



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY**

JYOTIRMAY PARISAR, DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY  
ROAD, SARKHEJ - GANDHINAGAR HIGHWAY, CHHARODI

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dr. Babasaheb Ambedkar Open University (BAOU) was established by the Act No.14 of 1994 passed by the Gujarat State Legislature on 13th April, 1994, and assented to by the Governor of Gujarat on 27th July, 1994.

Dr. Babasaheb Ambedkar Open University Act, 1994: “An Act to establish and incorporate an Open University in the State of Gujarat for the introduction and promotion of the Open University and distance education system in the educational pattern of the State”

The objects of the University is to advance and disseminate learning and knowledge by a diversity of means including the use of any communication technology, to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community generally, to encourage the Open University and distance education system in the education pattern of the State.

The BAOU is the seventh Open University in the country in terms of their establishment. It is recognized by University Grants Commission (UGC), Distance Education Council, and now Distance Education Bureau (DEB). The headquarters of the university is located at Ahmedabad. The University as per, in exercise of its power, has jurisdiction over the whole state of Gujarat.

The University has established Regional Centres at following cities:

1. Regional Centre - Dr. Babasaheb Ambedkar Open University, Ahmedabad
2. Regional Centre - Saurashtra University, Rajkot
3. Regional Centre - Veer Narmad South Gujarat University, Surat
4. Regional Centre - Hemchandracharya North Gujarat University, Patan
5. Regional Centre - Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj
6. Regional Centre - Shri Sarvajanik Commerce College Campus, Godhra
7. Regional Centre - Swami Sahajanand Group of College Campus, Bhavnagar

The University has 254 Learner Support Centres across Gujarat

The University has been established to provide the opportunities for higher education to a larger segment of the population irrespective of classes, castes, creed, religion or sex. With the objective of advancement and dissemination of learning and knowledge by a diversity of means including use of any communication technology it has reached to the number of more than 8,00,000 learners as a cumulative enrolment.

## **Vision**

To elevate the access of education, to improve the quality of education; to reach the unreached by creating learner-centric environment; to provide life-long learning opportunities and skill up-gradation to all learners using innovative technologies and methodologies.

## **Mission**

Educating and empowering the last mile learners, enabling them to compete with the global world by equipping them with the upright combination of knowledge, skills, employability and values for serving society. The mission of the university is "Education for all". The university strives for excellence by developing an innovative, flexible and open system of education using the latest methods and technologies.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- University Schools enjoy full academic autonomy thereby constantly matching up with the expectations of the industry and society
- Meticulous process for design and development of courses, development of study material in four quadrant mode.
- The university has a diversified range of programs like integrated, super specialized and job oriented professional programs under a self-supporting scheme.
- Technology Enabled Teaching – Learning process with widespread use of ICT Infrastructure and Digital resources.
- Implementation of OER Policy and Developing OER Repository containing both e-SLM and Audio Video lectures.
- Digitization of all the student centric services like Online Admission, re-registration, online payment of all kinds of fees, transparent examination system and automated library facilities, indigenously designed and developed LMS for all learners with 24X7 Learner Support Services.
- Centralized online admission cell to ensure transparency in admission and attract good quality students.
- Computerized and transparent examination and evaluation process with emphasis on practically oriented and outcome based learning – declaration of results within 30 days.
- Impressive student progression in terms of pass percentage, placement, higher studies and participation in extracurricular activities.
- All the policies of the university are framed as per the provisions of Act, Statutes, Ordinance, Regulations and by taking the consensus of the authorities having representations of UGC, DEB, NCTE,

RCI and other parastatals of Central, State Government and Core team of the university.

- Reach network of LSCs with compliance of UGC Regulations at every corner of the state covering Urban, Semi Urban, Rural, Tribal and Coastal areas.
- Availability of all the types of programmes at a very affordable fees attracting the large number of learners..
- Separate department for offering various vocational programs short term certificate courses aimed at skill development.
- Creating vocational training opportunities for special learners.
- Strong and vibrant industry – institute interface with a number of functional MoUs with industry partners and impressive placement of students.
- State-of-the-art auditorium to promotes cultural activities for holistic development of students.
- Green campus with good waste management and conservation of resources and 50 KVA Solar power plant is in operation, installation of another 50 KVA Solar power plant is in process.

### **Institutional Weakness**

- Because of the lack of availability of Permanent Human Resource, Physical and Infrastructure facilities, University had to wait to get the 12B recognition of UGC.
- Non availability of RUSA grants has resulted in no or less motivation for research work.
- No support from the government agencies to start programmes under National Skills Qualification Framework (NSQF) simply a reason for an OPEN University.
- University is not able to offer National Service Scheme (NSS) and National Cadet Corps (NCC) to the Learners because of an OPEN University.
- No autonomy in introduction of new degree programmes in ODL as well as Online mode even after following the designated regulations of UGC-DEB.
- Many young faculty members need to be trained in the use of modern teaching learning tools.
- Difficulty in engaging students in a manner those who are conducive to learning

### **Institutional Opportunity**

- Ample opportunity for introducing multidisciplinary courses in emerging areas.

- Offering ICT enabled world-class learning at an affordable cost.
- With ICT based innovations, opportunity to reach more and wider student base reaching students who are not currently able to attend college.
- Strategic alliances and collaborations with International and National Educational Institutes will provide students global leverage.
- Large numbers of big companies present in the surrounding areas provide good opportunity for industry- institute interface.
- Collaborating with Industries, Government Bodies and NGOs for research, faculty-student exchange, joint programs, training and consultancy.
- Leveraging the available facilities of MOOCs for enhancing Open Learning Community.

### **Institutional Challenge**

- Catering to rural as well as urban areas, blending of curriculum is a challenging task as it requires integrating the needs of the industrially developed urban economy along with the needs of underdeveloped rural and tribal economies.
- Disparity in the student background from rural and urban areas, which makes learning group heterogeneous rather than homogeneous.
- Improving pedagogy with extensive use of ICT enabled pedagogical to match international standards;
- Developing a brand image through global positioning and ranking.
- Though University can start two new Schools of Study but because of non-sanction of permanent faculties it has not been operational till date.

## **1.3 CRITERIA WISE SUMMARY**

### **Learner Support and Progression**

Learner support services are the most vital component of any open and distance learning (ODL) system. It includes a wide range of academic and other related activities. The support services should not only be responsive to the needs of the distance learners but should also be accessible. In the ODL system, multimedia, print, audio, video, radio, TV, teleconferencing and videoconferencing – instructional package, face-to-face counselling, continuous assessment and hands-on-experience constitute learner support.

The University follows a multi-pronged, multi-layered strategy to reach out to all segments of the society, particularly those unreached through conventional mode. Pre-admission counselling is provided to the

prospective learners to help them choose the right programme and provide guidance and support in submission of their application form online. The University has made special efforts to extend its outreach by establishing Special LSCs in Jails, rural/remote areas, PwD and Transgender. SC/ST learners are provided fee exemption/reimbursement.

The University provides necessary support to its learners throughout the learning cycle, as follows:

- The learners are provided study material in print, digital study material, through OMKAR, OMKARe and also through e-SLM made available on University Website.
- The University has developed "Eklavya - Student Support Portal" through which learners can access information and services on their laptops, desktops and mobile phones.
- Induction Programmes are organized at LSC where learners are familiarized with the ODL system and the facilities available to them.
- Induction programmes are also broadcast and telecast through Vande Gujarat educational channel.
- Academic counselling sessions are conducted in face to face mode by the academic counsellors at LSCs.
- Interactive Counselling sessions are conducted by the faculty and invited experts through Vande Gujarat Educational TV Channel. Learners can ask questions right from their homes over the telephone during these sessions.
- Counselling is provided through web enabled Swadhyay TV and Swadhyay Radio platforms.
- Webinars/ web conferencing services are provided to learners in select programmes.
- Formative/Continuous evaluation is done through self-check exercises built into the SLMs and through tutor marked assignments.

Placement activity, both at the HQs and at RCs is organized by the Campus Placement Cell.

### **Curricular Aspects**

The University offers an Open and Distance Learning (ODL) mode of education thereby reaching out to a wide spectrum of Learners across the state. The curriculum is designed and implemented taking cognizance of the educational policies of the State and Central Government. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission.

BAOU has a systematic process for design, development and validation of curricula. Before starting a new programme, a preliminary meeting is held to assess the feasibility of the programme which is followed by formation of the Program Advisory Committee. PAC consists of External and internal members from academia and industry who contribute in updating curricula within the ambit of regulatory guidelines. This ensures that the programmes offered take care of industry requirements thereby ensuring employability. The content developed and reviewed are further reviewed by School Quality Assurance Cell (SQAC). The proposed

designed programme will be further scrutinized and endorsed by the Academic Council of the School and approved by the Academic Planning Board.

There are two types of programmes offered by the university

A) Courses with core and elective options

B) Courses with all subjects as core subjects

Under CBCS, learners of all UG and PG programmes have to accumulate a prescribed number of credits to be eligible for the award of the degree. Credit transfer facilities are to partner universities under collaboration. University also offers a Credit Transfer facility for the learner who earns the credit from the courses available on SWAYAM Portal.

Curriculum design is a process of developing a need-based curriculum in consultation with experts, based on the feedback from stakeholders, to suit the professional and personal needs of the learner and realisation of core values. Academic flexibility is the key feature of the Open and Distance Learning mode of education and refers to freedom in the use of the time-frame of courses, vertical mobility, and inter-disciplinary options facilitated by curricular transactions. Therefore, we at BAOU adopted well defined strategies for imparting academic flexibility.

### **Teaching-learning and Evaluation**

Dr. Babasaheb Ambedkar Open University through its various School of Studies offers around 85 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 BAOU is a judicious mix of Self-learning Material, face-to-face counselling, and counselling through ICT Tools. 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 65 teachers and other academics, involved in curriculum design and development and delivery of the academic programmes. The Teaching-Learning-Evaluation process is given the meticulous attention.

Course Schedules: 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 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:

ICT based blended learning,

Providing teaching materials in the form of e-repository

University Information Management System and e-resources used for ensuring meeting of course objectives

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: Learner's performance and learning outcomes measured through the measurement of attainment of POs and COs. Overall attainment of about 79-83%. 75-80% learners complete their degree within normal duration

Evaluation Process and Reforms:

- Evaluation process absolutely transparent and objective
- Examination system is fully automated through in-house developed ERP solution
- Results declared within 15-20 days of the conduct of examination.

Learner Satisfaction Survey

- All learners' grievances regarding examination and evaluation redressed within 48 hours from the receipt of grievance.

Learners are familiarized with the learning outcomes for the various programmes and courses and the importance of measuring the attainment of the learning outcomes

### **Research, Innovations and Extension**

University is committed to the pursuit of excellence in research and aims to achieve international recognition through interdepartmental and inter-institutional collaborative research programmes across the spectrum of various offered domain of studies.

The university has developed its own ecosystem of research as per its Research Promotion Policy. The faculty members are further encouraged to represent the University and present their papers in the discipline specific as well as the ODL-related seminar/conference/ workshop at the international/national/state levels at regular intervals for their professional development. Schools and departments organize National/International Seminars/Conferences/Workshops and publish the research articles/papers presented by the researchers in the form of proceedings.

University offers M.Phil./Ph.D. programmes at regular/part-time basis in accordance with U.G.C. rules and regulations 2016.

To promote Research and publications by the faculty members of the University, the guidelines for research promotion are categorized as:

- Incentives for Research projects, publications and research related activities.
- Financial assistance for pursuing Ph.D



- Financial assistance for attending National and International Conferences and Faculty Development programmes.

The University has;

- Centre for Research and Development (CRD)
- State-of-the-art research facilities in various Schools of Study.
- Enough budget provision of fund annually for research and innovation

Resource Mobilization for Research:

- Well defined and transparent Research Promotion Policy
- The University has been able to procure funding worth Rs. 7.37 crores from State Government for research and development of Research Centre
- The University has been given funding for Centre of Innovation, Start-up & Entrepreneurship (CISE) to the tune of Rs. 2 Cr. for Technology Business Incubator (TBI)

Innovation Ecosystem:

- Established Centre of Innovation, Start-up & Entrepreneurship (CISE) in 2020
- Centre of Innovation, Start-up & Entrepreneurship (CISE) provide free of charge space & ICT facilities and funding to incubators
- Rs. 1 lakh for six months extending to 18 months.

Extension Activities

- Various extension activities conducted, around 12 awards won
- Six nearby villages adopted and 2000+ learners participated in extension activities every year
- 18+ health check-up and Blood donation camps were organized

Collaboration

- 30 National/International MoUs
- Employment provided to people from surrounding villages by collaborating with Industries

### **Infrastructure and Learning Resources**

University operates through three tier structure. Headquarters, Regional-Centres and Learner-Support-Centres.

Headquarters is spread over 20 acres of land with built-up area 53,033 square-meters. Over the last decade, extra-ordinary instructional and infrastructural facilities have been developed at the HQs and RCs.

**Available infrastructures facilities:**

**Vice Chancellor's Office Block:** It has the offices of the Vice Chancellor, separate conference room and a board room; visitors' lounge; pantries and common washrooms on each floor.

**Schools** equipped with office of Director, Faculty Rooms, Meeting/Seminar rooms. Rooms.

University has **07 Classrooms with ICT Facilities and 02 Smart Classrooms** with all the modern ICT enabled equipment.

University has **04 Computer Laboratories** to facilitate various services to the Learners. it consists of HP/Dell Computers with latest configuration.

**Language laboratory** consists of computers, software for the language lab and all the latest hardware equipment for the same.

**Data Centres** with the latest 10 Server for hosting various web applications. University is using Unified Threat Management to secure Application and Data.

**Computing Facility:** Dedicated Laptop/workstation for teaching and non-teaching staff, equipped with uninterrupted internet connectivity of 1300 Mbps through both wired and wireless (Wi-Fi) Medium.

State-of-the-art **Studio** is equipped with high-end equipment for production and transmission of audio/video programmes for Vande Gujarat Educational TV Channel, Web Radio, Swadhyay TV, Swadhyay Radio, MOOCs for various programmes and courses, multimedia e-content, SWAYAM/SWAYAMPBHA content.

**Library:** The University has a fully automated Central Library, well-equipped with books, journals, reports, theses, indigenous archives, and other study material.

Other amenities includes Auditorium, Boardrooms, Guesthouse, Warehouses are fully functional.

The entire physical infrastructure and buildings at headquarters are fully Wifi and equipped with modern ICT facilities.

The regional centres are located at Ahmedabad, Patan, Rajkot, Bhuj, Surat, Gohra, Bhavnagar. All RCs are also equipped with all the required amenities defined by UGC-DEB etc. RCs are well-equipped with ICT infrastructure and uninterrupted internet connectivity ranging from 16 MBPS to 1 GBPS.

LSCs are equipped with all the physical infrastructures viz. classrooms, smart classrooms, seminar rooms, library, computer laboratory etc. which are of the host institutes and are to be shared by the LSCs.

**Governance, Leadership and Management**

University has its well defined mechanism of governance as per the provisions of Act, Statutes, Ordinance and

Regulation to achieve the vision, mission and objectives of the university. There is an explicit organization structure to evolve a participative and decentralized decision making process thereby creating a harmonious and inclusive organization culture.

Dr. Babasaheb Ambedkar Open University functions under the authority of different Regulatory and Statutory Committees in accordance with the provisions of its Act, Statues, Ordinance and Regulations. Regulatory body namely the Board of Management (BoM), Statutory Body namely Academic Planning Board (APB), Finance Committee (FC). The administration section organizes meetings of BoM and its standing committees, such as the Building and Works Committee, Purchase Committee, etc. The composition of the statutory bodies comprises members from government departments, external and internal members to ensure participatory decision making.

### **Institutional Vision and leadership:**

- **Vision:** To improve learning outcome, quality of education and to reach the unreached by creating learner-centric environment to provide life-long learning opportunity and skill up-gradation to all learners using innovative technologies and methodologies.
- **Mission:** Educating and empowering the last mile learners, enhancing their capabilities to compete with the global world, providing them the upright combination of knowledge, skills, employability and values for serving society. The motto of the university is “Education for All”.

### **Strategy Development and Deployment**

- Strategic plans are prepared and their implementation monitored during the meetings of all statutory bodies as per schedule and requirement Continuous critical self-assessment for all departments
- Regular reviews and audits for quality assurance

### **Faculty Development/Empowerment Strategies**

- Sponsorship for attending national/international conferences
- Awards for research paper publication
- Transparent career advancement policy
- Welfare measures
- Medical Cover for employees as per the government rules

### **Financial Management and Resource Mobilization**

- Centralized Purchase through GeM/E-tenders
- Central store and stock registers
- Projects of Government and other funding agencies.

### **Centre for Internal Quality Assurance (CIQA)**

- School Quality Assurance Cell (SQAC)
- Suggesting improvements in Teaching Learning strategies
- Formulation of regulations and curriculum mapping for educational assessment
- Internal/external Academic Audit
- Helping design and update feedback documents

Quality enhancement through Ranking and Rating processes

### **Institutional Values and Best Practices**

Dr. Babasaheb Ambedkar Open University is strive to achieve the dream of Dr. Babasaheb Ambedkarji that of creating an inclusive society based on equality. University transparently work with all stakeholders and respond effectively to the needs of the learners;

Futher, following are the Institutional Values and Best Practices-

- Enabling the learners belonging to different vulnerable, weaker and disadvantaged sections of the society to access quality education at their door steps.
- Free education to jail inmates and the differently abled persons.
- Socio-economic support and rehabilitation of the poor, backward, vulnerable, weaker and disadvantaged sections of the society through extension activities including adoption of villages.
- Special gender sensitive physical facilities.
- Safety and security of the women employees are ensured through extensive surveillance and other provisions.
- As gender sensitive entitlements, the University provides for Maternity Leave including UGC provisions for women PhD scholars.
- The University Act and Statute provide adequate representation of women in various Statutory bodies.
- Code of ethics for Teachers, academics, non-academic staff, LSC functionaries and learners are well defined.
- Celebration of all important National/International Days that promote universal values and express the university's solidarity with the cause of the Nation.

### **Distinctiveness of the University-**

- Modern Infrastructural Facilities and use of latest technologies.
- Penetration into Remote and Tribal Areas: more than 75% of the Learner Support centres cater to the rural areas, tribal areas, hills areas, border areas .
- More than 70% of the total enrolment belongs to various disadvantaged groups like ST/SC/OBC/Tea Tribe.
- Around 45% of the total enrolment is women.
- More than 30 percent University employees are women.
- E-Governance in Administration, Examinations and Finance.
- Technology enabled Learner Support entails 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 well in place and functionally effective e-Mentoring System of learners to provide academic and non-academic support.
- Learners' Charter is prepared to create and support a progressive and inclusive academic environment.

Extension activities in the adopted villages, Social Welfare, Staff and Student Welfare Mission

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY
Address	Jyotirmay Parisar, Dr. Babasaheb Ambedkar Open University Road, Sarkhej - Gandhinagar Highway, Chharodi
City	Ahmedabad
State	Gujarat
Pin	382481
Website	<a href="http://www.baou.edu.in">www.baou.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Ami Upadhyay	02717-298768	9909973698	02717-297144	ami.upadhyay@baou.edu.in
IQAC / CIQA coordinator	Nilesh K Modi	079-29796223	9978404044	079-29796200	nilesh.modi@baou.edu.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	13-04-1994
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	13-04-1994	<a href="#">View Document</a>
12B of UGC		

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

<b>Nature of University :</b>	
<b>Name of Act</b>	<b>Act No</b>
Created by an Act of State Legislature	Gujarat Act No. 14 of 1994 The Dr. Babasaheb Ambedkar Open University Act, 1994

<b>Territorial Jurisdiction of the Open University :</b>
The University, in exercise of its powers, have jurisdiction over the whole of the State of Gujarat

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Jyotirma y Parisar, Dr. Bab asaheb Ambedk ar Open Universi ty Road, Sarkhej - Gandh inagar Highwa y, Chharod i	Urban	20	53033.44	MEG, MGT, MHD, MSO, MLIS, MJMC, MSCCS, MSCIT, MCOM, MSW, BA, BLIS, BCA, BC AMUL, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED , PHD, PGDCS, PGDCL, PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE		
<i>Regional Centres</i>	<i>Dr. Bab asaheb Ambedk ar Open Universi ty Regiona l Centre - Ahmed</i>	<i>Urban</i>	<i>2</i>	<i>2035</i>	<i>MEG, MGT, MHD, MSO, MLIS, MJMC, MSCCS, MSCIT, MCOM,</i>	<i>21-01-2016</i>	<i>22-01-2016</i>

	<i>abad Jyotirmay Parisar Sarkhej - Gandhinagar Highway, Chharodi, Ahmedabad - 382481</i>				<i>MSW, BA, BLIS, BCA, BCAMU L, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED, PGDCS, PGDCL, PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE</i>		
<i>Regional Centres</i>	<i>Dr. Babasaheb Ambedkar Open University Regional Centre - Surat Veer Narmad South Gujarat University Campus, Udhna - Magdalla Road, Surat - 395007</i>	<i>Urban</i>	<i>2</i>	<i>1924.06</i>	<i>MEG, MGT, MHD, MSO, MLIS, MJMC, MSCCS, MSCIT, MCOM, MSW, BA, BLIS, BCA, BCAMU L, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED, PGDCS, PGDCL,</i>	<i>26-09-2004</i>	<i>27-09-2004</i>



					PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE		
Regional Centres	Dr. Bab asaheb Ambedk ar Open Universi ty - Regiona l Centre - Bhuj Kskv Kachch h Unive rsity Campus , Mundra Road, Bhuj, Kachch h - 370001	Semi- urban	2	2241	MEG, MGT, MHD, MSO, MLIS, MJMC, MSCCS, MSCIT, MCOM, MSW, BA, BLIS, BCA, BCAMU L, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED , PGDCS, PGDCL, PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE	09-10-2020	10-10-2020
Regional Centres	Dr. Bab asaheb Ambedk ar Open Universi ty - Regiona	Semi- urban	2	2342	MEG, MGT, MHD, MSO, MLIS, MJMC, MSCCS,	17-07-2009	18-07-2009

	<i>l Centre - Patan Hemcha ndracha rya North Gujarat Universi ty Campus , Raj Mahel Road, Patan - 384265</i>				<i>MSCIT, MCOM, MSW, BA, BLIS, BCA, BCAMU L, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED , PGDCS, PGDCL, PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE</i>		
<i>Regional Centres</i>	<i>Dr. Bab asaheb Ambedk ar Open Universi ty - Regiona l Centre - Rajkot Saurash tra Univ ersity Campus , Munjka, Rajkot - 360005</i>	<i>Urban</i>	<i>2</i>	<i>1942</i>	<i>MEG, MGT, MHD, MSO, MLIS, MJMC, MSCCS, MSCIT, MCOM, MSW, BA, BLIS, BCA, BCAMU L, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED ,</i>	<i>27-03-2004</i>	<i>28-03-2004</i>

					PGDCS, PGDCL, PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE		
<i>Regional Centres</i>	<i>Dr. Babasaheb Ambedkar Open University - Regional Centre - Godhra C/o Shri Sarvajnik Commerce College, Near Government Polytechnic, Godhra - 389001</i>	<i>Rural</i>	<i>1</i>	<i>1652</i>	<i>MEG, MGT, MHD, MSO, MLIS, MJMC, MSCCS, MSCIT, MCOM, MSW, BA, BLIS, BCA, BCAMU L, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED , PGDCS, PGDCL, PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE</i>	<i>09-10-2020</i>	<i>10-10-2020</i>
<i>Regional Centres</i>	<i>Dr. Babasaheb Ambedkar Open University</i>	<i>Urban</i>	<i>1</i>	<i>1524</i>	<i>MEG, MGT, MHD, MSO, MLIS,</i>	<i>09-10-2020</i>	<i>10-10-2020</i>

<p>ty - Regiona l Centre - Bhavn agar C/o Swami S ahajana nd College Of Com merce And Ma nageme nt, Near Bhavna gar Uni versity Karyala ya, Bhav nagar - 364 002</p>					<p>MJMC, MSCCS, MSCIT, MCOM, MSW, BA, BLIS, BCA, BCAMU L, BBA, BBAAT, BSW, BSCIT, BCOM, BED, BE DSPLED , PGDCS, PGDCL, PGDMA D, PGDCA, PGDBA, PGDHR, PGDM, PGDF, PGDDE</p>		
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## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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### Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td><a href="#">110363_6843_4_1632743942.pdf</a></td> </tr> <tr> <td>RCI</td> <td><a href="#">110363_6843_19_1632743591.pdf</a></td> </tr> <tr> <td>DEB-UGC</td> <td><a href="#">110363_6843_21_1632741607.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	NCTE	<a href="#">110363_6843_4_1632743942.pdf</a>	RCI	<a href="#">110363_6843_19_1632743591.pdf</a>	DEB-UGC	<a href="#">110363_6843_21_1632741607.pdf</a>	
SRA program	Document								
NCTE	<a href="#">110363_6843_4_1632743942.pdf</a>								
RCI	<a href="#">110363_6843_19_1632743591.pdf</a>								
DEB-UGC	<a href="#">110363_6843_21_1632741607.pdf</a>								

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	3				8				48			
Recruited	2	1	0	3	2	3	0	5	21	26	0	47
Yet to Recruit	0				3				1			
On Contract	0	0	0	0	0	2	0	2	14	19	0	33

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				133
Recruited	92	40	0	132
Yet to Recruit				1
On Contract	75	38	0	113

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				24
Recruited	16	0	0	16
Yet to Recruit				8
On Contract	0	0	0	0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	2	3	0	15	20	0	43
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	3	0	0	3
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	School of Humanities and Social Sciences	Suresh Joshi Chair	Gujarat Sahitya Academy
2	School of Humanities and Social Sciences	Samajik Samrasta Chair	Dr. Babasaheb Ambedkar Open University

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

NAAC



Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	39448	0	0	0	39448
	Female	25955	0	0	0	25955
	Others	5	0	0	0	5
PG	Male	5176	0	0	1	5177
	Female	7999	0	0	0	7999
	Others	1	0	0	0	1
PG Diploma recognised by statutory authority including university	Male	484	0	0	0	484
	Female	209	0	0	0	209
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	2473	0	0	0	2473
	Female	490	0	0	0	490
	Others	0	0	0	0	0
Certificate / Awareness	Male	5244	0	0	0	5244
	Female	3641	0	0	0	3641
	Others	17	0	0	0	17
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
---	----

**Details of UGC Human Resource Development Centre, If applicable**

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

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

Sl.No	Program me Level	Name of the Progra mme	Duration In Month	Entry Qua lification	Medium of instructio n	Student strength	No.of students admitted
1	Awareness	CES	6	HSC	Gujarati	10000	1019
2	Certificate	CCC	6	HSC	Gujarati	10000	7883
3	Diploma	DAA	12	HSC	Gujarati	10000	2963
4	PG Diploma	PGDCS	12	Graduation	English	10000	693
5	Under Graduate	BA	36	HSC	Gujarati	100000	65408
6	Post-Graduate	MEG	24	Graduation	English	100000	13176
7	MPhil	Commerce	36	Post Graduate	Gujarati	100	24
<b>Total</b>			132			240100	91166

**Details of Sponsored programmes (if any)**

Sl.No	Sponsored programmes offered	Name of the Sponsoring Agency	Student Strength
1	Certificate in Journey of First One Thousand Days of Life (CJFTDL)	Department of Health & Family Welfare, Government of Gujarat	511

## Extended Profile

### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	15	15	14	16
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
531	415	421	409	396
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Students

#### 2.1

##### Number of learners enrolled over the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
109613	61669	51704	47371	42936
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

##### Number of learners of disadvantaged groups

**Response: 79585**

**2.3****Number of passed out learners**

2020-21	2019-20	2018-19	2017-18	2016-17
9343	8381	10596	10060	7663
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3 Teachers****3.1****Number of sanctioned posts year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
70	52	49	27	28
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	44	45	23	23
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Total number of in-house faculty in the institution over the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
55	43	44	22	22

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1386.21	1304.46	2108.88	1497.51	1151.05

  

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.3

### Number of full-time non-academic staff

Response: 148

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 5 Research

### 5.1

#### Number of teachers recognized as guides during the last five years

Response: 15

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning Design and Development

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

**Response:**

Dr. Babasaheb Ambedkar Open University offers academic programmes in Open and Distance Learning (ODL) mode of education thereby reaching out to a wide spectrum of students across the state of Gujarat. The curriculum is designed and implemented taking cognizance of the educational policies of the State and Central Government, and the global needs, while serving the cause of national development and regional requirements. The design and development of the curriculum is a democratic process with the entire faculty contributing to the introduction, innovation, and revision of the syllabi. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission of striving for academic excellence.

The educational programmes with liberty and freedom of choice in basic areas of knowledge i.e. Bachelor's degree programmes in Humanities and Social Sciences (Languages, Sociology, History, Political Science, Public Administration, Economics, Social Work, etc.) and Master's degree Programmes in Humanities and Social Sciences (Languages, Sociology, Social Work etc.) aim at developing a socially aware citizenry that possesses domain knowledge, critical thinking abilities and the capacity to apply the knowledge acquired to their own lives and for local, regional and national development. Suitable courses aimed at skill development are also offered in these Programmes to enhance employability of learners.

The University offers many Bachelor's, Master's, PG Diploma, Diploma and Certificate programmes for aspirants and professionals employed in Computer Sciences, Management, Banking, Accountancy etc. providing them opportunities for employment/upward mobility by engendering knowledge and capacity building. There are a lot of professional education and skill development programmes catering to skill development of the entry-level workforce in different domain areas.

Programmes are also developed in areas of Cyber Security, Cyber Law, Mobile Application Development etc. for updating knowledge, and up-skilling of the workforce. Wherever relevant, BAOU Programmes have integrated field-based practicum/ project work/ hands-on training/ internships/ lab-based practical, etc., which integrate theory into practice and inculcate hands-on skills, to suffice job market expectations and lifelong learning.

The structure and content of curricula are designed by experts of national and international eminence. These are futuristic in their outlook as is amply reflected in the Programme Outcomes and the Learning Outcomes articulated programme-wise and course-wise in all domains of learning, namely, cognitive, affective and psychomotor. Regulatory Bodies like the University Grants Commission (UGC), National Council for Teacher Education (NCTE), and Rehabilitation Council of India (RCI) validate the standards of teaching-learning being pursued in different general and professional programmes on offer in the

University.

BAOU has a systematic process for design, development and validation of curricula. Before starting a new programme, a preliminary meeting is held to assess the feasibility of the programme which is followed by formation of the Program Advisory Committee. PAC consists of both External members and internal faculty as per requirement of the program. External Members of PAC may include academic and industry experts who contribute in updating the curricula on a periodic basis within the ambit of regulatory guidelines. This ensures that the programmes offered take care of industry requirements thereby ensuring employability. The content developed and reviewed by subject experts are further reviewed by School Quality Assurance Cell (SQAC). The proposed designed programme is further scrutinized and endorsed by the Academic Council of the School and approved by Academic Planning Board.

It is also ensured that the mission and goal of the university are translated into concrete and visible Programme Outcomes, Programme Specific Learning Outcomes and Course Specific Learning Outcomes. These outcomes not only help potential employers to assess the level of knowledge, skills and competencies that a learner has acquired but also facilitate economic and social mobility, thereby contributing to national development. Other stakeholders such as the state, community and the individual learners also benefit from the programmes and learning outcomes and act as agents of social change for the larger good of our society and nation.

These curricula are designed keeping in view the needs of the prospective learners of the area and conforming to the local, national, regional and global. Regional and global relevance is considered in terms of futuristic technologies as well as global issues like environment and sustainability. The programmes on offer specifically cater to the local and state needs. The curricula are regularly updated with fresh insight, depth and outreach in areas such as Arts, Humanities, Social Sciences, Commerce and Management, Computer and Information Sciences, Education and Special Education. Curriculum development in BAOU ranges from the areas of core/basic and applied knowledge in social and natural sciences and humanities to professional development, vocational education and skill development. These are approved by the statutory bodies of the university to ensure conformity of the university's vision and mission.

Each Programme of BAOU is structured into several courses to facilitate learning. The Programme content and broad Learning Outcomes along with the instructional methodology are presented in Programme Guides created specifically for each programme.

Every Course is divided into a set of Blocks/modules with each block containing units written in the self-learning format. The Block introduction is used to acquaint learners with the content of the Block and how it would help them achieve the outcomes. Each Unit also contains clearly stated expected learning outcomes that specifically describe the learning outcomes that are expected to be attained, the knowledge learners are expected to acquire, and apply in relevant context - local, regional, national and international.

For every programme on offer the Programme Outcomes and Course Outcomes are clearly defined and are aligned with the vision and mission of the university and are uploaded on the university website (<https://baou.edu.in>). The curricula emphasizes that all programmes offered are outcome based programs so that the graduates possess and demonstrate the requisite knowledge, skills and attitudes. The University has consciously designed curricula that are not only need-based but also address value addition and industrial relevance.

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

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

**Response:** 9.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	1	0	0

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

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

**Response:** 23.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	4	0	2	0



File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Details of the revised Curricula/Syllabi of the programmes over the last five years	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 100

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

Response: 531

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

Response: 531

File Description	Document
Web-link to the list of MOOCs approved	<a href="#">View Document</a>
Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 22.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	0	11	0	1

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years	<a href="#">View Document</a>

## 1.2 Academic Flexibility

1.2.1 Percentage of programmes adopted/adapted by other HEIs over the last five years											
<b>Response:</b> 91.42											
1.2.1.1 Number of programmes adopted/adapted by other HEIs over the last five years											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>16</td> <td>16</td> <td>12</td> <td>7</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	24	16	16	12	7
2020-21	2019-20	2018-19	2017-18	2016-17							
24	16	16	12	7							
File Description	Document										
Letter of Agreement	<a href="#">View Document</a>										
Institutional data in prescribed format File	<a href="#">View Document</a>										
Details of Programme	<a href="#">View Document</a>										
Details of HEI(s)	<a href="#">View Document</a>										

1.2.2 Percentage of degree Programmes in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total number of programmes. (Data of the preceding academic year)	
<b>Response:</b> 80.95	
1.2.2.1 Number of degree Programmes in which CBCS or ECS implemented	
Response: 17	
1.2.2.2 Total number of degree Programmes offered in the preceding academic year	

Response: 21

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

Response: 0.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	61	72	62	53

File Description	Document
List of programmes having provision for lateral entry	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Credit transfer policy	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.2.4 Provision for modular approach for flexible exit to the learners

Response:

The BAOU has designed all the programmes keeping in conformity with the modular approach. The curriculum of all the programmes is divided into appropriate modules/blocks which are further divided into units. The categorization of curriculum thus enables the learners to grasp the concepts and understand it in a better way. The programme outcomes stated in the material find successful completion as learners approach the pedagogy on the basis of modules prescribed for them by competent and experienced faculties.

The University has adopted a modular approach in many of its programmes with the objective of allowing **lateral entry, flexible exit and credit based transfer**. Each course is allocated a certain credit weightage

as specified in the UGC (ODL) Regulations, 2017.

As per the University policy, programmes in modular approach are designed depending on the need, and have flexibility in the combination of courses as well as methods and pace of learning, with adequate provision for course-wise registration for various programmes. It is independent, self contained instruction with clearly defined objectives and assessments. A learner enrolled in a degree programme can exit the programme at designated points and obtain a certificate or diploma, depending on the number of credits completed. Each course is allocated a certain credit weightage. Alternately depending on the number of credits earned, a learner with Certificate level can complete a Diploma and a Degree. One credit is equivalent to 30 study hours. The courses offered by the University are either of 2 credits, 4 credits, 5 credits, 6 credits or 8 credits. A certain number of courses comprise a programme, which is also described in terms of credits depending upon its level and duration.

**Programmes have provision for course wise registration.** This provision has been very beneficial to the learners. The Scheme of lateral entry and flexible exit has been widely publicized. The mechanism on Modular Approach is approved by the statutory body and available on the University's website for the stakeholders.

If a learner gets enrolled in a Bachelor Programme and the learner has cleared all the courses of first year but due to any circumstances the learner leaves the programme then the learner can earn a diploma.

If the learner exits after two years after clearing all the courses of first year and second year then the learner earns an advanced diploma.

If the learner completes all the three years clearing all the courses the learner earns a bachelor degree.

Similarly in the Master Degree programme a learner enrolled in a first year of programme leaves the programme after one year clearing all the courses of first year can earn Post Graduate Diploma, after successfully completing second year the learner can earn Master degree depending on the number of credits completed.

In the Post Graduate Diploma programme a learner enrolled in a first semester of programme leaves the programme after successfully clearing all the courses can earn Post Graduate Certificate, after successfully completing second semester the learner can earn Post Graduate Diploma depending on the number of credits completed.

In the Diploma programme a learner enrolled in a first semester of programme can earn Certificate, after successfully completing second semester he/she can earn Diploma depending on the number of credits completed.

The details of such programmes are given below:

1. Bachelor of Computer Application (BCA)

- Diploma in Computer Application (DCA)
- Advance Diploma in Computer Application (ADCA)

1. Bachelor of Computer Application - Multimedia (BCA-MUL)

- Diploma in Computer Application - Multimedia (DCA - MUL)
- Advance Diploma in Computer Application - Multimedia (ADCA - MUL)

1. Bachelor of Business Administrator (BBA)

- Diploma in Business Administrator (DBA)
- Advance Diploma in Business Administrator (ADBA)

1. Bachelor of Business Administrator - Hotel and Tourism (BBAHT)

- Diploma in Business Administrator - Hotel and Tourism (DBAHT)
- Advance Diploma in Business Administrator - Hotel and Tourism (ADBAHT)

1. Bachelor of Business Administrator - Air Travel (BBAAT)

- Diploma in Business Administrator - Air Travel (DBAAT)
- Advance Diploma in Business Administrator - Air Travel (ADBAAT)

1. Post Graduate Diploma in Mobile Application Development (PGDMAD)

- Post Graduate Certificate in Mobile Application Development (PGCMAD)

1. Post Graduate Diploma in Cyber Security (PGDCS)

- Post Graduate Certificate in Mobile Application Development (PGCCS)

1. Post Graduate Diploma in Cyber Law (PGDCL)

- Post Graduate Certificate in Cyber Law (PGCCL)

1. Diploma in Fashion Designing (DFD)

- Certificate in Fashion Designing (CFD)

1. Diploma in Journalism and Mass Communication (DJMC)

- Certificate in Journalism and Mass Communication (CJMC)

Similarly, the University has also set up mechanisms for lateral entry in different programmes by Credit Transfer System and direct entry or lateral entry to second year.

The details of programme where admission is given through Credit Transfer System:

1. Master of Sociology (MSO)
2. Master of Hindi (MHD)
3. Master of Gujarati (MGT)
4. Master of English (MEG)
5. Master of Social Work (MSW)

6. Master of Library and Information Science (MLIS)
7. Bachelor of Arts
8. Bachelor of Library and Information Science (BLIS)
9. Bachelor of Commerce (BCom)
10. Bachelor of Education (BEd)
11. Bachelor of Education in Special Education (BEdSpl)
12. Bachelor in Business Administration (BBA)
13. Bachelor of Business Administration - Air Travel Management (BAAT)
14. Bachelor of Business Administration - Hotel and Tourism Management (BBAHT)
15. Bachelor of Computer Application (BCA)
16. Bachelor of Computer Application - Multimedia (BCAMUL)

The details of programme where admission is given through Lateral Entry System:

1. Bachelor of Computer Application (BCA)
2. Bachelor of Computer Application - Multimedia (BCA-MUL)
3. Bachelor of Science - Information Technology (BSCIT)
4. Master of Science - Information Technology (MSCIT)
5. Master of Science - Cyber Security (MSCCS)
6. Bachelor of Business Administrator (BBA)
7. Bachelor of Business Administrator - Hotel and Tourism (BBAHT)
8. Bachelor of Business Administrator - Air Travel (BBAAT)
9. Master of Social Work (MSW)

File Description	Document
Any other relevant information	<a href="#">View Document</a>
The list of programmes having modular approach with flexible exit options for the learners	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

University offers a variety of courses that follow an interdisciplinary approach in which the students can opt courses of their choice and learn at their own pace. For example, university offers various Bachelor degree programmes which are broad based programmes with **Choice Based Credit System/Elective Course System with a mix of disciplinary, interdisciplinary and skill based courses.**

It is designed to provide the learners with the information and skills necessary to understand and analyze cross-cutting issues pertaining to contemporary areas namely, environment, gender, human values, sustainability, emerging issues related to demographic changes like urbanization and migration, ethical and moral concerns in society.

These concerns are embedded in courses that are categorized as **core, elective, foundation, ability and skill enhancement**.

These areas are considered critical in producing curricula that are both socially relevant and responsible, and geared towards fostering inclusive values and practices amongst learners. Gender is recognized as a key organizing principle in social life which has a major role to play determining an individual's status, opportunities and challenges. Cross Cutting issues relating to environment, sustainability, human values, emerging demographic changes and professional ethics are also suitably addressed in various courses. We believe in maintaining a healthy environment for all our learners. Human values are what help us to live in harmony with the world.

The following courses describe the Human Values and Professional Ethics:

- Principles of Management, Human Resource Management
- Yoga, Personality Development & Professional Ethics
- Gandhian & Peace Studies, E-business and E-Marketing
- Business Ethics & Corporate Social Responsibility
- Organization Change & Development
- International Business Environment
- Entrepreneurial Development
- The courses that focus on Gender Issues

Courses on Environment and Sustainability are:

- Community Health and Mental Health
- Environmental Studies, Disaster Management

A course on Environmental Studies is a compulsory requirement in all the Undergraduate programmes of the University. Under the earlier Bachelor Degree Programme, two compulsory foundation courses included components of environmental studies (FST) and human values, emerging demographic changes (FSH).

Professional ethics is also an overarching theme which is reflected in UG and PG programmes of Management which help the learner to acquire professional skills and knowledge further the courses like Ethics and Values in business organization integrating the role of CSR in sustainability.

In a nutshell, the Programmes and courses offered by the University are designed to provide knowledge about specific disciplines and areas of study, as well as to integrate the cross-cutting issues pertaining to contemporary areas namely, gender, environment, sustainability, human values, emerging demographic changes and professional ethics. These areas are considered critical in designing curricula that are socially relevant and responsible as well as geared towards fostering inclusive values and practices.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 2172

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

2020-21	2019-20	2018-19	2017-18	2016-17
531	415	421	409	396

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Brochure or any other document relating to the listed courses	<a href="#">View Document</a>

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

**Response:** 100

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

Response: 13385

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

Response: 13385



File Description	Document
List of learners enrolled in Programme involving field work/ projects / internships etc	<a href="#">View Document</a>
Link to Programme structure(s)	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Handbook/Manual for field work/ projects / internships etc.	<a href="#">View Document</a>

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
531	415	421	409	396

File Description	Document
Link to programme structure of such courses having focus on Employability/ Entrepreneurship/ Skill development	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>

## 1.4 Feedback System

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

**Response:** E. None of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Data collection instruments	<a href="#">View Document</a>

**1.4.2 Mechanism is in place for analyzing the Feedback obtained from stake holders on**

curriculum/syllabus for the preceding academic year A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not obtained/collected

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

File Description	Document
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Learner Enrollment

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

**Response:** 160.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
47944	9965	4333	4435	1902

File Description	Document
Total enrollment data yearwise authenticated by Registrar of the University	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:**

The motto of BAOU is **Education for All**. Further, to fulfil the Mission and Vision, <https://baou.edu.in/vision-and-mission> University puts specific efforts to reach out to those sections of the society who have been denied or deprived of the opportunity to pursue higher education. Since the inception of the university, BAOU has made consistent efforts to reach the unreached sections of Gujarat who wish to obtain Higher Education.

Potential Learners: University has classified all its potential learners for its diverse academic programmes into different target groups. <https://baou.edu.in/potential-learners> In order to reach these disadvantaged groups university has started academic programs for all the "less educated", "educated" and "higher educated" groups.

The LSS Division, RCs and LSCs conduct special drives for creating awareness about various academic programmes as well as the flexible methods of pursuing the programmes through ODL mode. Further publicity materials like brochure, pamphlets are prepared distributed to prospective target groups through News Papers, Social Media, Whatsapp Picture/Video Messages.

University takes part in various educational expos organized by the Government/Non-Government Institutes in different states of the Country and in the different major cities of state to interact with the prospective learners and counsel them to study various programmes available.

BAOU organizes “Counsel on Road” where the staffs approaches the attendants at Petrol Pumps, Auto Drivers, Labours at Local Shops and establishments who left their study because of financial crisis, they are being counselled and motivated to continue their study to advance their career opportunities.

BAOU has laid specific objectives in accordance with the ideals of Dr. Ambedkarji; and the outcome is the initiation of innovative, positive and progressive endeavours in Open and Distance Higher education:

‘Gurukul’ – Model Study Centre at headquarter, Ahmedabad, is an initiative for amalgamation of Professors and learners, not a frequent in Distance mode;

‘Atri’ – Special Learner Support Centre offers short term vocational courses to the citizens of Gujarat from underprivileged sections of the society such as transgender persons, HIV Positive persons, sex-workers, jail inmates, especially abled persons and persons with special needs.

For facilitating PwD learners, the University and its Special Learner Support Centres are well equipped with mentioned facilities to accommodate differently abled learners like Wheelchair, Ramps, Rails, Rest Rooms, Scribes, Braille sign boards, Braille Software/facilities, Audio books, Accessible website, Accessible study material

BAOU sponsors higher education of the wives and children of Indian Army martyrs by exempting their fees for any of the programmes of the University.

BAOU has taken a noble social initiative of providing free of cost education to individuals who have lost their parents as well as women and girls who have lost their breadwinner father/husband/son to Covid-19 Pandemic.

To bring the Transgender and Sex Workers into main stream and employ them with respectable work, University in collaboration with Department of Social Justice & Empowerment, Government of Gujarat approached to Transgender community, Sex Workers and started training them for various skills based short term courses, to make them self-reliant.

File Description	Document
Documents on efforts taken for reaching the unreached	<a href="#">View Document</a>

## 2.2 Catering to Learner Diversity

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

**Response:** 52.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
73696	40050	33386	30634	27238

File Description	Document
Number of rural learners authenticated by Registrar of the University	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response:** 82.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
77355	52235	44306	41071	37348

File Description	Document
Number of SC, ST and OBC learners authenticated by Registrar of the University	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response:** 1.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
2041	1170	600	240	535

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
• Document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
• Any other relevant information	<a href="#">View Document</a>

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

**Response:** 41.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
47632	24831	20835	19226	17898

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 75.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
104521	58492	48549	43862	37771

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 30

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	37	15	23	30

**File Description****Document**

Institutional data in prescribed format file

[View Document](#)

Any other relevant information

[View Document](#)**2.2.7 Average number of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows enrolled as learners year- wise over the last five years****Response:** 247

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

2020-21	2019-20	2018-19	2017-18	2016-17
684	191	173	117	70

**File Description****Document**

Number of learners from defence/security background authenticated by Registrar of the University

[View Document](#)

Institutional data in prescribed format file

[View Document](#)**2.3 Teaching- Learning Process****2.3.1 Process followed for development of Self-Learning Material (in Print)****Response:**

The success and effectiveness of Open and distance education systems largely depends on the Self-Learning Material, the SLM plays a vital role in it. Writing the content/instructions for distance education is a more challenging task. SLM performs the functions of a live teacher as how distant learners have all the learning experiences which a learner may have in a classroom situation.

Self-Learning Material Preparation Procedure: First of all the subject experts under the Subject Council decide to introduce a particular program after having feedback or need survey in the society of the learners. A Programme Advisory Committee is constituted of the experts in the said field of knowledge. That Programme Advisory Committee prepares a list of Content Developers for written as well as audio visual content development. Enlisted groups of content developers, develop the content. The content that gets reviewed by the reviewers recommended by the PAC (Programme Advisory Committee). After the review and suggested changes the SLM goes to the language reviewers team. After all the changes suggested SLM goes to printing. After the first launch of or introduction of the SLM, feedback from all the stakeholders are invited like from the counsellors, learners, examiners etc. Thus the university follows an in depth process to ensure the best quality of the SLM. Here a humle attention is drawn towards that all the content developers and reviewers are trained and oriented by the university in workshops for content development and content review by the experts at National and international level. The university is very particular about the format to be followed in case of SLM for ODL.

Revision of SLM is as important as the development of the materials for the first time because of two reasons. Every distance teaching course needs to be updated from time to time to incorporate the developments in the field of study or discipline. The other reason is to review the performance of the courses in the light of the feedback that you get from the learners, tutors, counsellors, experts and others in order to make the course more relevant" learner friendly and academically rich.

Nowadays, Open and Distance Learning has been a boon to the learners who are unable to access traditional classroom learning. Distance learning is different from the conventional mode of teaching in the sense that there is limited physical presence of the instructor, Self-Learning Materials become an important aspect of it so much so that at times they serve the role of the instructors to the learners. The success and effectiveness of distance education systems largely depends on the quality of the Self Learning Material (SLM).

The Self-Learning Materials should not only impart knowledge to the learners but they should be capable enough to stimulate and motivate them to learn. The potential impact of distance learning on all education lies in the very use of instructional materials complemented by visual, auditory, audio-visual and multimedia content.

SLM exploits different means of communication to address learners' needs in a given subject area. As the learners in distance education depend heavily on these specially prepared teaching materials, it is therefore important to ensure academic standard while preparing the course material. A good SLM should perform the functions of a live teacher who may provide different learning experiences that a learner(s) may have in a conventional face-to-face situation. Besides preparing a quality SLM, its revision from time to time is also equally important. This is necessary to incorporate the developments in the field of study and to make the content more relevant, learner friendly and academically rich. The revision requires evaluation of programmes and courses on the basis of feedback from the learners, tutors, counselors, subject experts and others in order to update the content,

The SLMs must have the following Characteristics Self-motivating, Promote Self-learning, Self-explanatory, Self-contained, Self directed, Self evaluative

In order to prepare quality SLM the University involves different subject experts, technology experts, distance education experts from the course design stage itself. Once the statutory bodies approve the curricula, experts are identified for the development of the SLMs. The experts are expected to do research



on a subject with a capacity for logical analysis and be able to prepare the suitably illustrated content so as to aid in comprehension of teaching points. Therefore, the experts are given due training for the purpose. Once the SLM is developed, it is reviewed and edited by another subject expert and is vetted by the faculty before its printing.

The University is practicing different learner centric methods to enhance their learning ability, these include: Practicals, Seminars, Workshops, Projects, Internships, Paper and Poster Presentations, etc.

The university receives suggestions for improvement of the material from various stakeholders, once the material is distributed to the Learners / Experts / Counsellors and different other stakeholders. Based upon this feedback from stakeholders, the process of updating in concerned content and Self-Learning Material starts from the School/Department level. It includes revision, addition, improvement, corrections, updating and removal of obsolete content as well as the printing errors if any.

University also takes care of translation of material in required language, for this, the translators and agencies providing services of translations are engaged for translation of the material from one language to another.

The University has its own OER policy and the faculties of different departments and schools take help from the material available under OERs. The university also strives to provide back to the society, hence the university has provided materials of various programmes and courses under OER. <https://baou.edu.in/open-educational-resources-oer-repository>

Thus, the University has a proper and well-defined policy for development of SLM. Further, extensive use of technology is carried out to prepare it.

File Description	Document
Policy document on SLM	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 100

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

Response: 21

File Description	Document
Schedules of the above activities	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**2.3.3 Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year****Response:** 100

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

Response: 21

File Description	Document
Schedules of the above activities	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**2.3.4 Average percentage of the learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year -wise over the last five years****Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	15	15	14	16

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Digital repository of SLMs	<a href="#">View Document</a>

**2.3.5 An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills****Response:**

Learner support services play a crucial role in ODL. In a conventional system the teacher provides academic as well as non-academic support to learners whereas the distance learners have to study on their own using the self-learning material. Secondly, they have intra-and inter-group variations in terms of their age, interests, background, needs, experiences etc. Hence they require suitable support services for their

learning. Effective academic counselling is pivotal to the success of a distance education programme. It inculcates a sense of belongingness and mitigates the feeling of isolation in the learner, further motivates learners and contributes towards their success. Hence, BAOU consciously dedicates human and other resources to achieve a credible system of academic counselling.

University conducts orientation programmes for the newly enrolled learners. The senior official, representatives from different departments remain present with their presentations for the said session. They orient learners about counselling sessions, other resources of counselling, contact details for various queries to be addressed. University is concerned about creating opportunities for peer learning for which various social media groups are created and infrastructure facilities are also created at university campuses as well as Regional Centres.

The academic calendar is drawn on time and communicated to the learners, RCs, LSCs by uploading it on the University website. The officials at LSS Division monitor the conduct of academic counselling sessions at the Learner Support Centres.

University follows UGC-DEB Regulations - 2017 and subsequent amendments and regulations and hence based on the credit weightage of the course, theory and practical counselling sessions are organized at LSCs. The LSC Coordinator prepares the counseling schedules for all the programmes. The counselling schedule is mapped with the academic calendar uploaded on the university website. The schedule is posted on the notice board of the LSCs and circulated to academic counselors and other stakeholders through social media.

Counselling for Theory courses: It is not mandatory for the learners to attend the counselling sessions except in some professional programmes. The duration of theory counselling session is of two hours and the maximum 60 learners are allocated per batch. In a programme where the intact is fixed, for example in B.Ed. where the number of learners per batch varies as per norms prescribed by the respective regulatory bodies.

Counselling for Practical courses: The practical sessions for the courses with practical components are scheduled only at selected LSCs where the required expertise and physical infrastructure to carry out the practical/skill sessions are available. For the practical session the batch of 20 learners is created. The duration of one practical session is 2.5 hours depending upon the credit and weightage. The practical based programmes/courses have lab manuals to guide the academic counsellors in organizing the conduct of practical sessions. The counsellors are trained to conduct the sessions in an effective manner through orientation programmes organized by the University. Academic counsellors also use audio/video programmes to supplement the counselling and enrich the course content.

#### **Counselling Schedules:**

RC-Ahmedabad: [jyotirmay.baou.edu.in/rc/01/counselling-schedule](http://jyotirmay.baou.edu.in/rc/01/counselling-schedule)

RC-Rajkot: [jyotirmay.baou.edu.in/rc/05/counselling-schedule](http://jyotirmay.baou.edu.in/rc/05/counselling-schedule)

RC-Surat: [jyotirmay.baou.edu.in/rc/02/counselling-schedule](http://jyotirmay.baou.edu.in/rc/02/counselling-schedule)

RC-Patan: [jyotirmay.baou.edu.in/rc/04/counselling-schedule](http://jyotirmay.baou.edu.in/rc/04/counselling-schedule)

RC-Bhuj: [jyotirmay.baou.edu.in/rc/03/counselling-schedule](http://jyotirmay.baou.edu.in/rc/03/counselling-schedule)

RC-Bhavnagar: [jyotirmay.baou.edu.in/rc/06/counselling-schedule](http://jyotirmay.baou.edu.in/rc/06/counselling-schedule)

RC-Godhra: [jyotirmay.baou.edu.in/rc/07/counselling-schedule](http://jyotirmay.baou.edu.in/rc/07/counselling-schedule)

University organizes Live/Recorded Counselling using its Educational Channel: [baou.edu.in/vande-gujarat-educational-channel](http://baou.edu.in/vande-gujarat-educational-channel) .

In addition to face-to-face counseling the University facilitates the learners by providing counselling through various modes of contact programs and other ICT based methods.

1. Interactive radio counselling
2. Online LMS based counselling
3. Teleconferencing
4. Web-conferencing
5. Laboratory based counselling
6. Internship
7. Workshops
8. Field study
9. Seminar
10. Extended Contact Programme (ECP)
11. Enhancement of Professional Competency (EPC)

**Virtual Classroom:** In order to facilitate distance learners for face to face interaction like a conventional classroom, the university has set up virtual classrooms at its RCs and some of the LSCs . The schedule of various academic counselling sessions and other relevant talks are communicated in advance to the RCs/LSCs and published on the University/RCs website.

**Swadhyay TV:** Along with the above educational medium, university is also having various web based initiatives which are being used to provide counselling to the learners. Swadhyay TV is an on-demand video based learning platform where learners can attend the class of his/her choice at any time, anywhere. Also this medium can be used to live broadcast any interactive sessions by invited experts. [www.baou.edu.in/swadhyay.tv](http://www.baou.edu.in/swadhyay.tv)

**Swadhyay Radio:** Swadhyay Radio is an on-demand internet audio counselling service and learning platform where learners can listen to the session of his/her choice at any time, anywhere. However, the live broadcast through Interactive Radio Counselling is provided on radio by invited experts from Chaitanya studio. Learners can ask questions right from their locations through telephone, email and through chat

mode. [www.baou.edu.in/swadhyay.radio](http://www.baou.edu.in/swadhyay.radio)

**Webinar/Web Conferencing:** University provides internet based Webinars/Web conferencing services to learners in all the programmes to enhance the learning experience of the learners through Google Meet, Zoom Meeting, Zoom Webinars Webex Meeting, Webex Events and Microsoft Teams.

**OMKAR-e:** Considering the demand of today's learners, BAOU is the first State Open University in India to successfully launch an internet enabled open access free-of-cost digital learning platform for online and self-driven courses that pro-activates learning with four quadrant mechanisms. 18 Multilingual courses are offered and others are under development that cover wide spectrum varieties. URL: <https://baou.edu.in/omkar-e> | [www.omkare.in](http://www.omkare.in)

**OMKAR:** Open Matrix Knowledge Advancement Resource is a technology-enabled domain, constituting a repository of e-resources of information and knowledge making the e-content accessible to millions of students and aspirants across the globe. <https://baou.edu.in/omkar>

**Self- Learning Study Material at Students' Finger Tip:** Study materials of all the courses are available on the University website, so the students can easily view, read, download and refer at his/her convenience.

The university has also developed 5 **mobile apps** for students to guide and counsel to have maximum benefit of the facilities available with the university.

## 2.4 Teachers and other Academics- Profile and Quality

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

**Response:** 88.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	44	45	23	24

File Description	Document
List of the faculty members authenticated by the Registrar of the University	<a href="#">View Document</a>
Details of full time teachers and other academics As per Data Template	<a href="#">View Document</a>

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

**Response:** 80.38**2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
46	35	33	20	21

**File Description****Document**Number of teachers and other academics with PhD  
(As per data template)[View Document](#)**2.4.3 Programmes offered which are developed through collaboration with Government / other agencies year-wise over the last five years****Response:** 34**2.4.3.1 Number of Programme developed in collaboration with Government/ other agencies**

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	7	6	8

**File Description****Document**Minutes of relevant Academic Council/BoS/ School  
Board meetings[View Document](#)

Copies of MoUs with other agencies

[View Document](#)

As per Data Template

[View Document](#)**2.4.4 Average percentage of in-house faculty involved in design and development of SLMs of the programmes on offer year-wise over the last five years****Response:** 100**2.4.4.1 Number of inhouse faculty involved in developing SLMS**

2020-21	2019-20	2018-19	2017-18	2016-17
55	43	44	22	22

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Credit page of Blocks/ Courses	<a href="#">View Document</a>

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

**Response: 2.15**

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

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

File Description	Document
Scanned copies of award/ appointment letters	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response: 87.96**

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

Response: 2455

2.4.6.2 Number of accademic counsellors for the proceding academic year

Response: 2791

File Description	Document
List of Academic Counsellors with details of total teaching experience for the preceding academic year (As per data template)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

The examination system of the Dr. Babasaheb Ambedkar Open University is learner centric, transparent, efficient, and strictly followed as per the Ordinance on Conduct of Examinations. University provides lots of space to its learners to study at home and take exams as per their convenience. Examinations for various courses run by the university are held twice a year in June-July and December-January. The examination schedule is arranged in a simple and inclusive manner and at the time of filling examination form the detailed schedule of the examination is published on the university website so the learners can opt the courses they want. Hence The entire examination process can be completed in a minimum time period.

University has devised the proven process for conducting the examination for the ODL System.

The process of filling examination forms by the learners has been made compulsory. Hence university gets the perfect strength of learners for planning examinations and related activities.

University follows UGC-DEB Regulations - 2017 and subsequent amendments and regulations for the smooth conduction of examinations. Viz. Block size of 30 examinee per block, examination under CCTV Surveillance, qualified block supervisors. Observation and Monitoring process of examination but the observers and squad members deputed by the university.

The University has constituted the Examination Committee to take various decisions related to the examination process and corresponding activities. The committee consists of Members from the Board of Management, Directors of schools of studies, Controller of Examination, Assistant Registrar (Exam).

The entire system is divided into three phases.

**Pre-examination Process:** Advertisements are published in the newspapers for filling the examination form as well as its detailed program of the examination is being published on the university website. Further, the communication related to the same is being sent to learners through SMS and Learner Support Centers through email and message.

University has prepared an exhaustive list of empaneled paper setters and evaluators by advertising the same in the newspaper. The process of drawing a question paper and evaluation of the transcript is being done using the above mentioned list.

The university has indigenously developed ERP solution for the entire examination process. All the registered and eligible learners can view the examination form with all the required details simply by entering the enrolment number and date of birth. After verifying the details available on the portal the learner can submit the examination form on a single click. Thus, a simple and transparent process reduces the cost of examination and the work can be completed within the stipulated time limit.

The Admit Cards/Hall Tickets for the examinee are made available to the learners well in advance on the university website. Further it is being sent to LSCs through email and message for their reference so that if required they can download and make available to the learners well before the commencement of the



examination. The admit card contains the learner's complete information, hence no dummy learner can appear for the examination.

The examination department manages an exhaustive list of paper setters and evaluators approved by statutory authorities. The question papers are set by eligible experienced college or university full time teachers. Three sets of question papers are prepared which are randomly drawn by the Director, LSS and CoE for the sake of transparency. The question paper is well proofread by the subject experts of the university before examination, so that the possibility of errors in the question papers can be avoided.

**Examination Process:** The question papers for the examination are sent to the examination centers in high security sealed polythene bags in phases and the learners' answer sheets are collected on a daily basis to the university on the same day immediately after completion of examination in similar polythene bags safely so that the possibility of malpractice can be ruled out.

At present, examination centers are allotted by the university only in government and grant-aided colleges only. Observers are appointed on the basis of the number of examinees at all the examination centers. The question papers of the practical examination are sent to the examination centers by email 20 minutes before the commencement of the examination to maintain confidentiality.

**Post Examination and result declaration process:** The evaluation of the answer scripts commence on the very next day of completion of examination of individual course/paper. The answer sheets of the learners are sent to the evaluators from the list of evaluators prepared by the examination department approved and submitted by the school directors. Along with it, the evaluators are invited to the university campus for the evaluation of the answer sheets at the central evaluation department.

Along with the learners' barcode, another barcode of the evaluator of the answer sheet is affixed on the answer sheets after the completion of the evaluation of the answer sheet. The exact mapping of both above barcodes is done through the Examination ERP. Hence, the details of the learner's marks cannot be known by any employee associated with the department before announcing the results.

Both the barcodes affixed on the student's answer sheet are scanned and marks are entered in examination ERP. Mark's entry is verified by another employee by scanning the barcode through the above examination ERP. Any kind of malpractice can be prevented and the whole process remains transparent.

The results of different programmes are being declared after verifying key parameters of the learners' academic credit. The entire process of examination is completed in a well planned manner hence the results of all the programmes are declared in a record time.

Finally the mark sheets of the learners who earned the required credits are prepared through examination ERP and it is being sent to learners through registered AD post.

File Description	Document
• Schedule of Term End Examination of preceding academic year	<a href="#">View Document</a>
Manual/ Handbook for conduct of Term End Examination	<a href="#">View Document</a>

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

#### Response:

The BAOU is committed to provide a safe, fair and harmonious learning and work environment. Grievance Redressal Cell in the University is in accordance with the University Grants Commission Regulations 2012 (The Gazette of India, March 23-29, 2013) for handling day-to-day Examination grievances from Learners, parents and staff members.

The “Examination Disciplinary Committee” to deal with examination related grievances is constituted as per the statute of the University. It is led by the principles of natural justice while redressing the grievances.

The University has further constituted an Examination Committee to take various decisions related to the examination process and corresponding activities. The committee consists of Members from the Board of Management, Directors of schools of studies, Controller of Examination, Assistant Registrar (Exam).

In order to maintain transparency in the case of dissatisfaction about evaluation, learners can apply for rechecking/reassessment. All the sections maintain the records of the grievances received and redressed so that even if the learner registers multiple grievances on the same issue, the Section ensures that the learner is responded for each grievance and if any particular aspect is not fully addressed, the same will be addressed to the full satisfaction of the learner.

**Before Examination:** Grievances of learners before the examination are resolved at the earliest.

**During Examination:** Committee at University takes cognizance and resolves any grievances regarding question papers of any subject regarding questions asked out of syllabus, typographic errors, etc. Controller of Examination, instantly gives them correct question papers. Roll lists are also corrected at the same time in consultation with the University.

**After Declaration of Results:** After declaration of result by the university, if any learner has an objection with result, he/she can send an application to university for rechecking or reassessment of marks, etc. options are provided for the learners to exercise.

In case of any unfair means by the learners during the exam, they are given an opportunity for any clarification they want to give before the exam disciplinary committee before making a decision regarding unfair means by the student. The decision of the committee is informed to the learner in writing.

The learner can send their query at any time on a dedicated email address [exam.query@baou.edu.in](mailto:exam.query@baou.edu.in).

University's decision or information after resolving the grievances is conveyed to the learners in a time bound manner.

BAOU has a separate Student Grievance Redressal and Management System, an automated IT solution that is integrated, centralized and web-based for the learners. Nodal persons are identified at each RC/School/Division/Centre/ Unit, thereby establishing/strengthening linkages in the Grievance Redressal Network of the University. <http://student.baou.edu.in/baou-support/grievance/home.aspx>

Each RC/School/Division/Centre/Unit has a CPIO for responding to the RTI Queries.

File Description	Document
<ul style="list-style-type: none"> <li>Standard Operating Procedures related to Term End Examination related Grievances</li> </ul>	<a href="#">View Document</a>

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

#### Response:

The BAOU follows a learner-centric system with focus on what the learners are expected to demonstrate at the end of the program. The outcomes are assessed through formative evaluation tools as well as summative evaluation through term end examinations.

The purpose of conducting formative assessment is to monitor the learning progress of the learner; it is also conducted to know whether the learning objectives have been achieved or not and to provide feedback on the teaching-learning process. The formative assessment method used by BAOU ensures learner friendly assessment and helps in enhancing the learning abilities of the learner. It provides scope for the use of a variety of activities, and various tools and techniques for promoting holistic development of the learners. It ensures learning in a non-threatening and supportive environment. It provides descriptive feedback to learners for realising their strengths and weaknesses. It provides a chance to the learners to reflect on their performance, as it realises the role of motivation and self-esteem of students learning. It encourages learners to understand the criteria/parameters that have been used to judge their performance. It helps learners to actively and continuously engage in learning. It provides feedback to the teachers to use teaching strategies according to the needs of the learners.

Learners attainment of Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs) are assessed by customized formative evaluation tools throughout the period of study. The tools are designed in tune with the objectives of the course and its outcomes specifically measuring attainment of the program specific outcomes.

It is conducted during the instructional process. It is considered as the second stage of assessment which is conducted during the teaching-learning process. It is carried out from the very beginning of instruction and continues till the end of the course.

The Dr. Babasaheb Ambedkar Open University has adopted a comprehensive formative assessment

mechanism to ensure that learners accomplish the expected Course Outcomes, Programme Outcomes, and Program Specific Outcomes through specially designed formative assessment tools.

Based on the requirement of the course formative assessment, it has been set up at many levels in the university's teaching learning process as per the ordinance of the university. Self-check exercises and activities are embedded into the Self-Learning Material to facilitate the learners to assess their learning and meet the expected learning outcomes. Continuous evaluation is also done through various tools which are compulsory and generally carry a weightage of 30% in the overall assessment of the course which includes: assignments, practical, project work, fieldwork, seminars, workshops, lab based practical, dissertations, seminar, workshop, extended contact programmes, internship, etc. These tools are designed by the faculty of the Schools of study. The summative assessment is done through the Term End Examinations (TEE).

In most of the courses, the formative assessment/continuous evaluation is implemented through assignments, which are uploaded on the University's website according to the academic calendar. All the learners are required to work on these assignments and submit their responses to their respective Learner Support Centres (LSCs) as per the deadline for the same. Moreover, where the courses have practical components, learners are evaluated on the basis of their performance in their practical work, workshops, seminars, or project work. Project manuals of such programmes are also made available on the University website, for example Bachelor of Computer Applications, Post Graduate Diploma in Mobile Application Development etc. The evaluation of continuous assessment takes place at the Learner Support Centre, the assignment and evaluation department at the university headquarter makes the constant and effective monitoring of timely completion of the continuous assessment and evaluation at the LSCs by academic counsellors.

Process of planning and management formative assessment includes the following activities:

Design and Development Stage at HQs:

- Preparation of assignments by Examination Department in consultation with Schools of Study;
- Preparation of Practical manuals, project manuals, fieldwork manual, dissertation manual by Schools of Study
- Uploading the assignments and all the other manuals on the University website;
- Providing the schedule of submission of Assignments;
- Preparation of guidelines for assessment of assignments by the teaching faculties/ external evaluators / academic counsellor;
- Supply of answer key for the numerical/descriptive assignments to academic counsellors;
- Making timely access of assignments to the learners.

Management of Assignment related services at LSCs:

- Accepting the completed assignments by the learners at the LSCs as per the prescribed schedule;
- Issuing the receipts of submission of assignments to the learners;
- Course wise and Evaluator-wise segregation of assignments;
- Dispatch of assignments to evaluators for the assessment;
- Evaluation of assignments as per the laid down norms including the time frame;
- Receipt of evaluated assignments from evaluators;
- Returning the evaluated assignments with feedback and specific comments received from the

evaluator to the learners;

- Submitting the marks of assignments in the assignment portal and approving the same.
- Dispatch of sample assignment responses to headquarters/RCs for monitoring ;
- Dispatch of monthly evaluation reports to examination department at Head Quarter in the prescribed format.

The Assignment Section under the Examination Department at HQ keeps track of the continuous assessment process from uploading of assignments on websites to the receipt of grade list from LSCs.

It is essential to pass in each of the components of the course individually to be declared as successful in the respective course.

The university has automated the entire process of Formative Assessment in a transparent manner, which provides the following services to the stakeholders

1. Learners can submit the assignments online.
2. An authorised user at the assignment section can view and allocate the assignment to the evaluator the same online.
3. The evaluator can assess the assignment online at their convenience.
4. The evaluator can submit the marks on the portal online.
5. The authorised user at the assignment section can generate the grade sheet for the future reference.

File Description	Document
Policy documents on Evaluation Methodology	<a href="#">View Document</a>

**2.5.4 Status of automation of examination / evaluation processes is represented by: (Choose any one)**

**A. 100% automation of entire Division & implementation of Examination Management System (EMS)**

**B. Only learner registration, Hall ticket issue & Result Processing automated**

**C. Only learner registration and result processing automated**

**D. Only result processing automated**

**E. No automation of Examination/ Evaluation Division**

**Response: A**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 and more of the above

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Link to list of evaluators	<a href="#">View Document</a>

## 2.6 Learner Performance and Learning Outcomes

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

**Response:**

Dr. Babasaheb Ambedkar Open University follows definite process to initiate and start all the new programmes wherein Programme Project Report (PPR) for each programme are prepared carefully by following the predefined guideline and UGC – DEB regulations. The PPR contains the specific programme objectives and outcomes.

The University has also made definite efforts for designing and disseminating the Learning Outcome-based Course Framework (LOCF) comprising Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all academic programmes. The accomplishment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes are integrated into the assessment process.

Moreover, keeping pace with the emerging practice of institutionalizing an outcome-oriented higher education system and enhancing employability of graduates, the Dr. Babasaheb Ambedkar Open University has adopted the UGC notified Scheme for development of Learning Outcomes-based Curriculum Framework (LOCF) in the 72nd meeting of the Academic Council held on 30th April 2019. The process of preparing LOCF documents for the Degree, Diploma and Certificate Programmes offered by the university has been initiated by revisiting the existing programmes and also while developing any new programme.

The University offers a variety of programmes, from research degree programmes to post-graduate, undergraduate, diploma, certificate and awareness programmes, where the duration of the programme varies depending on the level of the programme. The learning outcomes of each programme have been stated in the PPR and Programme Guide of each programme.

The expected programme outcome is outlined in the programme guide, and the course specific expected

outcomes are provided in the introductory section of the course itself. Thus the expected learning outcome is rooted in the mind of the learners from the very beginning itself. At the micro level each Unit begins with learning objectives that spells out the specific learning outcome that a learner is expected to get after completion of that unit.

Students are encouraged in the Self-Learning Material not only to be self-guided, self-directed, but also to be self-evaluator of his or her own performance in achieving the learning objectives. In their efforts of achieving such outcomes, they are also provided several examples, illustration and pictorial presentations in the running text. Besides the self-check exercises, those are provided at the end of each of the sections, learners are also summed up at the end of each of the units to ensure that the learning outcome is meted out.

The learning outcomes of the units are thematically linked to the broad learning outcome of the course and of the programmes. The University uses formative/continuous and summative/ term-end evaluation for assessing the progress of its learners and evaluation of their performance. Formative/Continuous evaluation is conducted at two levels i.e. through self-check exercises in-built into the SLMs; formative assessment through assignments.

While designing and uploading the assignments, the programme outcomes are considered by the course coordinators/faculties. Similarly, instructions to paper-setters also contain a copy of the concerned page of the syllabus which incorporates learning objectives and programme outcomes as well.

Assignments given to the learners are not similar to term-end questions, rather these assignments force the learners to go through the SLM and to apply this learning perfectly in tune with the programme outcomes. Thus, the pattern of assignments keeps learners centered around the programme outcomes.

Summative/term-end evaluation is done through Term End Examinations. The paper-setters are sent the course-contents, level of learning expected of the particular learners, and course-outcomes. Thus, the setters of question papers are also expected to remain centered around the course-outcomes, which eventually lead to programme outcomes. In case some paper-setters deviate from this thumb-rule, suitable corrections are incorporated during moderation of external question-papers.

In vocational and professional programmes and programmes requiring field/skill based competencies, evaluation methodology formative assessment includes, assignments, compulsory field work, practicum, workshops, laboratory based sessions, internship, hands-on training etc. which is mandatory. In the case of project work and practical based courses, the learning outcome is ensured through evidence based evaluation like maintenance of field work report / project reports (wherever applicable) etc. In addition, in some programmes, students are attached to industry/institutions/NGOs etc. to gain real time experience and exposure in the world of work in tune with the learning outcome of the programme concerned.

Hence, the programme outcomes are integrated into the assessment process of the University at both formative/continuous and summative/ term-end evaluation stages.

Feedback is an integral part of learning outcome in the ODL system; learners at university are provided feedback during the counselling sessions at the Learner Study Centres and on their assignments by the evaluators.

File Description	Document
Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes	<a href="#">View Document</a>

## 2.6.2 Completion status of UG and PG degree programmes

**Response:** 50.2

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

Response: 17424

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

Response: 6959

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

Response: 3559

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

Response: 2152

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link to declaration of results	<a href="#">View Document</a>

## 2.7 Learner Satisfaction Survey

**2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process**

**Response:** 3.07



## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

BAOU is committed to the pursuit of excellence in research and aims to achieve international recognition through independent/collaborative research programmes across the spectrum of subject domains.

**Objectives of the Research Policy are to establish research culture and environment as follows:**

Establishment of Research Facilities, Resource Mobilization for Research, Compliance of the Research Ethics, Dissemination of Research Work, Academic, Research & Industrial Collaboration, Incentives & Awards for Research Achievement and Outreach programs for Society & Industry,

**University Research Committee (URC):** The purpose of University Research Committee is to enhance the long-term quality and quantity of research related activities by recognizing the key areas of research.

**Resource Mobilization for Research:** To promote the research activities the research fund is allocated under following categories:

- Seed Money to Faculty member
- To establishing research facilities.
- Support for attending the Conference/Workshop.
- Allocation of funds for Research Scholarship
- Conduct International/National Conferences/Workshops

**Compliance of Research Ethics:** URC ensures to implement good research practices as:

- **Compliance with Legislation, Guidelines and Codes**
- **Ethics for research involving Human Participation**
- **Promotion of academic integrity and prevention of plagiarism**

**Dissemination of Research Work:** Sharing outcome of the research work at right platforms and publishing in research journals.

**Incentives/Awards for Research Achievement:**

- **Research Publication in SCOPUS/WoS/UGC indexed/approved journals:** A letter of appreciation along with a cash reward based on the indexing and SCI impact factor is awarded to the Faculty member for publishing research paper in SCOPUS/WoS/UGC indexed/approved journals.
- **Research Project:** Faculty members who submitted/granted research projects for funding by external funding agencies may be issued a letter of appreciation, special fund to faculties to conduct

Minor and Major Research Projects;

- **Organizing Conference:** If a faculty member succeeds in getting partial or full funding from government agencies to organize conference/workshop, a letter of appreciation and an honorarium is given to the faculty.
- **Patent:** If a patent is granted to a faculty member, a letter of appreciation and cash reward may be awarded to the faculty member.
- **Books/Chapters Publication:** A letter of appreciation along with a cash award separately for the 'Book Chapter' and 'Book' published by a reputed publisher may be awarded to the faculty member.
- **Citation:** The importance of research work reflects in the number of citations received by a research paper. A letter of appreciation along with a cash award on the basis of number of citations may be awarded to the faculty members.
- **Training/FDP:** It has been decided that all teaching staff will be motivated to carry out a FDP program from NPTEL/SWAYAM and examination fee will be refunded after producing a certificate of successful completion.
- **Financial Support for attending Conference in India and Abroad:** To encourage the faculties to attend Conference in India and abroad, a cash award fixed by University authorities may be awarded to the faculty members and directors.

File Description	Document
Policy document on promotion of research	<a href="#">View Document</a>
Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption	<a href="#">View Document</a>

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

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

**Response:** A. Any 6 and more of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
URLs of the available facilities	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

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

**Response:** 2768.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
498.00	1246.24	20	24.5	980

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>

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

**Response:** 0.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	5	1	3	6

File Description	Document
List of research projects	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Document from Funding Agency	<a href="#">View Document</a>
Link of the funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

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

**Response:**

Dr. Babasaheb Ambedkar Open University's efforts to bring awareness about startup and innovation in students as well as to promote, support and disseminate innovations in Open and Distance Learning (ODL) System and to develop innovation and startup ecosystem in the university; resulted in the establishment of a dedicated Centre namely "Dronacharya – Centre for Innovation, Startup and Entrepreneurship" <https://baou.edu.in/cise>

BAOU-CISE's vision is to give an accelerated platform to idea-level entrepreneurs and support them with the necessary resources and mentorship to build real value from their current ideas.

Initially funded by the University, BAOU-CISE is now supported with SSIP Grant by the Government of Gujarat. Dr. Babasaheb Ambedkar Open University received a grant of Rs. 1 Crore each for two years, i.e. 2 crores for students under the Student Startup and Innovation Policy of Government of Gujarat.

BAOU-CISE supports an accelerating innovation mechanism which puts an imperative emphasis on offering no-cost startup support, especially to the idea/early-stage startups during their pre-incubation, incubation and acceleration periods to help them experiment and grow with their ideas. This model helps them to accelerate their ideas with a build fast, break fast ideology.

BAOU-CISE has initiated Incubation and Capacity Development Programmes towards innovations; and by instituting awards for promoting and recognizing innovations among students and faculty.

University has started BAOU – Student Open Innovation Challenge on “Atmanirbhar Bharat – Ideathon” amongst 254 Study Centres to bring out the innovations from the learners and to make it a reality, the winners of this Innovation Challenge are awarded with Prize Money and are incubated at BAOU. University has also signed MoU with various industries and Organizations to train and support Students for their innovation.

University invites the corporate leaders to provide leadership development, coaching and mentorship and other support systems enabling innovators to succeed. Further we conduct various Seminars to promote innovation and pre-incubation awareness amongst students of various programmes. Students of various

courses are trained to undergo real time field work and to prepare the models which can result in innovative projects related to society, industries, and community.

University has initiated to support the Student Start-ups through interventions like Incubation space & facilities, Virtual Incubation/Mentoring and allied support, support for Seed Funding, support for Proof of Concept (PoC) and Prototyping Grant, support for Patent Filing, Documentation/Publication/Dissemination

Innovative initiatives to provide access and services to diversified learner groups:

Dr. Babasaheb Ambedkar Open University is the pioneer amongst all state open universities, to introduce various innovative teaching-learning practices like OMKAR, OMKAR-e, Swadhyay TV, Swadhyay Radio, Virtual Classroom, Mobipaedia, Educational Apps, Vande Gujarat Educational Channel, etc. All the services are offered through various web and mobile based applications which provide device independent learning experience.

- **OMKAR:** Open Matrix Knowledge Advancement Resource is a technology-enabled domain, constituting a repository of e-resources of information and knowledge making the E-content accessible to millions of students and aspirants across the globe. <https://baou.edu.in/omkar>
- **OMKAR-e:** Considering the demand of today's learner, BAOU is the first State Open University in India to successfully launch an internet enabled open access, free-of-cost, digital learning platform for online and self-driven courses that pro-activates learning. As many as 18 Multilingual courses are offered and others are under development that covers wide spectrum varieties. URL: <https://baou.edu.in/omkar-e> | [www.omkare.in](http://www.omkare.in)
- **eResources:** Self- Learning Study Material at Students' Finger Tip: Study materials of all the courses are available on the University website, so the students can easily view, read, download and refer at his/her convenience. <https://baou.edu.in/eresources>
- **Virtual Classroom:** In order to facilitate distant learners for face to face interaction like a conventional classroom, BAOU has set up 6 Virtual classrooms across Gujarat. Students from all over Gujarat will be benefited.
- **Vande Gujarat Educational Channel:** University broadcasts live/ recorded content on Government of Gujarat's educational channel number 16 VANDE (Video Audio Network for Development and Education) Gujarat. The channel is available free of cost on the Jio Network apart from DTH. <https://baou.edu.in/vande-gujarat-educational-channel>
- **Swadhyay TV and Swadhyay Radio:**

URL for swadhyay TV: <https://baou.edu.in/Swadhyay.tv>

URL for swadhyay Radio: <https://baou.edu.in/swadhyay.radio>

Swadhyay TV and Swadhyay Radio are the two rare initiatives that took place for the first time by any State University. These innovative initiatives by BAOU, facilitate web based learning through video and

radio. A state of the art High Definition TV and Sound recording “Chaitanya” studio with post production facilities supplement these initiatives to ensure high quality educational content production. This facility and initiatives will also work towards enriching the archival system for OMKAR-e.

- **Educational Apps:** Five Indigenously designed android mobile educational apps for providing vital information about the university have also been launched. All apps can be downloaded from the Google Play store. The user-friendly feature is that Internet connection is not required once the apps are downloaded and installed. <https://baou.edu.in/apps>
- **Mobipaedia:** BAOU is the first university to introduce Educational Mobile Application Mobipaedia, to assist the keen learners. This Mobile Encyclopedia application provides information related to unfamiliar terms or words as a reply SMS with minimal cost involved. The android application MOBIPAEDIA can be downloaded from Google Play store at no cost.
- **Ask-Me Kiosk:** A student friendly initiative by BAOU, an ASK-ME kiosk is an internet enabled digital touch screen device displaying detailed information about the university free of cost.
- **Jyotirgamay:** Jyotirgamaya facilitates any learner to take the examination from the list of selected courses on the basis of her/his self-study and preparation of the domain knowledge pertaining to the concerned area. It benefits the learners, who may not have taken admission to the university in the regular course, as well as for anyone seeking knowledge and willing to improve upon her/his current knowledge base.
- **‘Eklavya’** - Student Support Portal, a one-stop destination for students to access and download their information. This ICT enabled tool opens a unique window for each student.

File Description	Document
The Innovation Centre/ Cell	<a href="#">View Document</a>
Initiatives taken by the institution	<a href="#">View Document</a>

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

**Response:** 35

#### 3.3.2.1 Number of workshops/seminars conducted

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

File Description	Document
Report of the event/ link to the material developed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:** 2678

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

2020-21	2019-20	2018-19	2017-18	2016-17
801	793	338	584	162

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 33

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	07	05	06	04

File Description	Document
Scanned copies of award letters	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Award details	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

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

**Response:** A. All 4 of the above

File Description	Document
Notification for Research Ethics Committee	<a href="#">View Document</a>
Minutes of the committee	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of ethics document	<a href="#">View Document</a>

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

**Response:** 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	35	37	21	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	13	13	13	3



File Description	Document
List of Ph.D scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of the Research page	<a href="#">View Document</a>

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

**Response: 5.5**

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	49	51	43	32

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	<a href="#">View Document</a>

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

**Response: 3.19**

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	212	138	67	71

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of publications	<a href="#">View Document</a>

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

**Response:** 0.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	9	9	14	13

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of publications by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Bibliometrics of the publications over the last five years	<a href="#">View Document</a>

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

**Response:** 0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Bibliometrics of publications based on Scopus / Web of Science – h-index of the institution	<a href="#">View Document</a>

### 3.5 Consultancy

#### 3.5.1 The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency

##### Response:

Consultancy is well recognized as an effective way to disseminate knowledge, expertise of the human resources, available physical resources and make it available for an early and direct impact on society.

The purpose of consultancy policy is to set out the principles and procedures governing consultancy services and other outside services undertaken by teaching and non-teaching staff members of the University.

BAOU is committed to making its expertise available through service to various industries, academics, government, other educational institutions and research organizations.

**Objective:** To establish a framework to support consultancy activities under various schools and departments at the BAOU.

**The Policy:** All Research and Non-research consultancies as described in this Policy are governed by the following guiding principles:

1. There should be demonstrable benefit to the University from the consultancy through income, enhanced reputation, and/or expanding the expertise of the staff members as well as stakeholders.
2. The Consultancy must not be in conflict with University policies including those governing employment.
3. The Consultancy must not be in conflict with the functions, objectives or interests of the University or damage the University's reputation.
4. At a minimum, the salary and on-cost charges set by the University must be applied to all project budgets. All Consultancies are required to include overheads.
5. Officers/Staff members shall not undertake external research activities where no formal agreement has been sanctioned by the University unless they are on leave without pay, approved by the concerned director.

**University Research Consultancy:** A Research Consultancy exists where an academic staff member provides research skills or expertise in return for remuneration from an external funder.

**University Non-research Consultancy:** Non-research Consultancies include non-research activities performed under contract for a third party. Non-research Consultancy would include the provision of professional services to external agencies for a fee.

**Private Consultancy:** No faculty is supposed to undertake Private Consultancy unless it is approved by the Director of the School. However, the faculty conducting private consultancy shall ensure that such work does not affect their allocated duties, obligations to the university.

**Staff Entitlements:** University allows staff to engage in Research, Non-research and/or Private Consultancies provided they do not interfere with the discharge of their duties. Consultancies shall be undertaken only with the approval of the designated Director of School.

1. Academic Staff may spend one day per week on approved Consultancies, with a maximum of 48 days per year.
2. Directors must obtain written permission from the Vice-Chancellor to undertake Consultancies.
3. Consultancies are required to include overheads.
4. The revenue generated from the consultancy project is shared between member and university in 70:30 ratios after deducting all overheads.

**Approval:** All the university approved Consultancies are required to be managed in accordance with this Policy, associated documents, and other policies of the University.

**Intellectual Property:** Any intellectual property arising from any Research and Non-research Consultancies will be governed by the Intellectual Property Policy.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>
Policy document on consultancy	<a href="#">View Document</a>

### 3.5.2 Revenue generated by the Institution from consultancy

**Response:** 33640880

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

2020-21	2019-20	2018-19	2017-18	2016-17
29499000	2294000	914430	904000	29450

File Description	Document
List of teachers and other academics providing consultancy	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>

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

**Response:** 83.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.5	12.02	30.41	31.58	8.02

File Description	Document
Schedule of the training programmes	<a href="#">View Document</a>
Schedule of the training programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of account indicating the revenue generated through training	<a href="#">View Document</a>

### 3.6 Extension Activities

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

**Response:**

The Extension Activities Cell is established for various extension activities in urban and rural belts of Gujarat; it undertakes activities, especially for creating awareness about social and sustainable development issues leading to inclusive society through propagating national campaigns and policies and comprehensive development of the selected rural areas and community groups.

University has adopted three villages from HQ, RCs and LSCs all across Gujarat and following activities

conducted:

- Swachchha Bharat Abhiyan, Swachchha Pakhwada,
- COVID-19 Awareness Programmes,
- Plantation Programmes, AIDS Awareness Programmes,
- World Population Day, World Water Conservation Day,
- International Mother Tongue Day, World Yoga Day,
- Special Programmes Related to Health and Hygiene,
- International Women's day, Plastic & Smoke Free Campus.

With efforts from extension cell, Department of Social Justice and Welfare, GoG, financially sponsors higher education of transgender who shall pursue Master Degree, Bachelor Degree from Dr. Babasaheb Ambedkar Open University.

University financially sponsors higher education of the **Wives and children of Indian Army martyrs** by exempting their fees for any of the programmes of the University.

Noble social initiatives are undertaken; such as

- refunding the fees of learners who lost their lives due to COVID,
- providing financial support of Rs. 11,000 to the family of deceased learners, and
- providing free-of-cost education to COVID-orphaned persons as well as
- women who lost their breadwinner father/husband/son due to COVID19.

As part of Social Responsibility of University, faculty members and staff members reached out to the women working in Arvind Mills, ONGC, BSF-CRPF Army Camp, Police personnel, Defence personnel, Jail-inmates, Slum areas and remote areas of Gujarat, to educate them regarding the necessity of education and motivate them to pursue higher education from BAOU.

A program regarding "She Team" a women empowerment initiative, A project by Ahmedabad City Police to help women in need; through an online application "181 Abhayam Women's Helpline" was organized jointly by Women Development Cell and Extension Cell at University.

An activity related-to women's health awareness and health check-ups is being organized every year, the said activity is sponsored by the University for female employees.

Each employee of the University has contributed a salary of one day to the Chief Minister's Relief Fund for COVID19; and other such cases as and when the situation arose.

University encouraged the Learner Support Centres, Learners and Faculty/Counsellors to download the "Ayush Sanjivani" mobile application for understanding the measures adopted by the public for enhancing immunity and keeping themselves healthy during COVID-19 pandemic.

The University along with 'The Green Dreams' Team planted 5000+ green saplings on 'World Environment Day' at various RCs and LSCs. Learners across the state were inspired to participate in 'tree plantation' activity.

With an aim to promote awareness regarding hygiene and cleanliness "**Cleanliness Drive**" was organized

from 16th January 2020 to 31st January 2020, every member of the University enthusiastically contributed to it. Various activities and competitions comprising oath-taking, tree plantation, campus cleanliness, slogan writing, power-point presentation, extempore, film-watching, poster-making, discussion, rally, etc were organized.

File Description	Document
Any other relevant information 5	<a href="#">View Document</a>

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

**Response: 3**

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

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

File Description	Document
Scanned copy of the award letters	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response: 82**

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	21	12	14	13

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 54306

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

2020-21	2019-20	2018-19	2017-18	2016-17
16819	13209	7760	7456	9062

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.7 Collaboration

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

**Response:** 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	7	2	0	1



File Description	Document
Scanned copies of collaboration document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 33

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	18	3	2	0

File Description	Document
MoU of the collaboration (s)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of the collaborator	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Dr. Babasaheb Ambedkar Open University operates through three tier structure. Headquarters, Regional Centres and Learner Support Centres. The University headquarters is spread over 20 acres of land with a total built up area of 53,033 square meters.

There is a **Vice Chancellor's Office Block** which has the offices of the Vice Chancellor (VC). It has a separate conference room and a board room for holding meetings; rooms for other academic and administrative staff; visitors' lounge; pantries and common washrooms on each floor. All rooms are provided with Computers, LAN, Internet/Intranet facility, Printer, Intercom and other office equipment. The entire block is covered under CCTV cameras.

The campus consist of 04 School of Studies, 10 Divisions, 10 Centres, the detail is available on the link.

**The various infrastructures available at University Headquarters, RCs and LSCs are as follows:**

Schools equipped with office of Director, Faculty Rooms, Seminar/Conference rooms. Rooms are available with Computers, LAN, Internet, Computer Printer and Intercom facility and other office equipment.

University have facilities like Data Centre, Computer Laboratories, Language Lab, Electronic Media Production Block, Video/Audio Recording Studio, Auditorium, Seminar Halls, Boardrooms, ICT enabled Classrooms, Material Storage and Distribution Buildings, Computer Department Building, Central Library Block, Examination and Evaluation Building, Canteen/Mess, Post Office, Vice Chancellor Bungalow, Guesthouse.

**Classrooms/Smart Classrooms:** University has 07 Classrooms with ICT Facilities and 02 Smart Classrooms with all the modern ICT enabled equipments.

**Computer Laboratories:** University has Four (04) Computer Laboratories to facilitate various services to the Learners.

Computer Lab – 01 is housed in the School of Computer Science block. It consists of 66 HP Computers with Intel Corei7 6thGeneration Processor. Computer Lab – 02 housed in Learner Support Centre block. It consists of 25 high-end HP Brand desktop computers with configuration of Intel Corei5 6thGeneration Processor. Computer Lab – 03 is housed in Library block. It consists of 10 high-end HP computers with latest configuration. Computer Lab – 04 is housed in the Examination block. It consists of 10 high-end HP computers with latest configuration.

**Language Laboratory:** The Computer Lab–01-03 are used as language laboratory. This lab consists of

software for the language lab and all the latest hardware equipment for the same.

**Data Centre:** The Computer Division and COE have two high end 'Data Centres' with the latest Web Servers, Data Servers, Internet Server, Application Server for hosting all the web applications. University is using Unified Threat Management to secure Application and Data, all the servers and desktops of the BAOU run only on licensed operating systems and licenced applications, utility and antivirus software with automatic up-gradation.

**Computing Facility:** Dedicated Laptop/workstation has been provided to all teaching and some non-teaching staff to ensure their exclusive work environment which is equipped with uninterrupted internet connectivity of 1200 Mbps through both wired and wireless (Wi-Fi) Medium.

**Chaitanya Studio:** State-of-the-art CEMP is equipped with high-end electronic equipment for production and transmission of audio/video programmes for Vande Gujarat Educational TV Channel, Web Radio, Swadhyay TV, Swadhyay Radio, MOOCs for various programmes and courses, multimedia e-content, SWAYAM/SWAYAMPABHA content.

**CCTV Surveillance System:** The entire campus is covered under high-end CCTV surveillance system. It Outdoor/Indoor Cameras, NVR, 6 TB Video Storage, 40" Display etc

**Library:** The University has a fully automated Central Library, well-equipped with books, journals, reports, theses, BAOU archives, and other study material. It has designated reading areas for research scholars and other learners as well as visiting faculties. The University has institutionalized "SOUL - The Library and Information Management System", developed the Institutional Repository "Gyan Sampada" through DSpace on Cloud for seamless accessibility from anywhere, any time to all the stakeholders. The University has acquired the institutional membership of the DELNET, e-Shodhsindhu and Shodhganga, Suganya Library.

**"Kashyap" Auditorium:** University has a multipurpose auditorium with the seating capacity of 810 participants with a huge stage, multipurpose lighting facility, high-end multimedia & sound facility, two green rooms with attached washrooms, Audio-Video & Light Control room, Foyer with registration desk, Display area, a VIP lounge; office rooms and common washrooms.

**Guesthouse:** The Guest House has 24 AC Double rooms, Two Dining Halls, Reception area.

**Amenities for Differently Abled Learners:** University has established the Centre for Equal Opportunities and Inclusive Education (COEIE) – Atri. through which it provides required facilities for the differently abled people, such as Wheelchairs, Lifts, Ramps, Rails, Rest Rooms, Scribes, Braille sign boards, Braille Software/facilities, Audio books, Sign language facilities, Accessible website, Accessible study material, etc.

**Warehouses:** University has two warehouses of area 4413 Square Meter for stocking and preserving the printed study material.

**Post Office:** The Headquarters also has a dedicated Post office to handle the dispatch of SLM and other correspondence.

**Urja Ghar:** The University has an Electric Power sub-station having 66 Grid-stations to feed the

University campus.

The beautiful campus with green and energy efficient building structure is full of calm and quiet making it ideal for studies. With enough parking spaces for Faculty, Staff and Visitors' vehicles. Further, walkway to various departments makes it more users friendly.

**Infrastructure Facilities at Regional Centres:** The regional centres are located at Ahmedabad, Patan, Rajkot, Bhuj, Surat, Gohra, Bhavnagar, are fully operational and in coordination with the Headquarter for various activities.

All RCs are also equipped with academic units, administrative units, storage and dispatch units, library, computer laboratory, Seminar Room, Classrooms, and Virtual Classrooms etc. RCs are well-equipped with ICT infrastructure and uninterrupted internet connectivity ranging from 16 MBPS to 1 GBPS.

**Infrastructure Facilities at LSCs:** University strictly follows UGC-ODL Regulations, 2017 and UGC-ODL-OL Regulations, 2020 in all the aspects of establishment of LSCs at different locations of the state of Gujarat.

LSCs are equipped with all the physical infrastructures viz. classrooms, smart classrooms, seminar rooms, library, computer laboratory etc. which are of the host institutes and are to be shared by the LSCs. LSCs established at identified HEIs through an MOU, are the first point of contact with the learners. The University pays for hiring of staff, maintenance of infrastructure and use of facilities.

File Description	Document
Geo-tagged photographs of campus and all other infrastructural facilities	<a href="#">View Document</a>
Annual report of the Institution	<a href="#">View Document</a>

#### 4.1.2 Average percentage of expenditure incurred for infrastructure augmentation

**Response:** 35.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
692.84	317.63	768.84	542.41	349.68

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Budget allocation for infrastructure	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

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

**Response:** 5.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
152.98	65.07026	91.32502	93.66367	31.99019

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and Statements of Expenditure	<a href="#">View Document</a>

## 4.2 IT Infrastructure

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

**Response:** 100

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

Response: 253

4.2.1.2 Total number of rooms and seminar halls at HQ

Response: 253

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**4.2.2 Percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled as on date****Response:** 0

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

4.2.2.2 Total number of rooms and seminar halls at RCs

Response: 90

File Description	Document
Photographs of infrastructure facilities at a few RCs	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.2.3 Percentage of the rooms of the learner support centres are IT enabled as on date****Response:** 86.78

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

Response: 2133

4.2.3.2 Total number of rooms and seminar halls at LSCs

Response: 2458

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Geo – tagged Photographs of infrastructure facilities at a few LSCs	<a href="#">View Document</a>

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

The School of Computer Science and Computer Department is responsible for procurement/maintenance of ICT Infrastructure, Development/Maintenance of Software on regular basis, Website and providing Internet/Intranet services. Centre for Online Education and Library provides online services viz. Digital Repository, Innovative Learning Platforms, Webcasting, Web Conferencing, Online Programmes, etc.

**Website:** The most dynamic web portal of the university <https://baou.edu.in> is the major source of information and learner support services for the learners and other stakeholders developed and maintained

by the Computer Department.

**Vande Gujarat Educational Channel:** The 24\*7, free-to-air educational channel dedicated to the University telecasts latest counselling sessions and schedules. The live sessions are also telecasted on a regular interval.

**Swadhyay TV:** Swadhyay TV is a regularly updated, on-demand video based learning platform that showcases the video content developed by Schools of Studies.

**Swadhyay Radio:** Swadhyay Radio is a regularly updated, on-demand audio based learning platform consisting of academic audio content.

**App-based Support:** University has developed and hosted Mobile Applications to provide all the necessary information to the learners. These apps are updated with the latest information on a daily basis.

**OMKAR-e:** BAOU has developed an open access, free-of-cost, regularly updated digital learning platform for online courses with UGC's four quadrants mechanism.

**OMKAR:** It is a technology-enabled domain, constituting a repository of e-resources making the latest e-content accessible to learners and aspirants across the globe.

**eResources:** It is the repository of resources like brochure, programme guide, syllabus, SLM, Video Lectures, Audio Lectures, etc. easily accessible to the learners, anytime anywhere.

**Use of various Meeting Apps:** For e-Counselling Sessions, University uses Google Meet, CISCO-WebEx, Zoom, Microsoft TEAM, Dashboard etc.

#### **Updates in ICT Infrastructure:**

- University Data Center is equipped with 4 caches of 06 blade servers, 04 Servers computing and storage, 1 Storage Area Network of 16 TB, 1 router, 1 Network Firewall (UTM). Campus is connected with Fiber Network with virtual LANs and also with Wireless connectivity (WiFi) spread across UPS facilities.
- University HQ and RCs have 336 computers and 42 Printers/MFPs. The university has procured 32 Laptops for officers, faculties and office use. The details of available IT Infrastructure is attached herewith.
- The University has upgraded the Antivirus System to a client-server based system, further UTM system has been upgraded to handle around 250 users with the solutions for ransomware.
- The University has upgraded to Cloud based Virtual Private Server through AWS instead of the shared hosting server.
- University has 1Gbps Leased Line Internet connection from NKN and an additional Wired and Wireless Leased line of 200 Mbps has been set up at HQ and RCs.
- All Server OS are upgraded Windows-2016 and Windows-2019 along with the latest Linux Server

OS.

- Additional Storage Area Network and AWS based backup facilities are procured for backup.

File Description	Document
Scanned copy of agreement	<a href="#">View Document</a>

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

**Response:** 1270

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

Response: 1270

File Description	Document
Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>

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

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

**Response:** A. More than 10 of the above



File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Geo-tagged photographs of the facilities for audio, video e-content production	<a href="#">View Document</a>

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

**Response:** 3

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

Response: 1

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

Response: 2

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>

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

**Response:**

The University has digitized most of its operations relating to Learners and Other Stakeholders as follows:

##### A) Automation Services related to Learner Support:

- Services like registration, registration to subsequent year/semester, post-admission services, are all ensured online. The data is uploaded on the NAD/DigiLocker portal to make it safe and easily accessible.
- Eklavya – Learner Support Portal allows the learners to track their registration, fees paid/pending, study material dispatch, library, hall-ticket, exam schedules, results, grade card status, it allows downloads for an exhaustive reservoir of academic E-Resources.
- The University is practicing ‘anywhere, anytime learning’, and has initiated mobile applications, other web based services like Swadhyay TV, Swadhyay Radio, Academic counselling through web conferencing, Omkar-e, Omkar, Mobipaedia application, e-Resources, etc.
- Online Grievance Management System/Online Grievance Redressal Management System: These portals allow the learners to submit grievances and track their redressals respectively.

### **B) Automation Processes associated with RC and LSCs:**

- RCs and LSCs Portal maintains the availability of Physical Infrastructure, IT Infrastructure, Library Resources, Office documents, Counsellors, Academics, Evaluators at Centres.
- RCs and LSCs are provided with secure login accounts for accessing/downloading respective student data, online transmission of assignment evaluation data, project evaluation data, practical examination data, etc. to the Headquarters.
- Application and empanelment of Academic Counsellors is carried out online, with approval of the respective School.
- Weekly meetings with RCs are held through Virtual Classroom facility, Google Meet, etc.

### **C) Automation of Academic-Administration:**

- The activities of verification of learners' information, documents, payment, and payment reconciliation are ensured online.
- Indigenously developed ERP application called University Management System functions for Learner Support Services like changes of LSC, biographical details and course/subject, issuance of Bona-fide Certificate, admission through Credit Transfer, etc.
- ERP portal also serves for issuing migration certificate, trial certificate, recommendation letter, transcript, certificate for completion of programme in minimum duration, and all the processes/documents related to assignments, examinations, evaluation and certification.

### **D) Automation Processes of Administration and Finance:**

- Purchase of products/services are made online through the GeM portal or through e-tendering if they are unavailable online; practicing reverse auction methods has been cost-effective.
- Indigenously developed Human Resource Information System is used in managing all-comprehensive data of Personnel including allowances, leaves, salary, etc. becoming a useful reservoir for Performance Appraisal CAS, etc.
- University makes all kinds of collections of fees from learners and payments to all the stakeholders of the university are made online.
- The activities related to General Ledger, Budgeting, Accounts Payable, Accounts Receivable, Inventory, Purchasing, Asset Management, Project Costing, Investment, Bank Reconciliation. are all carried out using licenced versions of Tally ERP since 2014.
- University has indigenously developed a portal for the recruitment process for academic and non-academic positions.

- The store department processes requisition of various items through intranet application and procures through GeM Portal, inventories are managed by Tally ERP.
- The Material Production and Distribution Division manages inventories of SLM through Tally ERP.
- All the functions related to office management are intranet/internet based, ensuring smooth managing operations.

File Description	Document
Automation system	<a href="#">View Document</a>

### 4.3 Learning Resources

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

##### Response:

Learner support services are the most vital component of any open and distance learning (ODL) system. As per the University Act, Dr. Babasaheb Ambedkar Open University, operates through a three tier structure.

**Headquarters:** The headquarters of the University shall be at Ahmedabad, and the University may establish, maintain or recognise institutes, schools, regional centres and study centres at such other places in the State as it may deem fit.

**Regional Centres:** Regional Centre means a centre established mostly in the big city or district headquarters, maintained by the University for the purpose of coordinating and supervising the work of study centres in any region and for performing such other functions as may be conferred on such centres by the Board of Management.

**Learner Support Centres:** It means a centre established, maintained or recognised by the University for the purpose of advising, counselling, evaluating or for rendering any other assistance required by the students.

The **Learner Support Services Division (LSSD)** is the Nodal Division for providing learner support within the territorial jurisdiction of the state of Gujarat.

The policies and guidelines for effective learner support services are conceptualized and formulated by the Student Support Services Committee which is a policy making body. LSSD manages and coordinates the support activities through a network of 07 RCs, and more than 254 LSCs across the State.

The nature of learner support services is depending on academic needs and problems of the students, arising due to the following factors:

- Inadequate interaction with counsellors, who can facilitate learning;
- Limited access to information and services;
- Financial constraints, physical disability, lack of appropriate environment for study and proper guidance;
- Problems arising out of time–constraint due to social, family or work obligations;
- Late receipt of study material;
- Systematic non-responsiveness and inefficient management services;
- Lack of personal rapport as well as opportunity due to geographical remoteness;
- Non-familiarity with self-study skills i.e. e-media, e-resource, etc.

The RCs supervise the academic activities being performed at the LSCs under its operational area and ensure their provisions to the learners as per university norms and guidelines. The RCs have been entrusted with the following core responsibilities:

- pre-admission counselling;
- creating awareness through promotion and publicity of the different programmes of the University;
- delivery of programmes;
- organization of staff development programmes;
- functioning as resource centre for the region;
- attending to learner queries and grievance redressal;
- supervision, coordination of induction meetings at LSCs;
- monitoring the conduct of counselling sessions (both theory and practicals) at LSC;
- monitoring of assignment evaluation at LSCs;
- supervision of the conduct of term end examinations at exam centres;
- conduct of convocation at local level;
- alumni registration;
- placement services for passed out learners;

- other extension activities.

The LSCs are entrusted to perform the following:

- pre-admission counselling;
- provide support services such as informing, advising and counselling to the learners;
- academic counselling of both theory and practical courses by academic counselors;
- promotion and publicity of various programmes of the university;
- conducting induction meetings;
- practical sessions are arranged at select LSCs in specialized laboratories as per programme requirements to provide hands-on learning experience for the learners enrolled in practical/ skill based programmes;
- evaluation of assignments;
- conducting term end examination;
- organizing course related workshops and seminars; and
- providing library support to the learners;
- attending to learners' queries in the face-to-face mode, through telephone and emails;
- It is the nodal office for grievance redressal through the dedicated online portal e-Grievance of the University.

The University has brought out Manuals for RCs and LSCs for standardizing the operational procedures for smooth and effective functioning.

Apart from aforementioned classifications learner support is also provided through some operational divisions at the Headquarters such as:

- Student Admission and Registration Division (SARD)
- Learners' Scholarship Division (LSD)
- Material Production and Distribution Division (MPDD),
- Centre for Electronic Media Production (CEMP)
- Centre for Examination and Evaluation (CEE)

The Learner Support Services Division (LSSD) functions as a Single Window support at the Headquarters for addressing learner grievances and queries related to various support services, like admission, evaluation, non-receipt of study material and others.

Keeping in tune with the advancement in information and communication technology (ICT) the following ICT enabled support is also provided to the learners:

- Vande Gujarat Educational Channel: The University has a dedicated 24x7 educational TV channel. Through this channel the university broadcasts educational programmes on a variety of subjects which can be accessed all across the globe throughout the year.
- Virtual Classroom: In order to facilitate distance learner for face to face interaction like a conventional classroom, university has set up virtual classrooms at its Regional Centres (RCs) and some of the Learner Support Centres (LSCs).
- Swadhyay TV: Swadhyay TV is an on-demand video based learning platform where learners can attend the class of his/her choice any time, anywhere.
- Swadhyay Radio: Swadhyay Radio is an on-demand internet audio counselling service and learning platform where learners can listen to the session of his/her choice any time, anywhere.
- Webinar/Web Conferencing: University provides internet based Webinars/Web conferencing services to learners in all the programmes to enhance the learning experience of the learners through Google Meet, Zoom Meeting, Zoom Webinars Webex Meeting, Webex Events and Microsoft Teams.
- OMKAR-e: It is an indigenously designed E-Learning Management System.
- OMKAR: Open Matrix Knowledge Advancement Resource is a technology-enabled domain, constituting a repository of e-resources of information and knowledge making the e-content accessible to millions of students and aspirants across the globe.
- Mobipaedia: BAOU is the first university to introduce Educational Mobile App- Mobipaedia, to assist the keen learners.
- Self- Learning Material at Students' Finger Tip: Study materials of all the courses are available on the University website, so the students can easily view, read, download and refer at his/her convenience.

File Description	Document
Organizational chart of support services available	<a href="#">View Document</a>
List of support services provided at Headquarters, Regional Centres, Learner Support Centres	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 4.3.2 Average number of Learners attached to LSCs

**Response:** 44923.36

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

Response: 109613

4.3.2.2 Total number of LSCs in preceding year

Response: 244

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Distribution of learners LSC wise	<a href="#">View Document</a>

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

**Response:**

In the open and distance learning system, the Academic counselling is the most important component in the teaching-learning process as it provides the essential human interface to the learners who are separated by location from their teachers and peers.

The sessions are meant for Informing, Advising and Counselling. The academic counselling can cover both academic and non-academic components at the various stages like at pre-entry, during entry to the programme, during the course of study, at the time of examination and post-study.

An in-depth picture of academic counselling comprises Tutoring and Counselling. In fact both the terms are interchangeable. Tutoring primarily deals with academic components in enabling learning whereas the term counselling deals with communication both at the academic as well as at non-academic levels and it is learner-centred.

In academic counselling, the emphasis is to be given more to non-academic communication and tutoring should be restricted to the minimum in such sessions. The reason is that the Self Learning Material in Open University provides the entire content and course requirement in a structured and programmed format. In a nutshell, academic counseling is to cover the following components: 1. Helping 2. Guiding 3. Motivating

## 4. Supporting 5. Enabling Learning 6. Creating dialogue with learners.

At Learner Support Centres of Dr. Babasaheb Ambedkar Open University it is a regular practice to provide Face-to-face Academic counselling by the approved and empanelled academic counsellors/subject experts. The ICT based academic counselling is also provided to learners with the use of various ICT tools by all the Schools of Studies located at BAOU Headquarters.

The academic calendar is drawn on time before commencement of the academic term and communicated to the learners, Regional Centres, Learner Support Centres by uploading it on the University website. The academic staff at the University who are coordinating with the Regional Centres monitor the conduct of academic counselling sessions at the Learner Support Centres.

The face-to-face academic counselling sessions are organized and conducted throughout the academic term/academic year at the Learner Support Centres (LSCs) to facilitate learning and also for motivating learners' engagement with the SLM for:

- acquisition of required knowledge and skills;
- clarification of doubts and overcoming difficulties encountered during their course of study;
- provision of continuous evaluation for assessment and feedback on progress made;
- development of required competencies and imparting skills through practical and hands-on training.

Academic counselling sessions are conducted at nearly 70% of LSCs functioning under the Learner Support Service Division of the University.

## Schedules of Counselling Sessions

Regional Centre	Link for Counselling Schedule
Ahmedabad Regional Centre	<a href="http://jyotirmay.baou.edu.in/rc/01/counselling-schedule">http://jyotirmay.baou.edu.in/rc/01/counselling-schedule</a>
Rajkot Regional Centre	<a href="http://jyotirmay.baou.edu.in/rc/05/counselling-schedule">http://jyotirmay.baou.edu.in/rc/05/counselling-schedule</a>
Surat Regional Centre	<a href="http://jyotirmay.baou.edu.in/rc/02/counselling-schedule">http://jyotirmay.baou.edu.in/rc/02/counselling-schedule</a>
Patan Regional Centre	<a href="http://jyotirmay.baou.edu.in/rc/04/counselling-schedule">http://jyotirmay.baou.edu.in/rc/04/counselling-schedule</a>
Bhuj Regional Centre	<a href="http://jyotirmay.baou.edu.in/rc/03/counselling-schedule">http://jyotirmay.baou.edu.in/rc/03/counselling-schedule</a>
Bhavnagar Regional Centre	<a href="http://jyotirmay.baou.edu.in/rc/06/counselling-schedule">http://jyotirmay.baou.edu.in/rc/06/counselling-schedule</a>
Godhra Regional Centre	<a href="http://jyotirmay.baou.edu.in/rc/07/counselling-schedule">http://jyotirmay.baou.edu.in/rc/07/counselling-schedule</a>

The sessions were conducted for learners enrolled at various LSCs of the University. The counselling session for the theory courses of duration 2 hours each and practical sessions duration of 4 hours each were organized and conducted at the LSCs by empanelled academic counsellors in accordance with the UGC (ODL) Regulations, 2017. All the LSCs are divided directly under different RCs and all the activities of the LSCs are monitored by the RCs.



For B.Ed. programme, a Contact Programme of 120 hours / 15 days is being conducted at LSCs to impart the essential competencies and skills for effective teaching through individual and group activities.

Payment norms for conduct of Theory and Practical counselling sessions have been defined by the university. The bill for conducting the counselling sessions along with the schedule of counselling sessions and attendance of Academic Counsellor as well as Learners are submitted by the LSCs to Learner Support Service Division for release of payment. Further, budget proposals are received from LSCs for release of quarterly grants to LSC Coordination Division for payment to LSC for conducting counselling sessions and remuneration to the staff associated with the LSC.

Further, the counselling for the practical sessions are conducted at LSCs having specific infrastructure and equipment in respect of the requirement of practical courses. For example, for practical in Computer Science programmes i.e. BCA, BCA-Multimedia and PGDCA, the sessions are conducted in the computer labs equipped with required hardware and software facilities. One machine is assigned for two learners for a batch of 20 learners per session. For BCA learners' one machine is being shared for two learners for practical related activities. In addition to academic counsellors, machine room operators and lab attendants are also present to assist in the practical work.

Practical courses of B.Ed. programmes were conducted at LSCs to impart the essential competencies and skills for effective teaching through individual and group activities.

In addition to face-to-face counselling the University facilitates the learners by providing counselling through various below mentioned modes of contact programs and other ICT based methods.

1. Interactive radio counselling
2. Online LMS based counselling
3. Teleconferencing
4. Web-conferencing
5. Laboratory based counselling
6. Internship
7. Workshops
8. Field study
9. Seminar
10. Extended Contact Programme (ECP)
11. Enhancement of Professional Competency (EPC)

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Monitoring reports of LSCs	<a href="#">View Document</a>
Expenditure incurred on counselling sessions	<a href="#">View Document</a>

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

**Response:** 0.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
21.03	0.54	13.19	0.32	0.10

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link to relevant resources available in the library	<a href="#">View Document</a>
Web-link to Library catalogues	<a href="#">View Document</a>

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

**Response:**

The library plays a vital role in enhancing the quality of academic and research environment in educational institutions. The Vivekanand Library of the university initiated the process of library automation in 2007 using an Integrated Library Management Software namely "SOUL" which was completed in the year 2009. Software for University Libraries (SOUL) is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries.

**Major Features of SOUL are as follows:** It is user-friendly software developed to work under a client-server environment. The software is compliant to international standards such as MARC 21 bibliographic format, Unicode based Universal Character Sets for multilingual bibliographic records and NCIP 2.0 and SIP 2 based protocols for electronic surveillance and control. Presently university is using "SOUL 2.0". The ILMS covers all housekeeping operations of the library that includes acquisition, technical processing, cataloguing, circulation and serial control. It has other features like OPAC and Administration.

By July 2021 more than 1,52,170 records have been filled in SOUL. As on date there are a total 1,95,060 number of bibliographic records available in SOUL. With the successful implementation of the SOUL the **Vivekanand Library has achieved 100% of automation covering all types of library activities and services such as acquisition, cataloguing, circulation, serial control, web OPAC, Patron, Advance search, Reports, Tools, etc.**

Software web OPAC facility is also made available through SOUL 2.0 to know the bibliographical details about the collection of resources in the university library.

**Apart from Library automation other services provided by the library are:**

**Digital Library:** The Library has deployed an Institutional Repository (IR) using DSpace. The repository consists of institutional publications designed and developed by Schools of Study, Faculties and Students.

<http://gyansampada.baou.edu.in:8080/jspui/>

**Interlibrary Loan (ILL) through DELNET:** DELNET has been actively engaged with the compilation of various Union Catalogues of the resources available in member-libraries. It has created the Books, Periodicals, CD-ROM Database, Database of Indian Specialists, Database of Periodical Articles, Video Recordings, Database of Theses and Dissertations.

**Physical and E-Resources for Campus & Remote Access:** The university library is very rich in terms of physical and e-resources. The collection includes more than 65000 books 50+50 Journals as of July 2021. The online repository of the university also offers full text access to over 1,80,000 e-books and 4,000 International Journals totally free of cost. Around 245 theses have been uploaded on SHODHGANGA portal.

**Anti-Plagiarism Software (URKUND):** URKUND is an automatic text-recognition system made for detecting, preventing and handling plagiarism and BAOU has subscribed to this tool. University has made it mandatory for all Ph.D. research scholars and faculties to attach URKUND plagiarism check report along with their theses or research papers for any publication. Over 200 theses and research papers have been processed through URKUND software.

**Facilities for Differently abled people:** The library has subscribed to “Sugamya Pustakalaya”. It provides 7 Lakh Audio Books in more than 17 Languages for Print Disable and Blind Students;

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## Criterion 5 - Learner Support and Progression

### 5.1 Learner Support

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

##### Response:

The University makes substantial efforts to reach-out to the prospective learners. From the last few years, the approach and strategy to reach out to the learners has been revised along with continuing the traditional promotional activities. Earlier, the focus was more on promotional tours, displays and news-paper advertisements but now social-media and internet based mediums have become more popular in addition to the promotional tours, advertisements and display sign-boards.

The Learner Support Service Division at headquarters through the Regional Centres or through the Learner Support Centres conduct special drives for creating awareness about various academic programmes offered by the University as well as the flexible methods of pursuing the programmes through Open and Distance Learning Mode from their home or work place.

Usually, before the commencement of admission sessions, the group of faculties and other support staffs on the campus organize interactive sessions to interact with the prospective learners: to ascertain their background, subject stream, medium of education, dispositions, aptitude for the current programme, including their aspirations, areas of interest, needs and up gradation. Publicity materials are prepared for the above mentioned events to be distributed to prospective target groups.

University takes part in various educational expos organized by the Government/Non-Government Institutes in other states, in Gujarat, in Ahmedabad and also different districts like Mehsana, Rajkot, Vadodara; organized by various media agencies to interact with the prospective learners and counsel them to study various programmes available.

1. Vibrant Gujarat Educational Fair by Education Department, Govt of Gujarat on 10-01-2017
2. TV9 Education Expo on 22-05-2016
3. Grand Education Fair by Education Department, Govt of Gujarat on 02-02-2018
4. TV9 Education Expo on 25-05-2017
5. Divya Bhaskar Education Expo on 13-14/05/2017
6. Educational Expo at Bhopal

University in support with its Regional Centres and Learner Support Centres organizes “Counsel on Road” where the staff approaches the attendants at Petrol Pumps, Auto Drivers, Labourers at Local Shops and persons who left their study because of financial or any other crisis, these persons are counselled and motivated to continue their study to advance their career opportunities.

Promotion through Social Media Platforms: University has made its significant presence on renowned social media platforms like Facebook, Twitter, Instagram, YouTube, Telegram and Whatsapp. Admission notifications, promotional banners/videos are posted on these social media platforms to reach out to a larger number of learners and stakeholders. All the major pre-admission counseling sessions are being broadcasted through Facebook, Twitter, Instagram, and YouTube.

In addition to Social Media platforms, the website of the University is being used increasingly to reach prospective learners.

University Website: <https://baou.edu.in>

Facebook page: <https://www.facebook.com/BAOUGujarat>

Twitter Handle: <https://twitter.com/BAOUGujarat>

Instagram page: <https://www.instagram.com/BAOUGujarat/>

YouTube Channel: <https://www.youtube.com/c/baougujarat>

Telegram Profile: <https://t.me/BAOUGujarat>

**Promotional Videos prepared by the University:** The University has also prepared certain promotional videos which have been uploaded on the Facebook page, YouTube channel of the university. For instance, the promotional videos available on these social media platforms seek to present a comprehensive overview of the University including its vision, statutory status, various programmes offered, learner support services, etc.

**Newspaper Advertisements etc.:** Advertisements in local dailies, periodicals, and monthly magazines were published by the University to make its presence felt by the prospective learners. Further, the articles and write-ups were prepared and these were also published in the news-papers and magazines.

Meetings of existing and prospective learners are arranged at the RCs/LSCs to encourage a sense of confidence amongst the learners regarding the legality and equality of the degree and the support services of the University related to distribution of SLM, counselling sessions, conduct of examinations and other related services. These meetings were addressed by the Directors, Senior Faculty of the University at different RCs/LSCs.

**Adoption of Village:** The University had adopted various villages in different regions and districts to develop a sense of educational and social awareness since a long time. Various extension activities organized by the faculty of the University in these villages have helped the University to reach the prospective learners.

**Celebration of Cultural and Sports Events and Days:** From the last five years University has been contentiously organizing many events, Cultural and Sports events under the banners of “Tej Trusha - Talent Hunt Competition”, celebration of days, lecture series, etc. All these activities get reported in the local dailies and the prospective learners get an opportunity to know about the University.

**Organizing Seminars at RCs and LSCs:** The University is regularly organizing

Seminars/Conferences/Workshops at RCs and LSCs. Existing and prospective learners are taking part in these events. It has motivated many prospective learners to get enrolled at BAOU.

**Special Promotional Drives amongst Security and Police Personnel:** The University regularly held special promotional drives for the Security and Police Personnel with the aim of motivating the in-service Security and Police Personnels who are desirous of higher education to enroll in the programmes at BAOU.

**Special Promotional Drives for Special Learners (Jail Inmates):** The officials of the learner support division and regional centres regularly visit various district jails as a special promotional drive to promote various programmes amongst jail inmates and motivate them to take admission.

**Participation by the University Faculty and Staff at Weekly Phone-in Programme:** University held a phone-in programme through its audio/video recording and broadcasting studio. University faculty and staff take part in these weekly phone-in programmes. University also takes part in phone-in video/radio programmes organized by All India Radio, Door Darshan where, apart from discussing academics, they try to generate awareness regarding the various programmes of BAOU including announcement of admission dates, etc.

**Promotion through Hoardings and Banners:** Special hoardings, banners and flyers are prepared announcing admission dates and other relevant information. Such banners are placed at prominent locations of various towns and cities within the state.

File Description	Document
Relevant information on activities undertaken	<a href="#">View Document</a>

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

#### Response:

The Open and Distance Learning (ODL) education system is an unfamiliar education system for those who have studied in the conventional system. The prospective learners including first generation learners, housewives, and dropouts require information about the ODL system as well as pre-admission counselling and post-admission support.

To provide a solution to these requirements, the University has put in place a formal system for pre-admission counselling and post-admission induction of newly enrolled learners.

Pre-admission counseling service is provided by the University, it is designed in order to motivate and help the potential learners for enrolling in the University by informing them of the advantages and philosophy of the ODL system, programmes on offer, admission procedure, eligibility criteria, and other relevant matters.

**Pre-Admission Counselling at Headquarters/Regional Centres:****Learner Services Centre/ Inquiry Counter:**

University has set up a dedicated Learner Service Centre/Inquiry Centre at University Headquarters and Regional Centres which is being managed by Learner Support Service Division (LSSD) of the university for online and offline resolution of learners' queries communicated in person or through email, phone and letters, etc.

This dedicated Learner Support Centre (LSC) provides information and attends to all the queries of the prospective learners as well as the general public, pertaining to the University and its academic programmes, through email, telephone, post and in person. Prospective learners are counselled about the programmes that would meet their needs and life goals, eligibility criteria for admission, methodology of teaching-learning, three-tier system of learner support services, examination system, etc. Programme Coordinators and Faculty in Schools of Studies also counsel interested prospective learners about respective programmes.

**At Learner Support Centres:**

One of the major activities of LSCs is to provide admission related information

and guidance to prospective learners. Admission Inquiry Counter is set up at LSCs, especially during the time of admission. Respective RCs organize meetings of LSC functionaries to ensure that every LSC under its jurisdiction is equipped to provide requisite information and counselling to prospective learners. The activities of pre-admission counselling conducted at LSCs are closely monitored by the RCs.

The following activities are undertaken for providing pre-admission counselling services to prospective learners and induction of newly enrolled learners at Headquarters, Regional Centres and Learner Support Centres of the University:

**Activities under Pre-admission Counseling:**

The following activities are carried out by the University under pre-admission counseling.

- Pre-admission counseling sessions have been carried out by conducting live events on various social media platforms.
- Pre-admission counseling activities are conducted through dedicated Facebook group/WhatsApp groups/Telegram groups where University faculties and officials mobilize potential learners by broadcasting pre-recorded videos or designed banners related to various programmes.
- Pre-admission counselling events are organized by various Regional Centres. People from local communities from diverse socio-economic backgrounds take part in these events.
- Pre-admission counselling sessions are also conducted at Learner Support Centres where there are special counters to cater to potential learners.
- Pre-Counselling service is provided at the Front Desk of the University headquarters. During the

time of admission, University personnel are deputed at the Front Desk to cater to potential learners who come seeking information and to assist newly enrolled learners with respect to the online admission process.

- Dedicated email service “admission.info@baou.edu.in” is for learners where potential learners could send emails seeking information relating to the various programmes on offer, etc.
- Special counselling through live phone-in programmes aired over Vande Gujarat - a dedicated educational channel, various social media platforms wherein faculty members and officials of the University take part and interact directly with the general audience, thereby trying to motivate them to enroll into various programmes on offer.
- Special counselling through local TV channels where faculty members and officials of the University take part in dedicated live shows and share relevant information for prospective learners.
- The University faculty members also receive and respond to queries from potential learners over phone or in-person and share relevant information with them and advise them accordingly.

### **Pre-Admission Induction Programmes for Newly Enrolled Learners:**

Induction Programmes for the learners are organized by the University largely at two levels — University Headquarters and Learner Support Centres. The purpose of such an induction programme is to enlighten the learners regarding various aspects relating to the ODL system in general and the University in particular. Both faculty members and officials of the University participate in such induction programmes as resource persons who try to enlighten the learners on their respective programmes and other relevant issues.

The University has been organizing Learner Induction programmes covering Learner Support Centres of different regions and districts of the State. The induction programmes are coordinated by the Director, Learner Support Service Division.

#### **Points Covered in the Induction Programmes**

- The general philosophy and methodology of the ODL system.
- A brief background of the University and its mission, the statutory status of the University.
- The significance of the Self-Learning Materials (SLMs), aspects relating to the style and structure of the SLMs, explaining how to go through them and prepare themselves for the term-end examinations.
- Maximum duration of the various programmes, timelines for submission and collection of assignments.
- Information about the procedure, rules, and regulations of examinations.
- Learner Support Services including conducting counselling sessions at the Learner Support



Centres.

- Information regarding online and walk-in counselling sessions that are being organized from the LSCs located in major cities.
- Information about the Telegram and WhatsApp mentoring groups that are functioning separately for each subject and also for various Learner Support Centres which are taken care of by individual faculty members at the city campus.
- Rules regarding preparation and submission of dissertations.
- Introducing the Learners' Charter of Rights and Duties to the newly enrolled learners and making them aware of the grievance redressal system which has been put in place by the University to ensure accountability.
- The learners are also urged to regularly check and explore the University's official website <https://baou.edu.in/> for updates and necessary information.

File Description	Document
Relevant information on activities undertaken	<a href="#">View Document</a>

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

#### Response:

Dr. Babasaheb Ambedkar Open University launched Online Admission Process under University Management System (UMS) in 2017. Presently, all the activities and processes related to admission have been made completely online.

The aspirant learners interested to take admission in any of the programmes are guided by easy, step-by-step procedure for online admission. They are required to register by creating their user ID and password on the Online Admission Portal before submitting their application. After registration, they can submit the online application form along with the details of Programme and Learner Support Centre selected for the same. They are required to upload scanned copies of their academic credentials to prove their eligibility. The fees can be paid through Credit/Debit Card/Net Banking using the Online Payment Gateway. Submission of application is instantly acknowledged through E-mail/SMS.

The online applications submitted by applicants are scrutinized by the Student Admission and Registration Division. Admission of applicants found eligible is confirmed online, after which the applicants receive SMS/E-mail confirming their admission. Other important details like their enrolment number, study centre address, links for downloading the digital study material, etc. are also communicated along with confirmation of admission. In case any deficiency is noticed in the application, the applicants are informed about the same through SMS/E-mail, advising them to resolve it. The applicants can track the progress of their application during the entire process, making it completely transparent.

After confirmation of admission, students can download their Barcode-based student identity card from the online admission portal after logging in. The student identity card is tamper-proof, as the name/photo/signature of the student as stored on the Online Admission Server of the University can be checked by scanning the barcode. They can also download the fee receipt from the Eklavya- Learner Support Portal.

The process of re-registration (students registering for subsequent semester/year of a Programme) has also been made completely online. Students receive alerts/reminders through SMS for timely submission of online re-registration forms.

Requests for cancellation of fee are processed online and fee is refunded online as per the Refund Policy of the University.

The response of the students has been overwhelming as the online system for admission is more convenient for students with 24x7 access from anywhere anytime. However, considering the fact that there are disadvantaged communities like Jail Inmates where accessing online applications may be difficult, the University also has kept a small window for offline admissions open.

The staff at all the Regional Centres/Learner Support Centres of the University facilitates and assists the learners in submitting online applications, if required.

<https://baou.edu.in/assets/pdf/AdmisionIntrA21.pdf>

File Description	Document
Online Admission and related activities	<a href="#">View Document</a>

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

##### Response:

The dispatch of Self-Learning Material to learners has always been a crucial aspect in the ODL system hence the university follows different strategies for this purpose. Specifically for the material distribution, it has been the experience that a single strategy does not work for the purpose so a mix of different strategies is followed to ensure the timely delivery of Self-Learning Material to the learners located in different locations.

Initially, the university used to deliver the Self-Learning Material of registered learners at respective learner support centres through hired vehicles. Later, from the last two years, the university took the services of reputed courier agencies to provide the doorstep delivery of the material at the learner's registered address in all the parts of the state of Gujarat. Later some problems were encountered in the delivery of SLM as many recipients failed to receive the material on time due to the unavailability of the network of the courier agencies in remote locations. Hence, university started delivering the SLM through Postal Services in the remote location where the network of courier service is not available but the problem remained persistent as the recipients failed to receive the material on time or non-receipt of material.

Hence the university had to revise the strategy. Presently the University follows a single mode of delivering SLM i.e. students collect the material from Regional Centre/ Learner Support Centre where they have registered, whichever is convenient to the Learner. University transports the material to its Regional Centres and Learner Support Centres and learners collect it from the nearest location. Apart from the above, if a learner finds it convenient to collect the SLM from the University's headquarter, they can easily avail the material from the Material Production and Distribution Division at the university.

Presently, the entire system of delivering SLM is automated, learners receive SMS alerts, updating them that the material has been dispatched by the University and he/she can track it on his/her own. A web application for MPDD (Material Production and Distribution Division) is also developed in-house by the computer department of the university. The objective is to automate the process of MPDD. The system incorporates modules for management of inventory of SLM (Self-Learning Material), issuing of SLM and reporting, etc. The inventory of the Self-Learning Material and other related information is being managed by Tally ERP.

In addition to the above if a learner still fails to receive the material and lodges a complaint with the University, the University, notwithstanding the fact that the material has already been issued, issues a fresh set of SLM. Though, such a practice is only in special cases.

During the period of natural disasters when the learners lose their material in substantial quantities, the University extends its helping hand by re-issue of SLM (free of cost) to the learners of such affected areas.

File Description	Document
Material dispatch related activities	<a href="#">View Document</a>

**5.1.5 Modes employed by the University to attend to learners' queries Enlist the approaches given below, used by the University to attend to learners' queries:**

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

**Response:** A. Any 8 or more of the above

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other	<a href="#">View Document</a>

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

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

**Response:** A. Any 8 or more of the above

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link to counselling schedules for current year	<a href="#">View Document</a>

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	5	4	2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	5	4	2

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Web link to Grievance Redressal Mechanism Committee for learners	<a href="#">View Document</a>

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

#### **Response:**

Since inception of the university, Dr. Babasaheb Ambedkar Open University has made consistent efforts to reach the unreached sections of Gujarat who wish to obtain Higher Education.

Vision and Mission: <https://baou.edu.in/vision-and-mission>

Potential Learners: University has classified all its potential learners for its diverse academic programmes into following target groups:

- People belonging to Scheduled Tribes, Scheduled Caste, Nomadic Tribes and Socially Educationally Backward Class
- Persons deprived of higher education in young age and aspiring to improve their qualifications now
- Special Learners: persons referred to in the Persons with Disabilities, Equal Opportunities, Protection of Rights and Full Participation Act, 1995
- Defence / Security Personnel, Ex Servicemen/War Widows
- Persons deprived of admission in conventional universities of the state
- Transgenders
- Women, particularly house-wives
- People engaged in different services, business or agriculture
- People living in rural and remote areas
- Working people who wish to improve their professional skills

In order to reach these un-advantaged groups due to educational, economic, social, geographical and other circumstances, the BAOU has so far launched academic programs for all the "less educated", "educated" and "higher educated" groups.

The University send teams of faculties and employees to different geographical locations in Gujarat to make the people aware about ODL System and programmes being offered by BAOU. It has resulted in increase in enrolment of amongst the people of Gujarat from distant, secluded and underserved areas of the state and class-3/4 employees of the university. The University had a special focus on women, special learners, transgenders, and workers in different organizations like hotels, hospitals, factories, fuel filling stations and offices, etc.

The University made special efforts to reach out to the personnel of Defence, Security Personnel, Ex Servicemen, War widows by making them aware about different courses/programmes and BAOU.

University has made efforts to educate Jail in-mates who are deprived of the access to the other modes of institutional learning, convicts who exhibit improvement in their behaviour and want to start a normal life after completing their term of imprisonment; through a skill based Certificate/Diploma programmes or through a formal Degree programme free-of-cost. University opened Special LSCs at Central Jails of different districts in Gujarat.

University's sensitization programmes included promotional visits, organization of seminars, symposia and discussion sessions in various locations of Gujarat. Leaflets, short-brochures and hand-outs were distributed, articles were written in the local news-papers and advertisements on TV channels were also broadcasted.

To bring the Transgender and Sex-workers into main stream and employ them with respectable work, University in collaboration with Department of Social Welfare, Government of Gujarat approached to Transgender community, Sex Workers and started training them for various skill-based short term courses, to make them self-reliant.

The University has joined hands with various Government Departments like Department of Social Justice and Empowerment, leading Industries like Arvind Mills and NGOs Stree Chetana, Shishuvihar, Vidyamandir Trust, Gujarat State Network of People Living with HIV/AIDS, Blind People's Association, etc. to reach out to more number of learning aspirants.

File Description	Document
List of Special Learner Support Centres	<a href="#">View Document</a>

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

**Response:** 100

#### 5.1.9.1 Number of learners with disadvantaged group benefitted by financial support

2020-21	2019-20	2018-19	2017-18	2016-17
79585	53504	44977	41370	37934

#### 5.1.9.2 Total number of learners of disadvantaged group enrolled

2020-21	2019-20	2018-19	2017-18	2016-17
79585	53504	44977	41370	37934

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link to notifications issued by the Institution	<a href="#">View Document</a>

## 5.2 Learner Progression

<p><b>5.2.1 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar</b></p> <p><b>Response: 76.53</b></p>	
<p>5.2.1.1 Number of newly enrolled learners submitted assignments in the preceding academic year</p> <p>Response: 24278</p>	
<p>5.2.1.2 Total number of newly enrolled learners in the preceding academic year</p> <p>Response: 31722</p>	
File Description	Document
List of programmes on offer	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web-link to academic calendar of the Institution	<a href="#">View Document</a>
Web-link of assignments of programmes on offer	<a href="#">View Document</a>
<p><b>5.2.2 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have registered for term end examination</b></p> <p><b>Response: 73.12</b></p>	
<p>5.2.2.1 Number of newly enrolled learners registered for term end examination in the preceding academic year</p> <p>Response: 23195</p>	
<p>5.2.2.2 Total number of learners enrolled in the preceding academic year</p> <p>Response: 31722</p>	

File Description	Document
Web-link of examination schedule	<a href="#">View Document</a>
List of programmes on offer	<a href="#">View Document</a>
List of learners (only newly enrolled)registered for term end examinations	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 62.35

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

Response: 19778

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

Response: 31722

File Description	Document
List of programmes on offer	<a href="#">View Document</a>
List of learners (only freshly enrolled)who have passed term end examination	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web-link of examination schedule	<a href="#">View Document</a>

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

**Response:** 53.17

#### 5.2.4.1 Number of freshly enrolled learners passed in the preceding year

Response: 16867

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

Response: 31722



File Description	Document
List of programmes on offer	<a href="#">View Document</a>
List of learners (only freshly enrolled)who have passed term end examination	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web-link of examination schedule	<a href="#">View Document</a>

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

**Response:** 35

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	9	8	3	13

File Description	Document
Reports of the campus placement drives	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5.3 Alumni Engagement

### 5.3.1 Percentage of passed out learners enrolled in Alumni Association

**Response:** 61.05

#### 5.3.1.1 Number of passed out learners enrolled in alumni association

Response: 48858

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

Response: 80031

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link to Alumni Association	<a href="#">View Document</a>

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

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web-link to online networks	<a href="#">View Document</a>
Web-link of the Alumni Association	<a href="#">View Document</a>

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

**Response:**

The university has a registered Alumni Association for building strong bonds between alumni and present students. The alumni supports the students through interaction, financial funding, guidance and placement.

The Alumni Association of the university is called as BAOUAA i.e. Dr. Babasaheb Ambedkar Open University - Alumni Association. It is registered under Societies Act XXI of 1860 with Registration No. F/21414/Ahmedabad in 2021. <http://jyotirmay.baou.edu.in/alumni/>

The office headquarters of BAOUAA is in the premises of Dr. Babasaheb Ambedkar Open University, 'Jyotirmay' Parisar, Sarkhej-Gandhinagar Highway, Chharodi, Ahmedabad - 382 481.

The mission of the Alumni Association is to foster a mutually beneficial relationship between the university and its alumni.

**Objectives:** The Alumni Association of the Dr. Babasaheb Ambedkar Open University was established with the following objectives:

- To encourage and promote close and mutually beneficial relations between the Institution and its alumni and as well as amongst the alumni themselves.
- To provide and disseminate information regarding their Alma Mater, its graduates, faculties and students, to the alumni.
- To initiate and develop programs for the benefit of the alumni.

- To assist and support the efforts of the university in obtaining funds for development.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.
- To organize and coordinate reunion activities of the Alumni. To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater.

#### **Activities and Contributions:**

- Alumni have donated funds to assist the needy & Merit students of the Institution.
- Distinguished alumni are included as members in the Board of Studies of various departments. They are invited for meetings to have their valuable inputs. .
- Several alumni delivered guest lectures to the existing learners on some contemporary technological developments and career guiding areas.
- The University keeps receiving feedback from the alumni from time to time, the valuable feedback received from the alumni guide the university in different directions.
- Alumni utilize various platforms such as Vande Gujarat Educational Channel to reach out to other students and fellow alumni to mentor and counsel them.

File Description	Document
Frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Details of Alumni Association Activities	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

Dr. Babasaheb Ambedkar Open University has its Vision and Mission statement duly approved by the Statutory Bodies of the University. The University makes all the efforts to achieve the Mission and be close to the guiding phrases as given in the Vision statement of the University. All the statutory bodies of the university meet regularly and take decisions in order to achieve the Mission of the University. The governance in the university has always been directed towards the Vision and Mission of the University.

**Vision:** To improve learning outcome, quality of education and to reach the unreached by creating learner-centric environment to provide life-long learning opportunity and skill up-gradation to all learners using innovative technologies and methodologies.

**Mission:** Educating and empowering the last mile learners, enhancing their capabilities to compete with the global world, providing them the upright combination of knowledge, skills, employability and values for serving society. The motto of the university is "Education for All".

The objectives of the University is to advance and disseminate learning and knowledge by a diversity of means including the use of various communication technology, to provide opportunities for higher education to a larger segment of the population and to promote the educational well-being of the community, to encourage the Open University and distance education system in the education pattern of the State.

To strive for excellence by developing an Innovative, Flexible and Open System of education using the latest methods and technologies.

The University strives to realize its vision and mission by:

1. Providing quality education at affordable costs;
2. Reaching out to learners residing in rural/remote areas in the State;
3. Facilitating learner-centric multidisciplinary course curriculum, pedagogy, and resources through technology-enabled joyful and diverse learning environments.
4. Promoting innovation in teaching-learning, research, and extension for achieving excellence for world-class competencies;
5. Providing the best quality materials using quality audio-video resources developed in-house and available through OER & MOOCs;

6. Offering various courses under Choice Based Credit System;;
7. Emphasizing on skill based courses for promoting employment opportunities.
8. Emphasizing value based competencies among learners for developing socially responsible professionals and leaders;
9. Promoting autonomy with self-accountability through participatory, transparent and value-based governance;
10. Collaborating with various Universities/Institutes/Organizations of National and International repute for advancement of knowledge and skills;
11. Addressing issues and priorities for empowering the local community with a global perspective.

Link: <https://baou.edu.in/vision-and-mission>

File Description	Document
Vision and Mission documents approved by the statutory bodies	<a href="#">View Document</a>
Report of achievements which led to institutional excellence	<a href="#">View Document</a>

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

#### Response:

At BAOU, it is believed that organization's position as leader is reflected in various institutional practices such as effective decentralization and participative management at all levels. The university structure and entire work of the university is delegated and distributed on an equity basis with various departments and committees.

**Hon'ble Chancellor:** The Hon'ble Governor of the state acts as the chancellor of the university handling the holistic functioning of the university.

**Hon'ble Vice Chancellor:** The Vice Chancellor is entitled to exercise all administrative, academic and financial powers on the activities of the university.

**Registrar Office:** The Registrar along with handling the day to day administration of the university serves as the ex-officio member secretary of the BoM. Registrar shall be the custodian of the records, common seal and such other properties of the university.

The commitment of leadership to decentralisation is reflected in the functioning of the University's Statutory Bodies and their Standing Committees which draw upon the collective wisdom and diverse experiences of national experts and internal members in framing and implementing policies

Decentralization is promoted by the leadership for the development and implementation of academic programmes as delineated below:

1. **Academic Programme Development:** Schools of Studies are the foci for all academic matters. Directors of Schools and Programme Advisory Committee, Academic Councils comprising Faculty members manage all activities related to the Programme. The School Board takes decisions on all aspects of Academic Programmes. Research Degree Programmes are implemented under the guidance of the Research and Development Committee.

2. **Academic Programme Implementation:** The leadership manages effectively the decentralized three tier structure of the University comprising Headquarters, RCs and LSCs for implementation and delivery of Programmes, which involves providing academic and administrative support to learners for pre-admission counseling, academic counseling, evaluation, placement, etc.

**Schools of Study:** University has four schools, they have main functions of designing the new academic programmes, Content Development, Video Content Development, Preparing MOOCs, OER, Examination Activity and other relevant academic activities to be handled.

**Academic Planning Board:** It looks after various academic activities of the university. The Director Academic looks into the smooth functioning of various departments like Library Department, Material Production and Distribution Division, Centre for Electronic Media Production. Even various committees like Library Committee, Studio Committee, and Credit Transfer Committee have also been formed to execute various academic activities.

**Management of LSCs:** Learner Support Service division manages affairs of the RCs and LSCs. RCs further decentralise management of the LSCs. All the services related to making the LSCs effective places of learning, provisions of all relevant services including counselling, audio-visual facilities, personal contact programmes etc. are made at the LSCs by the University.

Financial decentralisation is reflected in delegation of financial powers to the Officers of the University. Considerable autonomy is accorded by the leadership to different units in deciding the budgets and expenditure for specific activities.

**Feedback Mechanism:** The University gives utmost importance to feedback and inputs received from the learners in making the management more responsive and participatory.

File Description	Document
Information / documents pertaining to leadership	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

#### **Response:**

University is organizing “Chintan Shibir” to discuss the activities carried out by various Schools/Divisions to achieve the objectives and goals of the university in accordance with the Vision and Mission document of the university.

The BoM is responsible for approving overall strategic plans and monitoring the University’s development in accordance with the Vision, Mission and Objects of the University. The annual and long-term strategic plans spell out specific objectives, deliverables, financial, infrastructural and human resource requirements for Schools/Divisions, RCs, and LSCs, augmentation of infrastructure and facilities including ICTs, increase in workforce, expansion of student support network, increasing the reach, etc.

The practices followed by the University for development, deployment, monitoring and assessment of its strategic plans are:

#### **1. Methodology Adopted for Developing Strategic Plan:**

University has adopted a strategy to develop long-term plans (3-5 years) and a document for the same is formulated with inputs from Schools and Divisions responsible for development, delivery and implementation of all activities pertaining to teaching-learning.

To prepare the strategic plan document following criteria are being considered:

- a. Governance Reforms
- b. Administrative Reforms
- c. Academic Reforms
- d. Admission Reforms
- e. Examination Reforms
- f. Digitalization
- g. Financial Reforms
- h. Infrastructural Reforms
- i. Research and Innovation
- j. Start-Ups and Entrepreneurship Policy
- k. Career Guidance, Placement Cell and Employability

## 1. Collaboration with Academic and Industrial Institutes

m. Faculty and Student Development Programme

n. Co- Curricular Activities

Accordingly, short-term (100 days) and mid-term (365 days) plan documents specifying quarterly/annual targets and achievements for Schools/Divisions/Centres and RCs are also prepared. All proposals and activities are compared against the University's goals, optimization of resources, appropriateness, value addition and approved by the relevant statutory body before being implemented to ensure that the plans are aligned with the University's goals.

**2. Mechanism for the Deployment of the Strategic Plan:**

The strategic plans approved by the statutory bodies are communicated to respective Schools/Divisions/Centres/Units for implementation. Action Taken Reports are sought by the statutory bodies to keep a close watch on the process of deployment.

The strategic plans for Academic Programmes deployed by the Schools of Studies are in a series of phases reflecting: (i) Programme Proposal, (ii) Programme Development, (iii) Programme Launch. Each phase requires the approval of statutory bodies. Similarly, planned activities for Divisions/Centres/Units are deployed with appropriate timelines.

**3. Monitoring and Assessment of the Deliverables:**

The mid-term and short-term plans as well as quarterly and annual outcome budgets are the mechanisms adopted by the University for monitoring and assessment of the deliverables in all activities. These are collated with inputs from Schools and implementing Divisions and the progress is monitored against given criteria.

The Student Support Services Committee monitors the implementation of the strategic plans at RCs and LSCs. The administration division and academic coordination division collates all information in respect of monitoring and presents the deliverables in the Annual Report which is approved by the BOM and subsequently placed before the State Government every year.

File Description	Document
Perspective / Plan and deployment documents	<a href="#">View Document</a>
Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables	<a href="#">View Document</a>

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



**Response:**

The Hon'ble Governor of the State is the Chancellor and is the apex authority. The Vice-Chancellor is the principal academic and executive officer of the University. The Board of Management, the Academic Planning Board, the Academic Council, the Schools of Studies, and the Finance Committee constitute the Authorities of the University. The Directors of Schools, Registrar, and Finance Officer are the other Officers of the University.

The powers and functions of the Authorities, Officers and other functionaries of the University are stipulated in the BAOU Act, Statutes, Ordinances and Regulations.

#### 1. Effectiveness and efficiency of functioning:

The policies, administrative setup, appointments, service rules, procedures, etc. are geared towards effective and efficient functioning of the University as outlined below:

**Policies:** The policy of synergy with the national/state higher education system and resource sharing followed by BAOU for effective use of national/state resources for teaching-learning; the policy of sharing of expertise in Programme development and resources in delivery for enhanced efficiency; the policy of digitalization for content development and delivery, student support and administrative activities for greater reach and effectiveness.

**Administrative setup:** The Vice Chancellor supervises and exercises control over the affairs of the University and gives effect to the decisions of all the authorities of the University. The Registrar is the custodian of the records, common seal and other property of the University. The Finance Officer exercises general supervision over the funds of the University and advice in regard to its financial policy. The Director-Schools-of-Study is responsible for Academic Programmes deployed by the Schools of Studies in phases reflecting (i) Programme Proposal, (ii) Programme Development, and (iii) Programme Launch. The Director-Academic deals with the matters relating to the overall academics of the University including, courses and programmes, instructional materials, academic calendar, and Material Production and Distribution. The Director-Learner-Support-Services deals with the overall functioning and performance of the Learner Support Centres. The Controller of Examinations is responsible for managing and conducting the examinations of the University.

**Procedures:** Clearly spelt out rules and procedures for conduct of meetings of statutory bodies, establishing and monitoring Study Centres, purchasing library books as well as other goods and services are implemented. Well laid down procedures and Manuals for developing SLMs, conducting research degree programmes, student registration and evaluation, re-evaluation, as well as for training of functionaries such as Programme/Course Coordinators, Regional Directors, LSC Coordinators, Academic Counsellors, etc., aid in standardization, and uniform implementation.

**Appointments, service rules, etc.:** Appointments in the University are made strictly as per the provisions of the BAOU Act and Recruitment and Promotion Rules approved by the Board of Management. The appointment and promotion rules of the University for the Relevant Cadre are in conformity with the UGC regulations and State Government rules. The service conditions and disciplinary measures are governed by well-established service rules, leave rules and regulations. The Establishment Committee oversees the service matters and the Grievance Redressal Committee addresses the grievances of the employees and students.

File Description	Document
Minutes of the meetings of various bodies / relevant committees	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Report of the preceding academic year	<a href="#">View Document</a>
Organogram of the Institution	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>

## 6.3 Faculty Development or Empowerment Strategies

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

**Response:**

The University is committed towards the welfare of its employees; hence University has specific **Policy on Welfare Measures**. The policy applies to all employees of the University. The following measures have been taken up by the University for the benefit of its employees.

**Health and Life Insurance Benefits:** University is providing medical benefits to employees through medical reimbursement/health insurance schemes. All the staffs of the university are insured with government health life insurance and group insurance policy. The premium for the same is paid by the University.

University has setup **Staff Welfare Fund** for the benefit of the staff members.

**Canteen facility:** University provides canteen facilities where quality food is served at subsidised rates.

**Day-care-centre (Crèche):** University has Crèche facility for employees. University recognizes that child-care is not just responsibility of women and families but also of university in public sphere. University has

provided Day-Care-Centre facility on campus with nominal fees.

**Special room for women employees:** Special room has been arranged for women employees specially the lactating mothers and women facing health issues.

**Recreation centre:** University has constructed a recreation centre for employees at the headquarters.

**Leave rules for Faculty and Staff:** Leave rules to teaching and non-teaching staff are applicable as per the Ordinances of the University. It includes study leave, duty leave, special leave, academic leave, maternity/paternity leave, child-care leave and medical leave along with other admissible leaves.

**Leave Travel Concession (LTC):** LTC has been adopted by the University as provided to the State Government employees.

**Pension/NPS/CPF and other statutory retirement benefits:** The University has the provision of Pension/NPS/CPF and other retirement benefits for the welfare of its employees.

**Internal-Complaints-Committee:** The University constituted an Internal-Complaints-Committee for its employees to address any complaint of the University.

**Distribution of Free Groceries to Multi-Task-Force/Security/Drivers and Housekeeping Staff:** University stood behind its employees, during COVID-19 Pandemic Lockdown situation, distributed free groceries to the Multi-Task-Force/Security Staff/Drivers and Housekeeping staff.

**Establishment of On-Campus Corona Test Centre:** To take precautionary measures against spread of COVID-19 amongst all the employees, the university took initiative to get the employee tested for COVID-19 Antigen Test in the university premises on a regular interval. University conducted 04 camps for the Antigen Test of all the employees.

**Establishment of On-Campus Corona Vaccination Facility:** University took initiative for the wide spread awareness of the COVID-19 vaccination through Website, Social Media and pasting banners at major locations of the university. In association with the local Municipal Corporation, BAOU arranged COVID-19 Vaccination Camp at University premises to get all the staff vaccinated.

**Legal Advice to Women Employees:** The University WDC took initiatives to offer free legal advice for the various challenges in day to day life of the women staff.

**Health/Medical Consultation for all the Employees:** University organizes seminars related to mental wellness and activities related to Yoga on a regular interval. It organizes free health and medical check-up and consultation camp at the university premises for faculties and staff.

File Description	Document
Policy document on welfare measures	<a href="#">View Document</a>
List of beneficiaries of welfare measures	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 11.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	4	4	2

File Description	Document
Letters to teachers and other academics provided with financial support to attend conferences, workshops etc	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response:** 14.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	20	12	5	3

File Description	Document
Schedules of programmes organized for teachers, other academics and non-academic staff	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response:** 41.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	44	0	1	1

File Description	Document
Letters to teachers and other academics attending PDPs over the last five years (Data Template)	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response:** 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	2	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
148	147	141	136	130

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>

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

#### Response:

The University has a well-defined policy of performance appraisal system for teachers, other academics and non-academic staff.

Teachers and Other Academic: The performance appraisal system for teachers and other academics of the University for Career Advancement is, in accordance with the

- (i) Ordinances 23 on System of Annual Self-Appraisal Report of the Teachers,
- (ii) Career Advancement Scheme (CAS) of Teachers, and
- (iii) Career Advancement Scheme (CAS) of Academics, respectively.

For promotion under CAS, a teacher/academic submits Performance Based Appraisal System (PBAS) proforma, in accordance with UGC template, supported by credentials as per the Academic Performance Indicator (API) guidelines set out in the Regulations, and duly authenticated by competent authority.

The promotions of teachers and academics are made on the recommendations of a Screening-cum-Evaluation Committee/Selection Committee as per the statutory provisions. The recommendations are placed before the BOM of the University for Approval. The University maintains the updated Seniority lists of teachers and other academics.

Non-academic staff:

Performance appraisal for non-academic staff of the University is followed systematically for all upward mobility based on the assessment of the employee's Annual Performance Appraisal Report which has to be submitted to the respective Reporting Officer and which is concurred by the Reviewing Officer.

Employee's performance is assessed on a 10 point scale and Confidential Report (CR).

Performance Appraisal (System of Annual Self-Appraisal Report of the Teachers):

The assessment of performance of teachers is done on the basis of his/her annual Self-Appraisal Report (ASAR).

The Annual Self-Appraisal Report (ASAR) will be submitted by the concerned teacher in prescribed form by university with the approval of the Vice Chancellor. The form shall provide wide range of activities in the area of programme development, programme delivery, research etc. in which teachers are involved.

Verification of the data provided by the teachers in their ASAR will be done by a senior teacher/unit head

nominated by the Director (Acad) or (SS), who is most familiar with the work of the teacher whose self-appraisal is to be verified.

The Annual Self-Appraisal Report of the unit-heads will be verified by the Director (Acad) or Director (SS) as the case may be. And that of Directors by the Vice Chancellor.

If there is any disagreement on any of the statements made in the ASAR, the verifying authority will specify the precise nature and extent of disagreement and communicate the same to the teacher concerned.

Any written representation made by a teacher against any disagreement by the verifying authority shall be considered by the director concerned in consultation with the verifying authority and the teacher concerned. The corrections/changes made as a result of such consideration shall be recorded separately by the concerned Director in the report.

If the dispute still persists, the teacher concerned may represent the matter before the Vice Chancellor, who may appoint a Committee of Appeal to look into the matter and its decision shall be final.

File Description	Document
Document on promotion/CAS for teachers, other academic and non-academic	<a href="#">View Document</a>
Performance appraisal policy of the Institution	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The University has predefined mechanism for internal and external audits of the financial transactions to ensure financial compliance. Internal audit is conducted yearly by a team of staff under the external appointed chartered accountant firm. They do a thorough check and verification of all the transactions that are carried out in each financial year. The finance committee thoroughly verifies income and expenditure details and the compliance report of internal audit are submitted to the Board of Management.

Internal and External financial audits are a statutory obligation on part of University because it is established by the State Government. The Finance Officer is responsible for the management of internal audits of the University. The External audit is carried out by the local fund audit authorities as per the statutory requirement as well by the Comptroller and Auditor General of India, Government of India. They may also inspect the financial decisions and administrative orders related thereto.

The Internal audit of the University is carried out by a firm of Chartered Accountants that checks and verifies the incomes, expenditures and the balance sheet of the University, as prepared by the accounts section of the University. Finally, the audit firm issues an audit certificate mentioning the main points related to their observations.

The Statutes (S.13) also contain the provision of a Finance Committee which deliberates upon all the matters involving the financial transactions, budgets etc. A representative of the financial services of the State Government and a nominee of the Board of Management also participate in the meeting of the Finance Committee. Annual accounts of the University are presented in the Finance Committee and it deliberates upon these documents and gives its opinion. The powers and functions of the Finance Committee are given in Statute 14 of Dr. Babasaheb Ambedkar Open University.

The Annual Accounts of the University are prepared every year in the prescribed format approved by the finance committee. These accounts are placed before the Finance Committee and the Board of Management (BOM) before being published in Annual Reports and presented to the State Government every year.

The accounts of the university are being audited by the local fund audit authorities as per the statutory requirement as well by the Comptroller and Auditor General of India, Government of India.

The audit of Annual Accounts is being done by the officials appointed by Comptroller and Auditor General of India, Government of India. The officials issues an Audit Report along with the comments on the functioning of the University which is placed before the State Government for their consideration.

A brief of the audited Annual Accounts of the University is included in the Annual Report of the University. In order to ensure transparency, the University places the audited Annual Accounts in public domain on the official website (<https://baou.edu.in>). The audited Annual Accounts of the University for the last five financial years, viz. 2016-2017, 2017-2018, 2018-2019, 2019-20, and 2020-21 can be accessed at <https://baou.edu.in/annual-reports>

File Description	Document
Policy on internal and external audit mechanisms	<a href="#">View Document</a>
Financial audit reports over the last five years	<a href="#">View Document</a>

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

##### Response:

The University has adopted a **Resource Mobilisation Policy** in 2021 which was recommended in the 4th Meeting of Centre for Internal Quality Assurance (CIQA) Committee and approved in the 56th meeting of the Academic Planning Board.

The objective of Policy is to develop structure of nurturing and enhancing the University's resources, creating models for their sustenance and to encourage and enhance flow of resources coming from the society for development of the University. It also emphasises on encouraging stakeholders of the University to mobilise resources and facilitate participation as well as contribution of society in its development. The policy has a rather broad idea of resources of the University, which includes financial, human, academic as well as technical resources.



Resource mobilization is the process of getting resources from resource providers, using different mechanisms to implement the organization's work for achieving the predetermined organizational goals. It deals in acquiring the needed resources in a timely-cost effective manner. Resource mobilization advocates upon having the right type of resource, at the right time, at right price with making right use of acquired resources thus ensuring optimum utilization of the same.

The Resource mobilisation policy document serves to identify the resources available for various programs for efficient management of funds and to widen the resource base for the attainment of the set goals. The various departments under the leadership of Hon'ble Vice Chancellor coordinate and monitor the optimal utilisation of the funds for the promotion of learner centric ecosystem.

### **Strategies and Institutional Arrangement:**

**Funds Mobilisation:** On the basis of programme offered, Faculty requirements, Lab/library/ material need and infrastructural need, the details of funds requirement will be examined and consolidated at university level by Academic Planning Board, Finance Committee and Board of Management. A Resource Mobilization Plan will be made and put before the Board of Management.

**Equipment & Material Resources:** Based on the Strategic Plan the requirement of equipment & material resources will be worked out by respective departments in School Academic Council and consolidated at university level by Academic Planning Board and Board of Management.

**Appointment of Teachers:** The posts of Assistant Professors, Associate Professor and Professors are laid down by relevant regulating authorities like UGC, DEB, AICTE, NCTE etc. Posts as prescribed by regulating authorities for the department to operate programmes will be approved by the State Government. For any additional requirement or to fill up the vacant posts the matter will be taken up with the Board of Management and process will be initiated for the recruitment process.

### **Optimum Utilization of resources basically involves the following steps:**

Depositing funds collected through various sources at centralized level and permitting their utilization after due audit process and within laid down restrictions.

Sharing by various teaching departments of physical and infrastructural resources available with various teaching departments and at central level.

Deputing various academic and non-academic human resources at various teaching departments and administrative offices of the university as per changing needs and structure of university.

File Description	Document
Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council	<a href="#">View Document</a>
Procedures for optimal resource utilization	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 55.85

#### 6.4.3.1 Total expenditure on learner support services

2020-21	2019-20	2018-19	2017-18	2016-17
1224.26560	749.78030	1435.16215	503.38268	366.07464

File Description	Document
Statement of expenditure over the last five years	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Details of the activities of CIQA listed below:

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

**Response:** A. More than 5 of the above

File Description	Document
Scan copies of programme schedules	<a href="#">View Document</a>
Reports of the activities	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

#### **Response:**

University has taken various initiatives for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, feedback collection, administrative reforms and financial management etc.

As impact analysis for quality improvement needs timely review of the university performances, collection and analysis of huge amount of data.

#### **Domain of Institutional Reforms: Learners' Performance**

##### **Key Interventions:**

- Implementation of “Eklavya” Learners Support Portal is a unique platform for learners to have access to all the information of the programme enrolled by the learner. <http://digitalbaou.baou.edu.in/BAOU-ERP/students/login.aspx>
- Institutionalisation of the e-Grievance /Online Complaint <http://student.baou.edu.in/baou-support/grievance/home.aspx>
- Establishment of “Gurukul” Model Learner Support Centre
- Establishment of “Atri” Special Learner Support Centre
- Providing additional facilities like concession/waive of fees to Disadvantaged learners like Jail inmates, transgender, persons with disabilities and women learners

##### **Outcome/Impact:**

- Interventions aim at improving the **learner-facilitator linkage**, which, in turn, improves: 1. Enrolment 2. Completion and 3. Performance
- An enormous increase in the number of females and disadvantage group taking admission and pursuing higher education

#### **Domain of Institutional Reforms: Teaching-Learning**

##### **Key Interventions:**

- Revision of Curriculum and content of all the Programmes
- Introduction of various new conventional and professional programmes
- Admissions to any of the programmes round the year
- Availing majority of the programme online through University's own LMS <https://baou.edu.in/omkar-e>
- Development of Audio-Visual Learning materials for all the programmes and courses and making them available through a dedicated YouTube channel <https://www.youtube.com/c/baougujarat>
- Availing various e-Resources like Programme Guide, Syllabus, eSLM, Video Lectures, Audio Lecture to the learners from a single repository. <https://baou.edu.in/eresources>

- Use of Virtual Conference/Meeting Tools for the Counselling
- Streamlining of the latest video content to the learners through Vande Gujarat Educational TV Channel
- Adoption and Implementation of Institutional OER Policy
- Web-casting the content through Social Media

Outcome/Impact: The Impact Assessment Study shows that the initiatives has resulted in improvement in quality intake and enrolment of learners improvement in retention and completion of programmes by learners, and improvement in the learner performances in view of the above the assessment concludes that the initiatives and interventions have been evidently effective in yielding the desired outcomes as envisaged through the underlying theory of change.

### **Domain of Institutional Reforms: Assessment Process**

Key Interventions:

- Adoption of examination reform and monitoring mechanism by way of implementing highly secured and transparent examination system
- Adoption of Standard Operating Procedures for the conduct of examination
- Implementation of On Demand Examination mechanism
- Use of ICT in conduct and management of Examination System including Online Examination, Declaration of results in record time of 15-25 days, Submission and Evaluation of Assignment Online, Filling of Examination Form Online, Online Admit Card for Examination, Online Submission of Internal Assessment Marks, Provision for E-marksheets
- Adoption of Credit Transfer Policy

Outcome/Impact:

- An enormous increase in the number of leaners for taking examination during regular term and completing the programme on time.

### **Domain of Institutional Reforms: Learning Outcomes**

Key Interventions:

- Designing of Programme with relevance of Programmes to Local/Regional/National and Global Needs
- Implementation of Outcome Analysis of Programme Specific Learning Outcomes and Course Learning Outcomes
- Mapping of Curricula to Programme Outcomes

Outcome/Impact:

- The learners interest in enrolling various programme have got increased as the programmes and courses are very well mapped with objectives and outcome with region/global needs

### **Domain of Institutional Reforms: Research**

Key Interventions:

- Implementation Research Promotion Policy
- Adoption of Code of ethics Policy to improve quality in Research
- Implementation of Research Mobilization Policy
- Launching of Full-fledged MPhil and PhD Programme
- Research Grants - Special funding for faculties to conduct Minor and Major Research Projects; and encouraging researches in various fields.
- Establishment of 'Gargi - Centre for the Holistic Development of Women' which works for women's education, employment, extension, and excellence.
- Gargi – Research Fellowship for Women
- Dr. Babasaheb Ambedkar Research Fellowship for SC/ST Learners
- Establishment of Gujarat Asmita and Research Centre
- Signing of an MoUs with institution of National, International importance and other universities, institutions etc. for research collaboration.

Outcome/Impact:

- The interest for the research amongst faculties have increased
- More number of learners have shown interest in enrolling for the M.Phil. and Ph.D. Programmes

**Domain of Institutional Reforms: Feedback Collection**

Key Interventions:

- Introduction of multi-pronged feedback mechanisms
- Conduct of Stakeholders' Feedback Survey

Outcome/Impact:

- The university teaching and learning system has become more transparent which has resulted in taking new initiative for Learner Support Services.

**Domain of Institutional Reforms: Administrative Reforms**

Key Interventions:

- Adoption of Standard Operating Procedure and Management of Learner Support Centre
- Adoption of e-procurement through nProcure and GeM Portal

Outcome/Impact:

- The university administrative has become more transparent which has resulted in procurement of latest product and services as per requirement.

**Domain of Institutional Reforms: Financial Management**

Key Interventions:

- Adoption of Resource Mobilisation Policy
- Adoption of Internal and External Audit Policy
- Implementation of Cashless Financial Transaction Mechanism by configuring payment gateway at all the level of fees collection and making payment through online mode only

Outcome/Impact:

- The financial transaction for the learners have more become more easy and user friendly.
- The university financial operations and management has become more transparent which has resulted in effective way of resource mobilization.

File Description	Document
Relevant Reports/Minutes approved by concerned Authorities	<a href="#">View Document</a>
Documents / information on the process and results of Impact Analysis	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 70

7.1.1.1 Total number of initiatives undertaken by the Institution

2020-21	2019-20	2018-19	2017-18	2016-17
25	15	12	9	9

File Description	Document
Report(s) of the event(s)	<a href="#">View Document</a>
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	<a href="#">View Document</a>
List of initiatives undertaken by the Institution	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response:**

BAOU is committed towards the promotion and practice of the ideals of safety, security, social and natural justice, human dignity and rights of all human beings. It realizes the significance and the need for having a Gender Amity and Anti Sexual Harassment mechanism.

To ensure implementation of policy for the same, the University has constituted two committees:

1. Committee for Prevention of Sexual Harassment at Workplace (CPSHW)
2. Internal Complaint Committee (ICC)

in accordance with the UGC (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015.

**Safety and Security at the workplace:** University takes all possible measures for physical and social safety and security of both the women employees and learners within the campus. The CCTV Surveillance systems are installed at all the buildings and departments of the University.

**Grievance redressal for sexual harassment at work place:** Committee for Prevention of Sexual Harassment at Workplace takes care of the social security not only for the persons associated with BAOU main campus but also takes care of the students, employee working at Regional Centres and Learner Support Centres.

**Provision for redressal for sexual harassment at work place:** The Internal Complaints Committee is in place and an employee can contact the Chairperson, ICC, BAOU either through a dedicated mail and/or phone number.

The installation of a complaint/suggestion box in the campus has been carried out by the ICC of the University authorities to indicate that complaints of the learners and employees are to be taken care of with utter seriousness thereby ensuring gender equality within the campus.

**Counselling:** BAOU has a policy to do the counselling in various levels engaging professional counsellor etc. It takes a proactive role in creating social, physical and psychological environments and awareness. Counselling is provided to encourage the learners/staff for early reporting of any experience regarding sexual harassment or gender conflict. Psychologist, Legal Advisor, Gynecologist are invited.

BAOU organizes a gender sensitization programme at regular intervals to educate the women learners and staff about the legal contraption. Experts from domain specific areas are invited to share their ideas and experiences with the participants over different issues.

To uphold Women's Right to protection against Sexual Harassment, Right to Livelihood and to create healthy and secure environment, Women Development Cell had organizes various seminars/workshops as listed in the report.

**Common Room/Day care centre(Crèche):** To keep the privacy as well as to eliminate unwanted incidents, University maintains separate common rooms for girls. Apart from these every Department of the University has a separate common room for Faculty members.

BAOU recognizes that child care is not just the responsibility of women and families but also of university in the public sphere like the University where workers/students, especially women who are also parents are constrained by the simultaneous responsibilities of childcare and work. Hence the University has provided for the Day Care Centre on the campus with nominal fees to encourage more working women.



File Description	Document
Specific facilities provided for women as listed above	<a href="#">View Document</a>
Notification of Committee of Prevention of Sexual Harassment at Workplace	<a href="#">View Document</a>
Minutes of the meeting of the Committee	<a href="#">View Document</a>

### 7.1.3 Disabled friendly amenities are available in the Institution

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

**Response:** A. Any 7 or more of the above

File Description	Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	<a href="#">View Document</a>
List of amenities available in the institution for PwD	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Access audit report, if available	<a href="#">View Document</a>
Link to photos and videos of amenities for PwD	<a href="#">View Document</a>

**7.1.4 Green practices are being implemented in the Institution over the last five years 1. Smoke free campus 2. Plastic free campus 3. Paperless office 4. Rainwater harvesting 5. Waste management 6. Renewable energy initiatives 7. Energy efficiency practices 8. Any other**

**Response:** A. All of the above

File Description	Document
Photographs of green initiatives	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Green audit report of the University	<a href="#">View Document</a>
Audited reports of details of green initiatives and expenditure	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Photographs of green campus	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Award for the green campus	<a href="#">View Document</a>
Audited reports of expenditure details of initiatives taken for a green campus	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Reports on environment and energy audits	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.7 Stakeholders code of conduct exists in the Institution**

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

**Response:** A. All of the above

File Description	Document
Institution code of conduct for teachers and other academics	<a href="#">View Document</a>
Institution code of conduct for non-academic staff	<a href="#">View Document</a>
Institution code of conduct for LSC functionaries	<a href="#">View Document</a>
Institution code of conduct for Learners	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

### 7.1.8 Core values of the Institution displayed on its website

**Response:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 46

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

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

File Description	Document
Reports of activities	<a href="#">View Document</a>
Photographs of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response: 81**

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	24	8	9	6

File Description	Document
Reports of activities conducted for promotion of universal values	<a href="#">View Document</a>
Photographs of activities	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

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

**Response:**

The University celebrates all national festivals with great fervour imbibing the spirit of patriotism and social cohesion among the faculty, staff.

**Independence Day (15-August):** Independence Day is celebrated with great fervor at the University Headquarters and all its Regional Centres. The National Flag is hoisted by Hon'ble Vice Chancellor of the University.

**Republic Day (26-January):** The entire University community takes part in the official ceremonies as per the protocol of The Government of India and also as per the established practice of the University. On this day the University fraternity reviews its performance in different areas and renews its pledge to work with new targets and deadlines.

**Birth Anniversary of Dr. Babasaheb Ambedkar (14-April):** The University is named after Bharat Ratna Hon'ble Dr. Bhimrao Ramji Ambedka (known as Babasaheb Ambedkar). He was Chairman of the Constituent Drafting committee, independent India's first Minister of Law and Justice, and considered the chief architect of the Constitution of India.

It is the befitting time to remember his contribution as an architect of the Constitution of India. At the Headquarters, the Vice-Chancellor offers homage to Dr. Babasaheb Ambedkarji by garlanding his statue. The other dignitaries, officers and employees are also joining. On this day the university also organizes National/International seminar on Dr. Babasaheb Ambedkar Thought and Life.

**Mahatma Gandhi Jayanti (2nd October):** To commemorate the Birth Anniversary of Father of the Nation, Mahatma Gandhi BAOU observes Swachh Bharat Abhiyan on 2nd October every year. All the Officers, Faculty Members and other staff of the University gather in at Gautam hall, the programs related to the prayers are recited and a Memorial Lecture is delivered by some internal or external experts.

**International Day of Yoga (21st June):** It is celebrated on 21st June as per the National protocol every year. Since the University has a very vibrant Department and Learner Support Centre of Yog Science, the celebrations are marked by a large number of events by the learners of the department of Yog Science.

**National-Unity-Day(Rashtriya-Ekta-Diwas) (31-October):** It is celebrated on October 31. The day is observed with patriotic events to mark the birth anniversary of Sardar Vallabhbhai Patel – the man who played an important role in the unification of India. He is popularly known as the “Iron Man of India”.

**Teachers’ Day (5-September):** On every 5th September, Teachers’ Day is celebrated at Headquarters, Regional Centres and Learner Support Centres. Teacher's Day is marked in honour of Dr. Sarvepalli Radhakrishnan, India's first vice president and second president, who was born on September 5, 1888. Since 1962, India has commemorated Dr Radhakrishnan's birth anniversary by paying tribute to teachers and gurus.

**Constitution Day (26-November):** Constitution Day or Samvidhan Divas, also known as National Law Day, is celebrated by the university on 26-November as per the national protocol every year to commemorate the adoption of the Constitution of India.

Apart from the above specific days and events, a large number of other events are celebrated either as per the directions of MHRD/UGC/University.

File Description	Document
Reports of activities	<a href="#">View Document</a>
• Photographs of activities	<a href="#">View Document</a>

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

##### **Response:**

Dr. Babasaheb Ambedkar Open University was established by the Act No.14 of 1994 passed in the Gujarat State Legislative Assembly. BAOU is a public University and is governed by the rules, policies and procedures as laid down in the Act, Statutes and Ordinances of the University on the resolution in the BoM. Further, instructions of the State Government, Central Government, UGC(DEB), and other regulatory authorities are strictly followed. The university maintains complete transparency in its financial, academic, administrative and auxiliary functions.

Board of Management, comprises representatives from State Government, Members nominated by Hon’ble Governor of Gujarat, Experts from other Open University, Academic representative, Directors etc.

Academic Planning Board of the University is the principal academic and planning body of the university. It is responsible for the maintenance of standards of learning, education, instruction evaluation and examination within the University and shall also be responsible for the monitoring of the developments of the University.

The Annual Report is jointly prepared by the Administration Department and Finance Department which is further approved by BOM and sent to the State Government.

The budget of the university is discussed in the Finance Committee which comprising representation from BoM, which is approved by BOM and the income and expenditure is published in the Annual Report.

Building and Works Committee comprising representation from BoM looks after both Original Works and Repairs & Maintenance of the University buildings and Campus. The details of functions, responsibilities of the Committee and other related matters prescribed in the Regulation.

IT Committee functions to take the decisions regarding various requirements of the University's Information Technology Enabled Student Centric Services also to provide guidance on various procurement of IT Infrastructure. External experts are members of the said committee.

Purchase Committee: it manages the task of purchase of items, services for the University and AMC of all the equipment procured. The Purchases are made as per rules and regulations of the State Government

Curriculum Design, development and delivery of programmes is comprehended and approved by concerned School Academic Council, and Academic Planning Board.

Admission policies are decided in the meetings of the Admission Committee. Before start of admissions, it is published in the form of 'prospectus' (available online). Rules, policies and academic calendar are adhered to in actual practices resulting in complete transparency in admission policy.

SC/ST Cell monitors the implementation of the reservation policy of the Government of Gujarat and facilitates welfare activities of learners.

Examination related matters are decided in the Examination Committee meeting. The ordinance of Conduct of Examination and Evaluation of the Student Performance is strictly followed for the examination process.

The University has brought in more transparency through a Digitization of functions of all the departments. The University through its websites and newspapers make available all information related to the stakeholders.

BAOU has a separate Student Grievance Redressal and Management System, an automated web-based, integrated, IT solution to attain the grievances of the learners/staff.

The university has a cashless campus.

File Description	Document
Policy document (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

**A. Responsiveness towards learners:** The institution has a dedicated online/offline helpdesk and Toll-Free number

Service Standards of the university are:

1. Treat every student with respect and courtesy
2. Be responsive to learners' requests or queries in the shortest possible time
3. Be clear and helpful in dealing with students
4. Deal with learner complaints quickly in an honest and lawful manner
5. Answer learner queries promptly and identify what students expect from us.

To accomplish all of the above service standards, university uses various modes to respond to the learners' for various services

**Automated interactive voice response system:** University has set up an automated interactive voice response system through which students are being directed to specific departments so that they may address the query to the respective department.

**Call Centre:** The University has established an online call centre to provide in-time response to the learners; any student can call on toll free no. 1800 233 1020 to get the details of his desired query.

**Online Help Desk:** The University has established dedicated online and offline help desk for the learners, for which university has indigenously developed web portal "Ekavaya – Student Support Portal " addressing the learners' query and providing all the required information for the learner.

**Social Media:** University has made its significant presence on renowned social media platforms like Facebook, Twitter, Instagram, YouTube, Telegram and Whatsapp. University's general notification to the learners and all the stakeholders are posted on these social media platforms too with mails.

**App based support:** University has developed and hosted Mobile Applications to provide all the necessary information to the learners and other stakeholders on his/her figure tip.

**Chat Box:** The website of the university is equipped with a chat box where learners can ask his/her queries which are answered by the automated system.

**Email Support:** University has set up department specific email-ids and published on to the

helpdesk/contact section of the university website. Learners can write to these email ids to get the resolution of any of his queries.

**Interactive radio counselling:** University has set up web based radio called Swadhyay Radio, where learners can listen to various informative sessions of his/her choice at anytime, anywhere. However, the live broadcast through Interactive Radio Counselling is provided on radio by invited experts from Chaitanya studio.

**Teleconferencing:** University uses all kinds of IT tools to reach out to its learners. When there is less possibility to connect to the learners due to unavailability of the internet connectivity at learners' side to provide learner centric counselling services and other related information university uses teleconference facility. Hence, the university has subscribed to conference bridge services.

**Web-conferencing:** University provides internet based Webinars/Web conferencing services to learners in all the programmes to enhance the learning experience of the learners through Google Meet, Zoom Meeting, Zoom Webinars Webex Meeting, Webex Events and Microsoft Teams.

**Student Services Centre/Inquiry Counter:** University has setup dedicated Student Service Centre/Inquiry Centre at University Headquarters and Regional Centres for online and offline resolution of learners' problems communicated in person or through email, phone and letters, etc. University has also set up Call Centre at Headquarters for the same.

**ASK-ME kiosk** is an internet enabled digital touch screen device displaying detailed information about the university free of cost. The learner can retrieve all the information related to his/her courses, current progress, admission status, results, grade cards, examination schedules and other information. This device is installed at every public place.

**Student Information Desk:** All the Regional Centres are equipped with a student information desk to get all the required information in a spontaneous manner. University computer centre sends SMS alerts regarding induction programmes, counselling sessions, re-registration, registration for Laboratory courses, registration for examination and all the relevant alerts for the students etc.

**Postal communication:** All the physical communication to the learners are being done through Registered A.D. / Speed Post only to ensure timely and assured delivery of the learners' documents like mark sheet, degree certificate, migration certificate and any other required documents.

The university is very much sensitive and responsive towards learners and it is reflected in the practices of Pre-admission counselling, conducting Induction Programmes, distribution of print self-learning material and online SLMs through eResources section on the university website, use of social media like Facebook @BAOUGujarat, Twitter @BAOUGujarat, Instagram @BAOUGujarat, Youtube @BAOUGujarat, Telegram @BAOUGujarat etc., providing academic counselling supplemented with audio-video programmes at LSCs, broadcasting video programmes, teleconferencing, webcasting, etc, allowing easy change of courses, language, Study Centre, Regional Centre, etc., Examination Centres;

: University has indigenously developed a web based solution, Grievance Redressal Management System to reduce response turnaround time to student grievances. The Learner Support Service Section replies to the queries and redresses student grievances that are received either in person or via regular post, e-mails/SMS, WhatsApp, telephone calls and online portals. Recently all the student grievances have been



linked to the Grievance Redressal Management System of the university to redress their grievances more transparently and efficiently. Learners are advised to submit their query/ grievance on the Grievance Portal at <http://digital.baou.edu.in/grievance>.

The Student Support Section, categorizes the grievances and forwards queries and grievances to respective section heads, and takes follow-up with concerned division/unit/cell/regional centre and monitors information and notification alerts on Grievance Portal on regular basis.

The Right to Information Act, 2005, implemented by BAOU, provides yet another way of the resolution of information-based grievances of all stakeholders. All faculty members, officials and staff of the university at HQs, RCs have been assigned the responsibility of time bound resolution of learner grievances and problems.

: Learners' feedback is a part of the university's self-assessment and the education quality assurance system.

The University has a unique Learners Feedback System to reach out to the learners and institutionalise a feedback mechanism. The feedback is utilised systematically in the management of counselling activities, decision making and the development of learning materials. The Centre for Internal Quality Assurance and the Schools of Study processes the results of student feedback every term as well as annually.

Structured feedback has been designed for review of curriculum/syllabus and other relevant matters every term/year from all the stakeholders viz. Learners, Teachers and other Academics, Academic Counsellors, Subject Experts, Employers and Alumni

Further feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website.

## **B. Accountability**

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

BAOU functions under the authority of different Regulatory and Statutory Committees in accordance with the provisions of its Act, Statutes, Ordinance and Regulations. Regulatory body namely the Board of Management (BoM), Statutory Body namely Academic Planning Board (APB), Finance Committee (FC).

The administration section organizes meetings of BoM and its standing committees, such as the Building and Works Committee, Purchase Committee, Publication Committee, Learner Support Service Committee, Examination Committee, Information Technology Committee, CIQA etc. The composition of the statutory bodies comprises members from government departments, external and internal members to ensure participatory decision making.

The Vice-Chancellor is the chief executive of the academic and administration functions of the University. the Vice-Chancellor ensures that the University functions in accordance with the provisions of its Act, Statutes, Ordinances and Regulations.

The day-to-day academic and administrative activities are guided by the Statutes of the University. All the meetings are held regularly to ensure accountability in administration of the University, and to ensure that

the University functions strictly as per the Statutes.

The Hon'ble Chancellor, H.E. The Governor's Office is kept updated about all the meetings of the Board of Management. It helps in continuous monitoring of accountability on part of the University. Similarly, the State Government is also informed about this functioning as per the provisions of the Statutes. Representatives of the State Govt. attend various meetings of the University (Board of Management, Finance Committee, Building and Works Committee etc.)

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

All procurement is done as per the defined process: The procurement process of the University is as per the Financial Handbook of the State. The University has a purchase committee which meets regularly and the procurements are made through the GEM portal. A GEM Bid Tender Committee has also been constituted for the purpose of procurement which consists of a Finance Officer, Registrar, Directors of Schools of Study; Director-Academic, Director-Student Support. The system of procurement is very transparent and bound by rules of the Government. Tendering process is also carried out through e-tendering to ensure transparency and accountability. All the purchases and procurements are routed through the office of the Finance Officer for ensuring accountability.

Academic calendar is being followed strictly: In every academic year, in the meeting of the Admission Committee, the Academic Calendar for the concerned academic session is proposed. Later, it is discussed in the other statutory bodies of the University and approved. This Academic Calendar is made public through website and prospectus.

### **C. Transparency**

Proper sharing of information with the concerned stakeholders: According to the core values of the university, we believe in working transparently with all stakeholders. University confirms proper sharing of information with all stakeholders. University website serves as the single point information repository of all the relevant information. Information pertaining to all aspects of University functioning is shared.

The constitution of all regulatory bodies and statutory bodies are completed as per the act and statutes of the University and the decisions of these bodies are made available on the university website.

Annual Report is approved by the Board of Management and forwarded to the Education Department, Government of Gujarat for its scrutiny and approval.

Financial Transparency: The University has a transparent financial policy to ensure judicious spending of its financial resources and follows established procedures and financial codes as laid down in the General Financial Rules.

Procurement and purchase as per government procedure and documents are shared with all concerned

through Government e-Marketplace-GEM.

Outsourcing of services and empanelment of service providers for printing, supply of library books, supply of work force for security, maintenance of facilities, housekeeping, horticulture, etc. is done through well publicized procedures.

Campus Development: Construction and maintenance work in the University is carried out through R&B Department and e-tendering processes it is shared publicly.

Audit: Audit is carried by internal auditors from external resources who have been appointed and a team of staff under the external outsourced chartered accountant firm does a thorough check and verification of all the transactions that are carried out in each financial year.

The accounts of the university are being audited by the local fund audit authorities as per the statutory requirement as well by the Comptroller and Auditor General of India, Government of India.

Financial Management System: The University has effectively introduced online receipts and payment system ensuring transparency and has graduated to Public Financial Management system for direct benefit transfer, fund flow management and financial reporting, which is shared with all.

All the information related to different Programmes and Learner Support Services (LSS) is shared with learners, faculties, academic counsellors, Regional Centres and LSC functionaries, etc.

Recruitment: The teaching, other academic positions and non-academic positions are advertised state wide as per UGC and State Government norms and displayed on the university websites. The whole procedure follows statues - ordinance and UGC Norms.

Right to Information: The University has instituted PIOs in its Schools/Divisions/Centres/Units/RegionalCentres, etc. to provide information under the RTI Act.

The “Eklavya” Learners Support Portal is a unique feature of the University website containing all relevant information for the learners. It allows the learners to have access to all the information of the programme enrolled by the learner.

Proper institutional system of inclusive planning: University takes all the decisions for the matters related to administration, finance and academics through a participative forum called Statutory and Regulatory Authorities (SRA) and constituted committees.

The decision of the administration of the university is taken by the Board of Management; The Academic Planning Board takes care of matters related to academics and other allied domains and areas. The Finance Committee looks after the finance related matters. All these committees take care of the activities and plans of the University for the long-run and the short-run. Different stake-holders are included in all the statutory and regulatory bodies of the University, i.e. Experts appointed by the State Government, Educational Administrators, Nominees of the Education Department, Faculties, Other External Experts, are the members in various bodies of the University.

The opinions of learners, coordinators of LSCs and Regional Directors are included through various authorities of the University, say, Director Learner Support Services, Director MPDD, Director CIQA, and

Director Academic. It ensures inclusive planning in the University at every possible level.

All relevant information is made available in public domain:

The major source of spreading of information related to the University in the public domain is its web portal. University has always aggressively worked on developing and upgrading the most user-friendly website. Data and information related to each and every aspects related to functioning of the University is regularly uploaded on the university website and it is updated daily.

Computer department keeps sending bulk SMS and e-mails to the learners to update them with relevant information. Information related to admission notice, examination notice, recruitment, and tender process etc. is also published in the state-wide news-papers as and when required making them available on the website too.

The individual Schools/Departments have their social media pages, Whatsapp and Telegram groups. Similarly, RCs and LSCs also spread information amongst the seekers and direct them to refer to the website of the University. All this process of academic administration leads to full-disclosure and complete transparency.

## 7.3 Institutional Distinctiveness

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

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

#### Response:

**1. E-Governance:** All the major functions of the University are managed online:

Administration: The communication of meetings, circulation of agenda, minutes takes place online, during pandemic meetings took place online through virtual meeting tools. University makes collections of fees from learners and payments to all the stakeholders online through RTGS. Purchase/procurement of services is made online through GEM/nProcure/e-tender. University invites applications for vacant post

through its recruitment portal. To ensure smooth tracking of the employee details, it uses HRMS. Functions related to accounting and bookkeeping are being done using TallyERP.

**Learner Support Services:** Process of admission/re-registration made online. Learners can download all the required documents from the portal. University uses “Eklavya–Student Support Portal” which helps the learners to track required services.

**Examination:** All the services related to examination for the learners are made online viz filling examination form, downloading hall ticket, evaluation of answer sheets, declaration of results, availability of statement of marks, applying for degree certificates and transcripts, verification of degrees etc.

**Management of RCs/LSCs:** University has developed a portal to manage all the information for the RCs and LSCs. It helps university to maintain continuous monitoring of RCs and LSCs.

#### **4. Technology enabled Learner Support:**

The University has always put emphasis on developing technology enabled learner support services for the benefit of the learners. With the use of automated interactive voice response system learners’ call are directed to specific departments so that they may address the query to the respective department.

The University has established dedicated online and offline help desk for the learners, for which university uses indigenously developed web portal “Eklavya–Learner Support Portal ” addressing the learners’ queries and providing the required information.

**App based support:** University has developed and hosted Mobile Applications to provide all the necessary information to the learners and other stakeholders on his/her figure tip.

**Chat Box and Email Support:** The university website is equipped with Chat box where learners’ queries are responded by automated system. Department specific emails are published on helpdesk/contact section of university website. Learners can write to these email-ids to get the resolution of queries.

**Counselling Support:** Along with face-to-face counselling, learners are given counselling through technical aids like Swadhyay-Radio, Swadhyay-TV, Video-Conferencing tools etc.

**Digital-Learning Resources:** The learning resources are made available through digital repositories e-Resources, OMKAR, OMKARE (Indegenous MOOC platform), and through dedicated free-to-air educational channel of the university.

University has made its significant presence on renowned **Social Media** platforms and notification to the learners and all the stakeholders are posted on these social media platforms.

#### **5. Penetration into Remote and Tribal Areas:**

University’s mission is to “Reaching out to learners living in rural/remote areas in the State;” hence university has established network of RCs and LSCs in rural areas, geographically remote and disadvantaged locations like Arvalli, Dahod, Chhotaudepur, Kuchchh, Dang, Banaskantha, hilly regions, tribal and coastal areas such as Vedchi, Dharampur, Amirgadh, Ambaji, Mangrol etc. Out of 07 RCs 03 are in border and tribal areas, out of 254 LSCs 60% are in rural areas out of which 25% are in tribal, hilly and

coastal areas. University has also set-up examination centres in remote, tribal and disadvantaged areas to facilitate learners.

Efforts are also made to equip these centres by providing computers, internet connectivity, audio-visual aids to make learning accessible to the learners. The University has 56% of the total learners from various disadvantaged groups such as **ST/SC/OBC/Tribe**. Besides, 40% of the total enrolment is women.

## **6. Content in Regional Language:**

Majority of Learners in the State is speaking in Gujarati, hence university imparts special entrust on the area of SLM development in Gujarati. University has developed Self-Learning Material in Gujarati for both conventional as well as some of the professional programmes. The programmes of Computer Science and Management are prepared in English language. The SLM for the programme related to specialization in Language are prepared in respective languages.

## **8. Social Responsibility Endeavours:** University is sensitive towards social responsibilities:

University started **Special Learner Support Centre**, especially for jail inmates, sex-workers, transgender, HIV/AIDS positive persons, physically handicapped persons.

BAOU had adopted various villages to develop sense of educational and social awareness.

BAOU promotes transgender studies, to bring them into the mainstream. By the efforts of the university, their fees are sponsored by State Government.

University officials regularly visit various district jails to educate and promote various programmes amongst jail inmates and financially sponsor study of the Jail inmates.

University financially sponsors higher education of the **wives and children of Indian Army Martyrs** by exempting their fees for any of the programmes/courses of the University.

Regular activity for **Women's Health Check-ups and Awareness** are conducted which is sponsored by the University.

## **10. Modern Infrastructure Facilities**

Dr. Babasaheb Ambedkar Open University has magnificent State-of-the-art Infrastructure that fosters academic excellence.

Adequate **Classrooms** which are centrally air-conditioned with multimedia projector/interactive board facilities.

University has two **Computer Labs** with latest high-end computers to facilitate various services to the Learners.

University has a technology enabled **Language Lab**, which consists of software for the language lab and all the latest hardware equipment.

University has high-end **Data Centre** with latest Servers for hosting web applications. Adequate Internet Bandwidth from multiple ISPs for round-the-clock Internet; Latest IT Infrastructure Computers, Printers and other Peripheral devices for faculty and staff;

University has state-of-art **Video and Audio Studio**, with high-end electronic equipment for production of audio/video programmes, non-linear editing suites; facilities for interactive transmissions through Radio, Television and Web-based IRC, Teleconferencing and Educational Channel;

University has fully air-conditioned and automated **Central Library**, well-equipped with books, journals, reports, theses, e-Resources in diverse disciplines. University library is equipped with SOUL, DSpace, DELNET, e-Shodhsindhu, Sodhganga and OPAC etc.

University has multipurpose **Seminar/Auditorium** with the seating capacity of 200 and 810 participants respectively with all the required amenities.

University has two Warehouses of built-up area 4413 square meter for stocking the printed study material.

The beautiful campus with green and energy efficient building, enough parking, walkways to various departments makes it more user friendly.

File Description	Document
Relevant links	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Covid Shiksha Suraksha Yojana

- Dr. Babasaheb Ambedkar Open University secures education of those adversely affected by Covid-19 Pandemic, with effect from August-2021 Admission Session.
- Free-of-Cost education to individuals who have lost their parents to Covid-19.
- Free-of-Cost education to women who have lost their breadwinner father/husband/son to Covid-19.
- Refund of entire fees of students who lost their lives to Covid-19.
- Providing financial support of Rs. 11,000 to the family of a student of the university who lost his/her life to Covid-19.

#### Shaheed Samman Yojana

- To express the gratitude and tribute to the heroes of the country, the university provides free-of-cost education to war-widows and their children.
- This scheme is for the wives and children of Indian Army Martyrs.
- They can avail free-of-cost education for any one programme/course from the university.

#### Gargi – Research Fellowship

- University has set-up 'Gargi Centre for the Holistic Development of Women' which works for women's education, employment, extension, and excellence.
- The centre has commenced Gargi – Research Fellowship, following are the criteria to avail the scheme:
- The centre announces a 'Call for Research Proposals' to invite research proposals for a funded

#### Dr. Babasaheb Ambedkar Research Fellowship

- University has established Scheduled Caste-Scheduled Tribes Cell, under which SC-ST researchers are encouraged to undertake a funded research focusing on inclusiveness with regards to SC-ST communities.
- The thrust area of the research should primarily be concerning with marginalized communities, SC-ST communities and the efforts to make them a part of the mainstream society;
- Researcher should belong to Scheduled Caste or Scheduled Tribe with Master's Degree in any discipline;
- Each research project will be funded an amount of Rs. 25,000.



### **Dronacharya Startup and Innovation Scheme**

- University has established Dronacharya - Centre for Innovation, Startup and Entrepreneurship with regards to the Government of Gujarat's Student Start-up and Innovation Policy to develop a startup and innovation ecosystem amongst its students.
- A student of Dr. Babasaheb Ambedkar Open University can avail this scheme for his/her innovative ideas of startup and entrepreneurship.
- An all-inclusive grant of Rs. 2 Lakhs will be provided for the execution and development of unique startup and entrepreneurship ideas.

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### **Concluding Remarks :**

The objects of the University is to advance and disseminate learning and knowledge by a diversity of means including the use of any communication technology, to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community generally, to encourage the Open University and distance education system in the education pattern of the State.

University is strive to provide services to the learnes with following Service Standards:

- Treat every student with respect and courtesy
- Be responsive to students' requests or queries in the shortest possible time
- Be clear and helpful in dealing with students
- Deal with students' complaints quickly in a honest and lawful manner
- Answer student's queries promptly and identify what students' expect from us.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of Programmes revised or are under revision over the last five years</p> <p>1.1.3.1. Total number of Programmes revised or are under revision over the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>6</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>4</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	14	6	0	2	0	2020-21	2019-20	2018-19	2017-18	2016-17	13	4	0	2	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	6	0	2	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	4	0	2	0																	
1.1.5	<p>Percentage of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years</p> <p>1.1.5.1. Number of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>15</td> <td>15</td> <td>14</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>11</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	21	15	15	14	16	2020-21	2019-20	2018-19	2017-18	2016-17	6	0	11	0	1
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6	0	11	0	1																	
1.4.1	<p>Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year</p> <ol style="list-style-type: none"> <li>1) Learners</li> <li>2) Teachers and other Academics</li> <li>3) Academic Counselors</li> <li>4) Subject Experts</li> <li>5) Employers</li> </ol>																				

## 6) Alumni

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
36	20	18	21	22

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 90

Answer after DVV Verification: 0

4.2.2.2. Total number of rooms and seminar halls at RCs

Answer before DVV Verification : 90

Answer after DVV Verification: 90

Remark : HEI has given geo-tagged photos indicating Ahmedabad as location , are all the RCs located in Ahmedabad ??

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations