



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KARNATAKA STATE OPEN UNIVERSITY

**KARNATAKA STATE OPEN UNIVERSITY KSOU MYSORE
570006**

www.ksoumysuru.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Karnataka State Open University is established in 1996 under KSOU Act 1992, a special Act of state legislation. Institute of Correspondence Course and Continuing Education (ICC&CE), which was a unit of University of Mysore was a pioneer institute of correspondence education in Asian continent became KSOU. It offers various programmes to cater to the needs of diverse section of society, giving thrust on inclusiveness across territory with motto “Higher Education to Everyone, Everywhere”. In the primitive stage, there were only 12 programmes with enrollment of 15,000 students and same was increased to 32 programmes and 1,00,000 students respectively in 2010-11. The University was recognized by Distance Education Council. The University is recognized as per section 2(f) and 12(B) of the UGC Act, 1956. The University renders academic services through 3 tier system. The University has got exclusive right of running programmes under ODL with passage of the Karnataka State Universities (Amendment) Bill, 2020. Despite, many conventional universities offer online programmes without any territorial restriction. Academic programmes are aligned with vision, mission, objectives of university and national policies.

There are 65 academic programmes in UG (09), PG (32), PG Certificate (13), Diploma (06), UG Certificate (04) and Ph.Ds. (01). All these programmes are recognized by UGC from 2018-19 to 2022-23. There are 31 Academic Departments functioning under schools (06) in Languages, Social Sciences, Sciences, Education, Commerce and Management. Each school strives to achieve quality and excellence through respective school council. The curriculum of each programme is revised periodically based on feedback of academic peer, industry and regulatory bodies. The workshops, interface and model curriculum help enriching curricula to meet the present demand. CBCS is implemented effectively for all PG programmes. There are 73 permanent teachers working out of 137 sanctioned posts and 53 teachers are hired on contract basis. Over 287 non-teaching, technical and supporting staffs are working on permanent basis, out of 575 sanctioned posts.

Admissions to various programmes are made in two cycles. Wide publicity both in print and electronic media, press conference, online platform and prospectus inspire students to seek admissions at their door steps. The university extends fee concession to special category/differently abled students.

Vision

To be one among the top five Open Universities in India by providing quality higher education with emphasis on learners’ transformation through multidisciplinary, relevant, accessible and affordable academic programs, that equip the learners to face the emerging personal and societal challenges.

Mission

KSOU, as an outstanding Institution of academic excellence, to achieve the above vision in a decade aims:

- To foster the open and distance learning environment that promotes excellence in teaching, research,

creativity, innovation, and entrepreneurship;

- To promote personal and professional success of learners in order to enable them to contribute for sustainable, scientific, technological and socio-economic growth at state, national and global level.
- To meet various quality criteria established by University accreditation agencies and to be one among of top five Open Universities in terms of score.
- To facilitate, strengthen and expand the network of Regional Centres and Learner Support Centres for providing equitable, flexible, accessible, and effective learning opportunities to contribute to national gross enrolment ratio.
- To contribute to the national development by producing competitive workforce with requisite domain knowledge, skill, aptitude, competency and confidence with outstanding academic portfolios.
- To inculcate, ethics and values in life, care for conservation of natural resources and protection of environment, culture, constitutional commitments for promoting the inclusive development for social wellbeing.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The University Headquarters is located in Mysuru which is a cultural capital of Karnataka.
- It has state of the art infrastructure which is reflected in the administrative, academic buildings, ICT, in all 3 tier system. It has modern audio-visual studio and fully equipped laboratories in all science programme. It provides hands on experience to the students, at par with conventional university. Campus has Wi-Fi
- The enrollment of the students of all the programmes per year is around 25,000. There is a great demand for the programmes such as MCom, MBA and BEd. The women students in the university are around 50%, while students of SC/ST and OBC are around 52%.
- All the programmes offered including the research programmes are recognized by the UGC. The MBA programme is recognized by AICTE, while BEd programme is approved by NCTE. As all the programmes are recognized, they enjoy parity, legality, validity and credibility for not only progression but also career.
- All class rooms/laboratories are equipped with ICT enable services in Headquarters and other support centres. The audio-visual studio brings out quality lectures and other valuable contribution of the illuminaries. KSOU Connect is adopted to deliver communication, while KSOU App and Radio are used to deliver lectures including study material. Modern multimedia gadgets are used to broadcast lectures/study material and other services to students spread over the state.
- University is the exclusive one to offer academic programmes in the state. No conventional universities are permitted to conduct programme in distance mode.
- All programmes have been offered based on the demand in the market. CBCS is administered in all PG programmes, so that students have the option to study the hard, soft and skill based as per their need.
- Capable teachers have been appointed as per the UGC rules and State Government. They have developed course material, participated in counselling and engaged in research and extension activities with the support of committed non-teaching staff.

- All Grievances of students are resolved through established mechanism.
- University headed by Vice-Chancellor, who is highly proactive, dedicative, committed, democratic with empathy, steer the system on sound footing lines.

Institutional Weakness

- The Department such as Commerce, Management and Sciences have regular interface with industry whereas other departments hardly have any interaction with the concerned Industry/Institution.
- Absence of collaborative system with the industry/ institution restrains the university from utilizing their capability/ infrastructure/ skill in academic delivery system.
- KSOU is a self-financing institution; as such the development of the university both horizontally vertically depends on the students' fee.
- Some of the teachers engage in consultancy services for the benefit of industry which needs to be formalized.
- Despite of the recognition from the UGC, AICTE and NCTE, the attitude of the students/ prospective students towards the products of the university remains either negative or average which shall be ironed out by the regulatory body.
- Student-teacher ratio in the open and distance learning is not fixed scientifically, which hampers teaching-learning process in the contact programme/ academic counselling.
- The placement opportunity is not extended to all the students in the territory

Institutional Opportunity

- The University has signed MoU with 10 industries and 21 Academic/Research institutions for exchange of knowledge, skill and technology
- The study materials in digital form is delivered to the students through KSOU connect, youtube channel, university radio. In a bid to broadcast the services to the whole state of Karnataka, a separate FM channel needs to be established in the campus. Evaluation system is also digitalized form notification till award of certification. Notwithstanding, evaluation system can still be ameliorated with digital repository, in which all the files and administrative records can be filed and safe guarded. This system eliminates file tampering and manipulation. The statement of marks, and degree certificates can also be preserved in the repository.
- The majority of the students are from rural background who lacks soft skill. Finishing school system will be adopted to enhance key soft abilities. Students are imparted focused education to broaden communication abilities, presentation competencies, quiz and group discussion which is important job selection process both in private and public sector.
- Community college system provides greater avenues to focus on the short term skill and vocational courses.
- Vibrant academic programmes can be launched with the support specialized technical institution/ company through collaborative system.
- The University can explore the possibilities of mobilizing resources through donors, companies, industry under Corporate Social Responsibility (CSR). Further financial resources can be tapped from funding agencies on viable project proposals.
- At present there are 23 Regional Centres and 149 Learner Support Centres. The state has 31 districts and over 200 taluks. Efforts are being made to establish the centres in the remaining districts and taluks in order muster more students to the university fold.

- More thrust is given on skill based programmes to equip the students with hands on experience. For this purpose job oriented, vocational, Add on and skill based programmes can be launched through tie up with national/ state skill development corporations and other concerned bodies.
- Presently job mela are organized in Mysore, which will be extended to the level of all Regional Centers, so that the students from all over the state can reap benefits.

Institutional Challenge

- The employers and Industries have opined that the programmes offered in open and distance mode does not enjoy parity with the conventional system of education. As a result many graduates with the certification of the university have been deprived of jobs. Therefore the enrollment for the programmes in distance mode is not all that satisfactory.
- Private undertakings and Multi-National Companies have developed step motherly behavior on the degrees awarded by open universities despite of the UGC declaring equivalence time to time
- Online programmes gain momentum as they can be offered without any territorial jurisdictions. The university is eager to launch programmes online on getting university accredited with A+ certification form the NAAC. The university is ready to portray its capacity through various programmes acceptable to the prospective students.
- Implementation of NEP 2020. The conventional universities in the state have launched UG programmes as per NEP 2020. The feedback from them reflects upon hiccups, which needs to be addressed. Further the programmes under NEP cannot be launched without the approval of the University Grants Commission and the state. The state open university therefore needs proper directions/ advices from the regulatory body to launch programmes under NEP.
- At present the academic services are delivered through KSOU App you tube live streaming, youtube channel, google meet. As the technology is developed rapidly, the university needs to develop its LMS with latest technology. The video conferencing and modern multimedia are to be used for effective delivery of the vibrant and qualitative academic services. The lack of expertise compels the university to rely upon outsiders who charges exorbitantly.
- Technology is not static but dynamic. The university has to embrace latest technology periodically in academic, administrative, student support services. Whereas the cost of the latest technology is very high, that reduces the enthusiasm. The university has been volunteered for the accreditation from the NAAC for the first time; as such compilation of the past records became highly challenging. Nevertheless, sincere efforts are made to dig out all historical records for the good cause of getting good grade from the accrediting institution.

1.3 CRITERIA WISE SUMMARY

Learner Support and Progression

The University takes promotional measures for its programme to lure prospective learners through print and e-media, besides door to door campaign. The Vice-Chancellor gives publicity for services of university through press meet in district headquarters and phone-in programme. In a bid to inspire prospective learners, trained teachers/non-teaching staff members provide pre-admission counselling in all 3 tier system of student support services, both online and offline. Many issues trigger in minds of students are ironed out through effective pre-

admission counselling, which motivated many such students to seek admission.

Admission process end to end is computerized. Students get admission through online, verification of document is done manually to cross check with admission made online. The enrolled students receive ID and study material in Headquarters and Regional Centres, and an arrangement is made to dispatch study material to students by post. Provision is made to exchange study material, if there are flaw in study material received. The queries of students on academic administrative issues are effectively attended by various modes. Academic counselling is conducted for UG programmes at LSCs and personal contact programmes are conducted for PG programmes in RCs as stipulated. In addition counselling is also given through radio and online lectures. Grievances of students on various problems are resolved through grievance redressal mechanism. All grievances raised by students are addressed in toto during the period.

The University renders quality services to students of diverse group. More focus is given on empowerment of prisoners, tribal, woman, rural background, minorities and defense. Financial support sanctioned by state government is extended to learners of disadvantaged group; as a result all such learners have been benefited. 70% of enrolled students submit assignments and 93% of them enrol for exams out of which 70% would pass. The placement cell has arranged many placement activities for learners including job melas. Around 3900 students were employed in 2018-19 and the same is scaled down to 1592 in 2021-22, due to slow down. Alumni association, a registered body has chalked out road map to impress upon the university to focus more on quality, placements and other support.

Curricular Aspects

The University provides quality education to its students who are spread over the state. Academic programmes offered are of multi-disciplinary and apt skills with ethics. Periodic revision of students' centric curricula of each programme enhance personality to carve out harmonies society there by contributes to sustainable development. The curricula of programmes , which produces responsible citizens to build strong nation. Knowledge and skill of each programme are highly useful for day to day life. The University offers 65 academic programmes in UG, PG, Diploma, Certificate and Ph.D. in various disciplines, duly approved by UGC. In addition, MBA and B.Ed are approved by AICTE and NCTE respectively. MCA is approved by AICTE will penetrate in to market soon. The skill based programme is concerned with various themes of society which help obviate social problems, besides providing a greater insight to study society and country.

All Science Programmes revolves around practical providing perfect hands on experience. Project in Science programmes provide exposure to real life problems. Field visit is highlight in M.Sc.(Environment). MBA, an interdisciplinary has 7 specializations provide horizontal options. B.Ed. has entrance examination at admission level and practice teaching during study. All PG programmes are under CBCS have module curriculum. Open elective and skill enrichment courses are integrated. Learning outcome and course outcome are explicit and just. Over 10 new programmes; management, information technology, basic science and applied science have also been implemented. Over 700 courses have been digitally broadcasted by online platforms.

Flexibility in each programme is adopted as per KSOU Act. Provision of lateral entry is implemented in a few programmes, while modular approach is implemented in BBA, B.Com, B.Sc.IT, MA in Journalism and PG Programmes. Modular approaches provide for flexible exit. Some students got admitted to programmes in 2020-21 and 2021-22 under lateral entry. The programmes focus on cross cutting issues; gender, sustainable

development, environment, human values and professional ethics. Over 40 programmes have curriculum on entrepreneurship/employability.

Feedback is obtained regularly on curricula/syllabi from learners, teachers and other academics, academic counsellors and subject experts in structured format. Feedback obtained is properly analysed and corrective measures taken.

Teaching-learning and Evaluation

KSOU evolve strategies from time to time to reach the unreached to drive the enrollment and empower disadvantage section of the state. The enrollment for various programmes from rural part of Karnataka is 50% of total enrollment. The average percentage of students enrolled from SC, ST and OBC is 53% of the total enrollment during the period. The woman and transgender constitute 46%. Focus is given on the admission of PWD, prison inmates and defense and security forces through fee concession/exemption.

Self-Learning Material in print and digital is developed scientifically, logically and sequentially as per the regulatory body. The material is life-line of the learners in all academic programme. All the teachers are involved in the development of SLM. They are self-explained, self-directed, self-evaluated, etc. The study material in print is delivered to the students, while digital study materials are broadcasted through multimedia such as KSOU Connect, university radio and YouTube.

Academic counselling is conducted in various Learners Support Centres for the benefit of UG students. The academic counsellors drafted for the purpose have fulfilled all pre-requisites laid down by the UGC. Personal Contact Programmes (PCP) is conducted in all the Regional Centres, for the benefit of students pursuing PG programme. The core faculties of the university and invited experts have been engaged in the PCP. A system is put in place to identify both slow learners and fast learners and appropriate measures are taken to fulfill their requirements. The new teachers appointed have been involved as quality intervention in the teaching-learning system. All the qualified teachers have been involved in teaching-learning and also

publications, attending training, orientation/refresher programmes, participation in conference/seminars and workshop programmes.

The term end examinations for all the programmes are conducted as per the calendar of events and examination manual. Proper measures have been taken to conduct the examination fairly and transparently. The examination process is automated from the issue of Notification till the award of certification. The external faculty is involved in evaluation system. The grievances of the students are resolved through Grievance Redressal Cell. Feedback is obtained from the students to improve the services.

Research, Innovations and Extension

The university offers PhD programmes as per KSOU Ordinance and UGC PhD Regulation. PhDs are conducted in regular mode and modus operandi is akin to conventional universities. Research guides and learners use facilities; library, data curation and sharing science laboratory. DST, ICSSR, DEC-IGNOU, VGST etc have funded 12 research projects, out of which 9 projects successfully completed and 3 projects ongoing. For this purpose grant of Rs 71,76,000 was sanctioned and utilized. Babu Jagajeevanram, a chair and extension center received Rs 2 crores from State Government to disseminate values and its relevance to contemporary society.

Some of the faculty members have been awarded 8 patents for outstanding contribution in various spheres by National and International Searching Authorities. A total of 10 workshops conducted on IPR, OERs and MOOCs. Developed 181 E-SLMs in Kannada and English of various programmes. A total of 14 awards conferred, on university, 11 to faculty members and 2 for learners on various innovations.

Research Methodology a course is a part of all PG and Research Programmes. A committee for Ethics and Publications guides research scholars and faculty members regarding do's and dont's in their output. A total of 29 research scholars have been awarded PhD degrees. A total of 46 faculty members have engaged in research supervision.

Around 470 research papers published in ISSN approved journals, 850 books/chapters in edited volumes, 181 units of SLM have been developed by the faculty member. Some of the faculty members rendered services on consultancy, which needs to be formalized.

Some of faculty members of the departments rendered consultancy services to NGOs, companies and universities. Revenue generated is increased from Rs 1 lakh in 2018-19 to Rs 4 lakhs in 2020-21. Revenue earned for conduct of seminar is Rs 6 lakhs during the period. The employees engaged in various extension activities for pregnant women, covid-anemic patients, cleanliness, job fair, disseminating the values of charismatic personalities under various chairs and extension centers. Awards conferred on the university for invaluable services. A total of 19 and 55 MoUs signed with various institutions and industries respectively for sharing of knowledge and skills.

Infrastructure and Learning Resources

University has distinct infrastructure in Head Quarters and 9 Regional Centers. All academic departments are administered in Hamsa, Manasa, Science Bhavan, Faculty block. Each faculty member has an independent room with ICT. There are 15 lecture halls and 3 auditoriums used for teaching-learning, evaluation. The administration is in Administrative Bhavan with well-furnished chambers for all the statutory officers.

Examination Bhavan has adequate infrastructure to take care of evaluation. A well-equipped building with pallet system provides for storage and dispatch of study materials. Adequate laboratories in Science and Computer assure hands on experience. Audio visual studio develops E-content of learning resources.

Convocation Bhavan, guest house, health center and hostels are on the campus. Each RC has infrastructure sufficient to render services.

University spent Rs 1018 lakhs in 2018-19 on augmentation of infrastructure is increased to 2066 lakhs in 2021-22, thereby an average of 36.82% of total expenditure is spent. The expenditure of annual maintenance of infrastructure which was Rs 144 lakhs in 2018-19 is increased to Rs 194 lakhs, thereby an average of 6.65% of the total expenditure was incurred for maintenance. All rooms and seminar halls are 100% ICT enabled. IT facilities and website are rebuilt once in 2 years. KSOU Student App provides information and e-SLM. KSOU Connect, facilitate conduct of lectures/orientation/workshops/meetings.

Audio Visual Studio with advanced software provides audio and video lectures. Outdoor shooting/recording and editing facility exist. Around 65% of students availed audio- video services. Admission till examination and award of certification are automated. E-office provide for quick, reliable, transparent and fair movement of office files. Seva Sindhu and State Scholarship portal are adopted. There are 23 RC and 135 LSCs engaged in teaching-learning and evaluation. Director of RCs monitors each learner support centers, while Coordinators of LSC discharge assigned duties. Weekend Academic counselling is for UG programmes and PCP is conducted for PG programmes and face to face lectures for PhD programmes.

Around Rs 0.67 lakhs spent on automation in 2018-19 is increased to Rs 200 lakhs in 2021-22. The library is fully automated with ILMS, NewGenLib and version NGL core engine version 3.2 – Helium.

Governance, Leadership and Management

The University has stated vision and mission reflected in all its academic and administrative activity. Various chairs instituted promote culture of the land. Values of society are showcased by special lectures using YouTube. Effective leadership is demonstrated by the management through decentralization. The Vice-Chancellor controls administration and academic efficiently. Statutory bodies offer constructive suggestions, while statutory officers executes for wellbeing of stakeholders. Transparent procedure is followed in all activities as per the statutes, ordinances and regulations of the University. Various established committees meet regularly and recommend suitably for upholding dignity. Further need based committees are also formed to take appropriate decisions. The board of management, Academic council and the statutory officers perform their duties and responsibilities as per the KSOU Act.

Admission, teaching-learning and examinations are automated. Digital valuation and e-office provide good governance. The Strategic plan is made on vision/mission. SWOC analysis helps executing through deployment of human resources. Statutory bodies of university, government, regulatory bodies advices on strategic plan, identify challenges and explore opportunities. Teaching and non-teaching staff are appointed as per UGC rules and government order. Board of Management, Academic Council and Finance Committee take decisions on academic and administrative matter. Academic departments works under schools. RCs and LSCs assist for better student support services.

Statutory benefits are extended and morale of employees is driven. Staff increases their capacity through training programmes. Laptops are issued to all teaching faculty. An average of 9 programmes of Professional

development programmes organized per year, in which all teachers participated. An average of 30 Non-academic staff undergone administrative training programmes every year.

Performance evaluation of staff members and promotions are made as per established procedure. The University depends on students fee, its expenditures are audited as per KSOU Act.

Funds generated are utilized for salary, staff development, library augmentation, labs maintenance and ICT. An average of 19.27% of the resources is spent on LSCs. CIQA is established to ensure quality which is visible through PPRs and other initiatives. Digital SLM, library, curriculum, skills, teaching-learning and evaluation created positive impact on learners. AAA process is done to identify strength and weaknesses. Administrative reforms are made based on feedback.

Institutional Values and Best Practices

Gender equity is reflected in admission, curriculum, recruitment, promotion, transfer, depositions. It is visible in various committees; teaching, learning, evaluation, research, extension, and outreach. Chairs instituted given priority on gender equity. Recorded lectures on gender equity are broadcasted in social media platform. Zero tolerance on gender discrimination, ragging and sexual harassment.

Solar energy, sensor based energy conservation, LED bulbs in Headquarters and RCs; reduces dependency on conventional energy up to 30%.

Effective solid-waste management decomposes solid /organic waste is used in greenery. Plastic is banned in campus. Provision made to store water for daily use; its waste is recycled. Rainwater harvesting beat acute shortage in summer. Biomedical waste and E-waste generated are disposed scientifically.

Heavy vehicles are prohibited. D group employees use bicycles, many use electric moped/cars. Battery powered vehicles and pedestrian-friendly pathways are used. Lush green campus and landscaping are in HQ and RCs

Software useful to blind is loaded in PCs for use. Quick assistance provided to differently-abled who seek information.

It empowers students under inclusiveness. Linguistic diversity, regional diversity, freedom of speech, social justice in recruitment and promotion are practiced perpetuating. Fee concession extended to eligible students, while scholarships inspired meritorious. Transgenders /blinds enjoy fee waiver. Code of conduct strictly observed and safety measures are beefed up. Communal harmony and values of great personalities depicted along roads. Indian constitution is in curriculum; preamble is conspicuously highlighted, chairs on great personalities spread values and ideals. Learners, employees' officers adhere to code of conduct. National and international commemorative days enrich nationalism and patriotism. Stalwarts gained rich experience highlight values on occasion.

University, under Institutional Social Responsibility, supported people in health crises. Donated liberally to institutions imparting quality education across state. Digitalization of admission, teaching learning, evaluation, and library provide quick services. E-governance ensures quickness, fairness, accountability and transparency. Placement cell revisit personality of students to face competitive world. Coaching centre renders services at no cost, increases capacity to succeed in examinations. Industry interface provides plethora of opportunities in projects, internships, and employment.

Fee concession/fee waivers extended to rightful and deserving students to pursue education without any financial hardships.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | KARNATAKA STATE OPEN UNIVERSITY |
| Address | Karnataka State Open University KSOU Mysore |
| City | Mysuru |
| State | Karnataka |
| Pin | 570006 |
| Website | www.ksoumysuru.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|--------------|---------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | Sharanappa V Halse | 0821-2515149 | 9972083580 | 0821-2500846 | vcksou-19@ka.gov.in |
| IQAC / CIQA coordinator | Niranjan Raj.s | 0821-2519022 | 9886859350 | 0821-2500847 | niruraj@gmail.com |

| Nature of University | |
|----------------------|------------------|
| Nature of University | State University |

| Type of University | |
|--------------------|---------|
| Type of University | Unitary |

| Establishment Details | |
|--|--|
| Establishment Date of the University | 01-06-1996 |
| Status Prior to Establishment, If applicable | Other |
| Establishment Date | 02-06-1969 |
| Any Other, Please Specify | Erstwhile ICC and CE of University of Mysore |

| Recognition Details | | |
|--|-------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 11-08-1996 | View Document |
| 12B of UGC | 13-07-2021 | View Document |

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

| Nature of University : | |
|--|---|
| Name of Act | Act No |
| Created by an Act of State Legislature | Karnataka State Open University Act 1992 (Karnataka Act No : 46 of 1994) |

| Territorial Jurisdiction of the Open University : |
|--|
| Karnataka State |

| Location, Area and Activity of Campus | | | | | | | |
|--|--|------------------|-----------------------------|---------------------------------|---|------------------------------|--|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. | Programmes Offered | Date of Establishment | Date of Recognition by UGC/MHRD |
| Main campus | Karnataka State Open University KSOU Mysore | Urban | 30 | 61880 | 65 UG PG PHD DIP CERTIFICATE | | |
| <i>Regional Centres</i> | <i>Ksou Women Regional Centre Govt. Pu College For Girls, 13Th</i> | <i>Urban</i> | <i>3.5</i> | <i>20</i> | <i>65 UG PG PHD DIP CERTIFICATE</i> | <i>11-10-2012</i> | <i>12-10-2012</i> |

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|-----------------------------|--|--------------|-------------|-------------|---|-------------------|-------------------|
| | <i>Cross, 4Th Main , Malleh waram, Bengalu ru 560003</i> | | | | | | |
| <i>Regional Centres</i> | <i>Ksou Regiona l Centre Adithya Educati onal Inst itutions No. 12, Kogilu Main Road M aruthina gar, Yel ahanka Bangalo re 560 064</i> | <i>Urban</i> | <i>1.9</i> | <i>1018</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>17-02-2020</i> | <i>18-02-2020</i> |
| <i>Regional Centres</i> | <i>Behind Regiona l Science Center, Near District Stadium, Nellache ravu Pra desha, Bellary 583 102</i> | <i>Urban</i> | <i>1.22</i> | <i>3566</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>07-07-2010</i> | <i>08-07-2010</i> |
| <i>Regional Centres</i> | <i>Khb Colony, Ramasa mudhra Layout, Near Em manual Cristian Public</i> | <i>Urban</i> | <i>1.17</i> | <i>3808</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>07-07-2010</i> | <i>08-07-2010</i> |

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|-----------------------------|--|--------------|--------------|-------------|---|-------------------|-------------------|
| | <i>School, Chamar ajanaga r 571313</i> | | | | | | |
| <i>Regional Centres</i> | <i>Sai Mandira Road, M adhuvan a Layout, Chikma galur 577102</i> | <i>Urban</i> | <i>1.023</i> | <i>3497</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>10-05-2012</i> | <i>11-05-2012</i> |
| <i>Regional Centres</i> | <i>J.h. Patel Layout, Behind S hamanu r, Naganur Road, D avanage re 577 004</i> | <i>Urban</i> | <i>1.19</i> | <i>3566</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>26-12-2002</i> | <i>27-12-2002</i> |
| <i>Regional Centres</i> | <i>Karnata ka Unive rsity Public School Campus, Kcd Road, Opp. Lic Office, Dharwa d 580008</i> | <i>Urban</i> | <i>0.93</i> | <i>3762</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>21-04-2003</i> | <i>22-04-2003</i> |
| <i>Regional Centres</i> | <i>S.m. Krishna Nagar, Arasiker e Road, Doddap ura</i> | <i>Urban</i> | <i>3.1</i> | <i>4264</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>07-07-2010</i> | <i>08-07-2010</i> |

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|---------------------|--|-------|-------|------|--|------------|------------|
| | (Post), Hassan 573118 | | | | | | |
| Regional Centres | Institute Of Kannad a Studies, Gulbarg a Univer sity Campus, Kalburg i 585106 | Urban | 0.66 | 630 | 65 UG PG PHD DIP CER TIFICAT E | 28-12-2002 | 30-12-2002 |
| Regional Centres | First Floor, Old U.s.k.v Building , Savitha Circle Main Road, Karwar 581301 | Urban | 0.634 | 1400 | 65 UG PG PHD DIP CER TIFICAT E | 21-05-2012 | 22-05-2012 |
| Regional Centres | Behind S P Office, Near R.l. Jalappa Hospital , Kolar 563 101 | Urban | 2.59 | 3808 | 65 UG PG PHD DIP CER TIFICAT E | 22-08-2011 | 23-08-2011 |
| Regional Centres | C.s - 11 (A) E Block, V ivekana nda Nagar Layout, Hollalu Melukot e Road, Mandya 571401 | Urban | 0.711 | 3497 | 65 UG PG PHD DIP CER TIFICAT E | 22-08-2011 | 23-08-2011 |

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|-------------------------|--|--------------|--------------|---------------|---------------------------------------|-------------------|-------------------|
| <i>Regional Centres</i> | <i>Vokkalig ara Yane Gowdar a Seva Sangha, 3Rd Floor, (Near Shirdi Saibaba Temple, Udupi Main Road) A shokana gar Post, Ladyhill, Mangaluru 575006</i> | <i>Urban</i> | <i>1.601</i> | <i>3000</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>05-07-2004</i> | <i>06-07-2004</i> |
| <i>Regional Centres</i> | <i>Chamun deshwar i Educat ional Trust (R), Sha ntiniketa n Group Of Instit utions, B.m. Road, Vi vekanan danagar , Raman agara 562159</i> | <i>Urban</i> | <i>2.295</i> | <i>866.25</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>05-09-2012</i> | <i>06-09-2012</i> |
| <i>Regional Centres</i> | <i>Alkola Circle, Near Lic Office, Sagara Road, S hivamog</i> | <i>Urban</i> | <i>1.925</i> | <i>3808</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>17-12-2002</i> | <i>18-12-2002</i> |

| | | | | | | | |
|------------------|--|-------|------|-------|--|------------|------------|
| | ga 577201 | | | | | | |
| Regional Centres | Ca-07, Tuda Layout, Rajivga ndhinag ara, Melekot e, Tumkur u 572105 | Urban | 1.26 | 3497 | 65 UG PG PHD DIP CER TIFICAT E | 07-07-2010 | 08-07-2010 |
| Regional Centres | Old Jilla panchait h Building , 2Nd Floor Banaje, Udupi 576 101 | Urban | 1 | 2170 | 65 UG PG PHD DIP CER TIFICAT E | 21-05-2012 | 22-05-2012 |
| Regional Centres | Angadi College Of Com merce And Science, Suresh Angadi Educati on Foun dation, (Saep), Savagao n Road, Belagavi 590 009 | Urban | 5.24 | 96.24 | 65 UG PG PHD DIP CER TIFICAT E | 01-06-2019 | 02-06-2019 |
| Regional Centres | Govern ment First Grade College Naubad, Bidar | Urban | 17 | 864 | 65 UG PG PHD DIP CER TIFICAT E | 21-05-2012 | 22-05-2012 |

| | | | | | | | |
|-------------------------|---|--------------|--------------|-------------|---|-------------------|-------------------|
| | 585402 | | | | | | |
| <i>Regional Centres</i> | <i>Basaves hwara Arts College, Bagalak ote</i> | <i>Urban</i> | <i>48</i> | <i>459</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>26-02-2021</i> | <i>27-02-2021</i> |
| <i>Regional Centres</i> | <i>Lorra Business Academ y Building , No. 3/3, Begur Main Road, H ongasan dra, Bo mmanah alli, Ben guluru 560 068</i> | <i>Urban</i> | <i>4.86</i> | <i>1296</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>30-11-2021</i> | <i>01-12-2022</i> |
| <i>Regional Centres</i> | <i>Osteen College, Sree Gowri C hambers , No. 61, 5Th Main Road, C hamaraj pet, Ben galuru - 560018</i> | <i>Urban</i> | <i>3.088</i> | <i>2425</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>31-10-2001</i> | <i>02-11-2001</i> |
| <i>Regional Centres</i> | <i>Govern ment Primay School Building , D.d.p.i, Madiker i, Kodagu</i> | <i>Urban</i> | <i>7</i> | <i>1088</i> | <i>65 UG PG PHD DIP CER TIFICAT E</i> | <i>30-11-2021</i> | <i>01-12-2021</i> |

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

| Type of Colleges | Permanent | Temporary | Total |
|------------------|-----------|-----------|-------|
|------------------|-----------|-----------|-------|

Furnish the Details of Colleges of University

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

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes | | | | | | | | |
|---|---|----------|-------|--|------|--|---------|---|--|
| <table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>110602_8622_1_1656071146.pdf</td> </tr> <tr> <td>NCTE</td> <td>110602_8622_4_1653978784.pdf</td> </tr> <tr> <td>DEB-UGC</td> <td>110602_8622_21_1654247842.pdf</td> </tr> </tbody> </table> | SRA program | Document | AICTE | 110602_8622_1_1656071146.pdf | NCTE | 110602_8622_4_1653978784.pdf | DEB-UGC | 110602_8622_21_1654247842.pdf | |
| SRA program | Document | | | | | | | | |
| AICTE | 110602_8622_1_1656071146.pdf | | | | | | | | |
| NCTE | 110602_8622_4_1653978784.pdf | | | | | | | | |
| DEB-UGC | 110602_8622_21_1654247842.pdf | | | | | | | | |

Details Of Teaching & Non-Teaching Staff Of University

| Teaching Faculty | | | | | | | | | | | | |
|-------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 7 | | | | 30 | | | | 100 | | | |
| Recruited | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 5 | 40 | 28 | 0 | 68 |
| Yet to Recruit | 7 | | | | 25 | | | | 32 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 15 | 0 | 50 |

| Non-Teaching Staff | | | | |
|---------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 543 |
| Recruited | 203 | 78 | 0 | 281 |
| Yet to Recruit | | | | 262 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 32 |
| Recruited | 4 | 2 | 0 | 6 |
| Yet to Recruit | | | | 26 |
| On Contract | 0 | 0 | 0 | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | 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 | 4 | 1 | 0 | 37 | 25 | 0 | 67 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 6 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | 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 | 35 | 15 | 0 | 50 |
| 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 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | 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 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Distinguished Academicians Appointed As

| | Male | Female | Others | Total |
|--------------------|-------------|---------------|---------------|--------------|
| Emeritus Professor | 0 | 0 | 0 | 0 |
| Adjunct Professor | 0 | 0 | 0 | 0 |
| Visiting Professor | 2 | 0 | 0 | 2 |

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|--------------|-------------------------------|---|--|
| 1 | Dean Academic Section | Dr B R Ambedkar Study Chair | Karnataka State Open University |
| 2 | Dean Academic Section | Mahathma Gandhiji Study Chair | Karnataka State Open University |
| 3 | Dean Academic Section | Sri Nalvadi Krishnaraja Wodeyar Study Chair | Karnataka State Open University |
| 4 | Dean Academic section | Swamy Vivekananda Study Chair | Karnataka State Open University |
| 5 | Dean Academic Section | Kuvempu Research and Extension Centre | Karnataka State Open University |
| 6 | Dean Academic Section | Dr Babu Jagajeevan Ram Study Chair | Karnataka State Government |
| 7 | Dean Academic Section | Sri Akkamahadevi Study Chair | Karnataka State Open University |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|--------|--|----------------------------|--------------|------------------|-------|
| UG | Male | 4246 | 103 | 0 | 0 | 4349 |
| | Female | 4867 | 75 | 0 | 0 | 4942 |
| | Others | 1 | 0 | 0 | 0 | 1 |
| PG | Male | 4174 | 101 | 0 | 1 | 4276 |
| | Female | 6943 | 137 | 0 | 0 | 7080 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 159 | 5 | 0 | 0 | 164 |
| | Female | 130 | 8 | 0 | 0 | 138 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 4 | 1 | 0 | 0 | 5 |
| | Female | 2 | 1 | 0 | 0 | 3 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 46 | 6 | 0 | 0 | 52 |
| | Female | 50 | 6 | 0 | 0 | 56 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 18 | 0 | 0 | 0 | 18 |
| | Female | 16 | 0 | 0 | 0 | 16 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|--|----|
| Does the University offer any Integrated Programmes? | No |
|--|----|

Details of UGC Human Resource Development Centre, If applicable

| | |
|--|-----|
| Year of Establishment | 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 | Programme Level | Name of the Programme | Duration In Month | Entry Qualification | Medium of instruction | Student strength | No.of students admitted |
|--------------|-----------------|-----------------------|-------------------|---------------------|-----------------------|------------------|-------------------------|
| 1 | Certificate | Certificate | 6 | Higher Secondary | English + Kannada | 25 | 25 |
| 2 | Diploma | Diploma | 12 | Higher Secondary | English + Kannada | 101 | 101 |
| 3 | PG Diploma | PG Certificate | 12 | Graduation | English + Kannada | 320 | 320 |
| 4 | Under Graduate | Under Graduate | 36 | Higher Secondary | English + Kannada | 8491 | 8491 |
| 5 | Post-Graduate | Post Graduate | 24 | Graduation | English + Kannada | 13685 | 13685 |
| Total | | | 90 | | | 22622 | 22622 |

Details of Sponsored programmes (if any)

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

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | The University has implemented the CBCS based curriculum in semester mode with thrust on interdisciplinary and multidisciplinary approach. Every academic programme allows its students to learn the courses from the different disciplines of their choices. A student, hence, need not confine |
|---|--|

| | |
|---|--|
| | <p>his/her choice to only sister disciplines; but can pursue the other courses from other schools. This practice is already in vogue and functioning with coherence. • Besides, the philosophy of open education informs the vision and mission of the University that it allows students to pursue the academic programmes at postgraduate level in a discipline from liberal arts and social science schools, though they have not studied it in their Bachelor's level • Moreover, curriculum of the programmes of the University incorporates and integrates the essence of inputs from other disciplines with intention of bestowing interdisciplinary knowledge which is holistic and inclusive. Hence, it is unequivocally expressed that University is already well equipped in implementation of the interdisciplinary and multidisciplinary practice</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>• University has committed itself to the avowed objective of creating and ensuring flexible, accessible and sustainable learning. In consonance with NEP's objectives and UGC's guidelines, the University has created the requisite structures for facilitating the implementation of academic bank of credits. • The University has established NAD Cell (National Academic Depository) in this regard to record and process the credits earned by the learners. These efforts are being undertaken to ensure and to mark as sequel of preparedness to the implementation of NEP. • The University has already created the cell for the implementation of curriculum based on National Education Policy to realize the goals stipulated in the policy document of NEP in general and academic bank of credits in particular</p> |
| <p>3. Skill development:</p> | <p>University is bent upon creating definite set of skills to learners while pursuing their academic programmes. In fact, aim of providing definite and concrete skills to the learners is embedded and informs the vision and mission of the University. This is implemented on two levels. a. Explicit Skill development courses provided to all the learners irrespective of the programmes. Skill development courses on Basics of Networking, Computer Fundamentals, Multimedia, Web Designing, Desk Top Publishing, English for Communication and Soft Skills and administrative kannada are imparted to all the learners of the University at all programme levels. b. Thrust on skill development courses is embedded</p> |

| | |
|---|---|
| | <p>in the curriculum of all academic programmes. Besides, every academic programmes has exclusively two courses on skill enhancement. c. Practical components are integrated with theory courses in science programmes d. Programmes such as MBA integrated the component of seminar by learners, which aims to build presentation skills among the students. e. Project work/dissertation is mandatory in few academic programmes which give definite skills in the areas of research and in construction of data collection tools and analysis techniques.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The University has integrated and embedded the ethos and values of Indian culture such as peace, tolerance, truth, etc. in its curriculum. Besides, curriculum and contents of more than half of the academic programmes of the University is provided in official language of the state-Kannada. Hence, teaching and research is carried out in language of the state along with English. Apart from this, knowledge and research from other Indian languages such as Sanskrit, Hindi, Telugu, Urdu, etc. is well integrated in the curriculum. Full-fledged audio-visual studio is established to deliver the contents through online. Moreover, classes are also transmitted and streamed through radio and web platforms respectively. The University has conducted two workshops on MOOCS for the faculty members to develop the online courses. Applications are already made before concerned statutory bodies to launch the online programmes.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The University has designed and developed new learner outcome based curriculum framework. Each academic programme is designed with mission and programme outcomes. Programme outcomes are further categorized such as specific skills and core competencies, cognitive abilities and skills and employable skills with benchmark statements. Therefore, each academic programme is carefully designed in terms of its mission, objectives and programme outcomes which are measurable and analyzable. Further, the University has conducted workshops focusing on outcome based education and designing and developing the self-learning material which oriented the faculty members of the University in designing and developing the curriculum and self-learning material (SLM). SLM are highly goal oriented and outcome based content. Thrust is also</p> |

| | |
|---|---|
| | <p>given to the courses which give definite skills to the learners. Learners who opt academic programmes at Master Level and even at the Bachelor's level learn specific skill based courses such as Computer Fundamentals, Multimedia, Web Designing, DeskTop Publishing, English for Communication and Soft Skills and administrative Kannada.</p> |
| 6. Distance education/online education: | <p>Karnataka State Open University was established in the year 1996 by Government of Karnataka to meet the needs of higher education through open and distance mode. The University has completed its 25 years of existence. The University has been recognized as the exclusive University to offer open and distance education programme in the state. The University has made application before the concerned statutory bodies to launch programmes through online. Curriculum and self-learning material are designed and developed and the University is prepared to launch the academic programmes once the permission is accorded. Besides, the University has planned to introduce online certificate programmes from next academic cycle.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Karnataka State Open University has established an Electoral Literacy club with an intention to spread the voting awareness among its stake holders</p> |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | <p>The University has appointed a faculty member Dr Krishnappa Nimbakkanavar as the nodal officer for the Electoral Literacy Club. The University has 450 student members so far residing at different parts of the state as the jurisdiction of the university is state wide. The university has taken representations from the students who are willing to be the students coordinators and selection process is need to be carried out</p> |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of | <p>The permanent staffs of the university are the government employees as such they are deputed as presiding officers, Assistant presiding officer, polling assistant etc in every parliament, legislative and local elections. All the staff know very well about the election process and create awareness among the</p> |

| | |
|---|---|
| <p>poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>public about the code of conduct during voting. Further the university observes constitutional day every year in which awareness about the voting and participation in creating awareness about voting is encouraged through distinguished speeches. Many of the students of the university are also government officials at various position and are involved in the voting process in every election Out of 500 members 100 members have not registered as voters and the university is encouraging them to register as voters. Around 50% of the members have shown interest to become the active members of the club. Many of them have conducted voting awareness programmes in the backward villages in north Karnataka.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>The faculty members of the department of political science have made researches in the electoral related issues and have published research papers Election Commission : Composition, Functions, Electoral Process, electoral Reforms - Adult Franchise : Merits and Demerits and Union Government : President and Vice President : Method of Election, Powers and Functions. Pros and Cons of Simultaneous Election at The Centre and State are taught to the students of political science An article on “ Impact of Simultaneous Elections on Federal System In India” is published in Karnataka Journal of Politics. One more research article on “ Impact of Simultaneous Elections on Federal System In India” is also published in Karnataka Journal of Politics.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Out of 500 members 100 members have not registered as voters and the university is encouraging them to register as voters.</p> |

Extended Profile

1 Program

1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 42 | 32 | 32 | 31 | NA |

1.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 42 | 32 | 32 | 31 | NA |

1.3

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22176 | 23293 | 14130 | 12468 | NA |

1.4

Number of learners during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43686 | 36078 | 24265 | 12468 | NA |

1.5

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 706 | 585 | 585 | 263 | NA |

1.6

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

Response: 706

2 Students

2.1

Number of graduated learners

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26742 | 15689 | 5193 | 1 | NA |

2.2

Number of newly enrolled learners in the preceding academic year who have submitted assignments as per the academic calendar

Response: 15854

2.3

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

Response: 16965

2.4

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

Response: 14880

2.5

Number of learners in the preceding academic year passed in the term end examination

Response: 12195

3 Teachers

3.1

Number of sanctioned posts of full time teachers and other academics

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 140 | 140 | 140 | 140 | NA |

3.2**Number of full time teachers appointed against the sanctioned posts**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76 | 77 | 80 | 81 | NA |

3.3**Number of other academics in position against the sanctioned posts**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | NA |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 124 | 77 | 81 | 83 | NA |

3.5**Total number of full time teachers worked in the institution during the last five years (Please include the teachers who left / joined the institution during the assessment period without repeat counts****Response: 129****3.6****Total number of other academics worked in the institution during the last five years (Please include the other academics who left / joined the institution during the assessment period without repeat counts**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | NA |

3.7

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

Response: 3

4 Institution**4.1**

Total expenditure excluding salary

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3808 | 1770 | 2886 | 2924 | NA |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning Design and Development

1.1.1

Relevance of curricula planned, designed and developed/adopted

Response:

KSOU is committed to its avowed objective of providing quality *higher education to everyone, everywhere*. For this purpose, diverse academic programmes which are *multidisciplinary* in approach, *holistic* in perspective, oriented towards creation and dissemination of skills and ethics by embedding it in the curriculum are adopted. Essence and concern of the curricula is on creating strong personalities, harmonious society and sustainable development. The curricula designed are in tune with the national objective of accelerating GER to 32 percent by 2024 and 50% by 2035.

Curricula of diverse programmes are designed in consonance with focus and objectives of educational policies of the nation. The objective includes producing of quality human resources, who transform society and economy. Outcomes of all programmes and courses are designed on three axial points: *knowledge, its applicability to everyday life and critical outlook* towards structures and system.

University offers 65 academic programmes which include Ph.D in 23 disciplines, 9 under graduate programmes, 32 post graduate programmes, 13 post graduate diploma programmes, 6 diploma programmes and 4 certificate programmes. Curricula of need based programmes are designed by experts through workshops, which are approved by bodies such as Board of Studies, Academic Council and Board of Management. Periodically revised programmes are recognized by regulatory bodies such as University Grants Commission, All India Council for Technical Education and National Council for Teacher Education. Curriculum designed are *articulate, realistic and evaluation conscious* besides they are *logical and sequential*.

University offers programmes at Bachelor's, Master's, Diploma, Certificate and Ph.D. in humanities, social science, natural science, life science and professional programmes aiming to enable learners in their domain knowledge, skills, competencies and vertical mobility. Besides, programmes offered by the University intend to produce socially responsible citizens, who are sensitive towards inclusive growth, environment and critical about the systems. The Programmes are designed to empower the learners in contributing towards development of society. They are *relevant, accessible, affordable* and focus on *student centric learning*.

Master Degree programmes in social science and humanities aim at understanding the structure, process and problems of modern society. They also equip the learners with methodological knowledge and skill to approach and solve problem. This helps learners not only in systematically understanding structure and dynamics of modern societies but also in orienting them to devise ways and means of proposing working solutions for several problems plaguing modern societies.

Comprehensive and Eclectic perspectives taught in programs train learners to work with concrete skills at

field level and sphere of teaching, research and organizations. They are concerned with the issues of 'development', 'Environment', 'social movements', 'health', 'welfare of tribes', 'peasants', 'work, industry & professional groups' and 'social problems' confronted by modern dynamic societies. Mission, objectives and outcomes of programmes concerned are well integrated with Vision and Mission of the University.

Every programme has prescribed credit structure on par with conventional university. The programmes in science discipline include practical's, which are conducted on par with conventional university to illuminate hands on experience. Every practical is of **02 credits with 30 hours of practicals per credit**. Science programmes have 02 practical courses in each semester. The curriculum is developed strictly as per regulations of UGC. Project work is part of most of the science programmes, which provide exposure to real life problems. Practicals are also taught in Virtual Labs. Field visits are conducted as a part of M.Sc programmes (Environmental Science).

MBA programme is recognized by *All Indian Council for Technical Education* which enhances the credibility of programme for progression and career in India and overseas. The programme includes seminar to enhance the communication skills, industrial visit and project work to provide real life exposure besides providing thrust on personality development. The contemporary curriculum of MBA programme has seven specializations such as Finance, Marketing, Human Resource, Operations, Tourism, Corporate law and Information Technology. MCA recognized by AICTE will be implemented from 2023-24.

Bachelor of Education (B.Ed.) is most sought after as a programme in the University, which is recognized by NCTE. The teacher students selected from the entrance exam undergo practice teaching. The programme has not only practicum but also teaching work.

The curricula of post graduate programmes have been revised in 2021-22 under *Choice Based Credit System*. The curriculum has been routed through workshops conducted by involving senior academicians, educationists and consultant. Model curricula of the programmes provided by UGC have also been taken as the base while formulating the syllabus. Soft core courses have been introduced with flexibility. The students have been given choice even to study courses from MOOCs. All the programmes are offered as per the respective programme ordinances which are duly approved by the government.

Skill enhancement courses are made compulsory in the second year of the academic programmes. Open elective courses are implemented to provide multidisciplinary knowledge. Learning outcome based curriculum framework is embedded.

The curricula of Ph.D. programmes in 23 different disciplines are implemented strictly as per UGC Regulations governing Ph.D. programmes. Ph.D is offered in regular mode as per the KSOU PhD ordinance 2012(III Amendment 2021) which is in tune with the UGC PhD regulations 2016.

Every course has stated its objectives and course outcomes in tune with the programme objectives and programme outcomes. Mapping of the programme outcomes to the courses has been done in every programme lucidly.

Program Project Report in respect of under graduate and Post graduate degree programme were prepared and submitted to UGC. PPR includes various aspects such as programme's mission & objectives, its relevance with HEI's mission and goals, nature of prospective target group of learners, appropriateness

of programme in open and distance learning mode to acquire specific skills and competence. Further, it includes instructional design, procedure for admissions, curriculum transaction and evaluation, requirement of the laboratory support and library resources, cost estimate of the programme and quality assurance mechanism and expected programme outcomes. Academic programmes, which are approved by UGC are only conducted for the benefit of students across state.

University has planned to implement NEP in coming academic years in the undergraduate programmes in tune with the guidelines issued by state government.

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

1.1.2

New Programmes introduced - Percentage of programmes newly introduced by the institution over the last five years

Response: 26.19

1.1.2.1 Number of new programmes introduced during the last five years

Response: 11

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/ School Board /BoS meetings | View Document |
| Details of the Curricula/Syllabi of the new programmes over the last five years | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

1.1.3

Revision of Programmes - Percentage of Programmes revised over the last five years

Response: 23.81

1.1.3.1 Total number of Programmes revised over the last five years

Response: 10

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BoS meetings | View Document |
| Details of the revised Curricula/Syllabi of the programmes over the last five years | View Document |
| As per Data Template | View Document |

1.1.4

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

Response: 86.54

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: 611

| File Description | Document |
|---|-------------------------------|
| Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses | View Document |
| Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

1.1.5

Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years

Response: 77.9

1.1.5.1 Total number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years

Response: 550

| File Description | Document |
|--|-------------------------------|
| Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

1.2 Academic Flexibility

1.2.1

Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU over the last five years

Response: 97.62

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 41 | 0 | 0 | 0 | NA |

| File Description | Document |
|--|-------------------------------|
| MOU for programmes adopted/adapted by other HEIs | View Document |
| Institutional data in prescribed format | View Document |
| Details of Programme | View Document |
| Any other relevant information | View Document |

1.2.2

Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)

Response: 64.29

1.2.2.1 Number of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)

Response: 27

| File Description | Document |
|--------------------------------|-------------------------------|
| Data Template | View Document |
| Any other relevant information | View Document |

1.2.3

Enabling provision for lateral entry for learners - Percentage of learners admitted in the Institution through lateral entry year wise over the last five years

Response: 0.87

1.2.3.1 Number of admitted strength in programs where lateral entry is provisioned

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 31287 | 20538 | 0 | 0 | NA |

1.2.3.2 Number of learners admitted in the Institution through lateral entry based on credit transfer year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 280 | 171 | 0 | 0 | NA |

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

1.2.4

Enabling provision for modular approach - Provision for modular approach for flexible exit to the learners

Response:

Karnataka State Open University has made a provision of modular approach in a few programmes, so as to enable its students to reap benefits of credit transfer under flexible exit system. The objectives of the university as stated in the KSOU Act 1992 unambiguously provide for the flexibility of learning which is reflected in the pedagogy of UG and PG programmes. Provision for flexibility of learning was in vogue in early new millennium. As per the KSOU Act, the flexibility aspects in the pedagogy of the programme pave the way for convenient exit, useful either progression or career with a definite level of knowledge and skill.

Flexibility of learning is an integral component of the distance education in particular. It helps students to select their academic pathway leading to the award of certificate, diploma and degree after completion of different stages of learning and evaluation as specified by the regulatory body. It is a known fact that 5% to 10% of enrolled students discontinue their studies due to socio-economic compulsions. Owing to which, the records of credit earned by such students used to remain unaccounted due to flaw in the modular approach. Having realized its importance, the University embraced the provision of modular approach which bestows the flexibility of exit to the learners.

The provision of flexibility in the university enables students to pursue their education beyond the physical boundaries of the campus, which may be either inter-institution or an institution in overseas country. It motivates the learners to reap the benefits of perpetual enrollment, thereby experiencing life-long learning without any barrier of age, through access, flexibility and success. The provision of multiple entry and exit is not uncommon in the university, as it was provided in specific programmes such as B.Com, BCA, BSc IT and MSc in Environment Science. In all these programs, there is a provision for lateral entry which is construed as multiple entries. In case of programme such as M.A. in Journalism, a student opting for exit after completion of one year of study is entitled to Post Graduate Diploma in Journalism. The system of lateral entry and exit certainly benefited the students who have discontinued their studies for some reason or the other and choose to continue their education later to achieve their desired career path.

The students who have earned credit in the programmes from conventional system of education are admitted for continuing education in this University. This provision is of great support to the students from conventional system of education who discontinued their studies after getting job opportunities and other socio cultural constraints including marriage. The modular approach is a boon to the students of not only the conventional university but also the students from KSOU. The students in the conventional system have the opportunity to discontinue their education due to aforesaid reasons and continue their studies in this university. Similarly the students in this university have the opportunity to take exit after completion of a definite stage of learning. Such students reap the benefits of perpetual enrollment and life-long learning to achieve the set target, for this purpose, they may prefer to continue their education either in this university or elsewhere.

As per the provision of flexibility, students who have qualified any two of the following are entitled to diploma certificate in Environmental Science.

1. Certificate in Environmental Management
2. Certificate in Environmental Technology
3. Certificate of Solid Waste Management

The syllabus of the said certificate programmes is blended in commensurate with the syllabus of one year diploma of the concerned programme. Flexibility is extended to the students mainly to increase their

capacity and thereby, enable them to pursue appropriate career soon after completion of the programme.

National Education Policy 2020 has brought out new avenues for inclusive and flexible education. The UGC guidelines for implementing multiple entry and exit in various academic programmes assure a certificate/diploma/degree to the students after completion each stage of learning and evaluation. It is highly beneficial for the students of Open and Distance Learning as some of them especially women students discontinue their studies in the mid-way for socio, cultural and economic reasons.

The provision of multiple entry and exit provide credits earned by the learner through certification. The credits so earned are being utilized by the learners for progression of their studies. This in turn not only reduces the dropout rate of students, but also helps them to accomplish their desired goal of earning degree and reaps its benefits optimally. The provision of multiple entry and exit promotes Gross Enrolment Ratio (GER) at micro level which will be a support to the macro level also. The University has implemented CBCS in all its PG Programmes where in the provision of flexible exit is provided as per the attached document.

The students who have qualified first year of any post graduate programme are entitled to post graduate diploma in the concerned discipline. The credit assigned in first two semesters of the PG programme is equivalent to the credits ranging from 40 to 45. The post graduate diploma of the concerned discipline also carry the same credit as such the students who have qualified first year are awarded a diploma in the concerned subject.

The modular approach is visible in the pedagogy of BBA programme of three years which carry a total of 118 credits. The credit assigned in each semester of the programme is equal to 18-20. A student who has qualified two semester of first year is eligible for a certificate programme in Business Management. Similarly a student qualified in second year BBA inclusive of third and fourth semester, is entitled for an award of diploma in Business Management. The certificate and diploma awarded to the students enable them to take a halt for short span and continue their studies to fulfill their desired path both in progression and career development.

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

1.3 Curriculum Enrichment

1.3.1

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

Response:

Reaching the unreached, sensitizing and transforming the Learners are the prime motto of University, which is explicitly stated in its Vision and Mission. The University firmly believes in creation of citizenry with knowledge and skills required to sensitize the surrounding environment, people and

society.

University is spearheading towards education with multidisciplinary approach. The programmes and their curricula are designed holistically in perspective giving emphasis on the values of the society and the issues relevant to broad spectrum of gender, environment, sustainable development, human values and professional ethics.

A course on *Environment Studies* and *Indian Constitution and Human Rights* is a mandatory subject at the under graduate level, which develops in learners consciousness about environment, rights guaranteed to the human being and an overview of Indian constitution .

Webinar/invited talks on *Human Values*, *Indian Constitution* and *Human Rights* are conducted during every induction programme so that students are well aware of values of constitution and human rights before they begin their studies.

University has regarded the issues of gender, environment, sustainable development, professional ethics and demographic dynamics as a vital part of society for its development and hence embedded them in its curricula. Hence, many departments have given space for cross cutting issues by embedding them in their curricula.

Subjects from Humanities in Bachelor of Arts give focus on gender issues through women fiction and criticism. Values are also part of curriculum which brings in radical changes in the minds of students. Values are taught through moral stories of different languages which are part of curriculum,

Subjects from Social sciences which include Sociology, Political Science, Public administration, History and Education optionals in BA programme accorded focus on gender issues, gender parity, ethics and values. MA programmes in Sociology, Education, History, political science, Public Administration have also given importance on the said issues so as to enable students to inculcate the values. Demographic issues are taught in MA in Sociology and Economics.

Students from MSc programme in Psychology have the privilege of studying the ethics in the behavioural issues of the human being and subsequent treatment to the people who suffers from certain problems.

MSc programme in Environmental Science is an embodiment of micro and macro level of environmental issues; while Msc in Zoology, Geography, Botany and Bio Technology, MSc Food and Nutrition blended their curriculum giving emphasis on cross cutting issues.

The professional ethics and business in separable, as such the students of B.Com, BBA, M.Com and MBA study business ethics in their curriculum. In consonance such students are able to develop values and ethos to be practiced after they get in to profession of their choice.

All research scholars irrespective of discipline compulsorily pursue a course entitled Research Publication and Ethics in the coursework, which is part of research leading to the award of Ph.D. Such students have developed skill of mitigating piracy and check plagiarism so as to ensure the originality of their contribution to literature arena. Further, the students avoid publication of research paper in predatory journals.

| File Description | Document |
|--|-------------------------------|
| List of courses that integrate crosscutting issues mentioned above | View Document |
| Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula | View Document |

Other Upload Files

1

[View Document](#)

1.3.2

Awareness/ soft skills / life skills/value-added courses etc., on offer - Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the last five years

Response: 35

| File Description | Document |
|---|-------------------------------|
| Course content of the Value-added courses | View Document |
| Brochure relating to the listed courses | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

1.3.3

Learners undertaking fieldwork / projects / internships etc. -

Response: 29.69

1.3.3.1 Number of learners undertaking field work / projects / internships leading to submission of dissertation / Reports (data for the latest completed academic year)

Response: 12970

| File Description | Document |
|--|-------------------------------|
| List of learners enrolled in Programme involving field work/ projects / internships etc. | View Document |
| Handbook/Manual for field work/ projects / internships. | View Document |
| Data Template | View Document |
| Any other relevant information | View Document |
| Link to Programme structure(s) | View Document |

1.3.4

Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the last five years

Response: 56.09

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

Response: 396

| File Description | Document |
|---|-------------------------------|
| Link to programme structure and syllabus of such courses having focus on Employability/ Entrepreneurship/ Skill development | View Document |
| Data Template | View Document |

1.4 Feedback System

1.4.1

Feedback for design and review of curriculum

Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year

- 1.Learners**
- 2.Teachers and other Academics**
- 3.Academic Counsellors**
- 4.External Subject Experts**
- 5.Employers**

6.Alumni**Response:** B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| As per Data Template | View Document |
| Any other relevant information | View Document |
| 20 sample filled in Feedback forms in each category opted for the metrics | View Document |

1.4.2

Action on feedback (feedback collection, analysis and action taken) Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year

Response: B. Feedback collected, analyzed and action has been taken

| File Description | Document |
|--------------------------------|-------------------------------|
| Data Template | View Document |
| Any other relevant information | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Learner Enrollment

2.1.1

Average variation in enrolment of learners in the Institution during the last five years

Response: 1

| File Description | Document |
|--|-------------------------------|
| Total enrollment data year wise authenticated by Registrar of the University | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

2.1.2

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

Response:

KSOU established in 1996 makes concerted efforts to drive the enrolment to academic programmes by reaching the unreached. The university evolves proper strategies to extend services to nook and corner of the boundary.

The University has established 3 tier system of students' support system; Headquarters, 23 Regional Centers and 149 Lerner Support Centers which caters to the needs of students and prospective students.

The services of the government colleges are utilized as learner Support centres to provide pre-admission counselling, admissions, teaching-learning and evaluation and other allied services. It motivates the students of minority religion through identified minority institutions.

An exclusive Regional Center for women is established at Bangalore to provide the services. Regional centers have been established in Coorg and Chamarajanagar, forest range/hilly or terrain areas to lure tribal children.

The university extends fee concession at 15% to women candidates under BPL and defense personnel, and 30% for auto and cab drivers children. KSRTC drivers and conductors . The transgenders, blinds and children of the victimized parents of COVID -19 are exempted from the payment fees as a part of institution social responsibility.

The growth rate of higher education in northern part of Karnataka is not all that satisfactory. In a bid to drive the enrolment in imbalanced area, the university undertook a programme entitled “Kannadammana Rathayatre.” The yatra was able to cover 12 districts 51 taluks 53 towns 76 hoblis and 242 villages in 30 days. The programme covered 5090 km distance in 400 hours. It focused more on the programmes offered and their legal validity for the government jobs and progression for higher education besides vertical mobility in government services. The Yathra was overwhelmed at various places. The representatives of the public have participated in the programmes jubilantly.

The Yathra came to end in Mysore with a program presided by the Hon. Vice chancellor of the university. The Yathra has been applauded by the management of the university also.

An incentive of Rs. 400 per student is extended to the learner support center at the time of admission. This measure motivates the learner support centers to drive admission in a big way by focusing more on reaching the unreached.

Wide circulation of notification of admission has been done through print media, electronic media which includes TV, FM radio and social media. The Vice-Chancellor has conducted press conference in all the districts of the state and gave publicity through media.

Job Mela/ fairs are organized in the headquarters on regular basis. The university utilizes the platform of the job mela and gives wide publicity about the strengths of academic programmes offered. The candidates from different parts of the state and also the students of the university participate in the job mela.

The Convocation Bhavan with the capacity of over 2500 seats is being let-out to the academic institutions, industry and NGOs of socio-economic importance. These institutions showcase list of programmes offered, its strengths and opportunities of the university at regular interval.

University has established a centre for research on social inclusion for fostering the reaching the unreached

| File Description | Document |
|---|-------------------------------|
| Documents on efforts taken for reaching the unreached | View Document |
| Any other relevant information | View Document |

2.2 Catering to Learner Diversity

2.2.1

Catering to rural population - Percentage of learners enrolled from rural areas year wise over the last five years

Response: 49.82

2.2.1.1 Total number of learners enrolled from rural areas year wise over the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13827 | 11539 | 6523 | 4016 | NA |

| File Description | Document |
|---|-------------------------------|
| Number of rural learners authenticated by Registrar of the University | View Document |
| As per Data Template | View Document |

2.2.2

Reaching out to learners from socially backward categories - Percentage of learners enrolled across different socially backward categories year wise over the last five years

Response: 86.73

2.2.2.1 Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18849 | 20765 | 11948 | 10945 | NA |

| File Description | Document |
|--|-------------------------------|
| Number of SC, ST and OBC learners authenticated by Registrar of the University | View Document |
| As per Data Template | View Document |

2.2.3

Reaching out to Persons with Disabilities (PwD) - Percentage of PwD learners enrolled year wise over the last five years

Response: 0.75

2.2.3.1 Number of learners enrolled from Divyangjans categories year wise over the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 193 | 190 | 68 | 88 | NA |

| File Description | Document |
|--|-------------------------------|
| Number of PwD learners authenticated by Registrar of the University | View Document |
| Document submitted by the Institution to a Government agency giving this information | View Document |
| As per Data Template | View Document |

2.2.4

Reaching out to women / Transgender learners -Percentage of Women learners enrolled year wise over the last five years

Response: 46

2.2.4.1 Total number of Women / Transgender learners enrolled from year wise over the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9523 | 11774 | 6057 | 5800 | NA |

| File Description | Document |
|---|-------------------------------|
| Number of Women / transgender learners authenticated by Registrar of the University | View Document |
| As per Data Template | View Document |

2.2.5**Reaching out to employed persons - Percentage of the employed learners who are enrolled year wise over the last five years****Response:** 36.57

2.2.5.1 Number of employed learners (including self employed) enrolled year wise over the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8921 | 10616 | 2127 | 4691 | NA |

| File Description | Document |
|--|-------------------------------|
| Number of employed learners authenticated by Registrar of the University | View Document |
| As per Data Template | View Document |

2.2.6**Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the last five years****Response:** 0.75

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| Number of prisoners enrolled authenticated by Registrar of the University | View Document |
| As per Data Template | View Document |

2.2.7

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

Response: 101.25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 186 | 156 | 45 | 18 | NA |

| File Description | Document |
|--|-------------------------------|
| Number of learners from defense/security background authenticated by Registrar of the University | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

2.3 Teaching- Learning Process

2.3.1

Development of Self-Learning Material (SLM) in Print

Response:

Self-Learning Material in print is the lifeline of the university operating in ODL arena. A system is put in place to accord thrust on 'quality first and students foremost'. It follows a credit system as stipulated by the University Grants Commission. Further, each credit is delineated in terms of a block which comprises of 4-6 units depending upon the size of the block. The study material of the university has the fragrance of learner centric; as such it is in interactive mode. The study materials are self-explained, self-directed and self-evaluated. In this direction, the following steps are adopted in the process of development of the

study material in print.

- The syllabus for each programme as developed by the Board of Studies is approved by the Academic Council and the Board of Management.
- The university has put in place a system called course designing committee for each course in the programmes. The committee is headed by the Hon'ble Vice-Chancellor, who is also CEO of the University. Also the committee comprises of other members; Dean (Academic), Chairperson of Board of Studies, Programme Coordinator and Chairperson of the Department.
- The Department concerned conducts a workshop by involving both core-faculty members and experts from other university/institutions. The workshop is conducted both at the macro level and the micro level.
- The teachers concerned are oriented about the methodology of development of self-learning material. The dos and don'ts are also highlighted relating to drafting of study materials. The Office of the Dean (Academic) and CIQA organizes the workshop, wherein complete modus operandi such as designing of block, unit, structure, contents depending upon the syllabus and such other points laid down in UGC ODL & OL Regulations 2020.
- Those who participated in the workshop are drafted for the development self-learning material.
- The Department obtains the approval from competent authority on the writers of course material.
- The Chairperson of the concerned department intimates the writers of the course material to follow the instructions scrupulously. The instructions focus on the length of the study material of a unit ranging from 12 to 15 pages, font Times New Roman, font size 12 and line Space 1.15.
- The writers develop the course material by following the instruction with strict adherence of the time management and quality sustenance.
- Each unit of the study material has the unit objectives which are highlighted by using activity based verbs. The study material has the provision for check your progress which helps the students to understand their level of learnability.
- The study material is developed in interactive mode, which is an essential component of learner centric approach. It is developed in such a way that the learner feels the presence of a teacher while going through the study material.
- The responsibility of the plagiarism check for the study material rest with the Chairperson of the concerned department. The university has stipulated 30% relaxation above which the study material developed by the course writers will be summarily will be returned for further needful as stipulated.
- Once the study material has undergone the plagiarism check, the draft study material shall be edited by the experts from the university/other higher education institutions.
- The editor concerned thoroughly verifies the content of the study material and make sure it is as per the approved syllabus. Further, the editor takes care of the English component, graphic and such other aspects as notified from time to time.
- The editor after accomplishment of the task submits the edited material to the Chairperson of the concerned department under declaration that the study material is fit for further process.
- The Chairperson of the concerned department designs the cover page of each block of the course,

in conjunction with digital/graphical experts.

- The Chairperson of the concerned department obtains approval for constituting of editorial committee, which comprises of the Chairperson of the Board of Studies as chair and other members includes the one internal subject expert, one external subject expert and department Chairperson as member convener.
- The Chairperson places the edited study material before the meeting of the editorial committee and get it passed with proper proceedings. The chairperson forwards the approved study material by the editorial committee along the proceedings, plagiarism report and declaration to office of the Dean (Academic) for printing as per the norms of the university.
- The Dean (Academic) oversee the study material unit, block, course and programme wise, and forward it to the office of the Registrar, who in turn send it to the Deputy Registrar (Study Material).
- The Office of the Deputy Registrar initiates the global tender process under KTPP Act in the media, both print and electronic. After following the established procedure, the study materials are sent to the concerned printer for further process under well-defined terms and conditions.
- The office of the Deputy Registrar (Study Material), bridges the gap between academic departments and the printer on any issue including proof reading, quality and typos.
- The study material duly approved by the department is printed strictly according to the specification.
- The printed study materials are delivered to the office of the Deputy Registrar (Study Material) of the university, who in turn acknowledge the receipt of delivery and make necessary entries in inventory ledger.
- The office of the Deputy Registrar (Study Material) has a mechanism to issue/ distribute the study material in print to the enrolled students both at the Headquarter and the Regional centres across the state.
- The University has a practice of obtaining the feedback on the self -learning material from the students, the academic peer and other stakeholders. The CIQA analyse the feedback given by the stakeholders in consultation with the department and suggest suitably enriching the quality of the study material. The department council examines the content and the feedback, identify the weakness in the study material and incorporate the corrections wherever required and submit it to the office of the Dean (Academic) for further process.
- The University revises study material on contemporary development in the course. For this purpose a supplementary materials are developed by the faculty.

| File Description | Document |
|------------------------|-------------------------------|
| Policy document on SLM | View Document |

2.3.2

Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the latest completed academic year

Response: 83.33

2.3.2.1 Number of programmes where radio has been used for providing instruction in the latest

completed academic year

Response: 35

| File Description | Document |
|--|-------------------------------|
| Schedules of the above activities | View Document |
| Proof of radio broadcasting with schedules of the programs | View Document |
| As per Data template | View Document |

2.3.3

Use of telecast / webcast for providing instruction - Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year

Response: 100

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

Response: 42

| File Description | Document |
|--|-------------------------------|
| Schedules of the above activities | View Document |
| Proof of tele- broadcasting with schedules of the programs | View Document |
| As per the data template | View Document |
| Any other relevant information | View Document |

2.3.4

Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs

Response: 80.95

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 34 | 22 | 22 | 22 | NA |

| File Description | Document |
|-------------------------------------|-------------------------------|
| Data template in Section B | View Document |
| Links to Digital repository of SLMs | View Document |

2.3.5

Institutional Mechanism to provide academic counseling support

Response:

Academic Counseling:

The counseling is a process in which two people meet to explore problems and to identify solutions. It is a method of identifying practical solutions to the work that the candidates/ students have undertaken. It involves variety of procedure to be followed for helping students so that they can accomplish the desired results. Counseling is a popular gamut to disseminate knowledge and skills to the distance learner. The counseling is popular in all open universities including Karnataka State Open University.

UGC ODL Regulations 2020 explicitly provides that ODL systems is encompassed by the counseling, which facilitate the service provider and service user to meet at a particular place as per the convenience. This process provides a plat form to discuss about the academic content and non-academic issues, which help diagnosing the problem with palatable solutions. The university has adopted counseling for under graduate and Personal Contact program for PG programs.

The counseling, a continuous process are conducted both face to face and by the use of Information Communication Technology (ICT). The teacher in the counseling is called academic counselor and the students in process are called counselee.

The Academic Counsellors appointed by university in consultation with Learner Support Centres (LSCs) play a pivotal role to motivate the learners and ensure that the teaching, learning and evaluations are performed successfully. The University has made a provision for holding counselling support at headquarter and all the LSCs for the programs offered. The counselling sessions/ face to face contact classes (Personal Contact Programme-PCP) depend on the nature of the program, viz. The counseling Program is conducted for B.A/ B.Com/ BBA/ B.Lib.ISc/ B.Sc/ BCA/ B.Sc. Home Science/ B.Sc. IT. Personal Contact Programs are conducted for the students of M.A/ M.Sc/ M.Com/ MBA/ M.Lib.ISC programs at the Headquarters and the Regional Centres.

In order to facilitate effective and qualitative counselling, orientation of academic counsellors and the learners are conducted under the supervision of office of the Dean (Study Centre) at the University. In these orientation programmes introduction is given on various aspects such as detailed syllabus, study

materials question papers pattern, evaluation methodology followed. The Faculty Members of the all the Departments are normally involved in the regular counselling process in post graduate courses. Outside subject experts are involved in the counselling sessions after obtaining the prior approval from the office of the Dean (study Centre). Generally academic counselors are selected by the concerned department based on the requisite academic qualifications and experience in the concerned area/subject.

Academic Counselors

Academic counselor is the friend, the philosopher and the guide. He/she stand to support the students of ODL system to mold the students in a proper manner so that they can achieve the goal for which they sought admission.

Academic counselors are the teachers, who are:

1. Appointed on full time basis against substantive posts working in Colleges/University.
2. Possessed the requisite qualification prescribed by the UGC.
3. A post-graduation in the concerned subject with NET/ SET/ SLET/ M.Phil/ Ph.D.
4. Completed 5 years teaching experience at the level for which the counselors are drafted.
5. The qualities such as empathy, friendly attitude, positive outlook, a sense of self-awareness through knowledge in the subject.

Pre-requisites of an Academic Counselor:

Academic counselor who takes part in the counselling programme shall possess the following requisites:

1. An Academic Counselor should be a post graduate from a recognized university.
2. Familiarized with the characteristics of distance learners, their needs and difference from conventional face-to-face education and application of basic principles of instructional design.
3. Thorough knowledge of subject matter and common misconceptions related to the course(s) should have deep understanding of the necessity of learner-centric environment through online and blended learning mode.
4. Ability to design constructivist learning environment.
5. Familiarized with practical applications of learning theories, self-paced instruction, and computer-mediated communication and learning.
6. Ability to foster a sense of community among learners.
7. Adaptability and flexibility with the capabilities and limitations of the delivery media.
8. Familiarized with the delivery medium to provide basic troubleshooting. Should have ability to handle multitasking.
9. Follow time management to respond to learners in timely manner, extensive and advance preparation and planning.
10. Professional characteristics self-motivated to teach, self-confident, articulate writing and speaking.

Steps to become Academic counselor:

1. Those who have qualified post-graduation in the concerned subject with NET/ SET/ SLET/ M.Phil./ Ph.D. and with experience, can apply to the University through the Coordinator of the Learners Support Centre where he/she would like to work as an Academic Counselor.
2. The Coordinator forwards the same to the Dean (Study Centre), KSOU, along with recommendations.
3. If the university thinks that the applicant can be a good Academic Counselor, it will place before the Committee which recommends the proposal for designating as academic counselor.
4. Needful orders are issued by the Office of the Dean (Study Centre) after obtaining the approval from the authorities. Generally the period of appointment is one year, if require the academic counselor can be continued based on the feedback report.
5. The individual should undergo a one-day academic counselor's training programme conducted by the University within stipulated period.

Functions of Academic Counselors:

Academic counselors play a vital role in distance education system. They act as bridge between the university and the students. Academic Counselors are required to perform 4 types of functions and they are as under

- Tutorial Function
- Counseling Function
- Evaluation Function
- Feedback Function

Responsibilities of Academic Counselors:

The responsibilities of academic counselors include:

1. Conducting of counseling sessions for teaching by the academic counselor which inspire learners to learn effectively.
2. Academic counseling sessions are conducted for easing out student's problems such as curriculum, advanced study material/ reference books, evaluation system, progression and career.
3. Administrative activities such as a Record maintenance, Internal Assessment, Attendance and Student's database.
4. Proper instructions are given to the coordinator of Learner Support Centre/RD on counseling, assignment evaluation and also maintenance of discipline during teaching-learning.
5. Time management during class so that all the courses are given equal weightage of teaching-learning.

| File Description | Document |
|--|-------------------------------|
| Schedules of different counseling activities | View Document |
| Report of academic Counseling sessions | View Document |

2.4 Teachers and other Academics- Profile and Quality

2.4.1

Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively year wise over the last five years

Response: 100

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Registrar of the University | View Document |
| Details of full time teachers and other academics As per Data Template | View Document |

2.4.2

Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree

Response: 81.73

2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 71 | 69 | 63 | 61 | NA |

| File Description | Document |
|---|-------------------------------|
| Number of teachers and other academics with PhD | View Document |
| As per the Data Template | View Document |

2.4.3

Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies

Response: 10

2.4.3.1 Number of Programmes offered which are developed through collaboration with Government / other agencies year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | NA |

| 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

Percentage of in-house faculty involved in design and development of SLMs year wise during the last five years

Response: 60.63

2.4.4.1 Number of in-house faculty involved in design and development of SLMs year wise during the last five years

Response: 77

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/BoS/ School Board meetings | View Document |
| Credit page of Blocks/ Courses | View Document |
| As per Data Template | View Document |

2.4.5

Recognition earned by full time teachers and other academics

Response: 1

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 1 | 1 | 0 | 0 | NA |

| File Description | Document |
|--|-------------------------------|
| Scanned copies of award/ appointment letters | View Document |
| As per Data Template | View Document |

2.4.6

Learner : Academic Counselor ratio

Response: 2.58

2.4.6.1 Number of empanelled Academic Counselors for the latest completed academic year

Response: 1125

| File Description | Document |
|--|-------------------------------|
| Number of Academic Counsellors with details of total teaching experience for the preceding academic year | View Document |
| As per Data Template | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

KSOU conduct term-end examination according to its examination manual. The examination manual and the automation of examination facilitate smooth and fair conduct of examination. The university selects the viable and credible examination centers which are affiliated to the universities established by the state government. While identifying the centers, the Registrar (Evaluation) examines the infrastructure, human resources, ICT facility, location and the basic amenities. The university conducts the examinations in various centers including the headquarters. It follows annual examination in case of BA, B.Com, B.Lib.ISc, B.Ed/MA in public administration, Ancient History and Archeology, MA in Urdu, Sanskrit., Journalism. The University conducts semester examination in case of BSc/MSc/ BBA/MBA/ M.Com and MA. In order to conduct smooth and fair examination in various centers, the following steps are adopted:

- Issue notification so as to enable candidates to apply online and remit the prescribed fee program wise.
- The Chairperson of the Board of Studies convenes the meeting and gets the panel of examiners approved.
- BOAE are constituted department/ program wise to set up Board of Examiners.
- The Chairperson of the BOE arranges to get the Question paper set program/ course wise in 3 sets. He/She convene the meeting of the BOE and get the question papers passed, and thereafter submit the sealed question papers as specified, to the Registrar (Evaluation).
- The Registrar (Evaluation) arrange for printing of question papers which is highly confidential.
- The examination branch receives the printed question paper and keeps it in safe custody under lock and key with CCTV surveillance.
- A system is put in place to distribute the packed and sealed question papers based on the time table of examination to chief superintendent of each center of examination. For this purpose the University uses its own logistic support under strict vigilance.
- It writes to the police station of the concern center of examination to extend required services so as to create hassle free environment for conducting examinations. The service of police is also used in each center throughout examinations.
- It deposes faculty members/ Regional Directors to each center of examination for effective monitoring of examinations.
- It issues admit card to each candidate so as to permit them to enter the examination center.
- The electronic device such as mobile phone, earphones, smart watches, blue tooth and so on is strictly prohibited.
- The students are instructed to occupy their seats within the fixed time. The candidate enters into the examination center after the stipulated time is not allowed.
- The candidates are not allowed to use smart watch.
- The invigilator in each room of examination distributes the answer books and read out the instruction to be followed by the candidates carefully before commencement of examination.
- The invigilators in the examination are the core faculty/ regular teachers and they participate in the examination by wearing the photo identity card issued by the competent authority. The university drafts the regular teaching staff of the college.
- The invigilation dairy records the candidate's roll number and serial number of the answer book followed by their signature. The invigilators peruse and attest the admission tickets and answer booklet,
- The invigilator never permits any candidate to leave the examination hall either temporarily or permanently during the first half an hour of the examination.
- The helpers are allowed to serve the pure drinking water to the candidates on request.
- During examination the Flying squad appointed by the university visit the center and ensure the examination are conducted as per examination guidelines and without malpractices. In case any candidate indulges in malpractice, the squad books them and seizes the answer book and also the material used for malpractice. Further such kind of cases shall be reported to the university which in turn award suitable punishment if found guilty through Malpractice and Lapses Enquiry Committee.
- The university deposes the core faculty members to various centers of the examination as observers/Chief Superintendent/Deputy Chief Superintendent of the concerned examination. They perform the task such as oversee arrangements made during the examination, advises/instruct the personnel to take part in the examination activities without any hindrance and the availability of pure drinking water and rest rooms. Further, the Chief Superintendent of examination present at the time of opening the sealed question paper packet (which is done half

an hour before the examination) sent by the university. While opening he/she make sure the sealed question paper are opened strictly according to time table, wherein the course code, title, programme and sessions are provided . They record the particulars in the statement of opening of question paper properly. After commencement of examination the Chief Superintendent takes round by visiting each one of the rooms. Once the examination is over they take stock of unused answer books and make sure they are properly recorded in the invigilator dairy. All the used answer books are properly packed/ sealed in the presence of chief superintendent.

- The chief superintendent of each examination center ensure the dispatch of the packed/sealed answer book to the university on the same/ the immediately next working day, failing which appropriate action are initiated against them.
- The authorities of the university such as the Hon'ble Vice-Chancellor, the Registrar, the Registrar (Evaluation) and other statutory officers pay surprise visit to different centers and oversee the arrangements besides giving proper instructions to the concerned in the center.

The university collects the feedback from the heads/ flying squads of the centers of examination, analyze and interpret for taking corrective measures for the subsequent examinations. The suggestions if any given by the centers/flying squads are implemented for the smooth and fair conduct of the examination.

In absence of chief superintendent, the deputy chief superintendent shall discharge the duties of chief superintendent,

| File Description | Document |
|---|-------------------------------|
| Schedule of Term End Examination of preceding academic year | View Document |
| Manual/ Handbook for conduct of Term End Examination | View Document |

2.5.2

Examination related Grievances

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

Response:

The university has constituted a Core Committee for Grievance Redressal led by CEO of the University with all the statutory officers and the Directors of different wings, the Student Welfare officer is the coordinator. The committee meets periodically to lay down the policies regarding the redressal of grievances. A separate section is set up to redress the grievances of the students relating to various problems of examination. The students submit their grievances both online and offline. The grievances are by and large relates to various issues of the examination such as issue of marks card, provisional pass

certificate, convocation certificate, migration certificate, revaluation, retotaling, photocopy of the answer script, third valuation, error in the certificates and so on. The concerned officer examines the grievances and addresses them within ten working days.

The system put in place resolves the grievances such as those registered online, submitted in person, E-mail, forwarded by the office of the Vice-Chancellor, Registrar, Registrar (Evaluation), Dean (Academic) Regional Directors, LSCs, State Government, Higher Education Council and others.

A senior person in each section is designated as nodal officer to deal with the grievances relating to their own section. The information about nodal officers reflects in the University website for the information of the prime stakeholders and others. The Students Welfare and Grievance Redressal Cell forwards the grievances to the concerned section, which in turn examine the same based on the records, resolve and send it to the cell for the communication to the concerned students at the earliest. Every section maintains a record for registering grievances and also the status of their redressal.

The office of the Registrar (Evaluation) also deals with grievances registered by the students at CPGRAMS/ Public Grievance portal which include the sub portals of Secretariat of the President of India/ PMO/ UGC/ Directorate of Higher Education, Department of Education, Government of India/ Directorate of Public Grievances, etc. For this purpose a Nodal Officer in the examination branch address the grievances found in monitor desk and appeal box of “pgportal.gov.in” portal, based on the merit of each case within the stipulated period. In addition, the grievances received in “ipgrs.karnataka.gov.in” are also redressed. The Registrar (Evaluation) conducts meeting of the nodal officers periodically and orient them have’s and have-not’s.

The Grievance Redressal Cell submit the monthly status report of the grievances received, grievances redressed and the grievances yet to be resolved, to the competent authority in the University. The authority in turn monitors the report and suggests remedial measures relating to pending cases. The officer in charge of the examination conduct orientation to the concerned ministerial staff about the effective way of dealing the grievances received from various sources as cited above.

The office of the examination deals with all kinds of grievances of the students strictly as per time schedule prescribed by the University. The time management adopted help avoiding hardship to the students. Further the timely action reduces the RTI queries, grievances at PG portal, the cases in the consumer’s forum and courts.

| File Description | Document |
|--|-------------------------------|
| Standard Operating Procedures related to Term End Examination related Grievances | View Document |

2.5.3**Formative Assessment Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution****Response:**

The Karnataka State Open University follows the evaluation system as prescribed by the regulatory bodies of the programme concerned. The evaluation system comprises of internal assessment also called as continuous assessment/ formative assessment and summative assessment/term-end examination. The internal assessment is continuous whereas, the term-end examination is incident.

Internal assessment is a system of learning based evaluation of students/ learners that covers various aspects so as to ensure the development of the students. The system is a development process of evaluation which pave the way for continuous in assessment and also the evaluation of broad based learning including behavioural outcomes. The continuous assessment is based on the teaching-learning of all the courses in the programmes concerned for a particular duration. The weightage for continuous assessment in each course is resolved by the Board of Studies and approved by the Academic Council and also the Board of Management. In KSOU the weightage of internal assessment is equal to that of 20% of the weightage of the course in a program. This system is followed in the programmes under the school of Humanities, Social Science, Commerce, Management, Education and Science. The continuous assessment comprises of various components such as Assignment, Seminar, Test, Field Visit, and so on. Each department adopts the components for their course/program based on the need and objectivity.

The departments under the school of languages, social sciences, commerce and management have adopted assignment, the Department of Education follows test and assignment and the departments under school of science follows test, assignments, seminar, field visit etc., The weightage as assigned for the assignment for each course is apportioned based on the components.

Assignment :

All the departments follow assignments in two stages and gap between the 2 stages is around 1 month with deference. The assignments comprising of four questions / activities out of which 2 questions/activities shall be answered by the students as per the instruction. Department concerned prepares the assignments by involving the core faculty and also experts from other HEI's strictly on the basis the prescribed syllabus. The office of the Dean (Academic) coordinate the assignments of each department and upload along with the instructions such as, the assignment in writing, books of references, the date of submission of assignments and office to whom the assignment shall be submitted and so on in the university portal.

Generally students take part in the contact program/ week-end counselling and take the input from the faculty/ counselors and peer which obviously enhance their ability. The students prepare the assignment and mail to the addressee in the format prescribed for the purpose. The department chairperson receives the assignments by post or in-person and arrange for the valuation. The concerned faculty member evaluates the assignment script cautiously and highlights the gray area/weakness, which

apparently help identifying slow learners or fast learners. The department has put in place a mechanism to communicate to the slow learners about the gray area in the assignment through WhatsApp group and also suggest measures to bridge the gaps. The marks awarded by faculty members, course and program wise are uploaded in the examination portal. The departments concerned keep the valued assignment for a period till the examinations are over. In the meantime the interested students can come peruse their valued assignment. In case they discover any error in the valuation, the students concerned can submit a note to the Grievance Redressal Committee, which resolves such problems by referring it to the department concerned.

Test:

The departments in school of science conduct test during personal contact program. The concerned faculty members evaluate the test paper, make observation wherever necessary, identify the strengths and weaknesses and award marks. Soon after the test the concerned faculty communicates the slow learners and suggests remedial measures to bridge the gap between the actual and the standard. The marks so awarded are uploaded in the examination portal.

Seminar:

Seminar is conducted as part of continuous assessment during contact program. The concerned faculty members notify the topic and mail it to the students through WhatsApp group/ telegram group. The students prepare the seminar paper as per the specification and make presentation before the core faculty and peer. Generally 10 minutes of time would be allotted to each student for presentation. Once the presentation is over the audience/ peer raise questions or add supplement to make the presentation highly effective. The teachers also raise questions and provide additional input on the presentation. At the end the teachers award marks and communicate it to the students immediately after the seminar is over. During presentation, the teachers identify the slow learners and fast learners, and provide basics to the former and extra input to the fast learners

Field Visit:

The Department of Environmental Science organizes a mandatory field visit as a part of continuous assessment. The core faculty members of the department identify the areas, allot the topics and mail it to the students through WhatsApp/telegram groups. During the contract programme the students participate in various activities relating to environment. The area include tree plantation in the campus and outside, cleaning of lakes, rain water harvesting, sewage water plant treatment, vermicomposting, industrial visit, and such other activities under Swatch Bharath Abhiyan.

Every student submits a report delineating the task accomplished in the field visit. The faculty evaluates the report with observations for further improvements. The Department communicates the marks awarded in respect of field visit through WhatsApp/telegram group.

Other Departments in School of Science introduced the field as part of continuous assessment under Choice Based Credit System. The Department of Microbiology and Department of Botany have also made field compulsorily. During the contact programme the student who visit the places such as, milk processing units, vermicomposting unit, Botanical Garden, lakes etc. After the visit every student submits a report throwing light upon the work performed in the fields. The faculty members assess the report, identify the weaknesses therein and suggest measures to improve upon such report. The Departments communicate the marks awarded to the students through WhatsApp group.

| File Description | Document |
|--|-------------------------------|
| Policy documents on Evaluation Methodology | View Document |

2.5.4

Status of automation of Examination/ Evaluation processes

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

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

| File Description | Document |
|--|-------------------------------|
| Current Manual of examination automation system | View Document |
| As per Data Template | View Document |
| Annual reports of examination including the present status of automation | View Document |

2.5.5

Involvement of external subject experts in evaluation process

Extent of involvement of external subject experts 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.

Response: A. Any 4 or more of the above

| File Description | Document |
|----------------------------|-------------------------------|
| As per Data Template | View Document |
| Link to list of evaluators | View Document |

2.6 Learner Performance and Learning Outcomes

2.6.1

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

Response:

The university offers 42 programs which include UG (09), PG (32) and Ph.D under various schools. These programs have been aligned with vision and mission statement. The program outcomes at micro level have been explicitly stated in PPRs submitted to University Grants Commission, based on which the recognition was accorded. University has prepared 35 PPRs duly approved by 42nd Academic Council meeting held on 13.09.2017 and 147th Board of Management meeting held on 14.09.2017. later, 12 skill based academic programs have been launched, for which PPR was also designed meticulously in consultation with stakeholders. The PPRs in respect of 12 programs were approved in 53 Academic Council meeting held on 26.12.2019 and which is ratified in 159th meeting of the Board of Management held on 02.01.2020. UGC accorded nod for the said programs keeping in view the program outcome.

The department concerned have developed **program outcomes** in consultation with experts/academic peer/consultant through series of workshop/interface by hybrid system. The curriculum of each program is carefully and systematically designed in tune with program outcomes. The **curriculum** is developed based on the workshop conducted by the each department at the micro level and office of the Dean (Academic) at the macro level. For this purpose the core faculty, experts from other universities/institutions of repute, consultants and professionals have been drafted for developing curriculum as per the norms evolved by the concerned regulatory bodies from time to time.

Learning Outcome based Curriculum Framework (LOCF) program wise, was notified by the University Grants Commission. In an endeavour to adopt LOCF for all the programs, workshops were conducted at the macro level by inviting a renowned academician. The University while accepting the recommendation of the workshop has decided to make LOCF as a student centric, interactive and outcome-oriented besides giving thrust on skills both specific and generic including the development of requisite competency to face the challenges in the dynamic business environment. Further LOCF is adopted to make way for students not only in progression of higher studies but also the attractive carrier both in India and overseas.

The programs are divided in to courses which are eventually segmented as blocks and units. The course specific outcomes have been conspicuously stated based on the contents logically and sequentially. The course specific outcomes have been brought out keeping in view the program specific outcomes. The course writers of the self - learning material are trained as per the policy document – Self Learning

Material. The unit outcomes have been categorically stated so as to enable the students to get in to action after reading such units. The unit outcomes are aligned with the course specific outcome so also the program specific outcomes.

Self-learning material of each program is self - directed, self - explained and self-evaluated. After completion a particular part in the unit, the students evaluate themselves under Check Your Progress, which are in the form of MCQs, Fill in the Blanks, One Word Answer, True or False and Short Answers etc. The students concerned are able to assess themselves as to where they are and where they are supposed to go?, by executing Check Your Progress. The course specific outcomes are also achieved by the evaluation system adopted as per the UGC ODL & OL Regulations 2020. The evaluation is done by way of continuous assessment also called Internal Assessment (Formative Assessment) and Term End Examination (Summative Assessment). Continuous Assessment in each course is given weightage of 20% and Term-End examinations are assessed with the weightage of 80%.

Continuous Assessment in each course of a program involved assignment, seminar, test, filed survey, quiz etc. The Board of studies of the concerned program has the authority to decide the component of internal assessment based on continence and objectivity. **Assignments** questions cover broadly about the block specific, which includes units as well. Two assignments are executed in each cycle so as to ensure unit specific outcomes (course specific outcomes) are achieved. Teacher of the concerned course evaluate the assignments and pass remark on the strengths and weaknesses. In case of **Seminar**, each student of a program presents a paper on pre-determined topic of course specific, in presence of core faculty and external faculty. The assessors evaluate the presentation of paper by highlighting strengths and weaknesses. This assessment also helps achieving the desired outcome of the course specific. In case of the **Test** conducted course specific, the valuator highlight the strengths and weaknesses which in turn enable the students to realise the achievement of the course specific outcome.

Term-end examination is conducted at the end of the teaching-learning process. The weightage to each course is equal to that of 80%. The Board of Examiners make sure that the questions of a course cover all the blocks/units. The question paper setters are instructed to give weightage to all the units for which question paper pattern is prescribed. The modus operandi in the term-end examination apparently facilitate the examiner to make out how far examinees have achieved the program specific outcomes.

During pandemic **Open Book** system of examination was adopted.

The Students of MBA, M.Com, M.Sc. and MA submit a **Project Report**, which is equivalent to a course, under the supervision of a core faculty and a manager in a company or industry. The project report so submitted is evaluated by the Board of Examiners, to assess the analytical ability and level of research skill of the students, which are apparently course outcome.

Students of a few programs submit **Dissertation**, which is equivalent to a course. The modus operandi of the guidance, evaluation and course outcome are same as that of the project report.

Students who have submitted Project Report/Dissertation take part in the Viva-voce mainly to defend how far they accomplished their objectives through structured research methodology.

All the above stages could help the students to be an asset at the work place, a responsible person in the family, society and country. The students internalise the knowledge and skill gained during the course of study in their career.

| File Description | Document |
|---|-------------------------------|
| Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes | View Document |

2.6.2**Percentage of completion status of UG and PG degree programmes with in specified period****Response:** 0

2.6.2.1 Number of UG/PG learners completed the degree program within 3 to 5 years for UG & 2 to 4 years for PG.

Response: 25815

| File Description | Document |
|--------------------------------|-------------------------------|
| As per Data Template | View Document |
| Link to declaration of results | View Document |

2.7 Learner Satisfaction Survey**2.7.1****Online Learner Satisfaction Survey regarding teaching-learning process****Response:** 2.98

| File Description | Document |
|---|-------------------------------|
| Database of all currently enrolled learners | View Document |
| As per Data Template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

Policy for promotion of research 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:

Research Programmes:

PhD Programme was implemented in 1998. M.Phil. introduced in 2010, abandoned after completion of one cycle. Presently PhD Programmes are offered as per KSOU PhD Ordinance 2012 (III Amendment 2021) framed in accordance with UGC PhD Regulations 2016. PhD programmes are in discipline such as Humanities, Social Science, Commerce, Management, Science and Education.

A total of 29 scholars have been awarded PhD Degrees in various disciplines from 2017 till date (195 PhD Degrees have been awarded since 1998).

1. Faculty Research:

The University encourages faculty members to undertake research, 36 national and international conferences and seminars have been conducted. Financial support is extended to teachers who participate in national and international seminar/conference. The research works of faculty members is published through Prasaraanga. "MukthaVahini", a quarterly Journal enrich creativity in literary. This publication which is revived recently inculcates research culture among stake holders including students.

The University has adequate teaching staff who engaged in teaching, research and extension activities. A total of 455 research papers have been published in UGC care list and double blind peer reviewed with impact factor/Scopus /Elsevier. Out of 12 research projects funded by DST, ICSSR, DEC-IGNOU, VGST etc 9 have been successfully completed and 3 projects are ongoing. For this purpose grant of Rs 7176000 was sanctioned for carrying out research projects and conducting seminars/conferences. Babu Jagajeevanaram, a Chair for research and extension, received Rs 2 crores from State Government. The grant is utilized to create awareness, thoughts, ideas and their relevance to contemporary society. Administrative sanction is accorded to execute 2 minor research projects, publication of 5 ISBN books and few extension activities in slum areas. The University has instituted minor research projects out of its own financial support to promote research culture among faculty members.

1. Institutional Support for Research

The University has established Research and Development Cell in 2019 to strengthen research activities. Industry -Institute Partnership Cell is created under R&D. A Memorandum of Understanding is signed with industries/institutions for faculty exchange, knowledge sharing and internship/project.

Consultancy: Some of faculty members in Ancient History & Archology, Botany, Commerce, Computer Science, Economics, Kannada, Management and Engineering section render consultancy services informally to the needy.

The University is recognized under 12B of UGC Act in 2021. It has received Rs 2.15 crores, for the augmentation of IT infrastructure and research. The budgetary provisions were made to promote research activities under Academic Head till 2019-20. Provisions are made exclusively under head - Research and Development from 2020-21.

An amount of Rs 10 lakhs was earmarked annually, there by motivated faculty members to attend or to conduct seminars and conferences till 2019-20. The amount allocated for research and development activities including promotion of minor research project is increased from Rs 5 lakhs in 2020-21 to Rs 50 lakhs in 2021-22.

The Research and Development Cell works as per ordinance governing Research and Development 2020.

The University has instituted various awards to the faculty based on merits. Science laboratories are fully equipped to conduct quality research.

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

3.1.2

Research facilities for teachers, other academics and learners 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

Response: A. Any 6 or more of the above

| File Description | Document |
|----------------------------------|-------------------------------|
| As per Data Template | View Document |
| URLs of the available facilities | View Document |

3.2 Resource Mobilization for Research

3.2.1

Government and Non-government grants for research

Response: 209

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 6 | 00 | 203 | NA |

| File Description | Document |
|--|-------------------------------|
| Award letters for research projects sponsored by government and non-government | View Document |
| As per Data Template | View Document |

3.2.2

Research projects funded to teachers – Number of research projects funded by the institution / government and non-government agencies per teacher

Response: 0.03

3.2.2.1 Number of research projects funded by the institution / government and non-government agencies year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 2 | NA |

| File Description | Document |
|------------------------------------|-------------------------------|
| List of research projects | View Document |
| Document from Funding Agency | View Document |
| As per Data Template | View Document |
| Link of the funding agency website | View Document |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

3.3 Innovation Ecosystem

3.3.1

Innovative initiatives of the Institution

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:

The university has an ecosystem to stimulate innovation for sustainable development in an endeavour to nurture, a Center for Innovation and Incubation has been established under R & D Cell. The centre led by Nodal Officer knit contact between industries and staff-students. It creates awareness among unemployed youths about programmes and supports extended by both central and state government giving thrust on technology enabled services to contemporary industries. It extends infrastructure (library, laboratories, IT support etc) and conduct workshops/ training programmes to entrepreneurs of infant industries. The centre encourages commercialization of valuable output of research programmes.

The former Vice Chancellor of university along with research fellows have been awarded 8 patents, out of which 7 awarded by Government of India and one by International Searching Authority. The patents have been awarded for outstanding contribution in Renewable Energy, Mechanical Energy, Agricultural Engineering and Retail Marketing by intervention of computer device, Proximity Communication in Retail Environment. All these innovation are unique, highly distinct and eco-friendly, therefore they are contributing heavily for accomplishment of path towards sustainable development.

A faculty from Micro Biology received an award a patent for his outstanding work entitled “A Process of Preparing Material for Seed Coating for Improved Growth and Disease Immunity”. A student from Department of Environmental Science was conferred; Chief Minister Award for Conservation of Wild Life and Sadhana Shree award for Beekeeping.

Two faculty members from Micro Biology & Food Science and Nutrition have been jointly conferred award on “A System for stored water quality monitoring , purification and quality data communication” by Allinnow Research and Development Pvt Ltd, A faculty member in Economics is conferred an award for Analyzing Current Economics Issues in Social Media by a Multidisciplinary Research and Educational Society.

The university has established a centre of excellence in collaboration with Berund Foundadtion. The Government of Karnataka has established an incubation centre at KSOU Manadkalli campus

Innovative Learner Support:

The university has undertaken various initiatives, a part of Learning Management System (LMS), to meet the challenges of Covid-19 pandemic. The initiatives support diversified group of learners.

KSOU App: The University has developed the app to provide information about academic activities, examination, students supports services, research and development and contemporary policies. This app supports university to reach the unreached instantaneously irrespective of the territory.

KSOU Connect: It is a recent initiatives launched during Covid-19 pandemic. This app enables teachers to connect to unlimited students online. The app has a provision under which learners can either raise questions/hands or type question in the chat box on the lectures. The faculty members address all such query/doubts. The auto recording system is used by students at their own pace, as they have provision to access to the lectures 24*7. All the department have conducted webinar on innovative topics and workshops on preparation of Research project proposal and funding opportunities. The university has conducted a competition among faculty members to design posters containing information about KSOU at macro level mainly to drive the enrolment for various academic programmes. Further KSOU has made MOU with Infosys for LMS

You Tube Channel – Drushya Vahini:

It is a composition of audio and visuals. Students of the university have the opportunity to access the channel to get complete information such as admission, student support services, teaching learning, continuous assessment, term end examination, training for competition examination, placement activities and post examination services etc. The videos are developed by the officers/directors/ coordinators in Visual studio of the university. The same are telecasted periodically in Drushya Vahini channel

Telegram App: The University has created Telegram groups for students both at micro and macro level. All circulars and notifications are posted in the group of staffs and students. The app is designed in such a way of not sharing the mobile number of any member which avoids the harassment to women. The whatsapp could reach not exceeding 250 members in a group which is a major hindrance for communication. Telegram App removes such hindrances and enables the university to reach large number of students and staffs.

Face Book Page: The Department of Studies and Research in Management has created a Facebook page, wherein the faculty upload management stories, contemporary cases, career opportunities, continuous assessment, industrial visit, progression and employment, term end examination and best practices. The students query in the comment box is resolved appropriately. This face book has 933followers.

A bot App: This app is linked to telegram groups, which give auto reply to queries. The queries left unattended will be sent to admin for further needful.

BOAT (Board of Apprenticeship Training): The University has collaborated with BOAT, a part of Government of Karnataka to provide Apprenticeship to the students of ITI who are part of progression in the ODL system.

KSOU has signed MoU with Future Minds; an Institution specialized in imparting skills for unemployed youths in the state of Karnataka. Under this, the Department of Commerce will soon launch certificate programme in English, Entrepreneurship and Employability.

Digital Marketing: The university has undertaken promotional measures in respect of BBA and MBA (offline and online) by creating a page in Instagram and Facebook to reach the unreached. The services of Quantum Infotech are hired to augment the enrolment to the said programme. The university targets

the group of people who are revolving around social media. This is being achieved through a promotion page in Facebook and Instagram so as to enable the prospective students to have quick access of information relating to admission. It is found that over 1 lakh viewers have visited the said page of social media in a short span. The call center established in the university contact the visitors to ascertain their interest which would eventually convert into admission.

Innovative Academic Programmes: The Department of Studies and Research in Management developed the curriculum of MBA- Operations by involving senior executives of reputed companies in the state. The department has also launched Apprenticeship Embedded BBA programme, where students have the provisions work in companies as apprentice at the level of second year which fetch them stipend to meet their expenses.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Any other relevant information | View Document |
| The Innovation Centre/ Cell | View Document |
| Initiatives taken by the institution | View Document |

3.3.2

Workshops / seminars conducted on innovative practices

Response: 5

3.3.2.1 Total number of workshops/seminars conducted year wise over the last five years on:

- Intellectual Property Rights (IPR)
- Open Educational Resources (OERs)
- Massive Open Online Courses (MOOCs)
- Technology-Enabled Learning
- Learning Management System
- Development of e-content

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 0 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| List of workshops/seminars over the last five years | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |
| Report of the event/ link to the material developed | View Document |

3.3.3

Innovative content developed in the form of e-modules / e-SLMs / MOOCsfor :

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

Response: 181

3.3.3.1 Total number of e-content modules developed for any of the platforms listed above

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 181 | 0 | 0 | 0 | NA |

| File Description | Document |
|--|-------------------------------|
| List of the innovative contents developed over the last five years | View Document |
| As per Data Template | View Document |

3.3.4

Awards for innovation

Response: 13

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 4 | 5 | 1 | 3 | NA |

| File Description | Document |
|---------------------------------|-------------------------------|
| Scanned copies of award letters | View Document |
| Award details | View Document |
| As per Data Template | View Document |

3.4 Research Publications and Awards

3.4.1

Mechanisms to check malpractices and plagiarism in research

The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years)

1. Research methodology with course on research ethics
2. Ethics Committee
3. Plagiarism Check
4. Committee on publication guidelines

Response: A. All 4 of the above

| File Description | Document |
|--|-------------------------------|
| Notification for Research Ethics Committee | View Document |
| Minutes of the committee | View Document |
| Institutional code of ethics document | View Document |
| As per Data Template | View Document |

3.4.2

Ph.D. degrees awarded per recognised research guide of the University

Response: 100

3.4.2.1 Number of Full time teachers recognized as guides by the University as per UGC regulation over the last 5 years

Response: 33

3.4.2.2 Number of Ph.D. degrees awarded per recognised research guide of the University year wise over the last five year

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 15 | 8 | 8 | NA |

| File Description | Document |
|--|-------------------------------|
| List of Ph.D. scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| As per Data Template | View Document |
| Web-link of the Research page | View Document |

3.4.3**Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the last five years****Response:** 58.36**3.4.3.1 Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 110 | 32 | 32 | 39 | NA |

| File Description | Document |
|---------------------------------------|-------------------------------|
| As per Data Template | View Document |
| Web-link of research papers published | View Document |

3.4.4**Books and Chapters in edited volumes published per teacher etc****Response:** 52.33**3.4.4.1 Number of books and chapters/ units in books/ SLMs published of the institution during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 56 | 26 | 61 | 48 | NA |

| File Description | Document |
|--------------------------|-------------------------------|
| As per Data Template | View Document |
| Web-link of publications | View Document |

3.4.5

Citations of the publications

Response: 11.69

| File Description | Document |
|------------------|-------------------------------|
| Data Template | View Document |

3.4.6

h-index of the Institution

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

Response: 12

| File Description | Document |
|---|-------------------------------|
| Citations of publications based on Scopus / Web of Science – h-index of the institution | View Document |
| As per Data Template | View Document |

3.5 Consultancy

3.5.1

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

Response:

Consultancy is also a key area in the university. The university is specialized in the domain of Open and Distance Education. The faculty members have enriched themselves in their specialization and deliver educational services to diverse group of distant learners.

Consultancy is network helps knowledge and expertise to flow from faculty/university to business and other external agencies. Knowledge partnership contributes to the growth and development there by achieves productive relationships with society.

The university has identified potential areas based on the strengths of academic departments

Environment: water and water waste management, environment, impact assessment, effluent treatment plant, environmental management systems, heavy metal pollution, waste management, ETP/STP/RO

Management: International Business, Operation Research, Marketing, Finance and Banking, Human Resource Training and Research, Business Analytics.

Food and Nutrition: Food Product Development, community Nutrition, Food Safety, Food Processing.

Phycology: Educational, Clinical and Industrial Settings.

Computer Science: Computer Vision, Computer Networking, software engineering, MIS, mobile Ad hoc Network, Internet of Things, Data Science, Artificial Intelligence, Dot NET, Application Software, Product based software, Software Security, Network design, System Design

Information Technology: Image and Video Processing, Computer Vision, Pattern Recognition, Information Retrieval.

Commerce: Accounting, taxation, entrepreneurship, Finance, HR, Marketing, Research Analysis.

Economics: Economics of Scale, Cooperative Sector, Public Finance, Banking, Animal Husbandry.

Biochemistry: Transplant Immunology- Islet Transplantation.

Open Distance Learning: New programme, Self-Learning Material, audio-visual, Research and Development. Counseling, student support services, automation, evaluation, innovation, best practices, extension activities, placement and career guidance, consultancy, collaboration, human resources management, financial management, marketing of ODL, governance and leadership, , inclusiveness, promotion for special group of learners, ICT enabled services, faculty exchange etc.

The university has adopted a Policy on Consultancy services for effective implementation. At present some of the departments have been engaged in consultancy services to various NGOs as under:

Engineering department conducted orientation for junior lineman of CHESCOM. Kannada department created an awareness on significance of kannada as administrative language for SKF Technology. Commerce Department conducted a programme on augmentation of revenue for Lions Club International. Placement Cell in collaboration with Akash Education Ltd conducted on what next after 12th. Faculty of Economics organized Sahakara Saptaha for Mysuru Suvarnasowdha. The Department of Management conducted promotional programme for products of Modi Care. Botany rendered services

for University of Horticulture Science of Bagalkot on the avenue to generate profit from commercial crops.

Department of Computer Science extended services to conduct seminar for silicon cruzers. Women Cell conducted a conference for Zone Women's Committee on issues and challenges faced by contemporary women. The Commerce provided services for Bhavani Associates on GST and TDS. Economics Department conducted a seminar for Sahakara Bhavana. Placement Cell organized orientation programme to learners of PU Colleges to select best career. Kannada Department, rendered musical services to Kerala Samajam. Faculty of Ancient History and Archeology conducted Symposium for One Point Solutions. All the services fetched a total revenue of Rs 810,010 which is the sole share of the university under the policy.

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View Document |
| Policy document on consultancy | View Document |
| Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy | View Document |

3.5.2

Revenue from consultancy – Revenue generated by the Institution from consultancy

Response: 9

3.5.2.1 Revenue generated from consultancy provided by teachers and other academics of the Institution year wise over the last five years (INR in Lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 2 | 1 | NA |

| File Description | Document |
|--|-------------------------------|
| List of teachers and other academics providing consultancy | View Document |
| Audited statements of accounts indicating the revenue generated through consultancy | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

3.5.3**Revenue from training/ seminars/ conferences/ etc. – Revenue generated through sponsored training programmes/ seminars/ conferences sponsorship, etc.****Response:** 4

3.5.3.1 Revenue obtained as sponsorship by the Institution for conducting training programmes/seminars/conferences (INR in Laksh)

Response: 4

| File Description | Document |
|---|-------------------------------|
| Schedule of the training programmes | View Document |
| Audited statements of account indicating the revenue generated through training | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

3.6 Extension Activities**3.6.1****Extension activities**

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

Response:

Karnataka State Open University has engaged itself in conducting various programmes for the benefit of students and general public including vulnerable section of the society. The programmes conducted over the last 5 years are depicted as follows:

- The university in collaboration with Lakshmi Devamma Shankara Shetty, Maternity Hospital, conducted a diagnostic test to examine the level of hemoglobin of 35 pregnant women. The report reveals that 15 such women were diagnosed deficiency in hemoglobin. Prescription was provided to all of them to overcome the ill effects.
- Provided 10 Oxygen concentrators to Covid Care Centers through DC office, for the support of Covid affected patients during pandemic. The supports could save the life of 1000s of such patients who were battling for life.
- Distributed 250 set of masks and sanitizers to street vendors at Bandipalya thereby supported them to be vigilant.

- Conducted a blood donation camp in collaboration with Red Cross Society, Lions Club-Bhandhavya and St. Joseph's Hospital. All the teaching and non-teaching staff have participated in awareness programme where as 45 members have donated blood so as to save the life.
- Campus cleaning drive was conducted by Aralu Mallige Eco-Club on the eve of World Environmental Day. All the teaching and non-teaching staff took anti plastic oath and actively participated in the drive to maintain the campus clean and tidy under Swatch Bharath Abhiyan. During the occasion, programmes such as planting of saplings, distribution of plants, development of indoor garden and vermi compost unit
- Conducted 5 Job Fairs in collaboration with District Employment office, Dazo Clans Marketing Private Ltd, RIIIT Job Kart, Department of Skill Development, Entrepreneurship and Livelihood, Industrial Training and Employment of the state government. Over 21000 job seekers took part in the job fair, out of which over 31% of them have received call letters from the companies. Job fair in Open and Distance learning is unique and the same is considered to be exemplary. The role of university in conducting job fairs is overwhelmed by the participants as it play a strategic action in alleviating unemployment problems
- Chairs and Extension Centers such as Ambedkar, Akka Mahadevi and Babu Jagajeevan Ram have conducted seminars to disseminate thoughts, ideas and principles to the students and general public.

Recognitions for out standing extension activities:

- Akka Mahadevi Research and Extension Centers received a letter of appreciation from Sharanu Vishwa Vachana Foundation for disseminating of dictum of pontiff among the students from various colleges.
- Karnataka Rajya Vignyan Parishath conferred an appreciation to the University for promoting of science programmes of ODL in rural and terrain of the state.
- District Health and Family Welfare Department appreciated the efforts of the University for its Magnanimity of sparing physical infrastructure for about a year during covid -19 pandamic. Repairs and maintenance was borned by the university.
- Department of Industrial Training and Employment of state government recognizes the service of university for facilitating students of ITI to avail stipend during Apprenticeship.
- District Employment Exchange applauded the services of university for organizing Mega Job Fairs

| File Description | Document |
|-----------------------------|-------------------------------|
| Brochures of the activities | View Document |
| Activity Reports | View Document |

3.6.2

Recognition of extension activities

Response: 0

3.6.2.1 Number of awards and recognition received for extension activities from Government /recognized

bodies during the last five years:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | NA |

| File Description | Document |
|-----------------------------------|-------------------------------|
| Scanned copy of the award letters | View Document |
| Awards for extension activities | View Document |
| As per Data Template | View Document |

3.6.3

Collaborative extension and outreach Programmes

Response: 12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 7 | 1 | 2 | NA |

| File Description | Document |
|--------------------------------|-------------------------------|
| Reports of the event organized | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

3.6.4

Participation in extension activities

Response: 1632

3.6.4.1 Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD year wise during the last

five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 432 | 565 | 110 | 525 | NA |

| File Description | Document |
|----------------------|-------------------------------|
| Report of the event | View Document |
| As per Data Template | View Document |

3.7 Collaboration

3.7.1

Collaborative activities with Institutions

Response: 19

3.7.1.1 Number of Collaborative activities for research, programme development and faculty exchange with institutions year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 8 | 1 | NA |

| File Description | Document |
|--|-------------------------------|
| Scanned copies of collaboration document | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

3.7.2

Collaborations with industries

Response: 33

3.7.2.1 Number of collaborations with industries for learner exchange, internship, establishing Chairs during the last five years:

Response: 9

| File Description | Document |
|------------------------------|-------------------------------|
| MoU of the collaboration (s) | View Document |
| As per Data Template | View Document |
| Web-link of the collaborator | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

Facilities available at Institution Headquarters and Regional Centres Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.

Response:

Headquarters: The University has adequate infrastructure for its activities and they are as follows;

Academic Units: There are 33 Academic Departments offering UG, PG and PhD programmes. The departments are housed in 4 buildings namely Hamsa, Manasa, Science Bhavana and Faculty Block.

- **Hamsa:** The ground floor accommodates Departments of Journalism and Public Administration. First floor provides for MBA, 9 chairs, 2 meeting/ lecture halls and 11 rooms.
- **Manasa:** Ground floor has Departments of Education, Management, Commerce, Hindi and 2 spaces for teaching-learning. First floor houses Ancient History and Archeology, History, Telugu, Urdu, Kannada and 2 spaces for teaching-learning. Second floor accommodates Departments: Economics, English, Sociology, Political Science and 2 spaces for teaching-learning.
- **Science Bhavana:** The 3 storey academic block provides good ambiance for effective teaching-learning and research activities. Ground floor accommodates Departments: Environmental Science, Geography, Chemistry, Physics and Mathematics with 3 lecture halls.
- **The Departments of** Psychology, Biotechnology, Microbiology, Biochemistry, Food and Nutrition, 3 lecture halls and science library are in first floor.
- Second floor houses Departments of Library and Information Science, Computer Science and Information Science.
- **Faculty Block:** It comprises of 20 rooms that accommodate faculty members and research scholars.

All academic units have good chamber for chairperson of the department and separate room for each faculty member with internet facility. Provisions are made for pure drinking water and rest rooms at both ends of each floor with adequate parking facility.

Administrative Units: The administration of the University is carried out in 3 buildings namely Administrative Bhavana, Admission Section in Hamsa and Evaluation in Examination Bhavana.

- **Administrative Bhavana:** A two storey building has offices for statutory officers with administrative set up. Ground floor houses the Vice Chancellor's chamber, VC's secretariat and a well-furnished meeting hall, chamber of Registrar, Registrar secretariat, office of general administration, legal section and UGC cell . A Conference hall with ICT enable services facilitates conduct of meetings of Board of Management, Academic Council, conferences, presentations etc. One more meeting hall for virtual conferences.

The offices of Finance officer, Dean (Academic), Dean (Study Centre), Director CIQA, IT Cell and NAAC Cell are in first floor. The office of finance operates in duplex structure, while records, documents and files are stored in second floor

- **Hamsa:** The office of the admission, stationary room, dispatch and SC/ ST cell works in ground floor.
- **Examination Bhavana:** The Evaluation related activities function in three floor structure. Each floor consists of 12 spacious halls. The ground floor has an information cell, chamber of Registrar (Evaluation), conference hall, office of Deputy Registrar and Assistant Registrar, ministerial staff.

The first floor accommodate office of Deputy Registrar with staff, 2 spacious halls to store blank answer books and 4 rooms are used to preserve confidential records.

The second floor is meant for valuation of answer scripts in 9 halls and 3 rooms are used for generating marks cards. The third floor is fully utilized for evaluation of answer scripts. The valued scripts for period of preceding 3 years examinations are stored in racks of basement with CCTV and security.

Print Production: A spacious hall provides for printing of marks card, provisional pass certificate and degree certificate.

Storage and Dispatch Unit: A separate building with lift, CCTV, Firefighting system caters to the needs of study material. This building comprises of 3 floors with basement. The study materials of PG/ Diploma programmes are stored in basement while materials of 3 year UG are in 3 floors. Deputy Registrar and staff work therein under the directions of Registrar. The pallet system ensures absolute safety of study material from insects/ moisture. The study materials are dispatched from here.

Library: Central library spreads over two floors. It is fully automated with well stocked books, journals, CDs, theses and e-resources. Authorized users can access library via remote login viz, Knimbus. Separate provision is made for research scholars, students and faculty. The office of Librarian, Deputy Librarian, Assistant Librarian and office staffs work therein. It has the membership of National Digital Library of India, e-Shodhsindhu and Shodhganga.

Laboratories: There are 9 well-equipped laboratories in Science Bhavana to conduct practical and research. A virtual lab and 3 well-equipped computer laboratories facilitate for skill development.

Multimedia Laboratory: A studio for audio-visuals is set up with provision for shooting floor, editing and production control. This studio is fitted with hardware, software; video camera, green mat, multi camera, multipoint lighting, audio recording, teleprompter.

Media Production: A state of art studio produces e-content in audio and visuals. Audio lessons are recorded in radio station and broadcast through KSOU radio app. The e-content in visual format recorded in the studio and broadcast through YouTube (KSOU drushyavahini) channel.

Auditoriums: There are 4 auditoriums out of which, Nala, Kaveri (AC) and Ganga are utilized for teaching-learning activities, seminars, conferences, workshop etc.

Convocation Bhavana: A fully air conditioned building with technology enabled services is exclusively meant for conducting convocation every year. The building is let out to various government departments and NGOs for conducting their events charging rent.

Guest house: A multi-storey building has four executive suites, twenty AC double rooms, five single rooms, a conference hall with ICT and adequate dining area.

Primary Health Center: A doctor and nurse on duty take care of health of the students and staff.

Engineering Division: The Executive Engineer, staff takes care of estate, construction and maintenance of the infrastructure in the jurisdiction of the University.

Utility Block: Ground floor has a cafeteria, Prasaranga and SBI ATM. First floor houses a branch of SBI and second and third floor meant for examination. A competitive examination center works behind SBI bank.

Hostel for Boys: A 3 storey building fully caters to the needs of boys during teaching-learning and examination.

Cottages for Girls: There are 9 cottages that provide accommodation for girl students.

Regional Centres(RCs): The University has built infrastructure in 9 Regional centres. Each building has provision for chambers for director, office, lecture halls, library, canteen and rest rooms.

Academic Block: The University has academic blocks outside the campus at Vijayanagara and Mandakalli, Mysore.

| File Description | Document |
|---|-------------------------------|
| Geo-tagged photographs of campus and all other infrastructural facilities | View Document |
| Any other relevant information | View Document |
| Annual report of the Institution | View Document |

4.1.2

Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation

Response: 21.79

4.1.2.1 Expenditure incurred for infrastructure augmentation excluding salary year wise during the last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1145 | 342 | 253 | 741 | NA |

| File Description | Document |
|--------------------------------------|-------------------------------|
| Budget allocation for infrastructure | View Document |
| Audited utilization statements | View Document |
| As per Data Template | View Document |

4.1.3

Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities

Response: 12.92

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 411 | 398 | 331 | 204 | NA |

| File Description | Document |
|--------------------------------------|-------------------------------|
| Budget and Statements of Expenditure | View Document |
| Audited statements of accounts | View Document |
| As per Data Template | View Document |

4.2 IT Infrastructure

4.2.1

ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters.

Response: 8.25

4.2.1.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at the Institution HQs (Data for the latest completed academic year)

Response: 35

4.2.1.2 Total number of room and seminar halls for academic support at the Institution HQ (Data for the latest completed academic year)

Response: 424

| File Description | Document |
|--|-------------------------------|
| Geo- tagged Photographs of IT infrastructure facilities at HQs | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

4.2.2

ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres (RCs)

Response: 100

4.2.2.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Regional Centres (RCs). (Data for the latest completed academic year)

Response: 239

4.2.2.2 Total number of room and seminar halls for academic support at Regional Centres (RCs) (Data for the latest completed academic year)

Response: 239

| File Description | Document |
|---|-------------------------------|
| Photographs of infrastructure facilities at a few RCs | View Document |
| As per Data Template | View Document |

4.2.3

ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the Institution for academic support in learner support centres (LSCs)

Response: 100

4.2.3.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)

Response: 200

4.2.3.2 Total number of room and seminar halls for academic support at learner Support Centres (LSCs) (Data for the latest completed academic year)

Response: 546

| File Description | Document |
|---|-------------------------------|
| Geo – tagged Photographs of infrastructure facilities at a few LSCs | View Document |
| As per Data Template | View Document |

4.2.4

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

Response:

The University uses ICT enable services not only in academic components but also in administration. A user friendly website (www.ksoumysuru.ac.in) provides complete information about the programmes/ courses, admission criteria, evaluation system, calendar of events, profile of statutory officers-faculty members and such other latest events. The website will be rebuilt once in Two years based on stake holders feedback (students, academic peer and general public).

The university has put in place “**KSOU Student App**” which provides information such as assignments a part of continuous assessments, contact programmes/ weekend counselling at various Learners Support Centres, examination notification and circular for renewal of admission to subsequent levels of the programme. Further, students of various programmes can login and access e-SLMs (Self Learning Materials) through students profile. The students also send their responses on the quality of study material based on the syllabus, which is used for further enrichment of quality of study material. They can also access to their results of examinations without any hassle.

Under digital India mission, the university has put in place “**KSOU Connect**” – an Online Video Conference Platform during Covid-19 pandemic. This platform facilitates smooth conduct of teaching-learning by way of contact programme/ weekend counselling. Individual credentials are created for each faculty members of the university. The chairpersons can have additional links based on the external faculty. The students can access the teaching learning process through the links provided for. **KSOU Connect** is also used for conducting meetings, conferences, seminars and workshops.

The University has undertaken complete responsibility of protecting the Data of the students both in admission and examination. The inhouse Data Centre established in the campus help preserving all valuable data of the students. This centre hosts the data/ information to the website.

The university has, made an arrangement to provide uninterrupted internet connectivity to meet increasing demand. The secured and stable 1GBPSBSNL 1:1 leased line internet facility is used

exclusively for Data Centre and 1GBPSNKN internet leased line, a project of MHRD for academic and administration activities. The network connectivity is augmented through 24X7 Wi-Fi facility, which is used for smart gadgets such as mobile, laptop, tabs and computers of both students and teaching and non-teaching staff.

Sophos and SonicWALL firewall is also used mainly to prevent unauthorized access of internet. It offers network security solution and centralized security management and also stops sophisticated application-layer threats right at the network perimeter and thereby ensuring Application Security.

E-Office system developed by Government of Karnataka is also adopted mainly to increase transparency and accountability of file movement between the departments/sections. A digital workplace solution based on the requirement paves the way for an efficient workflow for inter departmental processes and make them paperless. The e-Office helps achieving a simplified, responsive, effective and transparent working of all offices including the Regional Centres and Learner Support Centres of the University.

The university procures latest versions of Computer systems, Laptops, Tabs, smart All-in-One projectors, Digital writing pads, Digital Display Boards, Photocopier machines, Scanners, Printers and UPS to cope with the contemporary challenges.

4.2.3.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)

Response: 546

4.2.3.2 **Total number of room and seminar halls for academic support at learner Support Centres (LSCs) (Data for the latest completed academic year)**

Response: 546

| File Description | Document |
|---------------------------|-------------------------------|
| Scanned copy of agreement | View Document |

4.2.5

Internet Bandwidth at the HQs and RCs – Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution

Response: 1024

| File Description | Document |
|--|-------------------------------|
| Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres | View Document |
| As per Data Template | View Document |

4.2.6

Facilities for media production - 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

Response: A. More than 10 of the above

| File Description | Document |
|--|-------------------------------|
| Geo-tagged photographs of the facilities for audio, video e-content production | View Document |
| As per Data Template | View Document |

4.2.7

Percentage of viewers (learners) to Transmission facilities of the Institution

Response: 65.55

4.2.7.1 Number of viewers (learners) of transmission facilities (Radio and Television Channels) for the latest completed academic year

Response: 28637

| File Description | Document |
|--|-------------------------------|
| Geo-tagged photographs of the facilities available | View Document |
| As per Data Template | View Document |

4.2.8

Automation systems 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:

Admission to Examination End-to-End ERP Software

University implemented partial online admission process for various programmes. This software is developed by KEONICS, an undertaking of state government. After notification in website, candidates register in Admission portal with data; personal, educational qualification, bank details, concerned Regional center-Learner Support Center and upload relevant self-attested documents. Then candidates remit processing fee by using Debit/Credit card, Net-banking and UPI, which generate application number and message by SMS. The Head Office/Regional Centers verify uploaded documents manually. If found correct, message is forwarded to candidates to visit concerned center with photocopies of downloaded application and uploaded documents. Afterwards, candidates remit prescribed fee by above mode, which generates 15 digits roll number.

University issues ID card to enrolled students so that they avail student support services; study material, multimedia, e-learning resources library, health, teaching-learning, evaluation etc.

KSOU Student App is used to provide quick information about admission, examination and e-SLMs (Self Learning Materials). KSOU Connect facilitates delivery of online lectures and conduct meetings during Covid-19 pandemic. Audio-Visual Studio records SLM and broadcast in YouTube and Web Radio.

Automation of Examination: The examination is fully automated to render hassle free services to learners. University issues examination notification/ Time Table for UG, Diploma& PG programmes based on calendar of events and host in official website. ERP system sends SMS/Whatsapp/Telegram to eligible students under an intimation to Regional Centers/Learner Support Centers. The system provides application format which facilitate students to fill in. It scrutinizes submitted application and clears, if found in order, for remittance of examination fee online.

After expiry of closing date, it generates admission ticket, host in website and forward message to eligible students. It also generate center/ programme wise candidates list, seating arrangements (date wise), invigilation dairy with barcode, copy of admission ticket and forward to Examination Chief Superintendent of each center three days before commencement of examination.

The University receives answer books from each center of examination, arrange gunning on barcode for Roll Number which in turn generate coded sticker for digital evaluation. Each approved evaluator is

assigned user name and password who login, perform task and award marks. It declares results of candidates considering marks of internal assessment, as uploaded by concerned and marks of term end examination. The same is communicated to students through whatsapp and official website. Provision is made for revaluation/board valuation, thereby it generates marks card, which is sent to the students by speed post. It takes care of issuing certificates such as Provisional degree, convocation, Migration, Transcript, Genuine, Rank etc.

Under e-office of State Government case worker, superintendent, concerned officer/ chairperson/ Regional Directors send digital file to higher officers for needful. The officers pass order and return the files digitally. E-office is highly transparent and non-manipulative which facilitate for quick monitoring and controlling.

Under Seva Sindhu, of Government of Karnataka, admission and examination related services are delivered easily at the doorsteps of students.

State Scholarship Portal (SSP), of the state government is adopted to disburse Scholarships which is released by various departments.

| File Description | Document |
|-------------------|-------------------------------|
| Automation system | View Document |

4.3 Learning Resources

4.3.1

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

Response:

Karnataka State Open University has adopted three tier mechanism in providing learner support services viz Headquarters, Regional Centre and Learner support Centre(LSC). Headquarters is located at Mysuru.

Regional Centres:

Karnataka State Open University has established 23 Regional Centres in order to decentralize routine administrative activities and make the system student friendly.

Though the primary functions of these Regional Centres are admitting students, internal assessment management for UG programmes, supervising and coordinating the operations of the LSC in the allocated region, they also perform such other functions as may be assigned.

To enable the Regional Centres to function effectively, along with University staff, a library containing reference books, course, materials, audio-video materials, tele-conferencing facilities , internet facilities , video conferencing facilities and supporting electronic hardware and software are provided.

These Regional Centres are expected to take over many routine administrative functions of the headquarters so as to enable the Core staff of the University to concentrate upon development of novel and need based programs. The regional centres address the grievances of the students with the help of headquarters.

Regional Director (RD):

Every Regional Centre is headed by a Regional Director. RD occupies a key position and plays a vital role in implementing the policies and academic programs of the University. He is the representative of the University in his region and has certain specific duties to perform.

DUTIES AND RESPONSIBILITIES OF THE REGIONAL DIRECTOR:

- Act as a conduit between the University and the LSCs for smooth flow of information, money and materials.
 - Supervise and coordinates the work of LSCs.
 - Act as a resources centre/ information dissemination centre both for LSC personnel and students of the University.
 - Promote public awareness about the operation of the University and generate good will towards the University. For this he may use various media like Radio, T.V, Press and organization of seminars and Meetings.
 - Negotiate with local universities and other educational institutions with a view to developing local facilities for the University's programs.
 - Survey and collect views regarding the academic and professional requirements of region and feed the information to the headquarters.
 - Advise the university about the establishment of new LSCs on the basis of the geography of the region, population, concentration of students and academic requirements.
 - Act as a Guide/Adviser/Counselor to the LSCs in organizing induction/Orientation/Contact programmes.
 - Collect information from the coordinators of the region regarding appointment of Counselors, prepare a list after selection and recommend them to the headquarters for appointment.
 - Organize training programs for academic counselors and other functionaries of the study centers.
 - Collect, tabulate and scrutinize every month the progress of LSCs with regard to
 1. Conduct of counseling sessions, regularity of counselors and attendance of students.
 2. Standards of discipline of the staff of LSCs and students according to the university's code of discipline. He will also provide a tabulated report to the Headquarters every month on the above functions.
- Help the University in admissions of students
 - Monitor the timely assessment of assignments at the LSCs
 - Have general supervision and control over the conduct of examination at various LSCs and other examination centres in the region.
 - Change their LSCs on the request of the students.

- The regional Director himself or one of his Assistants will inspect each LSC at least twice a year to supervise its functioning, to see the physical facilities it provides, and for sample checking of stocks and finances and to solve its difficulties, if any. He may also hold periodic meeting of coordinators. After each such inspection/meeting a brief report will be prepared and sent to the Headquarters and the LSCs.

FUNTIONS OF LEARNER SUPPORT CENTRES:

Karnataka State Open University has already established 149 learner support centres at almost all District headquarters of Karnataka. It has plans to establish learner support centres in each of the taluk headquarters and has already covered quite a few Taluks.

The major functions of these learner support centers are, to:

- Assist the University in admitting students to various programmes offered by it.
- Conduct Entrance test (wherever necessary) and term-end Examination.
- Organize week end tutorial and counseling sessions to provide academic help,
- Provide library facilities for reference work,
- Provide facilities for viewing audio-video materials provided by KSOU.
- Organize intensive personal contact programmes as stipulated.
- Receive the assignments from the students as per schedule.
- Get the assignments evaluated as per the guidelines issued
- Dispatch the valued assignments to students along with the feed-back comments given by the Evaluators,
- Upload marks and sample assignments as per the guidelines
- Act as communication channel between the University and students.
- Maintain links with the Headquarters, Regional centre and other relevant local institutions,
- Act as public Relations agency of the University.

ESTABLISHMENT OF LEARNER SUPPORT CENTRES:

As the effectiveness of Distance Learning depends, to a great extent upon the efficient functioning of the learner support centres, KSOU has developed a procedure for establishing the same. The salient features of this procedures are listed below.

- 1.The University takes a policy decision to establish a learner support centre in a particular geographic locality based on a feasibility study conducted by it or University notifies on its website for call for LSCs
- 2.The university shortlists Institutional located in that area for consideration. Normally, Institutions managed by Registered Societies or trusts consisting of professionals/ Educationalist, and those having experience in conducting conventional UG/PG programmers recognized by Universities or Deemed Universities are preferred.
- 3.An on the spot study is made by the learner support Centre Assessment and review committees (LSCARC) of the University.

4. The report is placed before the authorities and decision is taken along with the information supplied in relevant format by the Institutions.
5. If sanctioned, a Memorandum of Understanding between the Host Institution and the University is exchanged.
6. The Head of the Host Institution (President/Secretary/Principal, as the case may be) will submit a panel of names for appointing the core personnel of LSC as the format provided for the purpose
7. The University appoints the core personnel of the LSC based on the recommendations received.

| File Description | Document |
|--|-------------------------------|
| Organizational chart of support services available | View Document |
| List of support services provided at Headquarters, Regional Centres, Learner Support Centres | View Document |

4.3.2

Average number of Learners attached to LSCs

Response: 293.19

4.3.2.1 Number of LSCs in the preceding academic year

Response: 149

| File Description | Document |
|---|-------------------------------|
| Enrolment details of the preceding year | View Document |
| Distribution of learners LSC wise | View Document |
| As per Data Template | View Document |
| Any additional information | View Document |

4.3.3

Academic counselling sessions held-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:

The university has followed week end counseling for UG students, personal contact programme for PG students, and regular classes for research students

Academic Counseling: The teaching-learning in academic counseling shall be equivalent to 10% of the

total learning hours assigned to each programme. The office of Dean (SC) issues timetable and enable the coordinators of Learner Support Centers to conduct weekend counseling. The Academic Counselors who fulfill eligibility conditions stipulated by UGC are drafted for teaching learning process.

The university conducts a capacity building of counselors for a short period at different places through training/workshops. Experienced in-house faculty members impart training to the trainees. The Academic counselor collect course-materials of the assigned task, programme guide, and deliver lectures. They bridge the gap between students and university on academic and administrative purposes. Academic Counselors performs 4 types of functions namely tutorial, counseling, evaluation and feedback.

During counseling, academic counselors address academic/examination related doubts/problems and highlight career paths. Regional Directors visit 12 to 15 Learner Support Centers in their jurisdiction to monitor and controlling teaching learning, evaluation of assignments, feedback and opportunity for progression and career.

Personal Contact Programmes: The University conduct personal contact programmes for PG students. The PCPs are conducted at Head Quarters and Regional Centers. In-house core faculty members and external faculty members take part in PCPs to deliver lectures, tutorial, evaluation and feedback in various centers. The Dean (SC) issues notification and time table programme and center wise. The chairperson of the departments co-ordinate teaching-learning and continuous assessment during PCP. They provide study material, programme guide and regulation to the external faculty members.

Slow Learners and Fast Learner:

During teaching-learning in academic counseling and Personal Contact Programmes, faculty members/academic counselors identify slow learners and fast learner through mechanisms; interaction, evaluation, check your progress, feedback, observation etc. The faculty members conduct bridge course and remedial coaching to slow learners. They also provide additional input of contemporary knowledge and skills to fast learners and motivate them to achieve their desired standard. The Regional Directors visit the learner support centres to monitor and control academic activities. Similarly Chairperson of the departments visit contact programmes to monitor such programmes.

The counseling/ PCPs are conducted generally by face to face. Online lectures are delivered through KSOU Connect App during pandemic. The Audio Visual Studio facilitates the record of lectures and broadcast through YouTube channel and KSOU Radio.

The teaching learning hours in academic counseling and PCP, is fixed as per the UGC regulations.

Tutorial System: The tutorial system in B.Ed. creates learning and assessment opportunities through lecture sessions in which students orally communicate, defend, analyze and critique the ideas of others in a conversation with the tutor and fellow students. Academic counselling in B.Ed. is spread over for a minimum of 144 hours of the entire duration. The counselling sessions is organised as tutorial, during which focus is given on personalized guidance to the learners on content difficulty, fieldwork, teaching practice, projects, assignments, dissertation, time management, study skills, etc.

Workshops: The group of learners acquire competencies and skills required by a teacher. The Learner

Support Centres arrange practice teaching in simulation. They are also trained in the reparation and use of ICT through teaching aids, research tools, worksheets, course units, assignment, and assessment rubrics etc.

School-based Activities: The learners of B.Ed. programme perform for minimum of 15 study hours in the school by way of hands on experience. The learners interact with faculty members and principal of the school/college where he/she is working. Teaching Practice: A learner in B.Ed. programme goes through a teaching practice for three months, in the school where he/she works, under supervision of senior teacher/academic counsellor. Each lesson is guided, supervised and assessed by the academic counsellor. The learner is provided constructive feedback on his/her performance by the supervisors/teacher educators.

Practicals: It is an integral component of Science Programme both UG and PG. State of the Art laboratories are developed at the headquarters which impart skills to the students. Learner support centers having laboratories are engaged to conduct practical classes. The weightage in practical courses of science discipline is same as that of conventional universities, as directed by the UGC. Test, seminar and field visit: During the PCP, PG students of Science discipline present paper in the seminar and take part in test as part of continuous assessment. Almost all departments in science discipline conduct field visit, in which students participate compulsorily and submit a report to that effect. As stipulated by the UGC, the students should have 75% of attendance in PCPs. The students of science discipline, MBA and B.Ed. (80%), who fulfill the said condition, are allowed to take part in the term-end examination.

Projects: Project is an integral component of the programmes M.Sc. in Computer Science, IT, Psychology, Microbiology, Environmental Science, Geography, Clinical Nutrition, Biotechnology, and MBA. The faculty members provide necessary guidance to the students regarding the quality conduct of the project in Industries/firms/ free lancing/laboratory based.

The Students are motivated to accord thrust on innovation for the benefit of society. Feedback mechanism is put in place to evaluate the performance of teachers' vis-à-vis standards. The university analyze the feedback submitted by students and take appropriate steps to improve the system on the principle "quality first and student foremost.

Regular PhD: Course work, credits, supervision etc. in research works are followed as stipulated by regulatory body

Skill Development: Skill development is mandatory component in all UG and PG programmes irrespective of the discipline. Every students opts any one out of 7 skill based courses offered. A Coordinator appointed for skill development organizes courses. A student in UG programme undergo the process of skill development in 3 levels out of which 3rd level is exclusively meant for hands on experience.

The students who could not attend the counseling due to reasons beyond their control, use KSOU connect, YouTube channel and University Radio to enrich knowledge and skill at their own pace. The university broadcast the recorded lectures, both audio and visuals on various courses through the aforesaid media.

| File Description | Document |
|---------------------------------|-------------------------------|
| Reports on counselling sessions | View Document |
| Monitoring reports of LSCs | View Document |

4.3.4

Expenditure on Library – Percentage of annual expenditure on library year wise during the last five years

Response: 0.05

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.34 | 2.56 | 0.56 | 0.67 | NA |

| File Description | Document |
|---|-------------------------------|
| As per Data Template | View Document |
| Web-link to relevant resources available in the library | View Document |
| Web-link to Library catalogues | View Document |

4.3.5

Library Automation Library is automated in using Integrated Library Management System (ILMS)

- Name and features of the ILMS software
- Nature and extent of automation (full or partial)
- Year of commencement and completion of automation

Response:

Library is fully automated in using Integrated Library Management Systems(ILMS) –NewGenLib with version NGL Core Engine Version 3.2 – Helium; (Release date: 22 Jan 2020) developed by M/s Verus Solutions Pvt Ltd. The multi-user software is based on Client-Server technology for managing library functions. The Online Public Access Catalogue is accessed through Web for all users. The software is of international standards; MARC 21 for bibliographic description, ISBD, OAI-PMH Protocol, Z39.50 Protocol, Dublin Core and Unicode. It uses Java technology, PostgreSQL for database and Apache for Web server. The software is amenable for upgradation periodically. The Administration module

authorizes staff to use software module wise. After the first installation, staff set various values as per the structure of the library. The acquisition module provides a complete solution for the procurement of documents. The Technical Processing (Cataloguing) modules carry forward acquisition module, data entry and edition based on MARC 21 standard. The software facilitates hassle free services such as issue, return, renew, reservation and inter-library loan, award of penalty etc. It provides a complete solution for acquisition, cataloguing, and management of serials.

NewGenLib performs multifarious tasks and used extensively for housekeeping operations such as acquisition, cataloguing and circulation required for day-to-day activities of the Library. Book database is created along with the user's database. The enrolled students, faculty and non-teaching staff avail books on the basis of borrower's card issued by library. The teaching faculty and non-teaching staff are permitted to borrow 10 documents and 2 documents respectively. Research scholars borrow 5 documents and students avail 2 documents against the borrow cards. The process of issue and return of documents is carried out through barcoded system and thereby ensures circulation management effectively.

The University Library implemented the library automation on 15.5.2008 using an ILMS NewGenLib. The software is hosted on Windows server at the institution covering all housekeeping operations.

Web Online Public Access Catalogue(Web-OPAC) and a single window provide complete information about the users along with circulation status, penalty status, contact details, reading and circulation history etc. is made available to the users.

Web OPAC enables the library users to know the status of bibliographic records which reflects on the availability of books. It has a comprehensive functionality viz. multilingual, powerful search engine, compliant with all library standards and protocols. NewGenLib not only helps in managing resources of library but also facilitate quick searching of various databases with a single click.

ILMS is being upgraded from time to time against a new versions released on regular basis. The software maintenance is supported by the developers themselves on an Annual Maintenance Contract(AMC). One terminal each is reserved at entrance, Kannada, Social Sciences and Science and Technology stack rooms. These terminals help students to search for information on the availability of Books. The ILMS also provides the information's about latest arrival of documents. The users utilize it to augment their knowledge and skills to make teaching, learning and research activities effectively. The automation therefore ensure; avoiding duplication, speed and accuracy, accelerating users and error free.

| File Description | Document |
|------------------------|-------------------------------|
| Geo-tagged photographs | View Document |

Criterion 5 - Learner Support and Progression

5.1 Learner Support

5.1.1

Promotional Activities for Prospective Learners The Institution promotes its programmes for the prospective learners through various activities

Response:

Promotional Activities for Prospective Learners

Karnataka State Open University takes various promotional activities to reach the prospective learners from different parts of the state. The promotional activities drive not only enrolment for various programmes but also render quality educational services and they are as follows:

1. Daily Local Newspapers
2. FM Radio Channel
3. TV News Channels
4. Social Media Promotions
5. University Website
6. Digital Display Boards
7. Pamphlets and Posters Distribution
8. Door to Door Campaign
9. Press Meet by the Vice-Chancellor
10. Phone-in Programme

1. Daily Local Newspapers:

The University publishes its admission and exam related news in leading Kannada and English newspapers to reach the unreached. The detailed information relating to admission procedure and contact numbers of all the Regional Centers and Regional Directors is provided in the newspapers. The examination information such as commencement of exam fee, last date for fee payment and related web links are provided in the news.

2. FM Radio Channels:

The university uses FM Radio Channel to broadcast the news and provide information using frequency modulation (FM). This method target maximum number of people who evinces interest in the music. The University broadcast information through FM channel about various programmes offered, mode of admission, places of admission, dates of commencement and closure and such other important input deem fit.

3. TV News Channels:

TV News Channel is a popular electronic media having large group of viewers. The advertisements during the prime time have higher positive impact, as they can reach maximum number of people. KSOU gives advertisements in local Kannada TV news channels and provides information about admissions, teaching-learning and evaluation.

4. Social Media Promotions:

Social media has emerged as one of the powerful media in recent past. All the departments in the university have either telegram or WhatsApp groups of the present students to convey messages about their programmes and allied activities. The details of the admission of each academic year are provided through social media for wide circulation across the world. The Twitter, Instagram and YouTube are also used where ever required to reach the unreached. The notification of MBA admission is given in the facebook as a pilot project mainly to target the aspirants from various sectors.

5. University Website:

University website provides the prime sources of information about the various activities for the benefit of public. The prospective students can get the details about the Program offered, important dates related to admission by login to university website. Such students can free download the prospectus of the program in which they are interested.

6. Digital Display Boards:

The University has installed Digital display boards at the entrance (Junction), admission block and adjacent to signal point having direct approach to the highway. Daily lakhs of vehicles and the pedestrians pass through these points. The Digital display attracts the passersby who are able to spread the message to needy covertly. The Digital display highlights academic services, programmes offered, teaching-learning activities, student support services, examinations, best practices and some of the important events/ landmark of the University. The Digital Display, a part of publicity creates direct impact on the passersby and also the prospective students.

7. Pamphlets and Posters Distribution:

The Regional Centers led by the Directors distribute the pamphlets and posters to various segments of their jurisdiction. The personnel in the Regional Center visit the educational institutions concerned, industry, markets, exhibition and fares, and other places where people congregate in large number. They explain to the targeted group about the programmes offered and their benefits.

8. Door to Door Campaign:

The Headquarters of the University and Regional Centers undertake door to door campaign at the beginning of admission cycle. The Staff in the Headquarter and the Regional Centers actively take part in the door to door campaign. During the campaign the staff meets the houses and highlights the relevance of each program, validity of the program, recognition of the degrees and usefulness of such degrees both for higher education and also employment purposes. Efforts are made to convince the household about the facilities of scholarship, fee concession, fee exemption in case of transgender, blind candidates and dependents of the victims of the Covid19. Further, the staff of the University also informs that the Headquarters and the Regional Centers will assist the students in case they encounter any glitches in

online process of admission.

9. Press Meet by Vice-Chancellor:

The Vice Chancellor takes part in Press Meet in which listeners are invited to air their live comments by telephone. The press meet is conducted at the beginning of academic cycle in various regional centers. The Vice chancellor create awareness by providing complete information about the various program, their strengths, opportunities, infrastructure, quality services, parity of university degree with degree of conventional universities besides. To clarifying certain doubts raised by the representative of the media as well. The information provided during the press meet will be published both in print media and also social media immediately.

The Regional Directors also meet the press in their territory and provide valuable information about the programmes.

10. Phone-in Programme:

The Vice Chancellor takes part in Phone-in Programme organized by some of the leading newspapers both in Kannada and English. The newspaper gives wide publicity about the phone-in Programme well in advance including a day before the phone-in programme. During the Programme, Vice Chancellor highlights about the steps taken by the university to enrich the quality services rendered. Further the Vice Chancellor address every query raised by the existing students, alumni, prospective students, parents, guardians and general public over phone. The Vice Chancellor also gives information about programmes offered, facilities, infrastructure, student support services and evaluation including best practices. The authorized person of the newspaper co-ordinates questions/ doubts raised by the listeners and answers/ clarifications by the Vice chancellor session within the time. The details of the Phone-in Programme including the questions raised, answers given and other valuable input appears in the next day newspaper. The phone-in Programme also creates positive impact on the prospective students and the general public.

Provide web-link to

- Activities undertaken Advertisement Radio and TV Social Media Website Display Board Brochures, Door to Door Campaign Press Meet Phone in Rathayatra details
- Any other relevant information

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Activities undertaken | View Document |

5.1.2

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

Response:

Pre-admission Counseling Services

Pre Admission Counseling Services:

Activities undertaken by the Institution for providing pre-admission counseling Services to prospective learners;

The University conducts pre-admission counselling in its 3 tier system, namely the Headquarter, Regional Center and Learner support centers. The trained personnel are deployed to conduct pre-admission counselling to the prospective students and their parents. The university conducts an orientation program relating to pre-admission counselling at the beginning of the admission cycle. As per the direction of the university grant commission, the university is authorized to have admission in two cycles per year (July and Jan). Statutory officers including the Director of CIQA take part as trainers in the orientation program. The officers, Regional Directors, Coordinators of Learner Support Centres and supporting staff participate as trainee. The methodology of pre-admission counselling including probable query from the target group and response to be given is focused in the orientation. Further the guidelines of UGC, University manual and best practices of pre-admission counselling followed in other open universities are also form the part of orientation program. The program is conducted in hybrid system, both online and offline depending upon convenience and objectivity.

1.Pre-admission Counselling at Head Quarter:

During the admission, some students who are willing to seek admission to the Programme come to the university in confused mind. The issues are generally about the selection of the programmes/courses/combinations, equivalence, transfer, career opportunities, fee structure, fee concession, scholarships, flexibility, teaching learning, contact Programme/ week end counselling, mode of admission and so on. The staff gives proper reply to such candidates so as to enable them to seek admission to the Programme they desire.

The University has implemented online admission process through admission portal which has a provision for Frequently Asked Question (FAQ). The questions under FAQ relates to the issues as cited above. A system is put in place to view social media/ E-mail on a regular basis, takes stock of the question and reply properly.

The “Information Cell” in the University also gives proper responses to the prospective students/ parents on the issues raised either in person or over phone. The Chairpersons of various academic departments also take part in the pre-admission counselling and provide necessary information to the prospective students.

The Department of Studies and Research in Management has created a Facebook page, wherein the prospective students seek information about the Programme. Generally the prospective students raised query on the recognition of MBA by AICTE, eligibility condition, scheme, credits, credit transfer, payment of fee, continuous assessment, industrial visit, career opportunities, provision for higher studies and employment, industrial visit and term end examination.

The University has enlisted the contact of numbers of officers in not only the prospectus but also in the website. The students who are unable to visit in person, contact the concerned either in the Headquarter or Regional Centres/ Learner Support Centres. They in turn provide proper advices to the prospective students.

1.Pre-admission Counselling at Regional Centres:

The prospective students/ parents and guardians visit the Regional Centres led by the Directors. There are 23 Regional Centres cater to the needs of students in different parts of the state. The University has built its own building and created infrastructure in 9 Regional Centres and the rest of the Regional Centres are housed in buildings on rental basis. The prospective students who are in confused mind regarding certain issues as cited under pre-admission counselling at headquarter; meet the staff and get their doubts clarify.

1.Pre-admission Counselling at Learner Support Centres:

In open and distance learning, the students can also access to learner support centres to avail various educational services. The University has established 135 learner support centres in different parts of the jurisdiction. The prospective students also visit the learner support centre of their choice, interact with the concern and get the issues resolved so as to clear the road block of their enrolment. Learner Support centres is recognized and affiliated colleges to the concerned conventional universities. A system is put in place to recognize the institutions of higher learning into learner support centers of the university. The Principal or his/her authorized teaching faculty on regular basis in the college is designated as coordinator of the learner support center. The LSCs establish link between the students and the regional centers/headquarters of the university. The staff of the learner support center takes part in the pre-admission counselling and provides necessary information to the prospective students, thereby motivates them to seek admission to the programmes of their choice. In a bid to drive the admission at the learner support centres, the university pays an incentive of Rs. 400/- per student on completion of the admission process.

The University provides a list of Regional centers and Learner Support Centres with their address and the contact number in the advertisement published in the media both in print and electronic. In addition, the details of Regional Centres led by the Directors and Learner Support Centres/ Coordinators are also

uploaded in the university website for the information of the needy.

The three tier system of the student support services namely the Headquarter, Regional Centres and Learner Support Centres take part in the pre-admission process enthusiastically. As the KSOU is the exclusive institution of higher learning in open distance learning in the state of Karnataka, pre-admission counselling process inspire the prospective students to get themselves admitted to the programmes they desire.

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Activities undertaken | View Document |

5.1.3

Online Admission and Related Activities The status and process of online admission including payment of fees

Response:

Online Admission and Related Activities

The University has introduced online admission in 2018 – 19 in collaboration with Keonics company, an enterprises owned by Government of Karnataka. The candidates fill in the online application with information about personal, educational qualification, bank details, Regional centers and learner support centers in which they intend to get student support services and upload the relevant self-attested documents. After uploading, students remit the processing fee by using Debit/Credit card, Net-banking and UPI. This will enable them to get a generated application number and also a message through SMS. The Head office and Regional Centers verify the uploaded documents. If found correct, the University sends message to the students so as to enable them to visit the opted Regional Centers/ Head office with photocopies of downloaded application and all uploaded documents. The concerned in the head quarter/ regional centers verifies such documents physically, if found in order, permit them to pay the prescribed admission fee by any of the above modes. Upon completion of the process, a roll number will be generated instantaneously, which comprises of 15 digits both character and numerical. It describes - the first 2 digits represent university code, next 1 character throws light upon the level of Programme (UG/PG), next 2 digits indicates year of admission, next 1 digit provides the cycle (July/Jan), next 2 digits is the Programme Title, next 2 digits reflect upon the regional center followed by 5 digits speaks about roll number of the candidate. The roll numbers as delineated enable the university for easy administration.

The University issues ID card to enrolled students so as to enable them to get the study material on the

spot and avail other student support services. The arrangements are made to dispatch the ID card & study material by post.

The University has initiated steps to adopt UUCMS (Unified University and college management system) prescribed by Government of Karnataka. The system is in the process of customizing suited to open distance learning. The admission software development as per the need of the open university is on the anvil. Once it is designed the software will be adopted for better governance both academic and administrative purposes.

The students, who encounter any problem in the online admission process, can visit the University or Regional center in person for hassle free admission with support of the staff.

The information filled in online application are as follows:

- Application Module
- Online ApplicationEntry
- Photo Signature Upload
- Documents Upload
- Application Submission / Processing Fee Payment
- Application View Status
- Provisional Verification by Regional Centre for Admission Fee Payment
- Download Application

The module provides as under:

1. Online Application Entry

- Personal Details
- Educational Qualifications
- Course & Subject Details

1. Photo Signature Upload

- Photo Upload
- Signature Upload

1. Documents Upload

- UG
 - SSLC & PUC Marks Cards.
 - BPL Card. BPL Women only).
- PG
 - SSLC & PUC Marks Cards.
 - Final year marks card of UG.
 - Degree / Provisional Degree Certificate (PDC).
 - BPL Card. BPL Women's only).
 - Application Submission
 - Processing Fee Payment
 - Application View
 - Status
 - Download Application.

1.Regional Centre verifies the documents and permit for the payment of admission fee.

Provide web-link to

- Online Admission and related activities <https://ksouportal.com/views/StudentHome.aspx>
- Any other relevant information User manual Regional Centre Manual

| File Description | Document |
|---|-------------------------------|
| Online Admission and related activities | View Document |

5.1.4

Dispatch of Study Material and related grievance handling mechanisms Strategy followed by the Institution for dispatch of study material to learners and mechanisms to resolve grievances related to Dispatch of Study Material

Response:

Dispatch of Study Material to Learners (500 words)

Issue of Study Material by Hand: The enrolled students can collect study material from either Head Office or Regional Centers as per their convenience.

1. Headquarter:

After admission process, an authorized study material slip will be generated containing name of student, date of admission, roll number, program and courses opted, medium, etc. The study material slip generated is in duplicate: slip-A remains in study material section while slip-B goes to the student. They visit study material section, wherein the staff verifies and issue the study material.

1. Regional Centers:

The Headquarter sends study material Programme/Course wise to each Regional Center across the state, so as to enable them to issue the material to the enrolled students. The modus operandi is same as followed in the Headquarter.

1. Dispatch of Study Material by Post: The candidates who takes admission online but unable to collect study material in person will get it by post. After online admission process, the admitted students send the application along with the fee paid online receipt to the office of the Deputy Registrar (Admission). The admission section verify the details such as students name, programmes/ courses opted, year of admission, medium, prescribed fee and date of online

remittance. If found in order, the staff issues a dispatch list along with softcopy of the address of enrolled students to study material section. The dispatch list contains roll number of student, programmes/courses opted and medium with address slip. The study material section in turn verifies, pack the study material in a box/ cloth line cover as per the standards of India Post and dispatch the same by Business Express Parcel with EK/CK number for easy tracking. The India Post collects the parcel and ensures hassle free dispatch.

If study material doesn't reach to the students by post due to incorrect address, such material comes back to the University. The study material section host details of the students who have not received by post, in the university website. Such students are instructed to collect study material either in person or request to dispatch it by post with the fee towards reposting charges.

1. Change of Combination/ Courses/ Programmes: The university has made a provision under which the students can change the combination/courses/ Programme, if found to be eligible within 30 days from the date of admission. The Admission Section receives the request for change, verifies it, instruct students to remit the stipulated fee and forward a dispatch list to study material section. The staff in the study material section verifies and issues the requested set of study material in exchange of the one already sent. In the event of damage in the study material, the concerned students are liable to pay the stipulated fee.

1. Duplicate lesson issue: In case the learners lost their study material they can avail duplicate copy of the lesson by paying the stipulated fee.

1. Online Delivery of Learning Material: Further the University delivers study material in e content wherever require through KSOU APP.

Provide web-link to

- Material dispatch related activities In person Post Regional Centre
- Any other relevant information

| File Description | Document |
|--------------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Material dispatch related activities | View Document |

5.1.5

Attending to learners' queries Modes/approaches employed by the University to attend to learners' queries include:

- 1. Automated interactive voice response system**
- 2. Call centre**

3. Online Help Desk
4. Social media
5. App based support
6. Chat Box
7. E-mail Support
8. Interactive radio counselling
9. Teleconferencing
10. Web-conferencing
11. Learner Services Centre/ Inquiry Counter
12. Postal communication

Response: A. Any 8 or more of the above

| File Description | Document |
|--|-------------------------------|
| As per Data Template | View Document |
| Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other | View Document |

5.1.6

Academic counselling services- Modes employed by the Institution to provide academic counseling services to its learners include:

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)

Response: A. Any 8 or more of the above

| File Description | Document |
|--|-------------------------------|
| As per Data Template | View Document |
| Web-link to counselling schedules for current year | View Document |

5.1.7

Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances. Percentage of grievances received at HQ and redressed during the last five years

Response: 100

5.1.7.1 Number of grievances received at HQ year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 311 | 841 | 343 | 845 | NA |

5.1.7.2 Number of grievances received at HQ that are redressed year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 311 | 841 | 343 | 845 | NA |

File Description**Document**

As per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Web link to Grievance Redressal Mechanism Committee for learners

[View Document](#)**5.1.8**

Special Learner Support Centres – 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:

Special Learner Support Centres

The University caters to the needs of special learners and other disadvantage students such as persons with disabilities, prison inmates, employees of defense or security forces, transgender, SC/ ST, minorities, women, learners from rural and remote areas .

LSC for Prisoners: The University empowers the under trail prisoners through education and enable them to lead better life. For this purpose a two learner support centres are established in Mysore and Dharwad prisons.

The prisoners are motivated by superintendent to pursue higher education based on their educational qualification. Pre-admission counselling inspires inmates to seek admission to Programme they desire. The university gives admission to such inmates on the request of the head of the prison without insisting admission fee, which will be reimbursed by the government. The university deputed teaching faculty for teaching-learning, conduct continuous assessment and examination. The centers will come up at prison of Shivamogga and Bengaluru.

LSCs for Tribes: Tribes are native people, aboriginal people, first nation, adivasi, janajati, hunter-gatherers, or hill tribes. The university determined to empower tribes who are living in forest range/ hilly station. For this purpose 2 learner support centre have come up at HD Kote and Hunsur taulk in Mysuru district to lure more tribal students. The students belongs to other categories also use learner support centre to pursue higher education.

LSCs for Women: Empowering women or girl apparently leads to progress and prosperity. In order to empower female segment, the university has established 4 special learner support centres across the state. As per the records, more than 50% of the students are of female. The women who couldn't continue their studies in conventional system due to marital status, economic and social disadvantage, prefer to continue their education in ODL. The university has established a Regional Centre for women at Bengaluru. Fee concession at 15% of the tuition fee is being extended to the women of below poverty line.

LSC in Rural area: The University empowers the students from rural background. The students from rural area, who do not have access to conventional system of education due to economic and social constraints, can fulfill their desire of higher education through the ODL system. 20 learner support center have been established to cater to the needs of students from rural area. These learner support centre provides quality education, conduct bridge course and remedial coaching for the slow learners. Some of the learners support centres also arrange free coaching classes on communication in English and GK.

LSC for Minorities: India being secular country encourages the people from various religions. The University has established 4 learners support centres to facilitate minority students to pursue education. There are 3 LSCs for Muslim and 1 LSC for Christian cater to their needs.

LSC for Defense: More people join the defense service from Belagavi and Coorg districts. The University has established a learner support centre in Ghataprabha to educate the persons from defense services. Shalini college in Ghataprabha is conducting free coaching classes to the aspirants for defense services.

Provide web-link to:

- List of Special Learner Support Centres [View Document](#)
- Any other relevant information No of Students taken admission in SLSC

| File Description | Document |
|---|-------------------------------|
| List of Special Learner Support Centres | View Document |

5.1.9

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

Response: 100

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

Response: 37315

5.1.9.2 Total number of learners of disadvantaged groups enrolled in all the programmes

Response: 37315

| File Description | Document |
|---|-------------------------------|
| As per Data Template | View Document |
| Web-link to notifications issued by the Institution | View Document |

5.2 Learner Progression**5.2.1**

Submission of assignments - Percentage of learners submitting assignments

Response: 71.49

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

Response: 15854

5.2.1.2 Total Number of learners enrolled in the preceding academic year (only newly enrolled) (Data auto-populates from Extended profile)

Response: 19852

| File Description | Document |
|--|-------------------------------|
| List of programmes on offer | View Document |
| As per Data Template | View Document |
| Web-link to academic calendar of the Institution | View Document |
| Web-link of assignments of programmes on offer | View Document |

5.2.2**Percentage of Newly enrolled learners registered for term end examination****Response:** 93.86

| File Description | Document |
|---|-------------------------------|
| Number of learners (only newlyenrolled)registered for term end examinations | View Document |
| List of programmes on offer | View Document |
| As per Data Template | View Document |
| Web-link of examination schedule | View Document |

5.2.3**Percentage of learners appeared for term end exam****Response:** 87.71

| File Description | Document |
|---|-------------------------------|
| List of programmes on offer | View Document |
| List of learners (only newly enrolled) who have registered for term end examination | View Document |
| As per the Data Template | View Document |
| Web-link of examination schedule | View Document |

5.2.4**Percentage of learners passed out term end examination****Response:** 81.96

| File Description | Document |
|--|-------------------------------|
| Number of learners (only freshly enrolled)who have passed term end examination | View Document |
| List of programmes on offer | View Document |
| As per Data Template | View Document |
| Web-link of examination schedule | View Document |

5.2.5

Placement services provided to the learners

Response: 6418

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 1 | 0 | NA |

| File Description | Document |
|--|-------------------------------|
| Reports of the campus placement drives | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

5.3 Alumni Engagement

5.3.1

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

Response:

Alumni are also an important stake holder for KSOU. The University having jurisdiction of the state train students for various programmes - UG, PG and Diploma. The University has registered the Alumni Association as Karnataka State Open University Alumni Association (KSOUAA) under Karnataka Society Registration Act 1960 vide registration number Regn No: DRMY/SOR/82/2020-21 dated 23.07.2020. Life membership fee is Rs. 500/- per candidate. The enrollment from various parts of

Karnataka runs to 25,000 per year. All the members of the Association are the part of general body. As per the bylaw the university constitutes Executive Committee through election to be conducted once in two years.

The University has employed measures to drive the registration of the old students to join the Association. At present over 60,000 alumni's have been registered. A separate account is opened in IndusInd Bank and the Finance Officer of the university is the Ex-officio Treasurer to operate the account. The University has constituted an adhoc Executive Committee comprising of 15 members as per the Bylaw. The committee led by the Honorable Vice Chancellor presides over the meeting and conduct the proceedings.

The University has conducted one General Body meeting and two Executive Committee meetings so far. The meeting of the Executive Committee resolved issues such as creating of an exclusive webpage (<https://ksoumysuru.ac.in/alumni/>) to facilitate for registration, publicity in newspaper to reach the unreached and creating awareness about the Alumni Association through social media (Telegram App). Further the Executive Committee and General Body have deliberated on the methodology of alumni participation in the overall development of the university. The participation may be in terms of sharing of their expertise, strengthening of intellectual/ information resources, financial support to the needy, incentive to the meritorious students, industry university interface, collaboration to drive project reports, internship, placement and community development.

| File Description | Document |
|--|-------------------------------|
| Quantum of financial contribution | View Document |
| Frequency of meetings of Alumni Association with minutes | View Document |
| Details of Alumni Association Activities | View Document |
| Audited Statement of Accounts of the Alumni Association | View Document |

5.3.2

Alumni Association Involvement -Percentage of graduated learners enrolled in Alumni Association

Response: 93

5.3.2.1 Number of graduated learners enrolled in Alumni Association (in latest completed academic year)

Response: 24869

| File Description | Document |
|--------------------------------|-------------------------------|
| As per Data Template | View Document |
| Any other relevant information | View Document |
| Web-link to Alumni Association | View Document |

5.3.3

Facilities for Alumni Engagement

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

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Scan copy of statement of receipts | View Document |
| As per Data Template | View Document |
| Web-link to online networks | View Document |
| Web-link to Alumni Registration Portal | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The University strives to fulfill its vision through quality, relevance, access, affordability, multi-disciplinary programmes and capacity building of learners, thereby make them responsible human resources. Academic programmes have been developed keeping in view vision and mission. All programmes are qualitative, as they are in conformity with standards set by UGC. Academic services are rendered to students through effective 3 tier students support services; Headquarters, 23 Regional Centres and 149 Learner Support Centres. Competent core faculty members and academic counselors actively participated in teaching-learning and evaluation. Academic counselling and personal contact programme enable students to enrich themselves through face-to-face interaction and online platform.

The University direct students support services to organize academic activities including continuous assessment as per the standards set by UGC. Accordingly all 3 tier student support services actively engage themselves to cater to the needs of prime stakeholders. The University has resolved to focus more on quality for empowering learners. The professional fragrance, skill based, quality and ethics are forming part of curriculum of programmes either overtly or covertly. The learners who pursue education of their choice are transformed into responsible citizen of the country, besides being valuable workforce in various sectors.

Perspective plan are based on the following:

All the programmes have been approved by UGC on the strength of Project Proposal Report. Periodic revision of curriculum (3-5 years) is done based on feedback. Self-Learning Material for all programmes is developed in conformity with **quality and standards** of regulatory body and they are delivered through online platform services. Editing process, a regular feature, apparently enrich content. Teachers' evaluation by student on study material and lectures ameliorate quality and standards. Plagiarism in study material accelerates quality. Science Departments conduct practicals are at par with conventional universities.

The programmes are of highly **relevant** as they are developed by conducting survey in job market. Students undergo skill based course compulsorily.

Accessible: The University reach the unreached through effective student support services. The system empowers disadvantaged section of the society, differently abled and inclusive group.

Affordable: The University, being a self-financing institution, renders academic services to students at affordable cost. Cost of education of UG, PG and Ph.Ds. is relatively lower compare to programmes in University of Mysore and Jain University. Affordable cost obviously lures more students of rural and

disadvantaged section.

Multidisciplinary: CBCS is effectively implemented for all semesters. It provides horizontal options to select from core, elective, minor and soft skill courses. Everyone has liberty to select a course as open elective from other disciplines. Master preparatory programme helps students to study PG programme without cognate at degree level.

The University promotes **culture** of the land through various chairs. Special lectures are regularly conducted in areas of social concern; universal **human values**, conservation of resources, wild life protection, environment protection etc and uploaded in Youtube.

All Directors/Chairpersons of Schools/Departments are members of Academic Council who focus more on quality from stakeholders prospective. BoM, the highest policy making body offers critical advices and constructive suggestions for improving quality leading to institutional excellence.

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View Document |
| Vision and Mission documents approved by the statutory bodies | View Document |
| Report of achievements which led to institutional excellence | View Document |

6.1.2

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

Response:

The Board of Management and Academic Council authorize the Vice-Chancellor, who is the Chief Executive Officer to take decisions on academic and administration. The university achieves academic excellence and transparent administration through decentralization. Participative management is visible by delegating authority and responsibility to the Registrar, Dean (Academic), Finance Officer, Dean (Study Centres). The Vice-Chancellor, a proactive and dynamic leader, is highly committed to nurture participative management through decentralization. The administration encourages members of BOM, teaching and non-teaching staff to take part in decision making process. Finance committee, Building committee, Paper quality committee and Purchase committee are headed by Vice-Chancellor and members of Board of Management and Registrar is the convener. These committees take wise decision in the larger interest of the stakeholders.

The committee for Departmental promotion and CAS promotion recommends the eligible employees for the vertical mobility strictly as per the standards evolved for the purpose. CIQA recommend all the quality initiatives in academic, students support services, evaluation and research to satisfy the prime stake holders. Equivalence committee examines the credit transfer. Malpractice and Lapse Enquiry

committee conduct enquiry to students who indulged in to malpractice in the examination and recommend the award of punishment based on the nature of malpractice. Learners Support Centres Recognition committee recommends the learner support centers which have fulfilled the stipulated conditions. Library committee recommends the books and journal including e resources to be procured to the library. Tender committee evaluates the bidders, their credentials and rates and recommend based on the rules in force. Committee for prevention of sexual harassment creates awareness programs at the work place mandatorily. Internal complaints committee recommends disciplinary action against the staff member who has infringed the rules. Anti-ragging committee ensures good environment as no such cases is reported. SC and ST committee recommend suitably promoting the welfare of employees of the group. Committee for OBC set road map for welfare of students and staff of the group. Committee for grievance redressed take care of the all types of problems confronted by the students. PMEB appraise of any project and its viability by the mechanism of planning, monitoring and evaluating before it takes off. Board of Studies recommends the revision of the curriculum and change regulations as per the directions.

CBCS committee examines viability of introducing the scheme to various programs. This committee recommends choice for students to select from core, elective or minor or soft skill courses. NEP Task Force evaluates challenges of introducing new curriculum for all programs and suggests measures to overcome the same. Each committee comprises of senior faculty as chair and 3 teachers and 1 non-teaching as members. Separate Advisory committee set road map for Chairs instituted in memory of social reformers. The above committees meet twice a year to discuss on agenda thread bare keeping in view the regulations, statutes, ordinances and government orders and recommend suitably in the larger interest of the stake holders and submits minutes so as to enable the administration to place before AC and BOM for decisions.

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

6.2 Strategy Development and Deployment

6.2.1

Perspective / Strategic plan and deployment - The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables

Response:

Strategic plan is developed for five years based on Vision and Mission for continuous improvement. It deploys HR and other resource to execute the plan which is drawn on SWOT analysis conducted by the expert committee. Committees and Cells are established to monitor implementation of short, medium and long term goals. They submit progress report to administration for further decision. The Vice-Chancellor takes appropriate decisions to achieve objectives of the university as per direction of BOM,

AC, government and other regulatory institutions. Proper strategic plans are evolved from time to time based on the challenges encountered and opportunities in future. CIQA watch closely the odds while implementing the policies, advises authorities and monitor delivery of every service to stakeholders.

Deployment:

- **Quality:** Periodic revision of syllabus in response to change, launching need based programme, use of technology for better delivery of curriculum, reforms of evaluation system.
- **Access:** Establishing more Regional and Learner Support Centres, identifying recognized HEIs, convincing prospective learners on credibility of distance education and driving admissions.
- **Capacity Building:** Training of teaching and non-teaching staff to enhance their efficiency and promoting research culture among faculty.
- **Learners Satisfaction:** Good infrastructure, good governance reduces grievances lead to learner satisfaction.

Assessment of deliverables: The performance after implementation is compared with developed plan to identify progresses and submit alternative plans for suitable deployment.

- Higher Education for Everyone Everywhere: Infrastructure is developed in 23 districts out of 31 districts in the state. Trained human resources have been deployed in each centre to cope with teaching-learning and evaluation.
- Launching of new programmes: The University has successfully launched science programs and BBA. State of the Art Laboratory is established to impart skills at par with conventional university.
- Implemented CBCS giving thrust on skill based and open elective from multidisciplinary courses.
- Digitalized SLM, Radio Counselling, Audio-Visual materials and Open Educational Resources available on the Web.
- New digital and Mobile delivery platforms through KSOU Connect and KSOU App are used to deliver content and enhance real-time student-teacher interaction.
- Automation of Admission, Examination, Library and e-office provide quick, transparent and fair hassle-free services.
- Digital marketing is used for promotion of programs to connect with potential students using internet, email, social media and text.
- Over 5 job melas conducted by inviting several companies. The students of university and other institutions across boundary have undergone the process. This initiative is highly distinct in open and distance education.

The University develops strategic plans keeping in view of the vision, mission and objectives. It is reviewed every year to upgrade infrastructure, enhancement of laboratories, introduction of new programmes, enhancement of teaching-learning and extension of R&D activities. The strategic plan ensures that set targets are achieved through accountability process comprising of review, evaluation, reporting and re-planning. All the statutory committees such as AC, FC, Library Committee and expert committees are involved in making plan and the same is placed before BOM for approval/ratification. After its approval, the respective department will take action to implement those decisions and involved in achieving goals set by the university.

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

6.2.2

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

Response:

The appointments and administrative set up are carried out as per KSOU Act and Statutes. The University functions under the Governor of state, as chancellor and Higher Education Minister as Pro-Chancellor. The Vice-Chancellor is the CEO, is supported by statutory officers to monitor administration, finance, academic, examinations, Regional and Learners Support Centers.

Board of Management comprising of 15 members, is the principal executive body which meets regularly to approve viable and feasible proposals for wellbeing of stakeholders including university based on norms.

Academic Council is empowered by Act to take decisions on academic activities. AC meets once in two months to resolve admissions, revision of curriculum - UG/PG/Ph.D., new programmes, credit transfer and evaluation. All statutory officers and school directors form academic council.

Finance Committee led by Vice-chancellor comprises of two secretaries from the state government, two members from BoM, Registrar and Finance Officer as Ex-Officio members. The committee oversees resources and allocates for planned and non-planned expenditures. It meets periodically to recommend financial proposals including Annual Budget. Finance officer, as convener, advises keeping in view principles such as prudence, financial code and government orders.

The University has **six schools of studies** in various disciplines led by school Director. The Schools and Departments function as per statute. The concerned department works under the supervision of the school.

The posts for both teaching and non-teaching are sanctioned by state government. The recruitment and career advancement for teaching are made based on UGC regulation and statutes. The recruitment of non-teaching and their promotions are made as per Statute No. 36.

Board of Management is empowered to create temporary teaching positions based on the number of programmes in each department. Temporary non-teaching positions are created on the basis of enrollment of students in various student support services.

The University has 32 Academic Departments comprising of Chairperson and teaching staff. They take care of curriculum development, teaching-learning, evaluation, research and extension activities.

Centre for Internal Quality Assurances headed by the Director is established as per UGC ODL regulations. The center takes up quality initiatives from time to time to enhance quality in all educational services rendered to prime stakeholders.

Planning Monitoring and Evaluation Board is responsible for evolving proper roadmap relating to academic, teaching-learning, evaluation, and students support services. It monitors implementation of schemes recommended by the concerned. It brings out perspective plan with viable strategies; short term, medium term and long term. The board is custodian of all documents of activities, create repository, and co-ordinate with CIQA while preparing SSR.

Regional Centres are functioning under Dean (Study Centers). Each centre is headed by a full time Director who discharges duties and responsibilities as assigned. The centers bridge the gap between LSCs and University in all academic and administrative activities. RCs organize student support services; Admission, Personal Contact Programs/Counselling and Examinations. Learner Support Centres are reputed higher education institutions affiliated to the State University. Study centers coordinate educational programmes including conducting weekend teaching and counselling; collecting and evaluating internal assignments and offer student support.

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

6.2.3

Implementation of e-governance in different areas of operation

Areas of operation of Institution which has e-governance implementation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Learner Admission and Support**

5. Examination

Response: A. Any 4 or more of the above

| File Description | Document |
|---------------------------------|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP Document | View Document |
| As per Data Template | View Document |

6.3 Faculty Development or Empowerment Strategies**6.3.1**

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

Response:

The University has implemented measures to promote the welfare of academic and administrative staff. The benefits include statutory and non-statutory benefits.

1. Statutory Benefits: All the statutory benefits have been extended to employees as stipulated by the government. The teaching and non-teaching staff gets their salary regularly. Pension, commutation and gratuity are extended to the retired employees. Festival advance support the employees to celebrate festival joyfully. Medical reimbursement is made to support employees in crisis. Maternity leave and paternity leaves are extended to staff as well.

a) Benefits for Women: Child care leave is extended as per recent order of the state government. Equity is promoted to mitigate gender discrimination. Committee for Prevention of Sexual Harassment along with Internal Complaints Committee eliminates problems. Restrooms and exclusive cottages are also provided for Women Employees to relax. Free crèche in the campus supports working women to focus on the work without grumbling.

b) EL: Regular Teaching and non-teaching employees are entitled to earned leave at 10 days and 30 days respectively per year. Provision is made to encash earned leave as per rule.

c) Increments are sanctioned to the teachers who have acquired advanced degrees such as Ph.D, M.Phil, MBA and LLM etc. as per UGC norms. They are encouraged to go on higher studies with study leave facility and full salary as applicable. The teachers are entitled to sabbatical leave to conduct research, develop a book, advanced studies and participate in training in recognized institutions in India and abroad.

d) Employees are supported to purchase computers, vehicles and solar heaters at lower rate of interest.

1.Non-Statutory Benefits:

University has initiated several welfare measures to promote the well-being of the employees.

- Staff members, their spouse and children willing to study in the university, are entitled to avail 25% concession on total admission fees. Library cards are issued to employees at no cost.
- Health Centre is established on campus with a doctor and sufficient stock of medicine to take care of employees. Safety amenities provided to the employees who engaged in cleaning work in the campus. In addition to this Yoga, Sports and Gym facilities assures fitness.
- Financial support is extended to the teachers for attending seminars/ conferences/ workshops as per the norms. Over 10 teachers have participated in the academic event by utilizing the facility. Free laptops have been provided to the teachers.
- SC/ST and OBC Cells have been established to safeguard the interest of the students and employees of the groups. In corollary, no discrimination has been reported by any stake holder belonging to the group.
- Any unusual problem confronted by teaching and non-teaching staff is resolved by administration proactively. The concerned officer takes decisions on the principles empathy and humanistic approach.

The University deputed non-teaching staff to take part in training programs conducted for 5 days by specialized training institutes such as Administrating Training Institute and District Training Institute, periodically. All the regular non-teaching staff attended the program batch wise to enrich their ability in office administration as per rules inforce.

| File Description | Document |
|---|-------------------------------|
| Policy document on welfare measures | View Document |
| List of beneficiaries of welfare measures | View Document |

6.3.2**Percentage of Financial support for faculty development**

Response: 1.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 4 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. | View Document |
| As per Data Template | View Document |

6.3.3**Average number of programmes organised for professional development****Response:** 9**6.3.3.1 Number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff year wise over the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20 | 8 | 6 | 2 | NA |

| File Description | Document |
|--|-------------------------------|
| Schedules of programmes organized for teachers, other academics and non-academic staff | View Document |
| As per Data Template | View Document |

6.3.4**Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)****Response:** 25.46**6.3.4.1 Number of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), year wise over the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27 | 34 | 30 | 5 | NA |

| File Description | Document |
|---|-------------------------------|
| Letters to teachers and other academics attending PDPs over the last five years | View Document |
| CIQA report summary | View Document |
| As per Data Template | View Document |
| Any other relevant information | View Document |

6.3.5

Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, over the last five years

Response: 29.77

6.3.5.1 Number of full time non-academic staff attended training Programmes during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62 | 189 | 0 | 0 | NA |

6.3.5.2 Number of full time non-academic staff during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 209 | 208 | 211 | 215 | NA |

| File Description | Document |
|--|-------------------------------|
| Letters to non-academic staff attending administrative training programmes | View Document |
| CIQA report summary | View Document |
| As per Data Template | View Document |

6.3.6

Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff Institution has performance appraisal system for teaching, promotion for teachers, other academics and non-academic staff

Response:

Karnataka State Open Universities has an appropriate mechanism of performance appraisal system of promotion of teaching and non-teaching staff. Performance appraisal of teaching and non-teaching is vital to ensure better quality of education. Performance appraisal assesses an employee's performance against his/her job. It provides appropriate feedback for taking corrective measures.

Appraisal of Teachers and Librarians:

Teachers are pillars of the University. The teachers and librarians appraisal and promotion is carried as follows:

- The teaching staff and librarians of the university submit their annual reports every year. It gives an insight into one's own appraisal of contribution to teaching and librarians, research and administration activities during the particular year. The teaching staff and librarians of the university showcases the professional progress in research publications, seminars, conference, workshops, engagement with certain professional bodies related to academia or industry etc.
- Every year the chairperson of the concerned departments collect annual progress reports from the teaching staff, record the observation and forward to the Registrar
- Performance appraisal is also used for the promotion of teaching staff. The performance appraisal is carried out as per UGC regulations while promoting teaching staff under CAS. If there is any scope for further improvement in the teacher's performance such teaching staff is advised to upgrade them. This also plays vital role in the future promotions and confidentiality maintained during entire process. **Teacher's Evaluation by Students**
- Students give their feedback about the classes engaged and Self-Learning Materials developed.
- Centre Internal Quality Assurance regularly collects feedback from the students after Personal Contac Programme Academic counseling through specified format.
- The question related to presentation skills, subject knowledge, time management, professional ethics, and teacher's capacity to create learning environment, discussion-oriented, and democratic classroom. Questions are also related to quality of curriculum in providing employable skill and knowledge; and quality of Self-Learning Materials
- Student feedback forms are evaluated by the Centre Internal Quality Assurance and the Dean (Academic), and then the meetings are arranged with the concerned teaching staff to provide constructive feedback if there are any corrective measures needed to be taken.

Non-Teaching Appraisal:

The University follows state government rules and statute for appraisal and promotion of non-teaching staff. Annual Performance Report of officers under Group A are reported to concerned statutory officer, reviewed by Registrar and accepted by Vice-Chancellor. APR of Group B officers employees are reported to section head, reviewed by concerned statutory officer and accepted by Vice-Chancellor. The reporting authority awards grade on the performance of employees which may be changed with proper justification. The accepting authority seeks clarification, if demands. In case of Group C employee's annual performance are evaluated through Confidential Report. CR of concerned employee is reported to section head, reviewed by statutory officer and accepted by Registrar. Annual increments are sanctioned on APR/CR of concerned employees. Promotion is given to employees under Group A on recommendation of BoA. While promoting non-teaching employees till cadre of Group B, CR of

employee is the basis. Promotion of non-teaching is considered based on eligibility against the vacancies.

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View Document |
| Document on promotion/CAS for teachers, other academic and non-academic staff | View Document |
| Performance appraisal policy of the Institution | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Regular internal and external financial audits

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

Response:

Karnataka State Open University is a State autonomous body established in the year 1996 by KSOU act enacted in Legislative body of Karnataka. It operates on self-finance mode with no grants from Government.

To ensure financial compliance, KSOU has established a mechanism of conducting internal and external audit.

Process of Internal Audit:

All vouchers are audited by an internal financial auditor who is a Chartered Accountant by profession empaneled by Board of Management. The expenditure incurred in various heads like purchase, stores, works, maintenance etc. are thoroughly checked and discrepancy if any is reported to Vice Chancellor and remedial measures are taken up.

External Audit:

External audit is a statutory requirement and verification of all statutory commitments and compliance of the same is carried out on an elaborate way. External audit is mandated in Chapter VI of KSOU act, which is given below:

1. The annual accounts and the balance sheets of the University shall be prepared under the directions of the Board of Management and shall once at least every, and at intervals of not more than fifteen months be audited by the Controller of State Accounts or such person as may be authorised in this behalf.
2. A copy of the accounts together with the audit report shall be submitted to the Chancellor along

with the observations, if any of the Board of Management.

3. Any observation made by the Chancellor on the annual accounts shall be brought to the notice of the Board of Management and the views of the Board of Management, if any, on such observations shall be submitted to the Chancellor.
4. A copy of the accounts together with the audit report, as submitted to the Chancellor shall also be submitted to the State Government, which shall as soon as may be, cause the same to be laid before both the Houses of Legislature at their next earliest session.
5. The audited annual accounts after having been laid before both the Houses of Legislature shall be published in the official Gazette.

By the mechanism of adopting both Internal & External audit the accuracy of the financials are achieved & maintained.

| File Description | Document |
|--|-------------------------------|
| Financial audit reports over the last five years | View Document |
| Policy on internal and external audit mechanisms | View Document |

6.4.2

Mobilization and utilization of resources

Institutional strategies for mobilization of funds and optimum utilization of resources

Response:

Karnataka State Open University is established to advance and disseminate knowledge and to provide opportunities of Higher education to large segment of population and promote the educational well-being of the community.

The resource mobilization is monitored by Board of management of the university under the provisions of KSOU act 1996. The Board of Management is assisted by the finance committee and it meets at least thrice a year and annual financial planning is deliberated and strategies for effective use of resources are planned in finance committee meeting chaired by Vice chancellor.

The policy document on resource mobilization guides the university towards string financial base for the all- round development of the university. KSOU which operates on self-financing system mobilizes its own resources by way of,

1. Student fee which include registration admission, examination and convocation fee, Registration fee of Learner Support Center, endowment deposit
2. Skill development, transfer, migration, processing, penalty, fines and other miscellaneous fees.
3. Interest on fixed deposits
4. Rental income from the university assets like hostel, guest house, auditoriums and stadium.
5. The external resources of income includes grants form DEB-UGC, Corporate Social

Responsibility (CSR) funds, RUSA grants, Block grants, ICSSR and various other central and state funding agencies

6. Sale of publications of the university and self-learning material of the university

Optimum utilization of funds ensured through –

1. Adequate funds are allocated for effective teaching learning practices that include induction and orientation programs, deputation to refresher courses. Faculty Development programs, Conferences, Industry academia interactions that ensure quality education.
2. Enhancement of library facilities to augment learning practices and accordingly requisite funds are utilized every year
3. Adequate funds utilized for development and maintenance of infrastructure of the university. The requirement of the various departments is submitted to the academic and finance committee for approval onwards for final deliberation and approval by the Board of Management. Usefulness of the requirement and optimal utilization of funds are discussed before approval. During the scrutiny of budget by finance committee, each major expenditure item is discussed in length before approval. For the purpose of purchase, competitive bidding and tendering process is followed to ensure optimum use of funds.
4. Up-gradation of lab facilities in various departments to promote research facilities in the university
5. Renovation of classrooms, labs and faculty rooms
6. Information and Communication Technology (ICT) initiatives
7. Sharing of various facilities and state of the art research resources for optimal utilization of various equipment's in the laboratories, the university promotes interdepartmental sharing of resources.
8. Corporate Social Responsibility (CSR) initiatives

Grouping of expenditure heads is carried out in the budget preparation and priorities are set. For activities which require huge investments are subjected to strict scrutiny and approvals in various statutory bodies of the university are ensured for transparency and to avoid infructuous expenditure.

Strict budgetary control is exercised on expenditure, finance division headed by finance officer who is and officer of joint controller cadre, on deputation from government, acts as pre audit unit for all the expenditure and it exercises utmost caution in incurring various expenditures of the university.

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

6.4.3**Percentage of Expenditure on Learner Support Services****Response:** 22.53**6.4.3.1 Expenditure by the Institution on learner support services (excluding salary and capital expenditure) year wise over the last five years (INR in Lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1422 | 595 | 380 | 169 | NA |

File Description**Document**

Statement of expenditure over the last five years

[View Document](#)

As per Data Template

[View Document](#)**6.5 Internal Quality Assurance System****6.5.1****Institutionalizing the quality assurance through CIQA****Details of the activities of CIQA listed below:**

- 1. Programme Project Reports (PPRs) prepared**
- 2. Workshops/ seminars organized on quality related themes**
- 3. Innovative practices implemented for quality enhancement**
- 4. Initiatives undertaken for system based research**
- 5. Feedback mechanisms developed for different stakeholders**

Response: B. Any 3 of the above**File Description****Document**

Scan copies of programme schedules

[View Document](#)

Reports of the activities

[View Document](#)

As per Data Template

[View Document](#)**6.5.2****Reforming institutional processes - 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:

Learner Performance:

- **Digital self-learning material** is implemented and hosted in website. Audio visual studio produces content by involving abled faculty members. Digital content of self-learning is provided to the students to learn at their convenience. Plagiarism checked digital SLM helps learners to acquire knowledge and skill at their own pace. It contributes to paperless administration.
- **Digital Library Resources having** e-books, e-journals and hard copies are accessible to students
- CBCS is implemented to provide an avenue for skill development, open elective, lateral exit and horizontal mobility.
- Complete Revision and updation of Curriculum is done in 2020-21 as per curriculum recommended by UGC. LOCF is implemented which mandated clear identification of course objectives, course outcomes and course descriptions. Further two skill enhancement courses have been mandatory in each PG programme
- Telegram Groups are created to provide instant information to large student group which helped to collect instant feedbacks from the student to take student friendly decisions
- More examinations centres and LSCs have been given to help students

Teaching-Learning:

- Adequate teaching staff is recruited to all the departments based on the staffing pattern, statutes and UGC regulation.
- All teachers have undergone faculty development and computer literacy programs.
- KSOU Connect, KSOU App, University Radio, YouTube and ICT enabled services are initiated and optimally utilized to deliver e-learning resources.
- AAA is conducted internally to review all the programs based on parameters set by CIQA. This committee evaluated the performance there by ascertained gap between standard and actuals, and recommended suitably.
- Conducted periodic workshops on the regulations notified by regulatory bodies. In sequel, teaching staff keep themselves abreast with latest development.

Assessment process:

- Quiz, seminar, tests, field visits, brain storming added to **Continuous Assessment**.
- **Digital Evaluation** is a main breakthrough in term-end-examination. Examinations are conducted under CCTV surveillance and flying squad.
- **Performance Appraisal** of the faculty members is carried out as per standards of UGC. **Confidential Report** is also collected for non-teaching

Learning Outcome:

- Over 75% of students appeared for the examination, have successfully qualified.
- 25% of fees concession extended to women students, empowers them.

- Digital teaching learning reduced drop-out rate.
- Placement cell, conducted job fairs periodically. Over 20% students of the university got better placements with attractive packages. The Centre for Competitive Examination conducts training programs for students. Around 10% of the students have been employed.
- Students became brand ambassadors, responsible citizens.
- Alumnis actively participated in overall development of university.

Research:

Ouriginal, software is put in place to check plagiarism of the thesis of research scholars, research articles and self-learning material developed. The plagiarism check apparently enriches quality content which assures credibility of the research work.

Feedback:

- Students suggest on quality of study material and teaching process in academic counseling and personal contact program through feedback system.
- Academic Peer intervenes in the process of quality assessment at the behest of the administration.
- Industry/Employer – provide required input in the process of curriculum development through university-industry interface.

Administrative Reforms:

- Recognition under 12B of UGC Act facilitated faculty members to garner projects from various funding agencies.
- AICTE approval for management program enhances brand image which in turn could muster over 10000 students per year across the territory.
- All the processes from admission till evaluation, including teaching-learning are automated so as to provide hassle-free services to the students.
- Technology enabled services (KSOU Student apps, Telegram Groups, KSOU Connect, University Radio, Whatsapp, YouTube channel etc.) are provided to the students and academic peers.
- E-office is implemented effectively to make paper-less administration besides instantaneous solutions on the basis of established procedure, to each proposal submitted from the downward to the upward administration.
- Extended 25% of the fees by way of concession to the woman students under Below Poverty Line.
- Established a Regional Centre exclusively to cater to the needs of women and differently abled students.
- Different programmes have been made to work under school which could ensure proper monitoring and controlling of all the academic activities.
- Skill based programmes is an integral component of the curriculum, as such students have hand-on experience in addition to the knowledge.
- Established state of the art digital library to provide instantaneous information resources to the students and employees.
- Set up laboratories with modern facilities so as to enable students and teachers to conduct

experiments for the growth of university.

- University-Industry interface paved the way for vibrant curriculum development, opportunity to execute internship projects which eventually lead to employment.
- R & D, CIQA, PMEB, NAAC, NEP cells have been pressed to focus on viable and feasible research projects, quality initiatives, assessment and accreditation of the institution, planning and monitoring of academic activities, adoption of NEP for various programs.

Financial Management:

The University being self-financing institution depends heavily on student fees. It receives interest on Fixed Deposits, grant from UGC, ICSSR, CEMCA and rent of buildings (Convocation hall, guest house etc.). Annual budget prepared based on the proposals on priority is recommended by Finance Committee and approved by Board of Management. The annual deficit in budget is set off on maturity of fixed deposits. KTPP Act, KFC and MCE are followed in case of purchases, while KCSR is followed for the disbursement of salary and allowances. Development/Course Material both print and electronic, are routed through office of the Dean (Academic), Finance Committee and Board of Management. Audit of accounts is done annually by Controller of State Account. The Audit paras raised are reviewed periodically. The audit report duly approved by Board of Management is submitted to Chancellor and State Government. Further, Compliance Report is deliberated in legislative houses, which is also reviewed in Paper laid committee.

IMPACT ANALYSIS

1. Learners performance has increased as evidenced in outcome analysis
2. Students have upgraded themselves to latest technology as evidenced in viewer rate and participation in telegram groups and online classes
3. Teaching – Learning has improved as evidenced in the feedback reports
4. Recognition under 12b has enabled the University to get grants to the tune of 2.15 crore
5. AICTE approval has enabled the university to be recognized as online exam centre to earn revenue
6. Online financial transaction has increased revenue and easy reconciliation
7. E-office minimized human intervention and ensures transparency and credibility.
8. Instituting minor projects and encouragements have increased number of applications to external funding agencies
9. The views expressed by the students are implemented to ameliorate the content.

| File Description | Document |
|---|-------------------------------|
| Relevant Reports/ Minutes approved by concerned Authorities | View Document |
| Documents / information on the process and results of Impact Analysis | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

university has adopted a policy on gender equity to encourage both male and female to take part in all activities without any discrimination. During last five years initiatives regarding gender equity are as follows:

Female outnumber (50.25%) male in admission of various programmes including B.Ed., M.B.A., M.Sc. in various subjects and Ph.D. Components on gender sensitization, gender equity, gender violence, gender discrimination and its ill effects and punitive measures are forming part of programmes like Kannada/History/Sociology/Economics/Home Science. Women entrepreneurship is a part of M.Com and MBA programmes. Center for Women Studies is established to promote the welfare of woman stakeholders in the university.

University strives hard to provide proper representation to both men and women in the recruitment, promotion, transfer, etc. keeping in view gender equity. TAdministration accorded priority to female teaching and non-teaching for statutory/coveted positions such as Dean Academic, Registrar (Evaluation), Dean (Study Centers), Finance Officer, Directors, and Chairpersons of various academic departments. There are over 60 committees relating to teaching, learning, evaluation, research, and extension and outreach program in which adequate representation has been given to both men and women without any discrimination. The salary paid to regular women employees are at par with men.

Special Learner support centres and Regional centres are established for women. Fee concession extended to female students. Common Rooms for Women, and Day Care Centres also established.

A few special lectures have been conducted on the gender sensitization, gender equity, gender equality, gender discrimination etc. The teaching and non-teaching staff took part in these awareness programs and enriched themselves with the do's and don'ts.

The university has instituted nine chairs and extension centers in the name of social reformers, out of which two chairs and extension center are exclusively meant for the dissemination of philosophy, ideals, values, and contributions made by women social reformers namely Akkamahadevi and Ahalya Bai Holkar.

Gender championship, a flagship of UGC has been adopted in the university and a nodal officer is placed to execute various programmes in a phased manner. Gender sensitization and gender violence have been focused in the program conducted under the aegis of Akkamahadevi and Ahalyabai Holkar chair and extension centers. The programs recorded with the support of audio-visual studio is broadcasted through university radio, YouTube channel, digital social media platforms-KSOU App, KSOU Connect for the awareness of students at the level of Regional Centers and Learner Support Centres.

The teachers have been inspired to take part in the capacity building program, faculty development program, and professional development program conducted both at state and national level without any discrimination. For this purpose they are entitled paid leave, TA/DA, registration fees as per the rules.

A zero tolerance on issues concerning gender, ragging, sexual harassment is observed in the Headquarters, Regional Centres, and Learner Support Centres.

Proper directions issued to Regional Centres and Learner Support Centres to maintain gender equity in hiring qualified teachers to conduct academic counselling for UG programs.

| File Description | Document |
|--|-------------------------------|
| Annual gender sensitization action plan | View Document |
| Specific facilities provided for women in terms of: a. Safety and security at the work place b. Committees to address Prevention of Sexual Harassment c. Common Rooms d. Day care centre for children of the staff e. Any other relevant information | View Document |

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Wind energy
3. Biogas plant
4. Wheeling to the Grid
5. Sensor-based energy conservation
6. Use of LED bulbs/ power efficient equipment

Response: C. Any 2 of the above

| File Description | Document |
|------------------------|-------------------------------|
| Geo-tagged Photographs | View Document |

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste

- Solid waste management
- Liquid waste management
- Biomedical waste management

- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:**Solid waste management**

Every department, section, hostel, etc. have been provided with dust bins for disposal of waste material. Colour coded bins are earmarked for organic, biodegradable waste, recyclable waste and sanitary waste types of garbage disposal. Bins have been installed in the campus at important vantage points for proper collection and segregation of wastes. This prevents any intermixing of wastes and is beneficial in utilization and recovery of components through sustainable waste management.

Organic waste are collected, segregated and then transferred to compost pits. The output is later used as manure in the garden area.

The sludge from the plant is used as manure for gardening purpose.

Bio-degradable plates are utilized especially during the events. A steel crockery bank is set up in guest house. Water glasses are used to maximum extent. Water bottle crusher is installed in university.

Plastic-free campus: The University has determined to make all the three tier system of the students support a plastic-free zone. For this purpose the awareness has been created through circulars, notices, talks, seminars etc. on a regular basis in coordination with the Department of Environmental Science. The outcome of all the programmes is further broadcasted to the employees, learners and others through KSOU app, KSOU Connect, University Radio and YouTube channel. As a result none of the stakeholders have inclined towards the usage of plastic for whatever the purposes.

Liquid Waste Management:

The university has made a provision to store 10 lakh liters of water in the tanks constructed across the campus. Regional Centres and learner Support Centres have also created adequate space for storing water for daily consumption. On an average the daily use of water is around 2 lakh liters per day. The waste water is being recycled in the Sewage Treatment Plant established in the campus. The recycled waste water is channelized for the purposes such as gardening, cleaning, and washing. The university has also created a provision for recycling of waste water in all the Regional Centres. The Learner Support Centres also have the same built by the management concerned. In corollary, the university could use the recycled water effectively without disturbing the channel created by the local government.

Rainwater Harvesting: The university has provided space both in the headquarters and Regional Centres, for rain-water harvesting for twin purposes: a. to increase the underground water level for sustainability, b. to channelize the rain water into the underground water tanks and thereby to avoid the problem of acute shortage of water during summer also.

Biomedical Waste Management:

Bio-medical waste generated from health centre and sanitary pads are disposing scientifically. For this

purpose university has signed a MoU with Shree Consultants, Mysuru. Similarly for the managed of e-waste a MoU has been signed with Rashi E Waste Solutions Pvt Ltd, Bengaluru.

Hazardous chemicals and radioactive waste management:

The University does not generate any radioactive waste.

| File Description | Document |
|---|-------------------------------|
| Geo-tagged photographs of the facilities | View Document |
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |

7.1.4

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Geo-tagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5

***Green campus initiatives-*The institutional initiatives for greening the campus are as follows:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geo-tagged photos / videos of the facilities | View Document |

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution **The**
institutional environment and energy initiatives are confirmed through the following

- 1.Green audit**
- 2.Energy audit**
- 3.Environmental audit**
- 4.Clean and green campus recognitions/awards**
- 5.Beyond the campus environmental promotional activities**

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of any awards received | View Document |

7.1.7

The Institution has friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Differently-abled friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for differently-abled persons (*Divyangjan*) accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc.,**

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Details of the Software procured for providing the assistance | View Document |
| Any other relevant information | View Document |

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities

Response:

Free express-view- fully participating in teaching and learning, material in both languages online deliveries feel safe, abuse, harassment, unfair competition- disability, equal opportunity, speaking and loyalty, dress, customs, festivals, hijab, uniform, ridicule, Kannada and English

The university has initiated various measures to create an inclusive environment which is depicted as under:

- The department Urdu, Telugu, Hindi, and Sanskrit impart quality education to the needy students. The facility as given to the students in Kannada language is extended to the above students without any discrimination.
- Freedom of speech is one of the distinctiveness of inclusive environment. The teaching and the nonteaching and the students express their views on any policy introduced by the university, through feed-back.
- The quota prescribed for Muslim, Christianity, Sikhs, Jainism and Buddhism have been followed scrupulously in the process of recruitment, both teaching and non-teaching.
- Transparent promotion policy is adopted such that no bias is observed. Career advancement for the teachers is implemented in letter and spirit, hence no discrimination among the teachers in various religions.
- Equal opportunity is given to all the teachers irrespective of their religion while constituting various committees, a part of democratization process. All the teachers have been trained in the decision making process in decentralization.
- 25% fee concession is extended to the girl students under below poverty line. Fee discount is extended to underprivileged groups
- Scholarships are extended to the students belonging to schedule castes, scheduled tribes, OBCs,

minority, and others as per the orders of the Central/State government.

- Extended scholarships to the eligible students under other backward class out of Mukthasanjeevini corpus fund.
- Transgender students are entitled to admission to any programme in the university, for which complete remission of fee is allowed.
- All the stakeholders take part enthusiastically in Ganesha festival celebration in the campus. The headquarters and the regional centres organized iftar party during holy Ramzan.
- Organize Sadbhavana Diwas: Sadbhavana Diwas, a birthday in memory of Shri. Rajeev Gandhi, Former Prime Minister of country is celebration on 20th August every year. It is celebrated to promote national unity, peace, empathy, and communal harmony amid Indians of all faiths. Communal Harmony Fortnight is a part of Sadbhavana Diwas. The teaching and the nonteaching take an oath administered for the purpose, to maintain communal harmony in the campus and outside.
- The teaching and the nonteaching staff adhere to the dress code prescribed by the university. Male employees and students wear trousers/dothi and shirts, while the female employees and students wear salwar and sarees. The directives of the Honorable High Court is followed strictly about hijab issue.
- Absolute communal harmony is established in all teaching learning centres, as a result neither untoward incident nor any complaint thereof is reported.
- CCTV system is installed in various places of the teaching learning and administration, hence the safety is assured.
- The values, ideals and preaches of Mahatma Gandhi, father of the Nation is conspicuously exhibited in a park exclusively created for the purpose. Similarly, preaching of Swami Vivekananda on peace and harmony has also been displayed along the roads in the campus. The passersby observe it with all concern and adopt the values in their life as well.

| File Description | Document |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9

Sensitization of Learners and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Response:

The university has been sensitizing its learners and employees, besides general public.

- Indian constitution is a mandatory course of two credits at the level of UG programmes of all the disciplines, therefore all the students have good exposure on the course. The curriculum of the course is revised regularly through the Board of Studies constituted for the purpose. In sequel, the

latest trends in the Indian Constitution are also being taught to the stakeholders.

- The preamble of the Indian Constitution is exhibited conspicuously in various stages of the Headquarters, Regional Centres and Learner Support Centres. The learners along with their parents/guardians get awareness by visiting the centers.
- The university has established Ambedkar Chair and Extension Centre, which is governed by a statute assented by the Chancellor. The center disseminates the values, ideals, philosophy and contributions of the architect of the Indian Constitution. The Director of the Centre organizes various programmes/seminars/symposia/special lectures by inviting the experts/guests.
- Series of lectures, quiz, symposia/seminar/conference are conducted in the 3 tier systems of the student support. For this purpose, academicians, consultants, bureaucrats, freedom fighters, and others have focused on the subjects such as Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive principles of the state policies, legislative, executive, judiciary, media and the recent amendments of the constitution.
- Organized Constitutional Day on 26th November every year in memory and commemoration of the Indian Constitution. Many freedom fighters graced the occasion and shared their valuable input regarding the significance of 26th November, the birth of Indian Constitution.
- Republic Day and Independence Day are also organized in the University and its constituents. The freedom fighters have been invited to share their insights about the significance of the aforesaid days.
- Voter's day is organized on 25th January every year on regular basis. The students, and all the employees of the university have participated in the election process enthusiastically.
- Azadi Ke Amruth Mahotsav, a platinum jubilee of the Indian Independence was organized for the year 2021-22. In this connection, the important initiatives are depicted as under:
 1. Indian national flags were distributed to all the employees at free of cost, who inturn hoisted the same on their houses.
 2. Freedom fighters have been feted on this occasion, who recalled the glory of the first independence day celebrated on 15th August 1947.
 3. The administrative building was completely illuminated with tricolor which signified the value of Indian independence in general and the National flag in particular.

4. Series of lectures were organized by inviting chief guests; freedom fighters, retired army officials, bureaucrats, and politicians.

- The university headquarters, all the regional centres, and the learner support centres administer pledge taking on the occasion of Independence day regularly. The employees respectfully participate in the process under declare themselves that they abide by the constitutional obligations.

| File Description | Document |
|--|-------------------------------|
| Details of activities that inculcate values necessary to nurture Learners to become responsible citizens | View Document |

7.1.10

The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. | View Document |
| Code of conduct and ethics policy document | View Document |

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

The university organizes national and international commemorative days, events and festivals to promote

a spirit of nationalism and patriotic fervour among students and faculty and to pay an honour to a personage or in remembrance of an historical event. A brief biography and summary of the person being honoured is read out. In the case of a day dedicated to a cause, the history of how, when and why it came to be commemorated is presented. Sometimes a quiz or an on stage performance is organized.

Eminent personalities like veteran politicians, freedom fighters, retired defence personnel, public servants, and judges are invited as guest speakers to address the gathering of faculty and students. Elocution, Essay Writing,

Birth anniversaries of eminent freedom fighters, social reformers and great Indian personalities are observed to commemorate their selfless-service and sacrifices. Community Service such as campus cleaning, tree planting etc., are taken up on these occasions. Institution celebrates all cultural festivals like Ganesh Chaturthi, Eid, teachers day etc.

Independence Day: Celebrated on August 15th of every year. Flag hoisting is organized. Freedom fighters or other important persons are invited to deliver special lectures.

Republic Day: Republic day is celebrated every year with flag hoisting and talks on national integration, importance of constitution Birth/death anniversaries of eminent martyrs, freedom fighters are all celebrated: Birth and Death

Anniversary of Mahatma Gandhi: are also celebrated with the organization of Swachchhta Abhiyan.

Matrubhasha Divas (21st February): Matrubasha day is observed to promote mothertongue.

International Women's Day: Every year as per the theme of that year, International womens day is celebrated by Akkamahdevi chair / centre for Women.

International Yoga day: Yoga demonstration and training sessions are organized for the staff and students of the campus.

Teachers day: Dr. Sarvepalli Radha Krishnan's Birthday is celebrated on September 5th every year as Teachers' Day. An eminent academician is identified and felicitated every year on this occasion

Ganesh Chaaturthi: To promote culture of the land and to unite the employees, Ganesha Chaturthi is celebrated in the University for a week.

Science day: As a Tribute to the great Indian Scientist, Sir C.V. Raman, his birth anniversary, is celebrated as National Science Day on 28th February every year, with an objective to propagate science and its application

Constitution day : To honor constitution of India and to remember our fundamental duties and rights as citizen of India, University celebrates Constitution day on 26th November every year. Lectures from eminent advocates are organized on the occasion of Constitution day.

Bayothpadana virodidina and Martrys day are of observed

World Environment Day (05th June): to instil ecological consciousness and responsible conduct among individuals, enterprises, and communities in preserving/conserving of the environment.

Kuvempu birthday: A program was conducted to acknowledge RASHTRAKAVI SHRI KUVEMPU on reception of Kannada's first Jnanapeetha Award

Rajyotsava day: Every year in the month of November, Kannda Rajyotsava is celebrated.

Birth Anniversary of Sardar Vallabhbhai Patel (**National Unity Day**) is celebrated on 31st October every year by KSOU to provide an opportunity to re-affirm the inherent strength and resilience of our nation to withstand the actual and potential threats to the unity, integrity and security of our country.

| File Description | Document |
|--|-------------------------------|
| Geo-tagged photographs of some of the events | View Document |
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

7.2.1

Describe any four Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.

Response:

Best practice -1

Title: Institution Social Responsibility

Objectives:

- To extend required support to government machinery to enable it to fight against pandemic.
- To pump requisite fund to schools and universities for infrastructure development.

The Context:

- University realized its responsibility to support the government to fight the pandemic.
- State Sanskrit University had inadequate infrastructure to conduct research.
- Joined hands with government to promote primary and secondary education.
- To support Mandya University in academics.

The Practice:

- University's academic buildings, guest houses, hostels were provided for setting up of Covid-Care Centres.
- Free masks and sanitizers distributed > 10,000 people, besides creating awareness about Covid-19.
- Distributed free food kits to security personnel, drivers, cleaners.
- All Covid-19 warriors were felicitated to record their invaluable services.
- Donated 10 oxygen concentrators and oxygen masks.
- Conducted Covid-19 testing camps, and administered Covid-19 vaccination to all its employees.
- University has donated Rs. 25 Crores for the setting up of Research Centre for the Karnataka Samskrit University.
- 16 primary schools have been adopted for creation and renovation of infrastructure at a cost of Rs. 10 crores.
- Donated 327 desks to Mandya University.

Evidence of Success:

- The Covid-19 support saved precious lives of over 5000 overtly and over lakhs covertly. University boosted the morale of Covid warriors.
- Hundreds of research scholars, students and teachers will be benefited from the Sanskrit University Research Centre.
- Support extended to schools helps them to get good teaching-learning infrastructure.
- The furniture donated to Mandya University is a value addition for teaching and learning.

Best Practice No. 2

Title: Digitalized Student Support Services

Objectives:

- To steer teaching-learning process by the use of ICT enabled technology.
- To reach the unreached via multi-media digital technology.

The Context:

- The institution and the prime stakeholders utilize the benefits of automation, computerization, and digitalization.

The Practice:

- Online admission ensures accuracy, transparency, credibility, efficiency, accountability, affordability, and speed. Quick delivery of information, alerts, and study material through KSOU student App.
- All the classrooms and laboratories are ICT enabled with projectors, smart boards, computers, printers, scanners etc. Teachers provided with desktops, laptops, printers, scanners, 24x7 internet access, Wi-Fi, all in one projectors, digital writing pads, and tabs. State of the art science labs, computer labs, language labs, and virtual labs. KSOU Connect a digital video-conferencing platform for the delivery of online classes, conducting of meetings, counselling, grievance redressal etc. Digitalized library with Open Education Resources.
- KSOU FM 93.9 Radio and KSOU Radio App broadcast invaluable audio-recorded lectures. Audio visual studio established for recording qualitative lectures, and broadcasted through the YouTube channel KSOU Drishyavahani. A high end Data Center is installed in the campus which helps storing all the valuable data. The university is WiFi enabled ensuring high-speed, uninterrupted, and free internet access.

Evidence of success

- All academic and administrative activities from entry to exit are completely digitalized. Admission, Fee payment, academic activities, examination and evaluation are digitalized. The teaching-learning process is ICT enabled. The digitalized self-learning material helps students to have access anytime anywhere.
- Similarly apps, digital platforms, radio, YouTube channels etc. have been pressed into action to deliver hassle-free services to the prime stakeholders.

Best Practice No. 3

Title: 3 E's: Education, Empowerment, and Employment

Objectives:

- To create conducive atmosphere for empowerment through counselling, coaching, training and development.
- To harness students to select jobs based on their skills, knowledge, and abilities.
- Skill development programmes are conducted mandatorily

The Context:

- A placement cell focuses more on counselling and employment opportunities. The competitive examination coaching center conducts free coaching classes for the benefit of the students of university and others.

The Practice:

- **Competitive Examination Coaching Center** conducts free coaching for aspirants of competitive examinations conducted KPSC, UPSC, Corporations, IBPS, LIC, NET/SLET, and NTA etc. The center provides learning material at nominal rate.
- **University Placement cell** conducts regular Job Fairs, provides career counselling. Over 10000 students have participated in the Job Fairs. Around 2000 students have been employed with attractive pay packages.
- **Industry- University interface** is formalized. Many departments have encouraged their students to conduct internships and project reports in the industry and companies, which eventually lead to employment.

Evidence of Success:

- The success rate in the examinations such as KPSC, UPSC, NET/SLET, Banking, LIC, etc. is over 20% of the total trainees out of which a significant portion represented the University. The placement cell provided effective counselling to the students and enabled them to steer themselves either for progression or career development based on the need. The job fairs could

help over 3000 students to grab employment opportunities with attractive pay packages. The university has signed MOU with 11 industries in and around Mysore under the mediation of Confederation of Indian Industries – Mysore Chapter.

Best Practice No. 4

Title: SOPS for Inclusiveness

Objectives:

- To empower socio-economically disadvantaged students to achieve success through pursuing higher education.
- To support differently-abled, transgenders, defense personnel/ex-servicemen and enable them to come to mainstream.

The Context:

- Scholarship to eligible meritorious students is significant support for progression.
- Fee concession and wavier enables students to pursue higher education and become career oriented.

The Practice:

- Mukthasanjeevini, a scholarship has been introduced mainly to motivate students of other backward classes.
- Women under BPL are entitled to a fee concession ranging from 15 to 25% tuition fee.
- Blind students, children of Covid-19 victims, and transgenders are entitled for tuition fee waiver.
- The Defense personnel/Ex-servicemen are entitled to 15% concession in tuition fees.
- Cab/Auto drivers, their spouses and children are entitled to 30% tuition fees concession.
- KSRTC, BMTC Drivers and conductors are entitled to 30% tuition fees concession.
- University employees, their spouses, and two children are also eligible for 25% fee concession.

Evidence of Success:

- Mukthasanjeevini benefited several meritorious students to pursue their education without any financial difficulties and were also motivated to study better.
- Thousands of girl students have availed of the benefits of fee concession and are brand ambassadors of the university. Total fee waiver to transgenders and blinds has helped them to come to the mainstream.
- Covid-19 fee waiver facility was availed by 81 students. More than 200 children of auto/cab drivers have utilized the fee concession benefit.
- The university employee's 25% fees concession is utilized by 53 students.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in two areas distinctive to its priority and thrust.

Response:

Areas of Distinctiveness

There are many distinctiveness under which the university revolves around. The University has been declared as exclusive university in the state of Karnataka to offer distance education. The University is completely self-financed. The stakeholders have accorded focus on two important aspects which are in their opinion highly distinct, namely: Accessibility, and Progression and Career Development.

1. **Accessibility:** The University strives hard to create an atmosphere for the prime stakeholders all over the state to have access to the quality education. In this connection the following are the initiatives:
 - Reaching the unreached: The University has established 23 Regional Centres and 149 Learner Support Centres in different parts including remote places and terrain of the state. There are 31 districts and over 195 taluks in the state, efforts are beefed up to render quality educational services at the doorsteps of students. The University has its own infrastructure in the Regional Centres, whereas the Learner Support Centres are located in highly reputed/recognized institutions of higher learning.

- Fee concession: The University extends fee concession (25%) to the students under below poverty line, over 40% of the students enrolled for various programmes have availed the benefits. In an endeavor to promote transgender, total fee waiver scheme has been introduced, mainly to bring them into the mainstream. The drivers in general, are one of the important carriers to give publicity about the products and services of the university. Realizing their socio-economic problems, it is decided to encourage their wards to pursue higher education, for which a fee concession of 30% is extended.
- Wider options: the university which was confined itself with traditional programmes has launched application oriented programmes especially in science discipline. In addition research programme have also been kicked off strictly in tune with the regulations of the UGC. The learners have been given options to choose the programme of his own interest based on the fulfilment of eligibility conditions. Horizontal mobility is not uncommon, as the students have opportunity to select keeping in view the progression and career. Practicals in science programmes is conducted in state of the art laboratories giving absolute weightage as per the dictum of the regulatory body. A learner in the programme of science discipline is able to experience hands on training which is considered equivalent to the skills imparted in conventional system of education.
- Digitalized Education Services: the university has digitalized its activities and thereby dependency on the paper is reduced drastically. A complete automation is made from admissions to evaluation including issue of marks cards and award of certificates, degrees etc. Students enroll themselves using online portal without any hassle.

PROGRESSION AND CAREER DEVELOPMENT

The university has regarded a student as a king in the educational market. In an endeavor to fulfil his or her desire in respect of their career, the university has adopted 3Es formula namely Education, Empowerment, and Employment. A student who is admitted a programme will be driven safely on the

career path. In this direction the strategies adopted are as under:

1. Competitive Exams Coaching Centre led by an experienced coordinator works 24x7. The center conducts free coaching classes for the benefit of students of the university and outsiders in various competitive examinations, (progression/career). The experts who have occupied prominent positions in the administrative hierarchy of the government, public sector, consultants, and academia are the resource persons in various sessions. They not only deliver the required input but also inspire the candidates follow their success stories. The coaching classes focus more on SET/NET, KSET, IBPS, SSC, UPSC, KSPC, KEA, LIC etc. The center provides counselling to the students having confused state of mind regarding their career. The center gave away well prepared study material at nominal price. In addition, well equipped library for quick references, and ICT enabled services are extended. During pandemic, the center conducted the coaching services online; presently the services are being provided through hybrid system. For the past five years several batches of coaching services have been conducted. Many students have participated, out of which significant students have been appointed.

1. A placement cell headed a Nodal Officer explores various avenues which provide gainful employment to the in-house students and outsiders. Periodically, training programmes are conducted by inviting experts from industry/ HR consultants. The cell accorded thrust on personality development, soft-skills, and career paths. Over 10 MOUs have been signed with various companies in heritage city of the state. These companies provide opportunities to the students of various programmes to conduct project reports, and internships on live problems. Over 100 students who fulfilled the benchmark set by the companies have been employed. The university has conducted 2 Job Fairs in offline mode, 2 job fairs in online mode and one Apprenticeship Mela in offline, which is considered to be highly distinct in arena of open and distance education. Over 13550 participated in the various process of job fair, out of which 6418 have been employed; thereby around 50 % of the participants are empowered during last five years.

The placement cell also conducted over 10 training programmes on soft-skills by the use of consultants and trained core faculty members. All the students enrolled in various programmes participated compulsorily and enriched themselves in various aspects such as creativity, communications, leadership, motivation, team, behavior etc. The soft skills programme also contributed to the students to harness them to take up any competitive exams with confidence.

| File Description | Document |
|--|-------------------------------|
| Appropriate webpage in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Student support services comprises of Headquarters, Regional Centres and Learner Support Centres. The University has established 23 RCs in various district and 144 LSCs at taluk level to reach the unreached including terrain and hilly stations far and wide of the state. Regional office led by the Director has requisite non-teaching and supporting staff to cope with academic, administrative and evaluation works. Each LSC led by principal of either Government College or affiliated college function with their own infrastructure render academic services as per directives of university.

The University delivers academic services by way of SLM. The contact programme and academic counselling are conducted at RCs and LSCs to resolve hiccups in academic content, besides continuous assessment and proper guidance of progression and career path. Continuous assessment is an integral component of evaluation system. The academic content is broadcasted through various online platforms such as KSOU Connect, YouTube Channel and University Radio. KSOU Connect is used to communicate information to the students. Every student undergoes skill development training mandatorily irrespective of the level of programme. Ph.D. programmes are conducted regularly strictly according to UGC regulations. The University has state of art infrastructure in Headquarters and 9 RCs. The process from admission till end to end examination is digitalized. Examinations are conducted in various centres as per manual. Valuations are completely digitalized which brings out results as per calendar of events. The University increases competency of student through capacity building programmes; orientation, coaching classes for competitive examination and personality development. A few job-melas conducted, in which thousands of students have been employed. The University led by the Vice-Chancellor is supported by statutory officers and other officers strive to achieve good governance. Statutory bodies such as Board of Studies, Academic Council, Finance Committee and Board of Management monitor and control the functions through perspective planning. E-office is effectively implemented towards achieving transparency, quickness and paperless work.

The University extended support to needy during pandemic, funded a sister university to develop requisite infrastructure and government schools to have basic amenities under Institutional Social Responsibility.

Concluding Remarks :

KSOU has unveiled silver jubilee logo and conducted series of lectures on the eve of 25th year celebration. Programmes offered were recognized by Distance Education Council and presently recognized by Distance Education Bureau of UGC. UGC recognition enhances legality and credibility of degrees awarded which promote social recognition, better progression and career development.

KSOU accorded thrust on reaching the unreached, education to door steps and education to everyone everywhere. Students avail academic services in 3 tier system. SLM of the programmes are delivered in print and online platforms. It gives priority on quality to empower students under “Quality First and Students Foremost”. Over 45% of students are from rural background and rest from urban. Around 60% of students

enrolled are already employed in various sectors, albeit they evinces for recognition and better career. Only 40% of students are on threshold of seeking jobs.

KSOU revolve under 3Es namely; Education, Empowerment and Employment. In this direction focus is given on quality education having vibrant curricula to enrich students with apt knowledge and skill leading to more employment opportunities in private and public sector. The learners have greater potential to secure better jobs soon after completion of education. The University which confined to teaching-learning is extended its wings to research/extension activities. A few teachers have received patents for innovative research. Teachers have developed research culture, which is evident through minor and major research projects. Digitalization process is implemented effectively from admission till evaluation and certification. E-office implemented is a step to accomplish good governance. NAAC assessment process enriched the professionalism.

It takes feedback from various stakeholders, analyze systematically, and take corrective measures on grey area. Sops are extended to differently abled, special category and inclusive groups. Grievance redressal mechanism works tirelessly to address problems. KSOU signed MoU with firms/industries to strengthen through industry-institution interface. Transformation of programmes under NEP 2020 is in pipeline. Student relationship management, capacity building programmes for women from disadvantaged section through industry/NGOs under collaboration, continuing education of the stakeholders through community college, online programmes and transformation of the university into institute of potential excellence will be the priorities.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|----|---|---|---|--|---------|---------|---------|---------|---------|----|---|---|---|--|
| 1.1.2 | <p>New Programmes introduced - Percentage of programmes newly introduced by the institution over the last five years</p> <p>1.1.2.1. Number of new programmes introduced during the last five years Answer before DVV Verification : 12 Answer after DVV Verification: 11</p> <p>Remark : Disregarding introduction of elective as a new program</p> | | | | | | | | | | | | | | | | | | | | |
| 1.1.3 | <p>Revision of Programmes - Percentage of Programmes revised over the last five years</p> <p>1.1.3.1. Total number of Programmes revised over the last five years Answer before DVV Verification : 32 Answer after DVV Verification: 10</p> | | | | | | | | | | | | | | | | | | | | |
| 1.1.5 | <p>Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years</p> <p>1.1.5.1. Total number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years Answer before DVV Verification : 611 Answer after DVV Verification: 550</p> <p>Remark : Considering 90% of the said figures, HEI has not provided the link to the electronic content</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU over the last five years</p> <p>1.2.1.1. Number of programmes adopted/adapted by other HEIs over the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Remark : HEI input has been accepted</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 41 | 0 | 0 | 0 | | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 41 | 0 | 0 | 0 | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 41 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 41 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | |

| | |
|-------|---|
| 1.2.2 | <p>Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin: 10px 0;"></div> <p>1.2.2.1. Number of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year) Answer before DVV Verification : 37 Answer after DVV Verification: 27</p> <p>Remark : As per documents provided by HEI</p> |
| 1.3.2 | <p>Awareness/ soft skills / life skills/value-added courses etc., on offer - Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :35 Remark : As per data provided</p> |
| 1.3.3 | <p>Learners undertaking fieldwork / projects / internships etc. -</p> <p>1.3.3.1. Number of learners undertaking field work / projects / internships leading to submission of dissertation / Reports (data for the latest completed academic year) Answer before DVV Verification : 43686 Answer after DVV Verification: 12970</p> <p>Remark : As per the data template</p> |
| 1.3.4 | <p>Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the last five years</p> <p>1.3.4.1. Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years Answer before DVV Verification : 706 Answer after DVV Verification: 396</p> <p>Remark : Amended as per data</p> |
| 1.4.1 | <p>Feedback for design and review of curriculum</p> <p>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year</p> <ol style="list-style-type: none"> 1. Learners 2. Teachers and other Academics 3. Academic Counsellors |

| | <p>4. External Subject Experts 5. Employers 6. Alumni</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : as per the data provided</p> | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|---|---------|---------|---------|---------|---------|----|----|----|----|--|
| 1.4.2 | <p>Action on feedback (feedback collection, analysis and action taken) Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year</p> <p>Answer before DVV Verification : A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website Answer After DVV Verification: B. Feedback collected, analyzed and action has been taken Remark : As per data provided by HEI</p> | | | | | | | | | | | | | | | | | | | | |
| 2.3.2 | <p>Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the latest completed academic year</p> <p>2.3.2.1. Number of programmes where radio has been used for providing instruction in the latest completed academic year Answer before DVV Verification : 42 Answer after DVV Verification: 35</p> <p>Remark : Decreasing the value by 10% for not providing the radio link for the metric 2.3.2</p> | | | | | | | | | | | | | | | | | | | | |
| 2.3.4 | <p>Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs</p> <p>2.3.4.1. Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year -wise over the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1547 1046 1682"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>32</td> <td>32</td> <td>31</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>22</td> <td>22</td> <td>22</td> <td></td> </tr> </tbody> </table> <p>Remark : As per data provided</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 41 | 32 | 32 | 31 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 34 | 22 | 22 | 22 | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 41 | 32 | 32 | 31 | 0 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 34 | 22 | 22 | 22 | | | | | | | | | | | | | | | | | | |
| 2.4.3 | <p>Programmes on offer through Collaboration - Programmes offered which are developed through</p> | | | | | | | | | | | | | | | | | | | | |

collaboration with Government / other agencies

Answer before DVV Verification :

Answer After DVV Verification :10 2.4.3.1. Number of Programmes offered which are developed through collaboration with Government / other agencies year wise during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | |

Remark : As none of the documents support the metric 2.4.3

2.4.5

Recognition earned by full time teachers and other academics

Answer before DVV Verification :

Answer After DVV Verification :56 2.4.5.1. **Number of full time teachers who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 16 | 11 | 9 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | |

Remark : As per documents provided

3.2.1

Government and Non-government grants for research

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 113 | 104 | 0 | 203 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 6 | 00 | 203 | |

Remark : As per documents provided by HEI

3.2.2 **Research projects funded to teachers** – Number of research projects funded by the institution / government and non-government agencies per teacher

3.2.2.1. **Number of research projects funded by the institution / government and non-government agencies year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 2 | 2 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 2 | |

Remark : As per data provided

3.3.2 **Workshops / seminars conducted on innovative practices**

Answer before DVV Verification : 5 3.3.2.1. **Total number of workshops/seminars conducted year wise over the last five years on:**

- **Intellectual Property Rights (IPR)**
- **Open Educational Resources (OERs)**
- **Massive Open Online Courses (MOOCs)**
- **Technology-Enabled Learning**
- **Learning Management System**
- **Development of e-content**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 0 | 0 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 0 | 0 | |

3.4.3 **Research publications** – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the last five years

3.4.3.1. Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 218 | 63 | 65 | 79 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 110 | 32 | 32 | 39 | |

Remark : Considering journals only in UGC-Care list (as per NAAC SOP)

3.4.4 **Books and Chapters in edited volumes published per teacher etc**

3.4.4.1. **Number of books and chapters/ units in books/ SLMs published of the institution during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 624 | 70 | 69 | 82 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 56 | 26 | 61 | 48 | |

Remark : As per documents provided

3.6.2 **Recognition of extension activities**

Answer before DVV Verification :

Answer After DVV Verification :0 3.6.2.1. Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years:

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 1 | 1 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|--|
| 0 | 0 | 0 | 0 | |
|---|---|---|---|--|

Remark : Appreciation letters not to be considered as awards

| | |
|-------|--|
| 3.7.2 | <p>Collaborations with industries</p> <p>Answer before DVV Verification : Answer After DVV Verification :33 3.7.2.1. Number of collaborations with industries for learner exchange, internship, establishing Chairs during the last five years: Answer before DVV Verification : 55 Answer after DVV Verification: 9</p> <p>Remark : As per the documents provided by HEI</p> |
|-------|--|

| 4.1.2 | <p>Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation</p> <p>4.1.2.1. Expenditure incurred for infrastructure augmentation excluding salary year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2066</td> <td>735</td> <td>312</td> <td>1018</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1145</td> <td>342</td> <td>253</td> <td>741</td> <td></td> </tr> </tbody> </table> <p>Remark : Values have been updated as per "infrastructure augmentation "</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2066 | 735 | 312 | 1018 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1145 | 342 | 253 | 741 | |
|---------|---|---------|---------|---------|---------|---------|------|-----|-----|------|---|---------|---------|---------|---------|---------|------|-----|-----|-----|--|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 2066 | 735 | 312 | 1018 | 0 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1145 | 342 | 253 | 741 | | | | | | | | | | | | | | | | | | |

| | |
|-------|--|
| 4.2.1 | <p>ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters.</p> <p>4.2.1.1. Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at the Institution HQs (Data for the latest completed academic year) Answer before DVV Verification : 424 Answer after DVV Verification: 35</p> <p>4.2.1.2. Total number of room and seminar halls for academic support at the Institution HQ (Data for the latest completed academic year) Answer before DVV Verification : 424 Answer after DVV Verification: 424</p> <p>Remark : As per documents provided by HEI</p> |
|-------|--|

| | |
|-------|---|
| 4.2.3 | <p>ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the Institution for academic support in learner support centres (LSCs)</p> |
|-------|---|

4.2.3.1. Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)

Answer before DVV Verification : 546

Answer after DVV Verification: 200

4.2.3.2. **Total number of room and seminar halls for academic support at learner Support Centres (LSCs) (Data for the latest completed academic year)**

Answer before DVV Verification : 546

Answer after DVV Verification: 546

Remark : As per documents provided

4.3.4 **Expenditure on Library** – Percentage of annual expenditure on library year wise during the last five years

4.3.4.1. **Annual expenditure on library year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 200 | 2.56 | 0.56 | 0.67 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.34 | 2.56 | 0.56 | 0.67 | |

Remark : As per documents provided by HEI

5.1.5 **Attending to learners' queries** Modes/approaches employed by the University to attend to learners' queries include:

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: A. Any 8 or more of the above

5.2.5 **Placement services provided to the learners**

Answer before DVV Verification :

Answer After DVV Verification :6418 **5.2.5.1. Number of placement drives conducted by the institution for the learners year wise over the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1592 | 856 | 70 | 3900 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 1 | 0 | |

Remark : As per evidence provided by HEI

6.3.2 Percentage of Financial support for faculty development

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 70 | 2 | 4 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 4 | 0 | |

Remark : Disregarding all india VC conference

6.3.4 Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27 | 70 | 30 | 5 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|---|--|
| 27 | 34 | 30 | 5 | |
|----|----|----|---|--|

Remark : As per data disregarding workshops less than 5 days

6.3.5 Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, over the last five years

6.3.5.1. Number of full time non-academic staff attended training Programmes during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 215 | 189 | 105 | 50 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62 | 189 | 0 | 0 | |

6.3.5.2. Number of full time non-academic staff during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

6.5.1 Institutionalizing the quality assurance through CIQA

Details of the activities of CIQA listed below:

1. Programme Project Reports (PPRs) prepared
2. Workshops/ seminars organized on quality related themes
3. Innovative practices implemented for quality enhancement
4. Initiatives undertaken for system based research
5. Feedback mechanisms developed for different stakeholders

Answer before DVV Verification : A. Any 4 or All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per documents provided

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Wind energy**
3. **Biogas plant**
4. **Wheeling to the Grid**
5. **Sensor-based energy conservation**
6. **Use of LED bulbs/ power efficient equipment**

| | |
|--------|--|
| | <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2of the above</p> |
| 7.1.6 | <p><i>Quality audits on environment and energy are regularly undertaken by the institution</i> The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environmental audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. Any2 of the above Remark : As per evidence provided</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The institutional Code of Conduct principles are displayed on the website 2. There is a committee to monitor adherence to the institutional Code of Conduct principles 3. Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|----|----|----|---|---------|---------|---------|---------|---------|-----|----|----|----|--|
| 1.4 | <p>Total number of full time teachers worked in the institution during the last five years (Please include the teachers who left / joined the institution during the assessment period without repeat counts:</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>129</td> <td>78</td> <td>81</td> <td>82</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>124</td> <td>77</td> <td>81</td> <td>83</td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 129 | 78 | 81 | 82 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 124 | 77 | 81 | 83 | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 129 | 78 | 81 | 82 | 0 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 124 | 77 | 81 | 83 | | | | | | | | | | | | | | | | | | |