Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc
4.2.8 QIM	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)
4.3	Learning Resources
4.3.1 QIM	Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)
4.3.3 QIM	Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year
4.3.5 QIM	Library is automated using Integrated Library Management System (ILMS)

#### Qualitative analysis of Criterion 4

The institution has adequate infrastructural facilities for teaching, learning, academic programmes and administrative and operates through a three tier system. The institution has created necessary infrastructure systematically, based on requirements of the academic environment, students and other stakeholders.

The University has sufficient infrastructure, at Headquarters place, it has housing of 21 Schools of Studies, 12 Divisions, 12 Centres/ Institutes, 2 Units, 3 Cells and a residential campus consisting of 343 housing units. In addition, the University has flats at Asian Games Village and 6 flats located in JNU (old campus) for its employees. The total campus (1107 offices) at Headquarters are wifi enabled and are equipped with modern ICT facilities and an automated Library Management System (L&DD). And there are 62 Seminar halls/ Conference rooms/ Laboratories. A Construction and Maintenance Division in place which looks after the University buildings and other civil services and monitors construction of Regional Centre buildings. IT facilities at the Headquarters and the Regional Centres of the Institution including website, etc. are updated frequently. All the Academic and Administrative Blocks are connected by Local Area Network (LAN). The Centre for Online Education (COE) provides online services viz. digital repository, webcasting, web conferencing, online programmes etc. However it is suggested that examination section might be encouraged for coding of answer sheets for digital assessment in a phased manner.

ERP software (ODLSOFT) has been implemented for automation of activities related to human resource and financial management. The University Website disseminates comprehensive information about the process of admission (Fresh and re-registrations), learner database, examinations and student grievance redressal, also it provides links to websites of the 56 RC and HQ for Web-Interaction. A fully equipped Electronic Media Production Centre exists at HQs, with facilities of audio and video production as well as transmission. The University has a dedicated Centre for Online Education for advancing the development of e-resources and online programmes.

The University has 56 RCs across the country. All the RCs are equipped with audio-video electronic equipment, computer, internet and web conferencing facilities. GyanVani radio stations are functional at some of the RCs. University has established Regional Evaluation Centres located at six RCs. The University has established Learner Support Centres (LSCs) at all RCs which have sufficient class rooms, laboratories, etc. It is suggested that more use of technology to be encouraged.

There is a three-tier structure. The University has brought out Manuals for Regional Centers and Learner Support Centres to standardizing the operational procedures for smooth and effective functioning. The Student Services Centre (SSC), functions as a Single Window support at the Headquarters for addressing learner grievances and queries related to various support centres.

Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under the supervision of Regional Centre during the preceding academic year. Face-to-face Academic counselling is provided at nearly 200 Learner Support Centres throughout the academic year. Practical courses of various programmes are conducted at LSCs to develop essential competencies and skills.

Library is automated using Integrated Library Management System (ILMS). The library also offers services such as Inter Library Loan through DELNET, E-Resources for Campus & Remote Access, Anti-plagiarism check services and digitalization of question papers.

Criterion5 - Learner Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Learner Support
5.1.1 QIM	The Institution promotes its programmes for the prospective learners through various activities
5.1.2 QIM	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
5.1.3 QIM	The status and process of online admission including payment of fees
5.1.4 QIM	Strategy followed by the Institution for dispatch of study material to learners
5.1.8 QIM	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
5.2	Learner Progression
5.3	Alumni Engagement
5.3.3 QIM	The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

#### Qualitative analysis of Criterion 5

The institution has a good practice of learner support services, particularly for academic development, and provides and support to all the learners. The University provides fees waiver to SC and ST students and jail inmates. The University organizes workshops, conferences and training sessions for benefit of students regularly to groom skills like; communication, grammatically correct language usage and employability of learners to facilitate holistic development of the students. University has a mechanism for providing placement opportunities at HQs and some regional centres, however it needs to be strengthened further. Also provides special coaching for career counselling, soft skills development, for effective progression. The Institution promotes its programmes for the prospective learners through various activities such as distribution of information brochures, pamphlets, posters etc., through TVs, newspapers, website, FM channels and social media. Regional centres and Learner Support centres create awareness about the courses/programmes, Activities undertaken by the Institution for providing pre-admission counselling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support Centers. It conducts pre-admission counselling, induction meetings and induction activities at headquarters, regional centres and learner support centres.

The status and process of online admission including payment of fees has been made completely online. After confirmation of admission, students can download their QR Code-based student identity card. The processes of re-registration, admission cancellation and fee refund are completely online.

The despatch of the study materials is centralized. The study material is dispatched in customized packets through India Post. Each packet contains postal barcode and the barcode is available on University website. The student can track the packet status on India Post website with the help of postal barcode. On each packet, the sender's address is of the respective Regional Centre that in case the packets are undelivered due to incomplete address/wrong address/change of address/non-availability of addressee, the same is redirected to the Regional Centre from where the learner can collect directly in person. The

materials are also distributed through alternate modes from Regional Centres and Learner Support Centres depending on requirement.

The Alumni Association of the University was established and actively engaged in logistic help to students. It organizes house lectures and awareness programs and guiding the institution in bringing awareness of employment opportunities and helping in placement of the students. However, the involvement of alumni association in students progression and providing employment opportunities to the students is not significant.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	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
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.
6.2	Strategy Development and Deployment
6.2.1 QIM	The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables
6.2.2 QIM	Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc
6.3	Faculty Development or Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teachers, other academics and non-academic staff
6.3.6 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits over the last five years
6.4.2 QIM	Institutional strategies for mobilization of funds and optimum utilization of resources
6.5	Internal Quality Assurance System
6.5.2 QIM	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

#### Qualitative analysis of Criterion 6

The Vision and Mission of the Institution are clearly defined and a well placed mechanism of governance to translate and Mission of the University exists. It has developed an effective mechanism and leadership structure by evolving p and decentralized processes thereby creating a harmonious and inclusive organizational culture.

The University functions through various statutory bodies namely the Board of Management (BOM), the highest exe of the University; School Boards; Planning Board; Academic Council; Research Council; and Finance Committe Governance section organizes meeting of BOM and its Standing Committees, such as Establishment Committee, I Committee, etc. The composition of the statutory bodies comprises external and internal members to ensure partic decision making.

Apart from the above, the Administration Division and its various sections deals with matters related to house allotm allocation, license fee, payment of electricity bills, property tax, and welfare measures for employees. The Establishr looks into service matters of non-academic employees of the University. The Recruitment Cell looks after the recru administrative and technical posts under Group A, B and C categories. The SC/ST Cell monitors the implementati reservation policy of GOI and facilitates welfare activities of learners. The Rajbhasha Cell looks after the implement official language policy of GOI. The Central Purchase Unit manages the task of purchase of items for the University maintenance contracts of all the equipments procured. The Legal Cell takes care of all legal matters of the Universit signing of MoUs. The Vigilance Cell was in place to enforce the guidelines laid down by CVC. The Committees

Ragging, Grievance Redressal and Prevention of Sexual Harassment are in place as per the UGC Guidelines. The H cell is entrusted with the responsibility to make it a green campus and also produces organic vegetables. The Academic Coordination Division of the University looks after the recruitment and promotion of the teachers and academics University.

The University has established Centre for Internal Quality Assurance (CIQA) for promoting quality assurance; developing quality bench marks/parameters for; coordinating with apex bodies for recognition/ approvals for various IGNOU projects. It is necessary that the MoUs signed need to be more transparent, particularly for students progression and to help students enhancing the career opportunities and skill development activities and exchange of teachers and academic staff for improvement.



Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as: <ul style="list-style-type: none"> <li>a) Safety and Security at the work place</li> <li>b) Grievance redressal for sexual harassment at work place</li> <li>c) Day care centre (Creche)</li> <li>d) Provision for redressal for sexual harassment at work place</li> <li>e) Any other</li> </ul>
7.1.11 QIM	Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities
7.1.12 QIM	Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Institution's performance in any 5 of the following areas distinctive to its vision, priority and thrust <ul style="list-style-type: none"> <li>1. E-Governance</li> <li>2. Globalized Content</li> <li>3. Innovative Pedagogies</li> <li>4. Technology enabled Learner Support</li> <li>5. Penetration into Remote and Tribal Areas</li> <li>6. Content in Regional languages</li> <li>7. Enhancing Research and Innovation</li> <li>8. Social Responsibility Endeavours</li> <li>9. Secure Databases</li> <li>10. Modern Infrastructure Facilities</li> <li>11. Landscaping the Campus</li> <li>12. National/ International Recognition</li> <li>13. Any other (appropriate for ODL system)</li> </ul>

#### Qualitative analysis of Criterion 7

The institution promotes equal opportunities to all without any gender discrimination and has taken several measures for sensitization of gender equality. The University supports high institutional values and carries out social responsibilities effectively for inclusive learning through the following initiatives: access to higher education to the vulnerable, weak and disadvantaged sections of the society; fee exemption/reimbursement to SC/ST, jail inmates, transgender; Organizing programmes for rural, backward and remote areas; Providing socio-economic rehabilitation of vulnerable, weak and disadvantaged sections of the society through extension activities; Safe and conducive environment for all women employees and learners including child-care facility; secure workplace and residential complex ensured through dedicated S



Department; accessible environment for persons with disabilities with disable-friendly amenities on the campus; Code of Conduct for Teachers, academics, non-academic staff, LSC functionaries and students; Plagiarism rules are applicable for all work including research activities of the learners. University conducts Periodic seminars and workshops to promote research work enshrined in the Constitution; Celebration of national festivals, birth and death anniversaries of great Indian personalities with fervour among the employees and their families.

The University practices best practices in implementation of quality study material relevant locally and globally has received international recognition; Establishing RCs and LSCs in whole India even at rural, remote and disadvantaged locations including North Eastern Region, other hilly regions, tribal and coastal areas; Providing Technology enabled learning materials like Gyan Darshan (TV), GyanVani (FM Radio), GyanDhara (Web Radio); e-Gyankosh (digital repository of the SLM) for grievance redressal); Web-enabled Academic Support (WEAS); IGNOU e-content App and online services (registration, payment of admission and exam fee, hall-ticket generation, access to exam schedules, old question papers, results, and dispatch status) etc.

Maintaining Green and eco-friendly campus and adapting environment friendly practices; Developed Horticulture layout with various components in sprawling area; Developed Modern office infrastructure with ICT facilities at HQs and Regional Offices; Recognition as Centre of Excellence in Distance Education and received Award of Excellence for Distance Education by COL; Recognition as the largest institution of higher learning in the world by UNESCO; National Coordinator for development of MOOCs courses. Achieved 5th rank in Swachh campus in 2018 and 2nd rank in 2019.

**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength**

**Institutional Strengths**

- A sprawling campus with green environment. Meeting the educational aspirations of 3 million learners from geographic locations of varied socio-economic groups
- Having diversified courses of UG, PG, Diploma, Certificate and Research programs catering to the needs of with Self Learning material and Life Long learning opportunity and Professional development
- Having wide network and providing interactive learning environment through Gyan Vani Radio Stations, Gy TV channel, Gyandhar interactive radio program, for providing a good academic opportunity
- Established a Repository of digital learning resources through e-Gyankosh and recognized as Centre of Excellence Distance Education by Commonwealth of Learning in the year 1993. National Coordinator for MOOCs development and Swayam Prabha DTH Channels
- ICT enabled quality enhanced learning at the doorsteps of learners

**Institutional Weaknesses**

- Provision of scope for more engagement and time for learners through distance learning is always a challenge
- Professional development of teachers & academic staff and emphasis on Research is the need of the hour
- Improvement of Learner support mechanism and feedback analysis for better learner support and providing opportunities to learner

**Institutional Opportunities**

- Being located in the capital region of the country, having a great scope for further growth in view of the recent higher education
- Scope for improvement of more advanced courses and skill based courses as per the need and demand of the
- Scope for reaching more people through introduction of more online services and study centres and need based particularly to the needs of disadvantaged group of the society
- Emphasis on further quality improvement through accreditations and collaborations, so that the courses are available globally
- Improvement of research skills and analysis of faculty and academic staff through systematic research approach exchange of faculty with international reputed institutes for greater exposure

**Institutional Challenges**

- Developing a mechanism for convincing the people and employers and educational institutions, for wider acceptance of ODL degrees on par with conventional degrees
- Need to have exclusive and dedicated technology support and services to learners instead of depending on public services
- Continuous educational and professional development of faculty and staff, especially in technology-enabled

and training, to meet diverse learner needs

- Need to integrate more in to remote and rural areas for educational and vocational development, to cater the rural and socio-economically backward people.
- It is the need of the hour that it is necessary to develop a good and sophisticated E-office management system catering the needs of all Regional Centres and Centres outside the country
- It needs to develop better strategies for offering skill based and practicals based education to large learner co
- To implement successfully the programmes of Unnat Bharat Abhiyan and Atma Nirbhar Bharat at Global Pe

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • Considering the importance of employment opportunities to the learners, it is suggested that industry oriented implant and skill based training be adapted for the possible UG, PG, Diploma and Certificate course as Apprenticeship embedded programmes with add on courses
- • Need to further strengthen the Career Counselling and Placement cell for providing a platform for showing employment and apprenticeship opportunities and enhance the placement activities
- • It is necessary to enhance the pass percentage of the learners keeping the quality as per the need
- • More number of MoUs are required to be encouraged, which focus on advanced training of students and faculty and industry related research activities, innovative and incubational activities and development of start-ups
- • Encouraging the faculty, academic and technical staff to carryout research work and undertake research projects and publish good research papers in UGC approved journals relevant to their field of work.
- • Academic, Administrative and Environmental audit mechanism needs to be initiated by CIQA/IQAC for further quality improvement at regular intervals.
- • Development of e-library with remote access facility to learners in addition to the regular study material be strengthened.
- • It is suggested for introducing at least one or two PG courses in the Schools such as Science, Agriculture, Vocational Training, Engineering and Technology for effective utilization of teaching faculty without affecting the guidelines of Statutory agencies.
- • More modern IoT technologies like, WebLearn, Sharepoint, modern technologies such as Virtual learning and Blockchain Technology and IoT transformation of M2M Video Communication with proven Cloud Based Video Streaming and E-Surveillance, Meeting and E-Learning platform for Webcasting may be considered for implementation.
- • For Strengthening of ODL education, it is suggested that IGNOU should come forward to play a lead role in guiding and mentoring all Open and Distance Learning institutions.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

NAAC

Sl.No	Name		Signature with date
1	DR. KRS SAMBASIVA RAO	Chairperson	
2	MR. SEETHARAMA RAO KUSUMBA	Member Co-ordinator	
3	DR. CHANDAN GUPTA	Member	
4	DR. PROF D SREERAMULU	Member	
5	DR. AMI UPADHYAY	Member	
6	DR. OM PRAKASH SINGH NEGI	Member	
7	DR. JAYAPRASAD K	Member	
8	DR. VINAY PATHAK	Member	
9	DR. MADHUMITA DAS	Member	
10	DR. MEHRAJ UD DIN MIR	Member	
11	DR. DHANESWAR HARICHANDAN	Member	
12	Dr. M.s. Shyamasundar	NAAC Co - ordinator	

Place

Date