



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY**

**Ahmedabad  
Gujarat  
382481**

**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:	DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY Ahmedabad Gujarat 382481	
2.Year of Establishment	1994	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	20	
Programmes/Course offered:	79	
Permanent Faculty Members:	21	
Permanent Support Staff:	19	
Students:	91166	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Institution offers Online and Distance Learning courses only across Gujarat offered in Gujarati Hindi Sanskrit and English. 2. It has Seven regional centres and 271 Learning Support Centres across the state and has adequate infrastructural facilities. 3. It caters to many socially underprivileged sections of society like Transgenders Jail inmates and differently abled persons etc.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 21-07-2022 To : 23-07-2022	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. VINAY PATHAK	Vice Chancellor,DR APJ ABDUL KALALM TECHNICAL UNIVERSITY
Member Co-ordinator:	DR. PROF SHAHID RASOOL	Professor,Central University of Kashmir
Member:	DR. RANGAPPA K B	Professor,Davangere University
Member:	DR. MANJU JAIDKA	Professor,Shoolini University Solan
Member:	DR. S RAVI	Professor,CENTRAL UNIVERSITY OF TAMIL NADU
Member:	DR. LOKANATH MISHRA	Director,Mizoram University Aizawl
Member:	DR. MALABIKA DEO	Professor,PONDICHERRT UNIVERSITY
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

NAAC

## 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, as per mandate, offers Open and Distance Learning (ODL), with the jurisdiction restricted to the state of Gujarat. The curriculum is made and used with the education policies of both the State and Central Government in mind. The culture of academic freedom and flexibility gives teachers a lot of room to make changes to the curriculum to help the school reach its vision and mission.

BAOU has a method for designing, making, and checking the quality of curricula. Before starting a new programme, a preliminary meeting is held to figure out if it will work. After that, the Program Advisory Committee is put together. PAC is made up of both outside and inside members from academia and business who help update the curriculum within the limits of regulatory rules. This makes sure that the programmes offered meets the needs of the industry, which increases the chances of getting a job. School Quality Assurance Cell looks over the content that was made and looked over (SQAC). The proposed designed programme will be looked at more closely and backed by the Academic Council of the School. The Academic Planning Board will also give its approval to the proposed designed programme.

The university has two different kinds of programmes.

A) Courses that have both required and optional parts

B) Courses where everything is a core subject

The University also has a Credit Transfer option for students who earn credit from SWAYAM Portal courses.

The university develops Self Learning Materials for different courses, keeping in mind POs, COs and PSOs. There is flexibility in drawing up the curriculum. The courses cater to the needs of the underprivileged and marginalized sections of society.

The university has a well-defined procedure for the introduction and development of programmes that passes through various bodies and undergoes checks at different levels. However, they have not listed the learning outcomes of the programmes.

NAAC

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

Dr. Babasaheb Ambedkar Open University, through its various Schools of Studies offers around 79 programmes ranging from Certificate, Diploma, Graduate, PG-Diploma, Postgraduate and Ph.D. University has its offerings of programmes in four major languages Gujarati, Hindi, English and Sanskrit.

The teaching-learning in BAOU is a judicious mix of Self-learning Material, face-to-face counselling, and counselling through ICT Tools, and virtual meets. The academic counsellors, who provide face-to-face academic support at the LSCs, are identified and empanelled.

The learning outcomes of all the programmes are integrated into the assessment process. University has well qualified 66 teachers and other academics involved in curriculum design and development and delivery of the academic programmes. The Teaching-Learning-Evaluation process is given meticulous attention.

Course Schedules are prepared by the Learner Support Section of the university. These are made available to the students on the University website and Student-Connect Portal.

Academic Calendar, detailed Syllabus, and regulations are published annually. These contain the curriculum, the method of teaching and evaluation, and the plans for co-curricular and extra-curricular activities, seminars, workshops, conferences, training programs, etc.

Teaching-Learning Process includes Self Learning Materials, Audio-visual material, ICT based blended learning, teaching materials in the form of e-repository, etc. University Information Management System, learning management system and e-resources are used to ensure that course objectives are met.

The system of learner evaluation followed by the University has two major components, namely, formative assessment through various mechanisms like Assignments, project work, field work, lab work, seminars, internships, etc.; and summative assessment Term-end Examinations for which the SOPs are in place.

Learner Performance and Learning Outcomes are measured through the of attainment of POs and COs. Overall attainment of outcomes is about 79-83%.

Evaluation Process and Reforms are transparent and objective. Examination system is fully automated through in-house developed ERP solution. The process of digitization of answer scripts is in process. Results are declared within the stipulated time after the conduct of examination.

University conducts a Learner Satisfaction Survey and analyses the feedback so that appropriate action may be taken. All learners' grievances regarding examination and evaluation redressed within 48 hours from the receipt of grievance.

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 University endeavours to achieve excellence in research and wants to be known through collaborative research programmes between departments and institutions in all of the different fields of study.

In line with its Research Promotion Policy, the university has built its own research ecosystem. The faculty members are encouraged to represent the University and present their papers at discipline-specific seminars, conferences, and workshops as well as ODL-related seminars, conferences, and workshops at the international, national, and state levels on a regular basis in order to improve their professional skills.

The university offers Ph.D. programmes full-time mode, as a result many Ph.D. Scholars have registered and some have been awarded the Degrees. The university encourages faculty members to take minor research projects by providing a token seed money to them. Some minor sponsored projects have been taken by the faculty members of the University. The University has taken consultancy projects also. 220 papers have been published in different journals of national and international journals of repute. Out of this some papers are SCOPUS Indexed. The GARGI -the Centre for holistic development of women, at the University sponsors minor research projects for empowerment of women at national level.

To encourage research and publications by University faculty, the University provides token grants for research projects, publications, and other research-related activities. Some financial support is available for attending national and international conferences and faculty development programmes. It has a Center for Research and Development (Centre for Research and Development) (CRD), to promote research activity.

The University got Rs. 2768.74 Lakhs during the last five years for Research and Development Centre from the Govt and Non Govt Sources. The University has also received Rs. 2 Cr. for the Centre of Innovation, Start-up, and Entrepreneurship (CISE).



Various extension activities were done during the assessment period, and around 12 awards were won. 6 nearby villages were adopted, and around 2,000 students participated in extension activities every year. Blood donation and health check-up camps have been organised by the Univesrity as a part of its extension activities. During the last five years 30 National and International MoUs have been signed.

NAAC

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 university has a three-tiered structure: Headquarters, Regional-Centres and Learner-Support-Centres. The headquarters are built on 20 acres of land and has 53,033 square metres of space. Over the past ten years, the HQs and RCs have become home to world-class facilities for teaching and building.

The University has adequate infrastructural facilities like the Vice Chancellor's Office, conference room, board rooms, a visitors' lounge, pantries, and common bathrooms on each floor. Schools are set up with an office for the director, rooms for teachers, and meeting or seminar rooms.

The University has sufficient number of classrooms with ICT facilities and smart classrooms with all the latest ICT equipment. It has computer labs, language lab, data centres, studio, and community radio station. The university has 1300 Mbps internet connectivity through both wired and wireless (Wi-Fi) medium.

There is a well-equipped Studio and internet radio and community radio station for making and sending audio and video programmes for Vande Gujarat Educational TV Channel, Web Radio, Swadhyay TV, Swadhyay Radio, MOOCs for different programmes and courses, multimedia e-content, and SWAYAM/SWAYAMPRAKASH content.

The Central Library has deployed an Institutional Repository (IR) using D-Space. The repository consists of institutional publications designed and developed by Schools of Study, Faculties and Students. DELNET has been actively engaged with the compilation of various Union Catalogues of the resources available in member-libraries, and the creation of databases for Books, Periodicals, CDROMs, Indian Specialists, Periodical Articles, Video Recordings, Theses and Dissertations.

Other facilities include a fully functional auditorium with a seating capacity of about 800, boardrooms, a guesthouse, and warehouse.

Regional centres are in Ahmedabad, Patan, Rajkot, Bhuj, Surat, Godhra, and Bhavnagar. All RCs also

have adequate amenities for imparting teaching-learning processes.

NAAC

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 University works hard to reach out to students. In the last few years, the approach and strategy for reaching out to learners has changed, but the traditional ways are still followed. Earlier, most of the focus was on promotional tours, displays, and ads in newspapers. Now, however, social media and the internet have become more popular in addition to promotional tours, displays, and ads.

Through the Regional Centres or the Learner Support Centres, the Learner Support Service Division at the University's headquarters run special campaigns to let people know about the different academic programmes offered by the University and the flexible ways to take those programmes from home or work.

Before admission sessions start, the group of faculty and other support staff on campus usually hold interactive sessions with the potential students to find out about their background, subject stream, medium of education, attitudes, and aptitude for the current programme, as well as their goals, areas of interest, needs, and opportunities for upgrading. Publicity materials are being made for the above-mentioned events and will be given to groups that might be interested.

The university takes part in educational expos put on by government and non-government institutes in other states, in Gujarat, in Ahmedabad, and in different districts like Mehsana, Rajkot, and Vadodara. These expos are put on by different media agencies to meet potential students and give them advice on how to study the different programmes available.

With the help of its Regional Centers and Learner Support Centres, the university runs a programme called "Counsel on Road." During this programme, staff members go to gas station attendants, auto drivers, shop workers, and people who drop out of school because of financial constraints or other problems. They talk to these people and encourage them to go back to school so they can improve their careers.

Promotion through Social Media Platforms: The University has a strong presence on well-known social media

sites like Facebook, Twitter, Instagram, YouTube, Telegram, and Whatsapp. On these social media sites, promotional banners and videos and notices about admissions are shared with a larger number of learners and stakeholders. All of the important pre-admission counselling sessions are being shown live on Facebook, Twitter, Instagram, and YouTube.

In addition to social media sites, the University's website is being used more and more to reach out to potential students.

Promotional videos made by the University: The University has also made some promotional videos, which can be found on the university's Facebook page and YouTube channel. For example, the promotional videos on these social media sites try to give a full picture of the University, including its mission, legal status, different programmes, learner support services, etc.

Advertisements in newspapers, periodicals, and monthly magazines: The University put ads in local newspapers, periodicals, and monthly magazines to let people know it was there. Also, articles and reports were written and published in newspapers and magazines.

At the RCs/LSCs, meetings of current and potential learners are set up to give them more confidence in the legality and equality of the degree and the support services of the University, such as the distribution of SLM, counselling sessions, the running of exams, and other services. At different RCs and LSCs, the Directors and Senior Faculty of the University spoke at these meetings.

Adopting a village: The University has been doing this for a long time to help students and people in the community become more educated and socially aware. The University has been able to reach out to people who want to learn because the faculty has set up different activities in these villages.

Celebration of Cultural and Sports Events and Days: For the past five years, the University has been hard at work planning many events, such as "Tej Trusha: Talent Hunt Competition" cultural and sports events, celebrations of days, lecture series, etc. All of these things are written about in the local papers, so people who want to go to the University can find out more about it.

Putting on Seminars at RCs and LSCs: The University puts on Seminars, Conferences, and Workshops at RCs and LSCs on a regular basis. People who are already learning and people who want to learn take part in these events. It has encouraged a lot of people who want to learn to sign up at BAOU.

Special Promotional Drives for Security and Police Personnel: The University held special promotional drives for Security and Police Personnel on a regular basis to encourage in-service Security and Police Personnel who wanted to go to college to sign up for BAOU's programmes.

Special Promotional Drives for Special Learners (Jail Inmates): As part of a special promotional drive, officials from the learner support division and regional centres often visit different district jails to tell jail inmates about different programmes and encourage them to sign up.

University faculty and staff took part in a weekly phone-in programme. The University used its studio to record and broadcast an audio/video phone-in programme. The faculty and staff of the university take part in these weekly call-in shows. University also takes part in phone-in video/radio programmes put on by All India Radio, Doordarshan, where they talk about academics and try to spread the information about the different programmes of BAOU, such as admission dates, procedures, etc.

Promotion with Hoardings and Banners: Special hoardings, banners, and flyers are made to let people know when they can get in and what other important information they need to know. These banners are put up in the most visible places in towns and cities all over the state.

NAAC

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 university has a well-defined system of governance and leadership that is based on its Acts, Statutes, Ordinances, and Regulations. There is a clear organisation structure to create a process for making decisions that involve everyone and has a decentralised structure.

Dr. Babasaheb Ambedkar Open University is run by its Act, Statutes, Ordinances, and Regulations, which are overseen by different Regulatory and Statutory Committees. Board of Management (BoM), Academic Planning Board (APB), and Finance Committee (FC). The administration section plans meetings of the BoM and its standing committees, such as the Building and Works Committee, the Purchase Committee, etc. The members of the statutory bodies come from both inside and outside the government, so that everyone can have a say in how decisions are made.

The vision of the university is to improve learning outcomes, the quality of education, and create a learner-centered environment that gives all learners the chance to learn and improve their skills throughout their lives by using new technologies and methods.

The Mission is to educate and empower learners, giving them the right mix of knowledge, skills, employability, and values so that they can serve society. "Education for All" is the motto of the school.

**The university has a strategic plan for development. Continuous critical self-assessment is done for all departments. There is regular review and audit to make sure of quality.**

Key positions like that of the Registrar, Librarian and controller of examinations are yet to be filled. These responsibilities are at present being carried out by junior faculty members.

Faculty members are encouraged to go for national or international conferences. There are token Awards for publishing research papers.

NAAC



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 Institutional Values and Best Practices are as follows:

Giving students from vulnerable, weak, and disadvantaged parts of society the chance to get a good education right at their doorstep. Free education for people in jail and people with disabilities. Through extension activities like adopting villages, help is given to the poor, backward, vulnerable, weaker, and less fortunate members of society to improve their social and economic situations.

The safety and security of the women employees is made sure by a lot of monitoring and other measures. As a way to be fair to both men and women, the University gives women PhD students Maternity Leave and UGC provisions. The University Act and Statute make sure that women are well represented in different Statutory bodies.

The university has a sufficient physical infrastructure and uses the most up-to-date media and IC Technology.

The university has Technology-enabled Learner Support that includes the University's website, online admission, Learning Management System, Omkar, Omkar-E, SwadhyayTV, Swadhyay Radio, Vande Gujarat Educational Channel, Android APP, Digital Library, Eklavya Learner Support Portal, YouTube Channel, and Social Media, which are all in place and work well.

Learners' Charter is made to create and support an academic environment that is progressive and open to everyone.

Extension work is carried out in the adopted villages.

NAAC

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

#### **Strength:**

- The University has adequate infrastructure in terms of buildings, classrooms, auditorium, conference/board rooms, faculty cabins and Guest House, etc for running various programmes in ODL mode.
- The self-learning materials are designed and developed in a four quadrant mode following a robust procedure and review mechanism.
- The University has a strong setup including Audio and Video Studios for technology-enabled teaching and learning. The Audio and video programmes are developed inhouse and disseminated through DTH Television Channel/YouTube, Internet Radio and a Community Radio Station.
- The University has a vibrant Portal for student-focused services, such as online admission, re-registration, online payment of all types of fees, a transparent examination system, and automated library facilities, as well as a functional LMS.
- The University provides opportunity to special learners and disadvantaged groups like transgenders, jail mates etc to pursue education and empower them.
- The University has made enough efforts for creating a green campus with good waste management and resource conservation. 50 KVA Solar power plant is running, and another 50 KVA Solar power plant is in the process of being installed.
- The university has a strong network of Regional Centres and Learning Support Centres across the state of Gujarat.

#### **Weaknesses:**

- University is not affiliated under 12B.
- The University does not have sufficient number of permanent faculty members.
- As an OPEN University, the institution has limitations for providing National Service Scheme (NSS) and National Cadet Corps (NCC) to the Learners.
- Library needs to be more functional and upgraded.
- Difficulty in ensuring accountability in conducting examinations.

#### **Opportunities:**

- The university may start multidisciplinary courses in new areas.
- Offering world-class learning is possible through ICT at an affordable price.
- The university may collaborate with different National and international agencies.
- Big companies in the vicinity opens up the possibilities of the university working in collaboration with them.
- The university may use MOOCs to help improve the Open Learning Community.
- Market-driven courses may be initiated by the university.

#### **Challenges:**

- The university finds it difficult to meet the needs of both rural and urban areas as it has to combine the needs of an industrialised urban economy with the needs of an underdeveloped rural and tribal economy.
- Students come from different backgrounds, which makes learning groups different from each other.

Thus different methods of teaching need to be adopted.

- Pedagogy needs constant updation to meet international standards and also the availability of technology with the learners.
- University needs to create a brand image through positioning and ranking on a global scale.
- Non-availability of adequate faculty for strengthening existing programmes and starting new programmes.

#### **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)

- The institution should endeavour to get more positions of permanent qualified faculty at various levels.
- The university needs to improve pedagogy with extensive use of ICT-enabled pedagogical tools to match international standards and learner expectations.
- Efforts need to be made to blend curriculum with the needs of the industry and requirements of academia.
- Proper training of faculty members in the use of modern teaching learning tools.
- The University should strive for 12B from UGC, that will help them seek benefit of various Schemes. It should also make efforts to raise funds through government and non-govt agencies.
- The online examination process need to be streamlined, making it more efficient and student-friendly.
- Key administrative positions lying vacant -- like Registrar, Controller of Examinations and Librarian etc. need to be filled expeditiously.
- The institution shall strive to start more skill and job oriented courses in a blended mode.
- More extensive extension programmes may be organized in areas inhabited by weaker and disadvantages sections of society.
- Placement needs to be strengthened and placement records improved. Alumni support be also sought.

**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**

Sl.No	Name		Signature with date
1	DR. VINAY PATHAK	Chairperson	
2	DR. PROF SHAHID RASOOL	Member Co-ordinator	
3	DR. RANGAPPA K B	Member	
4	DR. MANJU JAIDKA	Member	
5	DR. S RAVI	Member	
6	DR. LOKANATH MISHRA	Member	
7	DR. MALABIKA DEO	Member	
8	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date

NAAC