



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NETAJI SUBHAS OPEN UNIVERSITY

DD-26, SECTOR-L, SALT LAKE CITY
700064

www.wbnsou.ac.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Netaji Subhas Open University (NSOU) was established in 1997 to commemorate the birth centenary of the great Indian patriot Netaji Subhas Chandra Bose, by an Act of West Bengal State Legislative Assembly (West Bengal Act XIX of 1997). The University is duly recognized by UGC-DEB and RCI for all its degree programmes. The University started its journey from the historic residence of Shri Sarat Chandra Bose, elder brother of Netaji, at 1, Woodburn Park, Kolkata. One of the objectives of establishing the sole State Open University (SOU) in West Bengal was to bring the higher education at affordable cost to the aspirants irrespective of their age, profession and location. In March, 2014, the Headquarters of NSOU was shifted to its own building at Salt Lake. In the academic year 2018-19, NSOU had 132 Learner Support Centres (LSCs) across the State. These LSCs are assigned to three of its own Regional Centres (RC) and Headquarters for close monitoring and providing academic and administrative support services to its learners. All these RCs at Kalyani, Durgapur and Jalpaiguri, located in districts of Nadia, Paschim Bardhaman and Jalpaiguri respectively, are having full time Teaching faculties, Officers (Director, Dy. Director, Asst. Director etc.) and secretarial and support staff, appointed against substantive positions. The faculty members posted in the different Regional Centres provide academic support to the learners in their respective regions. Total number of learners enrolled in 2018-19 was 1,61,636 (including renewal). Approximately 3,385 Academic Counsellors are engaged at 132 LSCs. These counsellors are UGC qualified teachers of the host institutions (colleges affiliated to other universities). In 2018-19 there were 59 full time teachers of various positions actively involved in teaching-learning activities at the University Headquarters and its RCs.

The University offers fifteen Under Graduate and thirteen Post Graduate, two Second-Degree Programmes (B.Ed.-Special, BLIS) and twenty-nine short-term vocational and skill development programmes under its six Schools of Studies namely, the Schools of Humanities, -Social Sciences, -Sciences, -Education, -Professional Studies and -Vocational Studies. On receipt of approval from UGC, the University has started its Ph.D. programme (in regular mode) w.e.f. January 2020 session.

Vision

The NSOU, the only State Open University in West Bengal, delivers a quality human resource base of the State, and along with other Open Universities of the country moves towards the improvement of the quality of open distance education. It also intends to promote and develop appropriate ambience to develop a distance education system of international standard in our country, keeping in view the demands for education of the learners in conformity with the international standard requirements of the twenty-first century.

Mission

- To propagate quality education in flexible mode all over the State and to provide access to different skills-enhancing educational programmes
- To collaborate with other Higher Education Institutions (HEIs) for academic and research endeavours
- To provide education in the vernacular language, i.e., Bengali and make it available at low cost to the underprivileged people

- To provide facility of Life Long education to the intending learners
- To integrate technological tools in the pedagogy for facilitating the learning experiences
- To contribute to the existing body of knowledge through research and extension activities
- To render services for the development of the State, in particular, and the Nation in general, in order to sensitize the learners towards a humanistic and democratic ecosystem

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Policies of the University are framed as per the provisions of Act, Statutes, Regulations and Rules and guided by its authorities having representations of UGC, NCTE and other parastatals of Central, State Government and in-house members
- Syllabi of all programmes are based on UGC model curricular structure and contextualised in keeping with requirements of learners of ODL system as per recommendation of respective Boards of Studies
- Duly appointed faculty members (following *relevant UGC Regulations*), officers, and support staff are available at Headquarters and Regional Centres. Majority of the faculties (about 80%) are doctorates and the remaining are pursuing Ph.D. programmes
- Academic Counsellors at the LSCs have qualifications in conformity with relevant UGC norms
- Low Course fees for the learners and availability of wide network of LSCs located in Degree Colleges affiliated to other universities across the State covering the remote and rural areas.
- Online admission - renewal and financial processes; transparent examination system and automated library facilities; dedicated LMS (for individual learners) with 24X7 Learner Support Services.
- All the infrastructural facilities (viz. computers, laptops, servers with peripherals, uninterrupted Internet and wifi, Discipline specific Science laboratories, Language Lab, Audio-visual laboratories etc.) are available at the Headquarters, Regional Centres of the University.
- Pass-outs regularly get jobs in the government, semi-government and private sectors
- Availability of provisions for flexible and life-long learning
- Availability of OER Repository covering nearly 80 Courses (containing both e-SLM and A/V lectures)
- Two multi-disciplinary online journals of School of Professional Studies and School of Social Sciences
- Collaborations with Commonwealth of Learning and Commonwealth Educational Media Centre, Asia, other Universities (both national and international) and with also 7- State Public Libraries at select districts

Institutional Weakness

- Yet to have 12-B recognition of UGC
- No access to RUSA fund and no grant received from UGC-DEB/ MHRD since 2015-16 (resulting in severe depletion of government funds for research work)
- Limitations in introduction of new Degree programmes – particularly in teacher education, legal studies, management studies etc. in spite of having academic autonomy
- Problems relating to drop outs
- Absence of registered Alumni Association

Institutional Opportunity

- Recruitment of faculty as per requirement against 161 nos. Government- approved posts
- Accentuating Linkage with the society through the outreach programmes conducted in LSCs across the State
- Strengthening the Industry-Academy interface
- Faculty exchange programme with other HEIs in India and abroad and collaboration with NGOs and other organizations on various research activities
- Focus on innovative research, consultancy etc.
- Sensitizing the marginalized stakeholders vis-à-vis the causes of their deprivation
- Offering new job-oriented Certificate / Diploma courses for upskilling and enhancing employability in association with Govt. West Bengal
- Promotion of multi-disciplinary research and focus on the issues relating to the local community

Institutional Challenge

- Removing age-old stigma regarding ODL mode of education from the public psyche
- Providing customized pedagogic support to every learner – particularly the disadvantaged and remotely located ones, through adequate ICT intervention.
- Developing SLMs as per revised syllabus at regular intervals
- Revamping the documentation system and its digitization
- Transforming the existing conventional examination and evaluation system through more ICT based intervention
- Coping with the ever-changing technology for delivering the courses and ensuring equitable services to the large number of learners
- Encouraging the learners for moving towards successful completion of their courses
- Motivating the Alumni Association for welfare of the University
- Computerisation and automation of administration and library facilities at all the campuses
- Achieving the break-even with ever increasing cost of printing SLMs and of student support system LSCs on one hand, and keeping the fees collected from the students at the minimum – on the other

1.3 CRITERIA WISE SUMMARY

Learner Support and Progression

Learners in ODL system come from diverse educational/ socioeconomic / occupational backgrounds. Beside this, they have limited access to their teacher – counsellors. So they require special support different from those in the conventional system. The support system for ODL should be so devised as to overcome isolation and hindrances of the learners. This will promote their independent learning, motivate them, improve their study skills and provide feedback mechanism on their progress. At NSOU critical attention is being given for effective implementation of student support services which include : (a) dedicated HELP Desks at the LSCs for the learners/other stakeholders; (b) arrangement of Pre-admission counselling and induction meetings by NSOU's Study Centres Department in the LSCs and at Regional Centres and Headquarters of NSOU; (c) despatch of SLMs to the LSCs for distribution among registered learners; (d) Live chat sessions, Twitter; (e) sensitisation of learners about mobile based learning using NSOU Apps; (f) conducting Seminars, workshops, field study and dissertations. In addition to RTI cells, there are active learners grievance redressal cells in place at Headquarters, Examination Department, RCs and LSCs, to redress various grievances e.g. non-receipt of SLMs, non-receipt of enrolment certificates, correction in name on the enrolment certificate, non-reflection of

assignment marks in the grade card etc. *All the grievances are redressed within specific time frame as per stipulations of West Bengal Government Gazette Notification (dtd. 05/03/2018)*. In the examination process the following steps are being done online : (a) preparation of eligible learners' list; (b) generation of learner specific examination forms; (c) filling of Examination forms; (d) availability of Admit Card (e) collection of examination fees; (f) collection of Assignment marks from LSCs; (g) publication of term end results; (h) uploading of final result on NAD platform.

On the basis of location of LSCs at border areas, remoteness, minority area and presence of SC/ST, there are 45 Special Learner Support Centres. Online placement facilitation services and Job Fairs are organized at RCs. NSOU routinely maintains database of alumni who get appointment in various government and other agencies.

Curricular Aspects

Curriculum is one of the indispensable and potent components of any education system irrespective of its education level. NSOU ensures curricular aspects and the best practices connected to curriculum design, development, delivery and evaluation in all the degree programmes conducted by the university. The curriculum has a decisive role to play in steering the other elements of quality. Keeping in tandem with the relevance of the programmes vis-à-vis the NSOU's Mission and Goals, every programme describes the intent of clarity, flexibility, comparison and involvement of the curriculum. It further clarifies what learners should be able to 'DO' as a result of successful completion of their programme. Hence the curricular aspects cater to Local, National and Global Needs. The course outcomes are outlined and specified with a view to instil intended outcomes of the programme. NSOU through intra-university credit transfer and extension of validity of registration instils flexibility in its programmes. NSOU, with its fifteen UG, thirteen PG and two second degree programs (UG) addresses cross-cutting issues and augments inclusive knowledge for improving quality, relevance and effectiveness of the curricula, teaching-learning and assessment processes and outcomes. Integrated in the curricula, there are courses having focus on employability/ entrepreneurship/ skill development etc. for learners. 29 vocational programmes are conducted under the aegis of School of Vocational Studies. Self-learning materials available in regional language & English are revised from time to time. The University analyses the revision process to enhance the effectiveness of the curriculum. Respective Boards of Studies take the initiatives in the enrichment of curricula. There is an effective ICT support system (AV lectures, digitized SLMs, SD cards, NSOU-OER) to supplement the teaching-learning process – this has considerably encouraged all kinds of aspirants willing to pursue higher education under the aegis of NSOU. Considering the growing demands of society and vision of the University, new programmes are introduced on approval from the Academic Council and UGC-DEB. NSOU has geared up to induce more pliability in credit transfer from the forthcoming academic sessions with introduction of CBCS in its under graduate degree programmes.

Teaching-learning and Evaluation

It has been witnessed over the years, that the learner's participation in the degree programmes has increased significantly with a concomitant rise in the number of learners from disadvantaged groups too. To cater to the 'Learner Diversity', NSOU has introduced three RCs to closely monitor the LSCs in the districts and fringes of the State. The learners can now ventilate their grievances locally at the nearest LSC and/or RC. Presently out of total enrolment, 71% are women, 59% belongs to rural areas and 19.5 % are employed. Defence personnel and prison inmates are also enrolled in NSOU. Recruitment of new teachers over last five years has ensured intimate and quality intervention in the teaching-learning system. These internal faculties are involved in

designing curricula and writing/ editing the SLMs. In addition to their routine activities, the faculty members are engaged in publications, orientation / refresher programmes and participation in national-international programmes in the pursuit of upgradation. The University encourages an ecology of research and collaborative activities to add to the quality profile of the teachers /other academics. PCPs, Special counselling sessions, LMS provide a variety of teaching-learning innovations for our wide ranging learners. Laboratory Counselling in science subjects are organized for ensuring quality and mandatory attendance of the learners in counselling centres. SLMs are developed as per UGC (ODL) regulations, 2017 and framed with modular approach with self-explanatory, self-contained, self-directed, self-motivating and self-evaluating strategies. These are updated and revised through proper planning with the recommendations of respective BOS. The Examinations Department has revamped the entire pre -, during- and post- examination processes for ensuring sanctity, reliability and timely assessments of assignment and term-end examinations. External members are engaged in confidential work and They comprise teams of observers to pay surprise visits to the examination centres. After successful completion of a programme, it ensures capacity building for competitive job successes and professional development in job improvement. For the benefit of the learners, the SLMs have been digitized and made available through university website and LMS. Examination related grievances are dealt with utmost care by the Students' Grievance Redressal Cell.

Research, Innovations and Extension

Since its inception, the university has developed its own eco-system of research as per its Research Policy. The teachers are encouraged to carry out both system based researches and action basedes research. In the year 2017, UGC-DEB had granted permission to NSOU to offer Ph.D. Programmes in regular mode. Thereafter, following UGC (Minimum Standards and Procedures of Award of M.Phil./Ph.D. Degrees) Regulations, 2016 and its subsequent Ist amendment in 2018, "*Netaji Subhas Open University Ph.D. Regulations 2018*" has been framed.

Publications and documentation of research works by the faculty members is a regular activity of NSOU. Seminar/ Conference/ Workshop proceedings in the form of compendium/anthology are regularly published by the respective Schools. The faculty members are encouraged to represent the University and present their papers in the discipline specific as well as the ODL-related seminar/ conference/ workshop at the international/national/ state levels at regular interval for their professional development. The multidisciplinary online "*NSOU Open Journal*" is regularly published which provides a vibrant platform for the intending teachers/ researchers to showcase their research work. The faculty members carried out as many as 39-research projects funded by UGC-DEB and erstwhile DEC in various disciplines including ODL

A number of extension activities, outreach programme, research collaboration, skill development programmes etc. are carried out. In addition to these, some innovative initiatives are :

- Live Chat through LMS
- OER Repository
- Mobile App for online learning
- SD Card for offline learning
- Online Placement Facilitation Service
- Village Knowledge Centre
- Collaboration with Public library system
- Academy-Industry Interface Cell
- Learner Facilitation Centre at the RCs

- e-Store

The extension/outreach activities are carried out in the Government organizations, registered NGOs and rural LSCs at different parts of the state to reach the real stakeholders for improvement of the lives of the disadvantaged groups in particular and empowering them in general. These activities are also aimed at empowerment for the learners and other stakeholders of the community. The university has received social recognition from local bodies like Gram Panchayat for such extension activities at village level.

Infrastructure and Learning Resources

At NSOU, over the last couple of decades, since its establishment in 1997, a reasonably good instructional and infrastructural facilities could be developed. Apart from its headquarters at Salt Lake, its three Regional Centres (RCs) at Kalyani, Durgapur and Jalpaiguri are fully operational. One composite campus (having nearly 2,25,000Sq.mt. floor area) of the University is up-coming at New Town, Kolkata. The RCs have well-equipped IT infrastructure and uninterrupted internet connectivity (ranging from 16 MBPS to 1 GBPS). The e-contents are developed in the 6- audio-video studios, established at the headquarters, School of Education and the Kalyani RC. The discipline specific science laboratories (Physics, Chemistry, Zoology, Botany and Geography), computer labs, composite lab (for Special Education), language/ media lab have been developed at the RCs. Dedicated workstation has been provided to all academic and non-academic staff to ensure their exclusive work environment. All the servers and desktops of the NSOU run on licensed operating systems along with application, utility and antivirus software with automatic upgradation.

As per the MoU signed by NSOU and the colleges where the LSCs are located, all the physical infrastructures viz. class rooms, smart classrooms, seminar rooms, library, laboratory etc. of the host college are to be shared by the LSCs. For better administration and academic support, all the LSCs have been distributed among three Regional Centres and Headquarters. Regular academic counselling sessions are held at LSCs as per university rules. The practical classes are arranged at some selected LSCs. The activities of LSCs are routinely monitored.

The learning resources are made available through digital repositories like NSOU-OER repository, LMS etc. The learners can also watch the web-TV as per schedule prepared. In keeping with the present requirements, the University has customised the Koha software with its repository hosted on Cloud for seamless accessibility from anywhere, any time to all the stakeholders. The University also provides library facilities to its learners through 7- selected Public libraries in the State, in collaboration with the Department of Library Services and Mass Communication, Government of West Bengal.

Governance, Leadership and Management

NSOU functions under the authorities of different Statutory Committees in accordance with the provisions of its Act, Statutes, Ordinances and Regulations. Day-to-day academic and administrative activities are guided by the NSOU First Statutes (Revised), 2014. As per the Statutes, all the committees are constituted with both internal, external members and UGC /NCTE /IGNOU/government nominees. Other than the principal executive body i.e. Executive Council, all the statutory committees are recommendatory committees entrusted with specific areas viz. Academic Council deals with academic aspects, Finance Committee looks after the finance related matters, Building Committee takes the responsibilities of development and maintenance of infrastructure, Purchase and Tender Committee finalizes the modalities of purchase of fixed assets etc. Meetings of these committees are arranged from time to time for smooth functioning of NSOU. There are some

other non-statutory committees which are constituted for specific purposes. All the statutory and non-statutory committees place their recommendations and proposals in Executive Council for approval / ratification/ reporting. E-governance system has been implemented in the departments like administration, finance, learner's admission ,support and examination. As welfare measures, the university provides benefits to the employees as per Government of West Bengal stipulations viz. :

- Different kinds of leave (Casual, Earned, Medical, Maternity, Child Care, Duty leave etc.)
- Fee concession to pursue any course at NSOU,
- Re-imburement of the medical insurance premium,
- Interest free festival advance etc.
- Financial assistance for treatment in case of terminal diseases

The faculty members regularly attend Orientation Programs/Refresher Courses apart from participation at the national/international academic programs for wider exposure and enhancement of their academic pursuits. As far as promotional aspect is concerned, for the purpose of self-appraisal, system, the respective Government Orders of the State Govt. are followed for both academic and non-academic staff.

The Centre for Internal Quality Assurance (CIQA) has been given the responsibility of maintaining and ensuring the quality of academic and administrative activities in the University. The CIQA is functional and playing its role effectively.

Institutional Values and Best Practices

NSOU takes initiatives for the empowerment of learners coming from diverse backgrounds. The University facilitates their self-growth, self-esteem and self-actualization towards their empowerment and competence building for carving out their unique path of life. Special attention is paid towards inclusion of backward castes and minorities. Customised courses have been designed for retiring Defence Personnel. Gender equity programmes are regularly conducted. Disabled friendly amenities like ramp, elevators, washroom etc. are in place for persons with special needs at Headquarters, RCs and most of the LSCs. The codes of conduct for academic and non-academic staff, functionaries of LSCs, learners are in place.

NSOU endeavours to make its learners aware of environmental and ecological issues and to guide them to co-exist and care for her/his environment. The Kalyani RC is a green campus with varied species of plants, and a herbal garden. All the three RC campuses have been declared as “Smoke Free Campus” and “No Plastic Zone”. The Internal Complaints Committee, duly constituted as per UGC guidelines, regularly conducts gender sensitisation activities/ programmes. The University, at Headquarters and RCs, observes different important days/events viz. Republic Day, Netaji Birthday, Rabindra Jayanti, Independence Day, Human Rights Day, etc., to inculcate amongst its stakeholders, universal values, fundamental duties and constitutional obligations. NSOU has an active Students’ Grievance Redressal Mechanism as per the UGC guidelines. All the statutory committees are well represented by internal and external members and the minutes of its meetings are made available on the website.

NSOU is strictly guided by the Financial Rules laid down by State Government and the Finance Committee of the University. The CAG Transaction Audits and Internal Audits happen on regular basis. Last CAG audit upto 31-03-2019, has been completed. All the relevant information can be found on university website. The recruitment notice, tender notice etc. are well displayed both on website and public media. NSOU, being an Open University, has identified five areas of distinctiveness viz. innovative pedagogies, preparation of contents

in regional language, ensuring presence in remote and tribal areas, taking endeavour for social responsibility and ensuring proper infrastructural facilities.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	NETAJI SUBHAS OPEN UNIVERSITY
Address	DD-26, Sector-1, Salt lake City
City	Kolkata
State	West Bengal
Pin	700064
Website	www.wbnsou.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Subha Sankar Sarkar	033-40663202	9830265334	033-40663224	sarkarsubha55@gmail.com
IQAC / CIQA coordinator	Anirban Ghosh	033-46038422	9804317140	033-40663225	anirban1972@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-11-1997
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	26-08-1998	View Document
12B of UGC		

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	West Bengal Act XIX of 1997

Territorial Jurisdiction of the Open University :
West Bengal

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	DD-26, Sector-1, Salt lake City	Urban	0.25	3983.22	UG/PG		
<i>Regional Centres</i>	<i>Ghoshpara Station Road, Kalyani, Nadia-741235</i>	<i>Urban</i>	<i>15</i>	<i>13501.46</i>	<i>UG/PG</i>	<i>20-04-2007</i>	<i>21-08-2013</i>
<i>Regional Centres</i>	<i>Jawahar Lal Nehru Road, Durgapur, Paschim Bardhaman - 713214</i>	<i>Urban</i>	<i>5</i>	<i>3877.4</i>	<i>UG/PG</i>	<i>22-06-2018</i>	<i>08-05-2019</i>
<i>Regional Centres</i>	<i>Patkata, Kotwali, Jalpaiguri - 735102</i>	<i>Urban</i>	<i>2.87</i>	<i>3877.4</i>	<i>UG/PG</i>	<i>20-06-2018</i>	<i>08-05-2019</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

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

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	120
Colleges Under 2(f) and 12B	103
NAAC Accredited Colleges	98
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>RCI</td> <td>106777_4365_19_1576584642.PDF</td> </tr> <tr> <td>DEB-UGC</td> <td>106777_4365_21_1577171795.pdf</td> </tr> </tbody> </table>	SRA program	Document	RCI	106777_4365_19_1576584642.PDF	DEB-UGC	106777_4365_21_1577171795.pdf	
SRA program	Document						
RCI	106777_4365_19_1576584642.PDF						
DEB-UGC	106777_4365_21_1577171795.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	23				46				95			
Recruited	3	1	0	4	1	3	0	4	15	9	0	24
Yet to Recruit	19				42				71			
On Contract	7	0	0	7	17	1	0	18	2	0	0	2

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				123
Recruited	67	15	0	82
Yet to Recruit				41
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				8
Recruited	4	0	0	4
Yet to Recruit				4
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	1	0	18	4	0	9	5	0	47
M.Phil.	2	1	0	1	0	0	1	2	0	7
PG	10	1	0	18	4	0	17	9	0	59

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

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	38793	0	0	0	38793
	Female	21262	0	0	0	21262
	Others	5	0	0	0	5
PG	Male	9250	0	0	0	9250
	Female	11865	0	0	0	11865
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

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

Sl.No	Program me Level	Name of the Programme	Duration In Month	Entry Qualification	Medium of instruction	Student strength	No.of students admitted
1	Awareness	WS	6	VIII	Bengali	50	11
2	Diploma	Dip	12	VIII	Bengali	500	258
3	PG Diploma	PGDP	12	Higher Secondary	English + Bengali	1000	949
4	Certificate	PGDP	12	Three Year Graduation	English + Bengali	1500	290
5	Under Graduate	BDP	36	Higher Secondary	English + Bengali	51570	51570
6	Post-Graduate	PG	24	Three Year Graduation	English + Bengali	18823	18823
7	MPhil	MPHIL	24	MA	English	0	0
8	PhD	PhD	24	MA	English	0	0
9	Any Other	xxx	12	xxx	English	0	0
Total			162			73443	71901

Details of Sponsored programmes (if any)

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

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
30	29	29	29	29
File Description		Document		
Institutional data in prescribed format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
415	407	407	407	407
File Description		Document		
Institutional data in prescribed format		View Document		

3.2 Students

Number of learners enrolled over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
81175	70393	57106	51629	38107
File Description		Document		
Institutional data in prescribed format		View Document		

Number of learners of disadvantaged groups

Response: 147243

File Description	Document
Institutional data in prescribed format	View Document

Number of passed out learners

2018-19	2017-18	2016-17	2015-16	2014-15
21786	28277	24327	14515	7082
File Description		Document		
Institutional data in prescribed format		View Document		

3.3 Teachers

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
164	58	58	57	57
File Description		Document		
Institutional data in prescribed format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
59	37	36	37	31
File Description		Document		
Institutional data in prescribed format		View Document		

3.4 Institution

Total number of in-house faculty in the institution over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
59	37	36	37	31
File Description		Document		
Institutional data in prescribed format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
2657.39	2686.51	1823.11	2311.31	3572.98

File Description	Document
Institutional data in prescribed format	View Document

Number of full-time non-academic staff

Response: 82

File Description	Document
Institutional data in prescribed format	View Document

3.5 Research

Number of teachers recognized as guides during the last five years

Response: 19

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning Design and Development

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

Response:

Relevance of the Programmes vis-à-vis the HEI's Mission and Vision:

To enhance the GER, the NSOU provides quality education in a flexible manner to those who are beyond the arena of the higher education institutions &/or in need of flexible learning schedules. The relevance of all programs offered by various Schools are envisaged. There are 30 self-developed programmes (BDP=15, PG=13, 2nd Degree program=02). B. Ed ODL was the only programme adopted from KSOU considering the local variations.

All programmes attempt to offer updated knowledge in different disciplines, develop an orientation of real-life applicability of textual knowledge, build capacity in the chosen Discipline, following the latest regulations of all the statutory bodies. Programs are generally conducted in vernacular, the learners having the choice of writing in vernacular/English in the examinations.

Curriculum Caters to Local, National and Global Needs:

The NSOU curriculum adapts itself to the changing local needs of the state to which its learners belong to ensure increasing access to higher education and capacity building of locals. The curriculum outcomes focus on creating dutiful and vigilant citizens of India who can further the cause of social justice and economic development. The learners of NSOU are also imparted skills and core competencies to face the challenges of an ever-changing world.

Each new Course, as and when introduced, is preceded by a need assessment involving the network of the LSCs to ascertain the needs of the aspirants, feasibility/prospect of, & availability of resource persons, for implementation. Such initiatives are taken up by the respective Schools and approved by the statutory authorities of the NSOU.

Program Outcomes Cater to Target Group of Learners:

Essentially, the University aims at the motivated learners aspiring to enhance their academic qualifications &/or are in need of higher degrees for career progression. However, the enrolment of the fresher has also risen significantly. Programs are designed and conducted for capacity building of such heterogeneous learner categories. Program Outcomes are, thus, envisaged in a way to cater to the needs of both the professional & academic spheres. Within the broad UG and PG programs, the course learning objectives ensure adequate specialization in the chosen fields of the learners.

Instructional Design of Curriculum:

At the state/ national level, the HEIs are expected to provide quality education for all, through implementation of the strategic plans which define targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, the University focuses on the articulation of the administrative policy and the code of conduct of all the stakeholders. All the Schools design their curricula, teaching-learning resource materials, and feedback systems through the Executive Council, Academic Council, CIQA, Boards of Studies and other expert committees (if required). Self-Learning Materials (SLMs) are developed with the focus on self-explanatory, self-contained, self-motivating and self-evacuating mechanisms followed by the UGC Guidelines. The Schools adopt all possible modes of delivery to impart education: Face to Face Mode through PCP and remedial classes, Self- Learning Mode through SLMs, ICT-enabled Mode through Online (Web driven/Mobile App), Offline (DVD/SD Card/USB Drive), telecommunications and social media (Facebook Page/Google Chats).

All courses under different programmes of the six School of Studies, namely School of Humanities (SoH), School of Social Sciences (SoSS), School of Science (SoS), School of Education (SoE), School of Professional Studies (SPS) and School of Vocational Studies (SVS) promote the development of abilities and skills: cognitive, affective and psychomotor domain in its course outcomes. The learning outcomes and programme outcomes contribute to the graduate attributes like knowledge acquisition skills, societal skills, scientific and technical skills and communication skills. As a repertoire, it persuades civic behavior, nation building and social cohesion, transmission of democratic values and cultural norms. Programme Outcomes and Course Outcomes are displayed on the Website. As the mission of the University is reaching the unreached and meeting the unmet, this supports the formation and strengthening of social capital. It is generally understood as the benefits of membership in a social network. It can provide access to resources, guarantee accountability and serve as a safety net. The University espouses institutions, relationships and norms that emerge from such education. These are instrumental in influencing the quality of society's interactions, which underpin economic, political, social, science and technological development.

The relevance of the curricular design evokes the following outcomes as explicitly envisaged:

NSOU realizes that there is an increasing pressure in the higher education system to equip learners with not only the expertise derived from traditional academic programmes but also to equip them with sufficient range of skills to play effective role in the employment sectors. The University fervidly puts thrust in education to employability based on the changing philosophy from idealism to pragmatism. From a specialized approach, there is a shift to multidisciplinary programme with modular approach on a life-long learning basis. Moreover, keeping the local needs trajectory, NSOU have learners from the diverse section of the community to be able to make the necessary socio-economic development of the country. This is also reflected in the University's Social Inclusion Policy. The University has a clear understanding of what they are seeking to achieve through their curricular offerings, research and extension programmes in the following manner:

- Providing courses in all disciplines in futuristic and emerging areas.
- Nurturing scientific temperament.
- Focusing on research and innovation.
- Developing graduate attributes as per the need of the discipline / profession.
- Developing the overall personality of the learners to be excellent professionals.
- Inculcating human values to be a good human being and having regard for heritage and culture.

File Description	Document
Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes	View Document

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

Response: 0.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Details of the Curricula/Syllabi of the new programmes over the last five years	View Document
Any other relevant information	View Document

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

Response: 18.49

1.1.3.1 Total number of Programmes revised over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	4	4	5	4

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

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

Response: 19.28

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: 80

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

Response: 415

File Description	Document
Web-link to the list of MOOCs approved	View Document
Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses	View Document
Institutional data in prescribed format File	View Document
Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs	View Document

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

Response: 71.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	23	22	20	15

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

1.2 Academic Flexibility

1.2.1 Percentage of programmes adopted/adapted by other HEIs over the last five years				
Response: 0				
1.2.1.1 Number of OU programmes adopted/adapted by other HEIs over the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0
File Description	Document			
Institutional data in prescribed format File	View Document			

1.2.2 Percentage of degree Programmes in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total number of programmes. (Data of the preceding academic year)	
Response: 65.52	
1.2.2.1 Number of degree Programmes in which CBCS or ECS implemented	
Response: 19	
1.2.2.2 Total number of degree Programmes offered in the preceding academic year	
Response: 29	
File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	View Document
Institutional data in prescribed format File	View Document

1.2.3 Average percentage of learners admitted in the Institution through lateral entry based on

credit transfer year-wise over the last five years**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format File	View Document

1.2.4 Provision for modular approach for flexible exit to the learners**Response:**

NSOU conducts fifteen Bachelor degree programmes, thirteen Post Graduate programmes, and two Second Degree programmes. These programmes are conducted by the six schools of Studies. All the SLMs prepared for these courses/programmes are keeping in conformity with the modular approach. The syllabi is divided into appropriate modules which are further divided into blocks/ units. The categorization of syllabi thus enables the learners to grasp the concepts and understand the curriculum in a better way. The programme outcomes stated find successful completion as learners approach the pedagogy on the basis of modules prescribed for them by competent and experienced teachers. The evaluation system has two components: Term end and assignment apart from Practical, Practicum, Dissertation, Projects etc. This learner-centric approach is the basis of a flexibility in curriculum.

The University practices flexibility in terms of successful completion of a Programme. With this goal in view the University has a provision of credit transfer in case of Bachelor Degree programmes as ratified by the Academic Council, which is the statutory committee of NSOU. This provision for intra University credit transfer is allowed for Foundation Course, which is one of the compulsory courses in Arts, Science or Commerce stream that a learner has to take at the time of admission. There are four courses namely, Foundation Course in Bengali (FBG), Foundation Course in English (FEG), Foundation Course in Humanities and Social Sciences (FHS) and Foundation Course in Science and Technology (FST). These courses are distributed over the first three semesters across all Bachelor Degree programmes, thus, a learner who makes use of the provision of shifting from one course to another with due permission will not have to repeat the Foundation Course already completed by him. In this case the credit and marks already earned by the learner in the completed Foundation Course will be transferred to his new programme. This credit transfer is a step taken by the University in keeping with its acknowledgement of the necessity of developing a flexible system in curricular aspects.

Extension of validity of registration or re-entry is another significant aspect of flexibility provided by NSOU. For instance, the registration for a Bachelors Degree Programme is valid for a period of maximum

6 years as notified by the University. However, in case a learner pursuing any degree fails to complete his programme in the scheduled period he can get an extension of registration by a special approval from the Honourable Vice Chancellor. The Vice Chancellor considers the genuineness of the circumstances that forced the learner to leave his programme unfinished and can give him the chance to study/appear for examinations only in those courses which he/she could not complete. This learner-centric approach provides huge relief to the learner and it ensures that his learning process for which he had enrolled in the programme in the first place is complete. It also teaches him a lesson in time-management and leads to a motivation and boost for value added and professional outlook.

Another area of optimum utilization of open and distance learning resources is the adoption/adaptation of programmes of other OUs and NSOU has attempted to bring this sharing of resources to its curriculum. The School of Education have adopted the B.Ed. programme of Karnataka State Open University in 2013-15 and the programme on Fundamentals of Cyber Security was adopted by the School of Vocational Studies from Uttarakhand Open University in 2018-19.

Invincible in the context of quality assurance mechanisms and benchmarking, UGC-ODL Regulations 2017 has also come up with Quality Assurance in teaching-learning-evaluation mechanism coupled with learner's satisfaction. This evokes the attainment of Programme outcome and ensures no academic wastage and stagnation.

The University is looking forward for more flexibility in credit transfer in the succeeding academic sessions with the introduction of the Choice Based Credit System in all its degree programmes. All the SLMs in the programmes in Bachelor degree are being revised and being written in accordance with UGC regulations on CBCS. NSOU thus intends to provide greater flexibility in entry, exit and mobility to learners.

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:

The purpose of NSOU is to make each learner recognize his/her identity, understand the purpose of life through their connections/contributions to the society/ environment/fellow human beings. All the Programmes upholds a holistic education. NSOU offers diverse curricula for enabling the learner to imbibe intrinsic meaning of life and passionate love of learning.

For addressing the cross-cutting issues, the NSOU offers, sensitizes and equips the learners with an understanding of self and society. It prepares them with deeper insights into life. It inculcates a sense of social responsibility through the relevant courses as furnished below under the different programs and enriches the learning experience:

Sl.No	Description of cross-cutting issue	Program wherein the issue is addressed	Remarks/Learning Outcome
1	Gender	<p>BA: Sociology, English, Education, Public Administration, Political Science</p> <p>MA: Education, History, English, English language Teaching, Social work, Political Science, Public Administration, Bengali</p> <p>2nd Degree Program: B.Ed.Spl. Ed (H.I/I.D/V.I).</p>	Addresses the Gender issues by providing necessary for life-long learning and opportunities for the students to explore areas of interest. It teaches equality in gender actions against bias.
2	Environment & Sustainability	<p>BA/BSc: Zoology, Geography, Botany</p> <p>MA/MSc: Geography, Zoology, Education</p>	Appreciates the ethical, cross-cultural, historical the environmental issues and the links between beings and the natural systems. This enables learn about the Ecosystem and the other factors, Community Health, Mental Health learn the measures to protect the environment.
3	Human Values	<p>BA: Education, Public Administration, Political Science, Economics</p> <p>MA/MCom: Education, Public Administration, Commerce</p> <p>2nd Degree Program: B.Ed.Spl. Ed (H.I/I.D/V.I), BLibISc</p>	Inculcates values which are desirable and for their own sake. Attempts to integrate which help to live in harmony, with the world.
5	Emerging Demographic Changes	<p>BA: Economics, Geography, Sociology</p> <p>MA/MSc: Education, Geography, Political Science, Social Work, Commerce, History</p>	Serves as a platform with arrays of population factors such as age/ race/gender. Helps in population's characteristics for many policy development, economic/social/policy education..
6	Professional Ethics	<p>BA: Economics, Commerce</p> <p>MA: English Language Teaching, Education, MLibISc, Commerce, Social work</p>	Describes professionally-accepted standards corporate behaviour /values/guiding principles Professional Ethics are often established by organizations to help members in performing functions according to sound and ethical

2nd Degree Program:principles.
B.Ed.Spl. Ed (H.I/I.D/V.I).

Outcome:

The NSOU, through its different UG & PG programs, provides support and imparts comprehensive trans-disciplinary knowledge for improving quality, relevance and effectiveness of the curricula, teaching-learning, assessment processes and outcomes. It strategically positions to SDG4 'Quality Education for All' and also other SDGs which depend, for their success, on effective education and learning systems.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	View Document

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

Response: 265

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

2018-19	2017-18	2016-17	2015-16	2014-15
53	53	53	53	53

File Description	Document
Institutional data in prescribed format File	View Document
Brochure or any other document relating to the listed courses	View Document
Any other relevant information	View Document

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

Response: 85.77

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

Response: 7708

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

Response: 8987

File Description	Document
List of learners enrolled in Programme involving field work/ projects / internships etc	View Document
Institutional data in prescribed format File	View Document
Handbook/Manual for field work/ projects / internships etc.	View Document

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

Response: 16.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
69	65	65	65	65

File Description	Document
Link to programme structure of such courses having focus on Employability/ Entrepreneurship/ Skill development	View Document
Institutional data in prescribed format File	View Document

1.4 Feedback System

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document

1.4.2 Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year
A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website
B. Feedback collected, analyzed and action has been taken
C. Feedback collected and analyzed
D. Feedback collected
E. Feedback not obtained/collected

D. Feedback collected

C. Feedback collected and analyzed

B. Feedback collected, analyzed and action has been taken

Response: E. Feedback not obtained/collected

File Description	Document
Institutional data in prescribed format File	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Learner Enrollment

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

Response: 16.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
10782	13287	5477	13522	9448

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any other relevant information

[View Document](#)

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

Response:

Access to rural/ tribal and/disadvantaged is the prime objective of the university. Development is possible only through education in the rural areas, particularly to the disadvantaged groups. With its mission of "Reaching the Unreached", the NSOU goes by the vision of building a qualitative human resource base in the state. The objective of setting up of an open university is to bring all eligible individuals into the arena of the higher education system. To make it possible, a major expansion programme has been undertaken by the University to meet the huge apparent and latent demands for higher education in a meaningful manner. Keeping in mind the Vision and Mission of the University, to contribute towards the social development, the University is always keen to expand its reach to cater to the needs of the thousands of rural and other disadvantaged people like SC/ ST/OBC/ Transgender through its quality academic content.

Access to higher education is one of the most fundamental issues before the University. All the initiatives taken by the University are to ensure the i) *Expansion* (establishing LSCs in the remote areas, using ICT in the fullest possible way), ii) *Equity and Inclusiveness* (in the open university system, any person can pursue any course subject to fulfilment of minimum criteria as laid down by the UGC), and iii) *Excellence* (by recruiting quality teachers & providing relevant academic contents through SLMs, Audio-video lectures, etc.). Another policy of the university is to open new LSCs at nearby existing LSCs to minimize its volume of activities in terms of learner strength. The existence of +2level schools are also taken into consideration for opening a new LSC in a particular location so that the pass out students of that area can take admission in nearby LSC. Publicity through print and electronic media including social media are used for reaching out the persons.

The challenge of accessibility has been overcome through establishment of LSCs mostly in unserved/underserved areas of the State away from the urban/ metropolitan areas. This step helps increase the participation of aspirants for higher education. As far as equality is concerned, it is evident that, over the years, the participation in higher education has increased significantly for the disadvantaged groups. Specially, the University starts such LSCs with PG degree programs so that the passed out UG students of other Universities can pursue the PG degree at their nearby LSCs. There are significant changes in the PG degree programs in the University during the period from 2014-2018. The increase in female learners is also phenomenal during the last five years. The decrease in enrolment in ST category is a common phenomena in the state because the aspirants of this group get chance in the regular universities for higher studies.

	2014	2015	2016	2017	2018
Female	43.70%	43.2%	48.3%	48.0%	56.2%
SC	22.00%	22.6%	23.1%	24.0%	23.6%
ST	3.90%	3.5%	2.6%	2.9%	2.50%
OBC	19.90%	23.8%	27.3%	27.9%	28.70%

Enrolment over the last five years

File Description	Document
Any other relevant information	View Document

2.2 Catering to Learner Diversity

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

Response: 58.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
60492	52188	42329	35705	26208

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

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

Response: 47.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
40427	34946	27913	24153	16614

2.2.2.2 Number of first year students provided prophylactic immunization during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format file

[View Document](#)

• Any other relevant information

[View Document](#)**2.2.3 Average percentage of learners enrolled across different gender year-wise over the last five years****Response:** 61.43

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

2018-19	2017-18	2016-17	2015-16	2014-15
48048	43687	35988	31533	23551

File Description**Document**

Institutional data in prescribed format file

[View Document](#)

Any other relevant information

[View Document](#)**2.2.4 Average percentage of PwD learners enrolled year-wise over the last five years****Response:** 1.08

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

2018-19	2017-18	2016-17	2015-16	2014-15
740	777	642	583	434

File Description	Document
Institutional data in prescribed format file	View Document
• Document submitted by the Institution to a Government agency giving this information	View Document
• Any other relevant information	View Document

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

Response: 19.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
18583	17648	12571	14279	11461

File Description	Document
Institutional data in prescribed format file	View Document
• Any other relevant information	View Document

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	3	3	2

File Description	Document
Institutional data in prescribed format file	View Document
• Any other relevant information	View Document

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

Response: 124.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
220	76	114	77	136

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

2.3 Teaching- Learning Process

2.3.1 Process followed for development of Self-Learning Material (in Print)

Response:

The NSOU follows the multi-media approach as an instructional mechanism. It comprises printed self-learning materials, audio-video lessons, face to face personal contact programs, intensive practical sessions, digitized self-learning materials, and assignments to provide instructions to the learners. The printed course materials are the principal media and other non-print media act as supplementary media of instruction. Ideally, the printed SLMs substitute the teachers in the conventional system. As the SLMs substitute the teachers, those are made to have self-instructional, self-explanatory, self-contained, self-directed, self-motivating and self-learning characteristics. The SLMs not only help the learners in their study but also enhance the image and academic credibility of the University. The printed course materials play a major role in the teaching-learning process of the ODL system.

All the activities relating to the courses are covered by certain guidance, the main purpose of which is to ensure quality and academic standards. The University has laid down the following criteria for the development of courses:

1. must meet the best quality of content and instructional standards,
2. must have parity with the similar courses of state/national-level educational institutes, &
3. must be learner-oriented.

The following principles are adopted while developing the SLMs:

1. logically-structured arrangement of the contents with incorporation of graphics and pictures in appropriate places,
2. consistency of learning activities,
3. ordering the contents from known to unknown, simple to complex, concrete to abstract,
4. linking new knowledge to the previous one, &
5. use of communicative language.

- The Course Development Schedule are prepared while designing a curriculum. The needs of the target group are kept in mind.
- Functions of the course writers and editors are formulated.

Training Programs/ Orientation Programs are organized for the course writers, editors, and format editors from time to time for developing the self-instructional materials. The revision of SLM from time to time is also equally important. Efforts are taken to incorporate the developments in the field of study and to make the content more relevant and academically rich.

Course development is carried out by the faculty members of the University or by the external Resource Persons. For each of the courses developed by the NSOU, a course team is constituted to carry out the project. The course team includes:

1. **Board of Studies:** At first a Board of Studies is constituted comprising eminent academics from different Universities/ institutes. They are responsible for preparing the course curriculum. They also identify the text writers and editors. The detailed course structure/ syllabus and the list of text writers/ editors are approved by the Academic Council of the University.
2. **Course Writer:** Individual subject experts undertake the actual writing.
3. **Course Editor:** Special experts who edit the contents and validate the course units.
4. **Artist- cum- Designer:** A specialist in art and graphic design who ensures that the required art & design work is up to the standard.
5. **Course Coordinator:** A person identified from among the internal faculty members who undertakes the coordination job by convening necessary meetings of the course team and prepares a press copy for the Publication Department through the Director of the concerned School of Studies.
6. **Language Expert:** These experts ensure the maintenance of standard, correct and flawless language, both Bengali and English, throughout the study materials. The NSOU has developed an in-house style for formatting the SLM in print. Special care is taken through a carefully designed and followed procedure of material development to ensure self-learning through structure, organization and presentation of invariability of the contents. Generally the self learning materials contain the items stated below.

- Objectives
- Contents (main text)
- Summary
- Self-assessment Question/ Exercise
- Bibliography/ References

File Description	Document
Policy document on SLM	View Document
Any other relevant information	View Document

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

Response: 43.33

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

Response: 13

File Description	Document
Schedules of the above activities	View Document
Institutional data in prescribed format file	View Document
• Any other relevant information	View Document

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

Response: 20

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

Response: 6

File Description	Document
• Schedules of the above activities	View Document
Institutional data in prescribed format file	View Document

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

Response: 71.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	23	22	20	15

File Description	Document
Institutional data in prescribed format file	View Document
• Digital repository of SLMs	View Document
• Any other relevant information	View Document

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

Response:

The Academic Counsellors appointed by LSCs play a significant role to motivate the learners and ensure that the course outcomes are achieved successfully. The University has made a provision for holding counselling support at all the LSCs for the courses offered by it. The counselling sessions/ face to face contact classes (Personal Contact Programme-PCP) depend on the nature of the program, viz., B.A/B.Sc./B.Com. and M.A./M.Sc./M.Com courses.

In order to facilitate qualitative counselling, orientation of academic counsellors are held at the University by different departments. In these orientation programmes various functions related to the counselling sessions like syllabus, SLMs, question papers, evaluation is discussed.

All the University teachers are generally involved in the counselling process as Academic Counsellors in Masters courses. Subject experts outside the University are selected by the concerned department on the basis of academic qualifications and experience and only approved counsellors are engaged.

In UG programmes the Academic Counsellors are selected by the LSCs but the University has set the following rules for the qualifications of Academic Counsellors.

1. Full-time teachers in substantive posts working in the Colleges/Universities
2. Govt. approved part-time teachers and contractual whole-time teachers in an affiliated College in the subjects concerned.
3. NET/SET-qualified persons who may or may not be engaged elsewhere.
4. Teachers falling in the categories (1) and (2) above who have retired from service.

All academic counsellors are expected to diligently take counselling sessions as per schedule. The LSCs organize the counselling sessions at their own premises as per the University norms. They prepare the BA/B.Sc./B.Com PCP schedules and put it up on the notice board in their respective campuses in advance so that the learners know the timings of their counselling sessions beforehand. All PCP schedules of MA/M.Sc./M.Com programmes are also sent to the LSCs which are made available on the NSOU website.

The counselling sessions for the PG programs are monitored by the internal faculty members of the University from the Headquarters. Generally 30 hours (5 days @ 6 hours) and 36 hours (6 days @ 6 hours) for each of the 100 marks paper for Arts, Commerce and Science subjects are allotted for counselling respectively. Practical classes for PG Science of 100 marks are held 12 days @ 6 hours. The duration of each class is 1 hour and 6 classes are scheduled for a day.

For the post graduate learners, the University also organizes special lectures Programs (SLPs)/ extended counselling sessions (ECSs) in addition to the normal lectures. These lectures are need-based and arranged on the request of the learners and as decided by the faculty members concerned specially at RCs.

In addition to the face to face counselling the university had the provision of radio counselling through GYAN VANI (a joint initiative with IGNOU) upto 2014-15 which was beneficial to the learners of NSOU.

B.Sc. Practical Session/Laboratory Counselling-cum-Evaluation Session (LCES), for elective and subsidiary subjects of the Science stream, are arranged by the University for the learners who have enrolled for the particular subject in the science discipline. The practical work for the elective subjects is generally arranged during the Puja vacations as far as practicable for 12 (twelve) days from 9 A.M. to 5 P.M. each day. In the LCES, first 11 days are for counselling and the evaluation/examination is done on the last day. University faculty and external subject experts get involved in practical sessions for monitoring and qualitative assessment for hands on training during laboratory examination etc. Practical work in a subsidiary subject is held in some selected LSCs for 10 days in the 6th semester and/ or 5th semester. A circular with details of venue and schedule for practical sessions are sent to the respective LSCs and are also uploaded on official website. Attendance in the practical sessions has been made compulsory for the science stream.

The University runs two popular professional courses which are 2nd degree programme, viz., BLIS (Bachelor of Library and Information Science) and B.Ed. (Special Education). The counselling sessions for these courses are arranged to give more emphasis on practical/ practicum. In BLIS counselling, 18 hours and 36 hours are allotted for 100 marks theory and practical papers respectively. Other than the Regular PCPs, Special Lecture Programs are also arranged at the Regional Centres.

Learners' attendance is maintained in an attendance register at the counselling centres. In case of Bachelor Degree Programs, 12 classes of 2 hour of counselling are held for the theory papers. Counselling sessions for all programs/courses are fixed by the University :

NSOU ensures that counselling sessions/ hours of counselling required as per credit are equally available in all courses. This means that Counselling (PCP) are provided not only in courses with high enrolment of learners, programs with low enrolment are also equally allotted the required number of counselling sessions as per norms.

In general, it has been observed by the academic counsellors that the institutional support for academic counselling is much appreciated by the learners. Thus, the University maintains a smooth mechanism of Academic Counselling to provide all possible support to the learners in the different programs at the LSCs which encourages their participation and equips them with skills to reach their goals.

2.4 Teachers and other Academics- Profile and Quality

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

Response: 56.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
59	37	36	37	31

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
Any other relevant information	View Document

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

Response: 70.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
47	26	24	24	22

File Description	Document
Number of teachers and other academics with PhD (As per data template)	View Document
Any other relevant information	View Document

2.4.3 Programmes offered which are developed through collaboration with Government / other agencies year-wise over the last five years

Response: 47

2.4.3.1 Number of Programme developed in collaboration with Government/ other agencies

2018-19	2017-18	2016-17	2015-16	2014-15
8	8	8	11	12

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	View Document
Copies of MoUs with other agencies	View Document
As per Data Template	View Document

2.4.4 Average percentage of in-house faculty involved in design and development of SLMs of the programmes on offer year-wise over the last five years

Response: 100

2.4.4.1 Number of inhouse faculty involved in developing SLMS

2018-19	2017-18	2016-17	2015-16	2014-15
59	37	36	37	31

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	View Document
Institutional data in prescribed format file	View Document
Credit page of Blocks/ Courses	View Document
Any other relevant information	View Document

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

Response: 0.23

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

years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	0	3

File Description	Document
Scanned copies of award/ appointment letters	View Document
Institutional data in prescribed format file	View Document

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

Response: 100

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

Response: 3315

2.4.6.2 Number of academic counsellors for the preceding academic year

Response: 3315

File Description	Document
List of Academic Counsellors with details of total teaching experience for the preceding academic year (As per data template)	View Document
Any other relevant information	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:

The important components of examination procedures have been described in the Examination Regulations. The ICT has been integrated at various stages in the process of term-end examination like examination form fill up, payment of fees, generation of admit card, generation of results, publication of results etc. The process involves pre-examination, during examination and post examination activities.

Pre-Examination Work:

The question papers on different subjects are set, moderated and final proof checked by the faculty members recommended by the respective Boards of Studies (BOS) and approved by appropriate authority of the University. The printed question papers are sent directly to different Police Stations near the examinations centres fixed by the Controller of Examinations according to the strength of the examinees in each examination centre a few days before the beginning of the examination.

During examination:

Role of the coordinators of the LSC:

On the basis of ONLINE/OFFLINE filled in examination forms, corresponding admit cards with the summary list are sent to the LSCs. If a candidate does not possess a valid admit card, he/she is not allowed to appear in the examination.

Role of the Examination Centre In-charge:

The door of the examination hall in an examination centre is opened half-an-hour before the commencement of the examination. The time (commencement and completion) of the examination are strictly maintained. The schedule of examinations and the room-wise seat plans are displayed on the notice board. The paper-wise printed stickers of the seat numbers are sent for fixing on the benches in the examination halls. The blank answer books and loose sheets are kept under lock and key at LSC. A proper account of the blank answer books and loose sheets are maintained at the examination centres and, at the end of the examinations, the above mentioned account are sent to the COE by filling up the format along with the unused answer books and loose sheets.

The examination centre-wise statements of the question papers are sent to Centre-in-Charge before the examination starts. The Centre-in-Charge is advised to compare the number of packets of question paper with the said statement in the presence of the custodian of the Police Station. Any problem relating to the question papers sent are intimated to the COE.

The examination Centre-in-Charge collects the question papers for each day's examination from the custodian an hour before the commencement of the examination. He/she is advised to open the sealed packets containing the question papers fifteen minutes before the beginning of the examination of each paper. After signing on the packets and checking the contents carefully in presence of the invigilators/the observer, the distribution of the question papers to the examinees are arranged five minutes before the scheduled time fixed for examinations in each half.

Attendance of the Examinees:

Three parts "Top sheet-cum-Des and are wrapped up width wise so that the absent and present marks can be visible from the two sides in the transparent packet.

Invigilation:

No non-teaching staff/outsider are engaged as invigilator. The academic counsellors of the LSCs act as invigilator during the examinations. The centre-in-Charge maintains a record of the names, designations, addresses, phone numbers of the invigilators and sends a copy of this record to the COE. The invigilators are informed about a broad guideline of their duties during and after the examinations. The invigilators

allow the candidates only with their pens, pencils, admit cards, registration certificates. They check the admit cards, registration certificates of the candidates on each day of the examinations (and also the question papers) as per the admit cards before putting their signatures on the first pages of the answer books/scripts. All loose sheets issued to the examinees should bear the invigilators' signatures with date. They do not allow any candidate entering in the hall after one hour from the commencement of the examination and do not allow any candidate to submit his/her answer books/ script, leaving the examination hall with question paper, two hours prior to the closing of the particular examination. If a candidate is found taking any unfair means, the invigilator, on duty, can seize his/her answer script and the incriminating documents for copying & found in possession, if any, and get the documents signed (and also in the admit card) with the date by the candidate and submit all these with a report to the Centre-in-Charge. The centre-in-Charge forwards the answer scripts with the abovementioned documents, filling in the RA format to the COE. A candidate is held guilty of misconduct, if he/she copies (or is found in possession of a book/piece of paper/hand written/typed notes) during the examinations and punishment is given as per rules of the university.

For the purpose of reliability and sanctity, the Observers are deployed for surprise visit at all the examination centres. The report of such teams are taken into consideration for further improvement of the process.

Post Examination:

The evaluation process starts immediately after the conduct of examinations. All possible steps are taken to publish the result online within 60-90 days from the last date examination.

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

Response:

The University takes all possible precautions at every stage of the examination/ evaluation/ publication of results so that no learner may feel affected. The Examination Department has been trying its best to solve the examination-related problems whenever those occur. A learner may face problems before examination, during examination and after publication of results. Some of the grievances relate to i) errors in name in the hall tickets/ admit card, ii) errors in posting of assignment marks, iii) incomplete results etc. As per the University Grants Commission (Open and Distance Learning) Regulations 2017, the university constituted the Students' Grievance Redressal Committee (SGRC) to solve such grievances.

Since it is an online process and other than personal information, like names, etc., each information has

already been uploaded on the online examination form and a learner has only the option to choose his/ her papers in which he/ she wishes to appear. Thus, the scope of human errors has almost been removed. Nevertheless, the learners may rectify any mistake committed by them during their online submission of the examination form through a dedicated helpline.

Even the learners, who have been ‘Reported Against’, also have the chance to present their statement before the Malpractice Enquiry Committee duly constituted by the competent authority of the University.

After Publication of Results: The results are published in the University website. The evaluated answer books of all examinations are preserved up to three months from the respective date of the publication of results. If a candidate is not happy with his/her Term-End evaluations, he/she may contact the Students’ Grievance Redressal Cell, NSOU. The grievances may be submitted either through a letter or through NSOU portal.

In order to maintain transparency, students/learners can apply for photocopy of their answer script. After receiving photocopies, if learners are not satisfied about their marks, he/she may apply for re-evaluation. The Department, if finds any technical fault in evaluation (for example unmarked answer, wrong total, etc.), then, with the approval of the competent authority, another subject expert is assigned to evaluate the answer script/s and, if there is any scope for rectification, necessary action is taken subject to approval of the competent authority.

The result may be withheld (RW) for various reasons, e.g., a candidate appeared in the examination but the answer scripts did not reach at the Department for evaluation due to not packing or wrong packing of the answer scripts by the examination centres. On the basis of grievance submitted by a particular candidate, the Department begins to search for such answer script and, once the answer script is received from the examination centre, the process of evaluation is completed and marks are displayed in place of ‘RW’ and the candidate’s grievance is redressed.

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

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

Response:

In the distance learning system, like the NSOU, the students do not have the opportunity to interact regularly with their teachers. Moreover, their attendance in the counselling sessions are not compulsory except laboratory counselling. For this reason, two-way communication through assignment seems to have high significance in the ODL system. Because, the Home Assignment (Formative Assessment) is the only compulsory component through which the learner may contact with the teachers.

In the NSOU, the Home Assignments carry twenty (for PG) to thirty (for UG) percent weightage with respect to the total marks. Assignment question papers are prepared in every academic year. Before setting the assignment papers, proper care is taken to ensure that more emphasis is given to the usefulness of the assignments from effective teaching point of view. The Examination Department takes due care for preparation of the question papers, starting from the setting of the question paper to the printing the same.

Assignment question papers of all courses are sent to the study centres after completion of the enrolment processes. Assignment question papers of all courses are also available in the website of the NSOU. The question papers for Home Assignments are prepared in the same process as is followed in case of the term-end examinations, e.g., the papers are set by the approved paper-setters which are moderated by a Board of Moderators and the question papers are checked by the internal faculty members before final print.

Assignment answer papers are submitted to the LSCs/study centres concerned within the given date. The schedule is prepared by the Department of Examination and accordingly the learners are informed. The examiners are engaged by the Learner Support Centres (LSCs)/ study centres concerned to evaluate the assignment answer scripts. And, accordingly, necessary instructions are conveyed to the learners through the evaluated answer scripts of the assignments.

As soon as admissions are over, the NSOU sends the study materials to each learner through the LSCs . The printed question papers are sent during the course of study, i.e., after the commencement of the counselling sessions at the LSCs in which the following points are mentioned:

- Date of publication
- Last date (on or before) of submission of answer scripts by the learners to the LSC/study centre
- Last date (on or before) of submission of marks by the evaluator to the LSC
- Date (on or before) of evaluated answer scripts distribution by the study centre to the learner
- Last date (on or before) of submission of marks by the LSC/ study centre to the Examination Department.

As the submission of assignment is the pre-condition to appear at the Term-End examination of a particular course, the learner has to follow the dates printed in the assignment question paper. The optimum time for an assignment is four-six weeks so that the assignments do not lose their specificity and relevance. No learner can access the portal in the process of submission of online examination form without submission of the assignment papers. The evaluated assignment answer scripts are returned to the learners concerned. The learners get the valuable advice from the evaluators concerned for improvement in their next term-end examinations. These valuable comments and advices help them for their future study.

The assignment answer books once submitted, cannot be resubmitted. Online portal is provided by the university for making entries of the marks of the assignment papers. Only after receiving these marks, a learner can get access to submit the filled in examination form. Finally, the marks of formative assessment thorough assignment are reflected in the marksheet and the progress report.

File Description	Document
Policy documents on Evaluation Methodology	View Document

2.5.4 Status of automation of Examination division using Examination Management Systems (EMS) along with approved online Examination Manual

1. Complete automation of entire division & implementation of Examination Management System (EMS)
2. Student registration, hall ticket issue & result processing
3. Student registration and result processing
4. Result processing
5. Manual methodology

Any one of the above

Any two of the above

Any three of the above

Any four of the above

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document
Links for additional information	View Document

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 and more of the above

File Description	Document
Institutional data in prescribed format file	View Document
Link to list of evaluators	View Document

2.6 Learner Performance and Learning Outcomes

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

Response:

Programme outcomes demonstrate achievement of learning outcomes expressed in terms of:

- knowledge
- attitudes
- academic standards

UG Bengali

1. Enhance skill and understanding of languages & literature.
2. Demonstrate proficiency in written/oral communication to meet a variety of rhetorical demands.
3. Understand & respond to art/literature/ human expression across broad range of cultures and time periods

UG English

1. Exhibit adeptness in written/oral communication to meet a variety of linguistic demands.
2. Comprehend & retort to art/literature/ human expression across literary cultures.

PG Bengali

1. Interpret & engage in artistic expression, making use of creative process to enrich quality of life.
2. Apply critical reading/writing/ thinking skills relating to issues within humanities.

PG English

1. Interpret & engage in artistic expression, making use of the creative process to enrich the quality of life.
2. Apply critical reading/writing/ thinking skills.

PG English Language Teaching:

Gain knowledge and skills of conducting independent research on the teaching learning process in their own contexts and can create activities and learning situations applicable for their learners at tertiary and secondary levels.

UG History

Apply knowledge/experience to foster individual growth & better appreciate the diverse social world in which we live

UG Political Science

Engagement with the scholarly community and civil society at large, for the development and achievement of broader academic and social ends.

UG Sociology

Understand the role of individuals & institutions within the context of the society

UG Public Administration

A better understanding of theories, concepts and practices relevant to public administration and its sub-fields.

PG History

1. Updated and equitable distribution of knowledge about past in a synchronous manner.
2. Learners will get a critical and thorough knowledge about the general methodology and perspectives of history in detail

PG Political Science

1. Apply knowledge/ skills to contemporary problems & issues
2. Enhances academic skills to effectively employ the body of knowledge in their professional practice.

PG Public Administration

1. Apply analytical skills to social phenomena in order to understand human behaviour
2. Understand the diversity of human experience/ thought, individually & collectively.

UG Mathematics

1. Increase their knowledge with the new tools and techniques of mathematics.
2. Pursue research and delve deep into the understanding of facets of mathematics.

UG Physics

1. "Hands on" knowledge of the Physical Sciences and provide insight for wise management decisions about how the planet's resources should be used;
2. Skill representation using visual, verbal, digital, and cognitive approaches leading to specific, testable predictions.

UG Chemistry

Equips with "real world" relationships and dependencies among the phenomena and processes will give character to any location or place;

UG Geography

1. Learn valuable field skills, apply classroom knowledge
2. Connect to the many organizations and issues that require geographic and environmental expertise.

UG Zoology

Thorough knowledge of animal kingdom with a conviction of protecting the environment.

UG Botany

Thorough knowledge of plant kingdom with a conviction of protecting the environment.

PG Mathematics

1. A blend of theory and applied knowledge gives a deep understanding of true flavor of mathematics.
2. Effective problem-solving & critical thinking skills.

PG Geography

1. Awareness of broad applicability of different branches of science & technology & domain-specific knowledge
2. Able to seek career advancement by professional developmental activities

PG Zoology

1. Understand how to apply the knowledge they have gained for sustainable development.
2. Delves deep into the cross cutting issues of allied disciplines under the auspices of Zoological sciences.

BLibISc

To create a pool of skilled professional who may manage, organise and navigate the whole educational system by facilitating right information to the right people at any time to any people.

UG Economics

Knowledge in the domain of economy which intern increase their employability in the trade and

commerce.

UG Commerce

Learners will be fully equipped with skill to analyze the theory and practice in a prudent way.

PG Commerce

Corporate-led Institutions with empirical knowledge already gathered from study, and finally be engaged in self – employment in a better way.

PG Social Work

1. Skills and techniques acquired to deal with various social problems.
2. Demonstrate knowledge of ethical, legal & socially responsible business behaviour
3. Maintain high levels of personal & professional integrity in rapidly-changing multicultural environment.

MlibISc

1. Develop soft skills necessary to build & maintain effective working relationships with internal & external stakeholders.
2. To cope up with the information ecosystem and to make them prepared as skilled and competent information professionals in the changing environment of ICT-enabled information society

UG Education

Equip with the varied understanding of the concept of Education; its various purposes/aims and its essence from different perspectives and cross cutting issues in education as a liberal discipline.

PG Education

1. Enables to understand the bases of education, learner, learning factors & evaluation.
2. Equip the learners with the changing faces of education, special education, inclusive education and relevant reforms and debates.

B.Ed Spl Ed (H.I/I.D/V.I)

1. Students may register as a Special Education teachers/Educators with Rehabilitation Council of and act as a Special Educator for the children with disabilities in various settings (including Inclusive, Special, Open School and Home Based Education).
2. Acquire knowledge and develop competencies and skills to impart education and training effectively to children with special needs as well as all other children and this being teachers for all children.

Overall Outcomes:

1. Demonstrate critical thinking & problem-solving skills related to professional areas.

2. Appear in TET, CTET, NET, SET, SLET, GATE & administrative competitive examinations to obtain jobs at various levels.
3. Job promotion, teaching & research in humanities, social sciences, professional studies and science.
4. Meeting the growing demands of human resources in the educational institutions, planning & management in Govt, semi-Govt, Private sectors & NGOs; academic libraries, special libraries, public libraries, research centres, government departments, non-government organisations.
5. To equip the learners with modes of ICT to face the challenges of the twenty-first century scenario.

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

2.6.2 Percentage of learners of a selected batch who have successfully completed UG and PG Degree in maximum period of 5 and 4 years respectively

Response: 29.28

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

Response: 167014

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

Response: 37975

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

Response: 70587

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

Response: 25286

File Description	Document
Institutional data in prescribed format	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:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research plays an important role in the social and economic development of nations and their people. It is the backbone of every sphere of developmental activity for furthering progress. The Research Policy has been enunciated to guide the future of research in the University. It intends to provide guidelines for better promotion of research. A principal objective of the NSOU's research projects has been to maintain a strong focus on the flow of theoretical ideas and to connect it with the empirical works of subject-oriented researches in social sciences, humanities, commerce & management, sciences and other disciplines offered by the University as areas of probe/ investigation from time to time.

A research project is an opportunity to learn more about a particular subject. Through this process, one can enhance and demonstrate a wide range of skills that are applicable to our real life. As a researcher, it is important to use a wide variety of sources and to evaluate the quality and validity of those sources. The purpose of research is to add knowledge. Thus, the study should seek to contextualize its findings within the larger body of research. A research project should add knowledge that is applicable outside the organization and the society as whole. Above all, the results of the study should have implications on the economic and social development of the country.

Taking into considerations the importance, the University encourages its faculty members to carry out research projects in different subjects and provides financial assistance subject to availability of fund from government/ research institutions, viz., MHRD, UGC-DEB, ICSSR, CSIR, IAS, CSGS, RCI, DST, etc. for their projects. The ambit of project work in the University has been expanded to include both theoretical and empirical research in various academic disciplines and inter-disciplinary areas with blending approach of ODL methodology.

The faculty members are encouraged to represent the University and present their papers in the discipline specific as well as the ODL-related seminar/ conference/ workshop at the international/national/ state levels for their professional development.

As per the requirement of the UGC, the faculty members are allowed to attend the Orientation Programmes (OPs) and Refresher Courses (RCs) at the Human Resource Development Centres (HRDC) of other universities of the country.

The NSOU's Ph.D. Regulations

“The Netaji Subhas Open University (NSOU) Ph.D. Regulations 2018” has been framed in compliance with the UGC (Minimum Standards and Procedures of Award of M.Phil./Ph.D. Degrees) Regulations, 2016 and (Minimum Standards and Procedures of Award of M.Phil./Ph.D. Degrees) (1st amendment) Regulations, 2018 vide permission granted to the NSOU by the UGC vide their Memo No.F.No.2-1/2017 (DEB-III/DEBIV) dated 19 May 2017.

The objective of the Regulation is to give an opportunity to pursue research degree program in discipline-specific areas under the NSOU in regular mode.

File Description	Document
Policy document on promotion of research	View Document

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 or 3 of the above

B. Any 4 or 5 of the above

Response: A. Any 6 and more of the above

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document
URLs of the available facilities	View Document

3.2 Resource Mobilization for Research

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

Response: 102.51

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

2018-19	2017-18	2016-17	2015-16	2014-15
21.5	7.5	17.365	11.65	44.49

File Description	Document
Institutional data in prescribed format	View Document
Award letters for research projects sponsored by government and non-government	View Document

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

Response: 0.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	12	12	15

File Description	Document
List of research projects	View Document
Document from Funding Agency	View Document
Link for additional information	

3.3 Innovation Ecosystem

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

Response:

The learning opportunities have ever been changing since ages from teacher-centred education to anywhere at any time education. In the recent times, lot of changes are witnessed in the society, viz., i) increase in demand of higher education & ii) the surge in development of information and communication technology. The present society also needs the opportunities for lifelong learning to update knowledge and skills in the ever-changing characteristics of work environment.

The increase in enrolment in the open universities is beyond expectation. The learners from diverse backgrounds join the open university courses for different purposes, e.g., some may join to gain knowledge, some may join to get certificate for vertical and horizontal mobility at their workplaces or some may join for life-long learning. To address the learners' varied needs/ demands, NSOU has established various centres under different Schools of Studies as stated below.

Centre for Lifelong Learning (School of Vocational Studies)

The Centre for Lifelong Learning under the aegis of School of Vocational Studies has been set up by the University vide the resolution of the 34th Academic Council meeting and ratified by the subsequent Executive Council meeting with the objective of providing hands on training to the freshers as well as existing workforce. The Centre for Lifelong Learning generally provides the hands on training to the candidates having no formal educational qualification but having prior learning experience which will lead to their life skill development. The mission of the Centre is to work with learners of varied ages who would like to continue their education by taking up life skill development training/programmes. The basic objectives of these programmes are to focus upon work-related needs as also self-growth and individual development.

Centre for Language, Translation and Cultural Studies (School of Humanities)

The Centre for Language, Translation and Cultural Studies has been established under the aegis of the School of Humanities to expand the multi-lingual domain of knowledge sharing through meaningful partnership with similar centres, institutions, and private bodies that are potential collaborators in such efforts. The centre has the mandate for conducting need-based language trainings/ orientation/ refresher course/ certificate course, promoting and proliferating knowledge based repositories of various regional socio-cultural specificities and offering the same as open source materials through its dedicated web portal.

Centre for Disability Studies and Educational Research (School of Education)

The Centre for Disability Studies & Educational Research was established in the year 2018 under the School of Education in compliance with UGC guidelines and RCI circular Vide No: 7-128/2016-RCI/46398-14177-775 of (date not mentioned) December, 2016 and duly approved by the 36th Academic Council, Meeting held on 16/02/18. The Centre was created to serve the immediate community and society as a whole on the issues related to disability, rehabilitation, inclusive education and research in education with conscious understanding and efficiency. The vision of this Centre is to develop human resources in various fields and areas of disability and research in Education and Special Education towards creating a sustainable and inclusive society. The Centre also envisions strengthening the potentialities of teachers and teacher educators, rehab professionals and building competence which would be instrumental to help them connect to the changing society and provide professional support as and when such service is required.

Village Knowledge Centres (School of Vocational Studies)

The School of Vocational Studies introduced an e-governance initiative to reach the un-reached, un-served and underserved areas more effectively by using the high-tech Information and Communication Technology (ICT) through the University's partner Institutes (PIs) by setting up Village Knowledge Centre (VKC). There is a need to ensure that the benefit of the ICT percolate to all the different socio-economic strata and to the grass roots of the rural Bengal. With poor infrastructure in the rural areas, delivery of services of essential requirements becomes a difficult task. The Village Knowledge Centers are expected to be a source of empowerment for villagers. The VKC programme is meant for reaching the benefits of the Information Technology directly to the communities at the grass root level for promoting single window delivery of need-based services. In other words the VKC will be able to:

- Bridge the gap between the village and the rest of the world
- Expose local students to the best educational infrastructure
- Motivate farmers and address agricultural issues professionally
- Create avenues for income generation for women through vocational training
- Empower youth and increase their productivity through enhanced livelihood possibilities
- Provide better employment opportunity
- Provide online support for better marketing of rural produce.

Academy-Industry Cell

The University has constituted the Academy-Industry Interface Cell to explore the possibilities of linkages with industry for promotion of vocational education and training. In this Cell, the representatives from both the industry and academy are included who deliberate on various issues relating to skill development programmes as needed by the industry.

Learner Facilitation Centres:

The Learner Facilitation Centres have been established at all the Regional Centres to make the facility available to the learners. Through these centres the distant learners may download the academic resources and get other online facilities free of cost.

Online Placement Facility Centre

The university provides online placement facility through an online platform for the NSOU learners. The learners can upload their CVs for the prospective employers available on the same platform.

Job Fair

Through School of Vocational Studies, number of skill development programmes are conducted through approved centres for skilling and upskilling the people. The job ready training is also provided before the JOB FAIR. The school also takes special drive for organising job fair at its Regional Centre.

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

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

Response: 32

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	11	8	2

File Description	Document
List of workshops/seminars over the last five years	View Document
Institutional data in prescribed format	View Document

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

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

Response: 2682

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

2018-19	2017-18	2016-17	2015-16	2014-15
564	736	512	853	17

File Description	Document
List of the innovative contents over the last five years	View Document
Institutional data in prescribed format	View Document

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	1	1	0

File Description	Document
Scanned copies of award letters	View Document
Institutional data in prescribed format	View Document
Award details	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years) 1) Research methodology with course on research ethics 2) Ethics Committee 3) Plagiarism Check 4) Committee on publication guidelines
E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 Average Number of M.Phil and Ph.D degrees awarded per teacher year-wise over the last five years.**Response:** 0.22**3.4.2.1 Number of M.Phil and Ph.D degrees awarded per teacher year-wise over the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	1

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	19	18	18	17

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
Institutional data in prescribed format	View Document
Web-link of the Research page	View Document

3.4.3 Average number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years**Response:** 2.75**3.4.3.1 Number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals**

2018-19	2017-18	2016-17	2015-16	2014-15
28	15	21	27	19

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

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

Response: 1.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	63	51	33	26

File Description	Document
Institutional data in prescribed format	View Document
Web-link of publications	View Document

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

Response: 0.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	20	16	19	8

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

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

3.5 Consultancy

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

Response:

The NSOU recognizes the fact that in the current environment of knowledge societies, legitimate appreciation of the commercial value of technical expertise and all kinds of domain knowledge have grown both within the academia and the society at large. Keeping in view the importance of higher education in effecting societal changes and transforming the economic fortunes of a country by emphasizing upon innovations, the university has evolved a policy on consultancy to be applied as and when the opportunity arises.

General Norms:

- The services of permanent faculty of the University may be utilized for the execution of the consultancy projects without affecting their primary functions and responsibilities towards the University.
- Consultancy assignments must not have any adverse impact on the on-going academic, research, official and administrative activities. Further, such assignments need to be carefully scheduled in the light of the on-going commitments.
- The terms of engagement, requirements of on-site presence, leave of absence from the University will be worked out in consultation with the appropriate authorities of the NSOU.
- Government norms regarding individual income generation from consultancy, and monetary

resource mobilization by the NSOU as parent employer will have to be adhered to.

- Merely possessing any position / designation / supervisory role at the University level will not entitle a consultant for the consultancy project.
- All consultancy and related jobs need to be structured and executed in the spirit of promoting Academy- Industry interactions as a vehicle for augmenting current levels of excellence in teaching and research, and, in the process of generating funds.
- Consultancy services may be offered to the industries, services, Governments (both central and state), NGOs, statutory bodies, and classified public sector institutions.
- The consultant(s) will have the right to publish the theoretical part of the work carried out by him/her in the consultancy work after taking prior permission of the client.
- No retiring employee of the University will be allowed to submit a fresh consultancy project proposal as a consultant, using her/his primary institutional affiliation, if the duration of the project is beyond his/her date of retirement.
- In no case of consultancy by any NSOU personnel, the university shall undertake any financial obligations.

File Description	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 generated by the Institution from consultancy

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 6.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
3.27800	2.31500	0.60700	0	0

File Description	Document
Schedule of the training programmes	View Document
Schedule of the training programmes	View Document
Institutional data in prescribed format	View Document
Audited statements of account indicating the revenue generated through training	View Document

3.6 Extension Activities

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

Response:

The NSOU has been organizing extension programmes on various social issues from time to time. The University organizes such programs with a view to sensitizing the community about various social issues and becomes an agent to bring about sustainable development in our society and make our society 'Right-based' and help the people to live with self-respect and dignity.

The extension activities are carried out through the Govt organizations, registered NGOs and rural LSCs at different parts of the state to reach the real stakeholders for improvement of the lives of the disadvantaged groups in particular and empowering them in general. The following activities are carried out by:

NSOU in collaboration with NGO "Nari o Shishu Kalyan Kendra", Howrah organized Extension Programs on issues like: Effects of Child marriage & Women awareness programme during 2018-19.

NSOU in collaboration with CEMCA organized Institutional Capacity Building Programme through vocational Education & Training in different LSCs located in various districts of West Bengal during 2017-18 & 2018-19.

Department of Empowerment of Persons with Disabilities, Govt. of India & RCI had given NSOU the responsibility to create awareness and sensitivity among the various stakeholders on Disability: and Rehabilitation issues. It was felt that there is an urgent need for in- service training of various stakeholders to create awareness about the rights and entitlements of PwDs, provisions in the various schemes,

development programmes, ways and means to access their specific entitlements and those that they are entitled to as citizens at the national level. School of Education (SoE) organized these RCI-sponsored programs for the FYs 2015-16 (01 program), 2016-17 (06 programs), 2017-18 (07 programs) & 2018-19 (09 programs), spanning various districts of West Bengal.

Centre for Disability Studies & Educational Research under the aegis of SoE also organized community outreach program on Stress Management and Career Counselling for the college youths in the 2017-18 session.

Women Harassment & Prevention Cell (WHPC) of the NSOU has organized an awareness seminar on the acid victims on 29/05/15 taking idea of sensitization as a social need & its implication on the empowerment of women in particular and the society in general.

Outcome:

Together these rubrics take a pragmatic academic viewpoint towards unravelling a plethora of diversities that the contemporary society is faced with. The idea of inclusion and inclusive setting gained momentum through such motivated programs. These myriad of activities are right attempt for a Greater Empowerment for the learners and other stakeholders of the community.

File Description	Document
Any other relevant information 5	View Document
Activity Reports	View Document

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

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	3	1	2

File Description	Document
Scanned copy of the award letters	View Document
Institutional data in prescribed format	View Document

3.6.3 Total number of extension and outreach Programmes conducted in collaboration with

Community Based Organizations, Government and non-government Organizations over the last five years .**Response: 33**

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	7	1	0

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD Act, etc. year-wise over the last five years**Response: 731**

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

2018-19	2017-18	2016-17	2015-16	2014-15
205	526	0	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, programme development and faculty exchange year-wise over the last five years****Response: 3**

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

File Description	Document
Scanned copies of collaboration document	View Document
Institutional data in prescribed format	View Document

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

Response: 84

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	18	19	16	11

File Description	Document
Institutional data in prescribed format	View Document
Web-link of the collaborator	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Headquarters of the University is in a prime location at DD-26, Sector-I, Salt Lake City, Kolkata has land measuring 1019.36 sq.m. The building (G+6-storied) accommodates the Office of Vice-Chancellor's Secretariat, Office of the Registrar, Office of the Finance officer, IT Section and Study Centre Department, Chambers of the Directors of the Schools of Studies, Store Section, AV Studios, Seminar Room, Board Room, Dining Room, Guest Room, Wash rooms, Student Support Service Centre, Darwans' Room, etc. The internet connectivity is available at all the department with wi-fi facility. Sufficient number of computer and photo copy machine have been provided for smooth functions of the institutions.

NSOU has three RCs, namely, Kalyani, Durgapur and Jalpaiguri RCs.

The Kalyani RC Green Campus in Nadia District has two campuses with a number of facilities. The Administrative Building (2-storied) having modern facilities of the office of the Regional Centre. It accommodates Chamber of Director, RC, AV Studio; Server Room; Student Facilitation Centre; wash rooms etc.

The second building (2-storied) accommodates School of Professional Studies with Smart Class Rooms, Examination cum lecture halls, computer Labs, Reference Library, Faculty Rooms and wash rooms, etc.

There is a Warehouse and Library Building (3-storied). This is a building for storage of SLMs, examination- related papers etc. It also houses the University Library, with 2nd and 3rd floors coming up for Library expansion.

There is an Academic building(4-storied), It has Smart Class Rooms, Language and Computer Labs, Lecture-cum-examination halls, Faculty rooms, Washrooms, Ramp, Lift, etc.

A second Academic Building (4-storied foundation) has provision for accommodating the discipline-specific laboratories, Office of the Vice-Chancellor, lecture-cum-examination hall, wash room, etc.

Students Amenity Centre is being set up (3-storied foundation) in two phases in the campus having Canteen, rooms for Indoor Games, Seminar Room, Common Room, Wash Room, etc.

Learner Facilitation Centre of the RC provides free internet services to learners for academic purposes.

Kalyani RC has been provided internet connectivity with NKN under NME-ICT project. Faculty members take the advantage of high speed internet for their academic purpose which also facilitates the virtual classes installed in the RC.

In the far-flung districts of the State, the University has set up two more RCs. These are located in

Durgapur and Jalpaiguri. Each RC has three sets of buildings, namely, Administrative, Academic and Guest House Buildings. All Administrative Buildings have Chambers for Deputy Directors and Office; Learner Facilitation Centre; wash rooms, etc., and all Academic Buildings have Examination-cum-lecture halls, Faculty rooms and Wash rooms. These newly established RCs have provisions for Computer, and Science laboratories and Studios for the benefit of the learners.

A composite campus at Rajarhat, New Town, is coming up with an Academic Building (G+5-storied with foundation of 10-storied building) having provision for Smart Class Rooms, Lecture rooms, computer, education, Language, Science Labs, Audio- Visual studio, Faculty rooms, Auditorium (1000 capacity), Seminar/Meeting room, Wash rooms, etc.

NSOU has its Examination Department at the 2nd Floor, 134/1, Meghnad Saha Sarani, with infrastructural facilities such as Office rooms, meeting rooms, moderation-cum-examiners' room, data processing room, wash rooms, etc.

There is also another campus which accommodates the School of Science, Publication Department at Salt Lake with office rooms, faculty rooms, meeting rooms, wash rooms, etc.

The School of Education has a separate office as well at Salt Lake, with office rooms, faculty rooms, meeting rooms, seminar room, A/V studio, library, wash rooms, etc.

The following infrastructural facilities are common for most of the campuses:

- Buildings are constructed along with elevator(s) and/ or ramp specially for the disabled learners
- Eco-friendly/ green generators
- Measures for fire safety in most of the campuses
- The headquarters and the examination department are under the CCTV surveillance
- The headquarters and the Kalyani RC are well equipped with a/v studios capable of live streaming for webinars, interactive sessions with the learners
- All schools are equipped with ICT facilities including computers, photocopiers, scanners, printers, telephone /internet connections
- Special attention has been given to green spaces in all the campuses
- Measures are taken for termite, pest control and also against vector-borne diseases
- The campuses are “plastic free zones” and have been declared as “tobacco free campuses”
- Help Desk

The Learner Support Centre (LSCs) are the most important components of the University because they connect it with its stakeholders specially the learners for all teaching-learning purposes. They are located at the Govt. and Govt-sponsored Colleges which are affiliated to the conventional Universities of the State. Special LSCs have been established at some reputed institutions and NGOs to cater to the disadvantaged section of the society. Established through a Memorandum of Understanding (MoU) between the parent college/ Host Institution and the University the LSC enjoys all infrastructural facilities available at the college as and when required.

The Host Institution provides all possible help – academic and administrative--to the LSC established in its premises. A space, measuring roughly 1000-1200 sq. ft., is provided to each LSC to set up an office as well as store room for the SLMs. Counselling sessions/ personal contact programs are conducted as and when necessary. Similarly, in case of Science subjects under the Bachelor Degree Program, laboratories of the

Host Institutions are made available for conducting practical classes. The induction meeting and seminars are also conducted by the LSCs at their seminar rooms. The LSCs are also selected for the University examinations as examination centre. The Academic Counsellors attached to the respective LSCs act as invigilators. The LSCs are also provided with telephones, computers and broad-band facilities for better connectivity with the learners and the University. Before the commencement of each admission process, pre-admission counselling is conducted at each LSC to help the prospective learners. The induction meeting is also conducted by the LSCs before commencement of the academic session/ counselling sessions.

File Description	Document
Geo-tagged photographs of campus and all other infrastructural facilities	View Document

4.1.2 Average percentage of expenditure incurred for infrastructure augmentation

Response: 54.97

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

2018-19	2017-18	2016-17	2015-16	2014-15
2300	671.17	678	1770	1770

File Description	Document
Institutional data in prescribed format	View Document
Budget allocation for infrastructure	View Document
Audited utilization statements	View Document
Any additional information	View Document

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

Response: 5.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
198.61	108.78	137.33	136.95	107.19

File Description	Document
Institutional data in prescribed format	View Document
Budget and Statements of Expenditure	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2 IT Infrastructure

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

Response: 100

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

Response: 36

4.2.1.2 Total number of rooms and seminar halls at HQ

Response: 36

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged Photographs of IT infrastructure facilities at	View Document
Any additional information	View Document

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

Response: 65.63

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

Response: 63

4.2.2.2 Total number of rooms and seminar halls at RCs

Response: 96

File Description	Document
Photographs of infrastructure facilities at a few RCs	View Document
Institutional data in prescribed format File	View Document

4.2.3 Percentage of the rooms of the learner support centres are IT enabled as on date

Response: 15.48

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

Response: 438

4.2.3.2 Total number of rooms and seminar halls at LSCs

Response: 2830

File Description	Document
Photographs of infrastructure facilities at a few LSCs	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document

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

Response:

As updating is necessary for running the IT systems, the University always takes initiatives to modify and update the existing IT infrastructure after requirement analysis of each system. The feedbacks from the users and other stakeholders are considered and the technical feasibility study with cost-benefit analysis is also carried out.

In case of the University website, the information is given in different sections of the website after approval of the appropriate authority. The updated information is displayed in the recent updates and in other visible manner for communicating the modified information to the concerned at earliest.

The SLMs and AVL lectures are made available in the appropriate platforms through the web portal.

For online admission and renewal & counselling systems, each year additional modules are introduced as online services modified as per the different guidelines received from different apex bodies like the UGC, MHRD and Govt. of West Bengal.

The University also maintains separate ICT service platform which gets updated from time to time. Recognizing the benefits of online and m-learning, the University decided to offer PG Degree programs in

the ICT-enabled mode in the academic year 2015-16. Learners under the ICT services can learn through their laptop, desktop, smartphone or tablets. Mobile app is also available to the learners who use Android smartphones for learning anywhere/anytime.

The Library of the University runs on an integrated open source platform, KOHA, which gets automatic upgrades by the Libtime (i.e., a KOHA platform which eliminates the server requirement in library and upgrades and maintenance are managed by the Libtime KOHA community).

All the servers and desktops of the NSOU run on licensed operating systems along with application, utility and antivirus softwares with automatic updating facilities.

At the Kalyani RC, the entire campus is connected under National Knowledge Network (NKN), enabling all the web and cloud-based software systems for updation and maintenance. There is a provision of connecting 400 computing and networking devices in the NKN network at the Kalyani Campus.

There are Six Audio-Visual Studios in the University for developing A/V lectures using specialized software and hardware which are also upgraded to the latest available facilities and features. Most of the softwares used in A/V studios are web-based or cloud-based and are updated and upgraded regularly.

All the Schools of Study of the NSOU has smart Class Rooms equipped with smartboards and computing devices installed with relevant softwares.

As a vibrant Open University with its LSCs spreading across length and breadth of West Bengal, the University has upgraded its ICT infrastructure in the recent years in order to use the power of web, cloud and mobility to reach the remotest areas like Sunderbans in the South or the hilly regions in the North and the efforts reflects in the recent hike in enrolments in the UG/ PG/second degree programs.

File Description	Document
Scanned copy of agreement	View Document

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

Response: 46

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

Response: 46

File Description	Document
Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres	View Document
Institutional data in prescribed format File	View Document

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

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

E. None of the above

D. Any 1 – 3 of the above

C. Any 4 – 7 of the above

B. Any 8-9 of the above

Response: A. More than 10 of the above

File Description	Document
Relevant photographs of the facilities for audio, video e-content production	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document

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

Response: 1

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

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

Response: 1

File Description	Document
Institutional data in prescribed format File	View Document
Links to photographs of the facilities available	View Document

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

From enrolment to publication of results, each process of learner-life cycle is enabled by technology to make the journey of the learner convenient, transparent and hassle-free. Various stages of the teaching-learning process have been automated. All the employees, learners enjoy wi-fi facility within the campus. Virtual classrooms have been developed for web telecast. Dedicated contact no. and email ID have been provided for learner support with a provision of live chat. The learner Support Centre works 24x7 to provide online support. There is a practice of correspondence through e-mail between the departments to promote the culture of paper less office.

Admission & during the study

An online admission and renewal system is used along with online payment system for submission of course fees. An information management system is used to send printed SLMs to each LSC. Digitized forms of SLMs are also published in the website. Audio-visual lectures are available in the University web portal. Learners are informed about their classes (Personal Contact Programs) through websites and SMS and Tele Service. Online Feedbacks from the learners, academic counsellors and alumni are taken and the data are analysed for improvement in the respective areas.

In some courses, the digitised SLMs are also available in memory cards. This becomes useful in case of low bandwidth of internet in the far-flung areas. Six A/V studios have been established at the University Headquarters and the RCs for development of the A/V lectures which are hosted in a dedicated web platform.

Libraries of the University runs in a open source platform, KOHA, where catalogues are maintained and updated regularly. The University has taken active measures to make the library service completely online by publishing the database of books/journals and other reading materials along with catalogues in a cloud environment.

An Android-based mobile app is available in the Google Play store which provides online learning environment to the learners. The mobile App consists of A/V lectures & e-SLMs are also available.

Examination:

Filling in forms for the term-end examinations are done online in a dedicated web platform and marks are processed in a robust and secured ICT environment along with final publishing of results in online mode.

Finance Department

The Finance Department also implemented the automation in its various activities like Tally, ERP 9 accounting software, Payment of Monthly Profession Tax, Payment of Monthly TDS, Quarterly TDS Return, GST return, Online Payment of Utility Bill and all payment are made through bank transfer.

File Description	Document
Automation system	View Document

4.3 Learning Resources

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

Response:

Learners support services are vital for attracting and retaining learners in the open and distance learning program. Since, most of the learners are likely to be employees and housewives, scattered over a wide area including the interior remote and tribal villages, they may not find it convenient to be physically present in a classroom for face-to-face interaction at the stipulated time and place. It is essential for removing isolation, overcoming hindrances, promoting independent learning, motivating learners, improving study skills and providing feedback on progress to a great extent in the ODL system. In the ODL system, learners are free to learn at their own pace and convenience, while being away from the institutions. Modern technology has been playing a significant role towards the promotion of learner support services. The success of the University has come through the effective implementation of the learner support services which are framed to meet the needs/expectations of learners coming from diverse backgrounds – educational, social, economic and occupational. The services include i) Pre-admission Services and ii) Post-admission Services.

The NSOU, being a unique one in the field of distance education, has adopted and integrated the multi-media approaches in the form of print materials, broadcasting interactive counselling, e-mail and web technologies, etc. The objective of Learner Support Services is to provide academic, administrative and informative support to the learners through various contact channels to handle isolation.

Three-tier system of Learner Support system of the NSOU:

The LSCs are the actual places or the nerve centres of the NSOU where the learners interact with the academic counsellors, their co-learners, coordinators for various purposes. The learner support services are organized through a network of 132 LSCs and three RCs located in different regions of the State including the headquarters. The LSCs play a vital role in success of the University. The LSCs serve as a link between

the learners and the University. Generally, the LSCs offer the following support services:

1. Information Centre
2. Admission Counter
3. Engagement of Counsellors
4. Holding of Contact Programs
5. Examination Centre

All the Regional Centres have adequate physical infrastructure and human resources to provide support to the learners. Dedicated Help desk, Learner Facilitation Centre with free internet facilities available at all the RCs. Discipline pacific faculty members are also posted to extend academic support to learners. The RCs are well equipped with discipline specific science laboratories.

If any learner is required to come to the headquarters, the department concerned (e.g. Registrar Dept. -reg. admission/ registration, Directorate of Study Centres- reg. counselling, SLMs, School of Studies -reg. academic issue, Examination Dept- reg. examination) extend the support and try to satisfy them.

The university provides the following support services

i) **Pre-admission Counselling:** To increase public awareness of the ODL system and specially of the varied programs offered by the University, pre-admission counselling is arranged at the selected SCs, covering entire state, during the admission session. We call it 'open day'. It is basically an interactive session. Senior counsellors, coordinators and experts from the University are available to clarify the questions raised by the potential learners.

ii) **Induction Meeting:** After the admission and at the beginning of each session, the SCs invite the learners for an induction meeting where they are familiarized with the aims, objectives and operational aspects of the ODL. The faculty members of the University remain present on such days.

iii) **Study Materials and e-Content:** The study materials are handed over to the learners after the admission so that they can start their study immediately. At that time, the schedule of the Counselling Sessions/ PCP are also communicated. The e-contents are also available on the University's website.

iv) **Face-to-Face Counselling & Personal Contact Program (PCP):** Both of these are classroom teaching. Generally, the LSCs organize face- to-face counselling for the UG courses. Since the LSCs are opened at the UG colleges, the college teachers take the classes for the UG courses. But in case of the PG classes, the classroom teaching is organized centrally at some selected LSCs.

v) **Home Assignment:** The integral part of the ODL system is continuous assessment. This assessment is done through home assignments. It is a pre-condition for every learner to submit answers for the home assignments. Weightage (20% or 30%) is given for such assignments at the term-end examination.

vi) **Audio-video Lecture:** Initiatives have been taken to prepare the audio-video lectures by the renowned teachers, covering the course contents. These CDs/ SD cards are distributed to the learners of the selected courses through the LSCs in addition to the SLMs.

vii) **Special Lecture Program (SLP):** In addition to the Face-to-Face counselling & Personal Contact Program (PCP)/ Extended Counselling Sessions (ECS), Special Lecture Programs are conducted for the

benefit of the learners. Eminent teachers & industry executives are generally involved in the SLPs.

viii) **e-mail:** The core faculty members regularly respond to the queries of learners through e-mail.

ix) **Meet the Students program:** The learners come regularly to the RCs for academic purposes and return with great satisfaction after meeting their teachers.

File Description	Document
Organizational chart of support services available	View Document

4.3.2 Number of learners on an average enrolled at LSCs in the preceding academic year

Response: 53735.11

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

Response: 70393

4.3.2.2 Total number of LSCs in preceding year

Response: 131

File Description	Document
Institutional data in prescribed format File	View Document
Distribution of learners LSC wise	View Document

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

Response:

Academic Counselling sessions are the backbone to our Open and Distance Learning system. It is often referred to as Personal Contact programs (PCPs). NSOU conducts counselling sessions for UG and PG programs under five School of Studies. Academic Counselling helps the learners to acquire more effective and efficient study skills. The details of Academic Counselling sessions are conducted by the University in the following manner:

Counselling Classes vis a vis Credit: A program consists of a number of courses and each course has a number of modules with corresponding credit values. A credit means the study input required by the course. One credit is equivalent to 30 study hours. These study hours may be distributed among different study activities required, viz., going through the SLMs, working on the assignments and the exercises given in SLMs, referring to the books in the library, attending counselling sessions, etc.

Counselling Schedules: The Coordinators of the LSCs prepare and publish counselling schedules which

are held on Saturday and Sunday for UG. They also send the copies of the schedules of the counselling sessions to the headquarters for record.

Counselling sessions: The counselling sessions/PCP for the UG courses are organized at each LSC where the academic counsellors of the University conduct the sessions. In PG courses, the PCP's are conducted at some selected LSCs which are monitored directly by the Schools of Studies of the University. The schedules of the PCPs for the PG programs are prepared by the respective Schools and published on the website. The Special Lecture Programs/ Extended Contact sessions are also arranged on the basis of learners' needs.

The Coordinators conduct the counselling sessions as per university rules for the UG courses.

Face to Face and Laboratory Counselling: The time allotted for the face-to-face sessions is systematically worked out in accordance with the nature and type of the program. In case of Laboratory Counselling, both for UG. and PG programs, in-house faculty members participate throughout the program, from conducting the classes to examining the learners. External examiners are also engaged for the purpose of evaluation. The field work of master's courses (Geography/ Social work) are conducted as per norms of the university under the direct supervision of university teachers.

Funds for Counselling: The University releases funds to the LSCs for conducting such academic counselling sessions and for providing other support services. These grants are released under two categories --- For LSCs offering Bachelor Degree Programme (BDP/UG) and holding the counselling session for UG and the LSCs who hold the counselling session for PG. The expenditures incurred for conducting Counselling sessions/personal contact Programme (PCP) etc. under the head of counselling charge. The LSCs send the Utilization Certificates (UC) duly certified by the auditor at the end of each Financial Year. All the UC's are placed before the Central Audit Team for inspection / examination/ scrutiny when they visit the University for auditing purpose.

Monitoring of Academic Counselling: The University has its own monitoring system over the activities of the LSCs. There is a dedicated department namely Directorate of Study Centres who looks after the academic and administrative activities on regular basis. The duly constituted Inspection Team visits LSCs to monitor the LSCs at regular intervals. The Inspection Team generally comprise of Director, Study Centres, Director from any one School of Studies, and one faculty members as approved by the Vice-Chancellor. The Team submits its report before the Vice-Chancellor for taking appropriate steps with an objective to improve the system. The team tries to resolve the grievance if any on spot or may forward to respective department for necessary action and possible solution.

Distribution of SLMs for Academic Counselling: To make the Academic Counselling more effective, the SLMs are handed over to the learners through the LSCs before commencement of the counselling sessions. Ideally, the learners are expected to go through the SLMs before coming to the counselling sessions. The counselling sessions are basically arranged to clear the doubts and the constructivist approach is followed.

Qualifications of Academic Counsellors: The regular teachers /Government-approved part-time and contractual teachers/ SET/NET- qualified teachers of the host college are generally engaged as academic counsellors. The academic counsellors are also entrusted with the evaluation of assignments.

File Description	Document
Institutional data in prescribed format	View Document
Monitoring reports of LSCs	View Document
Expenditure incurred on counselling sessions	View Document

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

Response: 0.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
3.49	4.25	37.69	1.33	15.76

File Description	Document
Institutional data in prescribed format File	View Document

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

Response:

The Central Library is partially automated, supported by KOHA Integrated Library Management Software (ILMS) version 3.18.03, & a Free and Open Source Software (FOSS). The KOHA has been introduced to reduce the repeated manual efforts in the library function. The Library services are divided into two categories: library housekeeping operations and information retrieval. In prioritizing the library automation, the focus should be on activities which are repetitive, occupy large quantity of staff time, require retrieving information from large, cumbersome files, or are high-profile functions. Automated catalogue of the Central Library, facilitates better access points and multidimensional searches for materials other than books alone by following the International Bibliographic Information Exchange format, MARC. It also enables reconciliation of call numbers so that copies of the same title are not located at different places. So far 4716 unique titles are known to be recorded and 6189 items are incorporated in the KOHA database (School of Sciences (SoSci)-1019; School of Social Sciences (SoSS)-519; School of Professional Studies (SPS)-308; School of Humanities (SoH)-1321; Old NSOU Central Library (OL)-1506; New Library Department (L)-37 and Gift items (C)-6).

As a result of automation in cataloguing procedure, the Library is able to:

- create, store, manage and retrieve of bibliographic records;
- import and export the existing catalogue through Z39.50 protocol;
- automate indexing to facilitate dynamic search and retrieval; and retrieve information through the OPAC (Online Public Access Catalogue) both for the library professionals and the end users being

supported by the KOHA automatic indexing.

◦ **Hardware Specifications procured for automation:**

- purchased 10 desktop machines, functioning as clients
- procured 1 High-end PC having 1TB HDD, 1.7 Processor, 4GB Ram, Video–graphics Card, 2-Lan Cards (NIC), KBB, 204EMVDU, etc., as server
- networking-1box Cat-6, cable-305mts, 10/100/1000 Gigabit Managed Switch Layer3, Patch Panel, 9U rack, I/O box and patch cord
- internet connectivity through NME-ICT

◦ **Software Specification procured for automation:**

- Win Pro 10 SINGL OLP NL Legalization Get Genuine
- Office Pro Plus 2016 SNGL OLP NL Acdmc
- HP Office jet 8610
- SYMANTEC endpoint protection 12.1 per user BNDL
- STD LIC express band essential 36 months for High end machine

◦ **Local Standards for Data Entry:**

An in-house authority file for the NSOU Library has been prepared by the library personnel. All decisions for library technical processing and acquisition activities are incorporated in that file. Separate prefix for accession numbers are assigned by using ROMAN alphabet to understand the possession of resources of a particular School, e.g., NSOULSOSS (School of Social Sciences), NSOUL SPS (School of Professional Studies), etc.

Through Library Automation, the University is trying to achieve economy in expenditure, increase use of collection, increase productivity in terms of work output and information retrieval in the process of extending the library services, enhancing the image of the Library and increasing the user satisfaction.

File Description	Document
Geo-tagged photographs	View Document

Criterion 5 - Learner Support and Progression

5.1 Learner Support

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

Response:

The major objective of the University is to provide educational opportunities to the unreached segment of the population and particularly to reach out to the deprived and denied sections of the society, i.e., those belonging to the SC/ST/OBC, rural people, women, people living in the remote areas and in-service persons. The strategy for promotion of different programs of the University plays a vital role to reach the thousands of prospective learners who stay away from the University headquarters. It is also challenging to reach out the rural population of the State. The University had a network of 132 LSCs (2018-19) and three RCs distributed over different districts of the State.

Since the LSC is the important vehicle to reach the mass, special attention is given to open the LSCs. Considering the Education Map of the State, the location of LSCs are identified. The presence of +2 level Schools are also taken into consideration so that the pass out students can take admission at their nearest LSC to pursue higher education. Opening the LSCs at such location is one of the strategy of the university to promote higher education and bring the aspirants in higher education arena.

The LSCs maintain the liaison between the University and the aspirants of higher education. In the entire eco-system of the open education program, the LSCs and RCs play a pivotal role throughout the year to disseminate various information relating to the courses, viz., admission time, programs available, duration, eligibility, fees, etc. The potential learners get first hand information at the LSCs nearest to their place of residence. All the LSCs/ RCs and the Headquarters have dedicated HELP DESK to respond to the queries. The HELP DESK also responds to the phone calls during the working hours of the LSCs/ RCs and the Headquarters. The LSCs organize pre-admission counselling programs during the admission period through a dedicated counters to help the participants get acquainted with the programs, duration, eligibility, job opportunity, etc.

Before the commencement of the new academic session, the University publishes the admission notification in the leading newspapers, University website, etc. The admission notification includes eligibility, details of fees, list of the LSCs along with the names of the programmes and the process of admission. The prospectus/ e-prospectus/ brochure are also published online.

The University publishes advertisement for its various programs in the print media like the souvenirs, annual issues of the reputed news agencies, etc., at regular intervals.

The University takes the full advantage of the digital media like web portal. For admission purpose, the University has an exclusive web portal (www.wbnsouadmissions.com) through which all the information relating to admission, programs, etc., are made available. To reach the mass, announcements on various issues, achievements and recent developments in the teaching-learning process are communicated through the University website.

Showcasing the Success Stories of the ALUMNI creates a good image for any HEI. The NSOU showcases

such Success Stories on the website before the potential learners to attract them. Promotional videos are also developed to highlight the activities and achievement of the University.

Promotional Activities

Learners' Help Desk at the LSCs/ RCs:

http://www.wbnsou.ac.in/student_zone/pre-dmission_counselling/pre-admission_counselling_2018.shtml#pre-admission_counselling_2018

Pre-admission Counselling at the LSCs

http://www.wbnsou.ac.in/gallery/Pre-admission_counselling/Pre-admission_counselling.shtml#Pre-admission_counselling)

Publicity through the digital media like website etc

www.wbnsou.ac.in

Publicity through the promotional video

<https://youtu.be/e7i2T9mFzo0>

Publicity through the social media like twitter (@NetajiOpen), etc.

<https://twitter.com/NetajiOpen>

Publicity through the Newspapers

http://www.wbnsou.ac.in/student_zone/newspaper_clippings.shtml#active_newspaper_clippings

File Description	Document
Relevant information on activities undertaken	View Document
Any other relevant information	View Document

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

Response:

Pre-admission Counselling

When faced with a choice, every individual has the ability to make a decision. How much freedom he/she

can exercise in making these choices is partly dependent upon the social, economic and cultural contexts of the individual. The decision one takes would make the balance that he/ she would like to have with his/her work, financial condition, health and relationship with family, friends and colleagues. A person needs to plan his/ her career well in advance. Any decision regarding career should be based on numerous factors. The first step in the process is that of discovering oneself. What excites one? What are his/ her interests? What are his/ her strengths and weaknesses? If a person has the answers to these questions, he/ she will be able to make an intelligent, informed decision regarding his/ her career.

Pre-admission counselling makes the people know and increases public awareness regarding the ODL system with its variety of programs. It is also called “**open day**”. It is often found that there is a communication gap between the LSCs and the University. Even the staff of the LSCs (both located in the rural areas and the urban areas) usually do not have adequate knowledge about the course, course structure, objectives of the course, etc.

Against this backdrop, the pre-admission counselling is organized by the University during the admission period at the LSCs. It is basically an interactive session where the faculty members of the University and the coordinators remain present to clarify the questions raised by the prospective learners. Special emphasis is given to organize such programs at the LSCs located in the rural areas.

A web based counselling service is used every year for allotment of LSCs/study centres according to merit list for the programme where intake is limited. The learners may select their study centre according to choice and availability through this web based service.

Induction Meeting

The Induction meeting is organized at the LSCs to acquaint the freshly enrolled learners about the organization structure and functioning of the NSOU, ODL system and the role and responsibilities of a learner of the University. The Induction Meetings at the NSOU’s LSCs play a key role as those are held as introductory sessions for the newly-admitted learners at the beginning of the academic session. The faculty members attend such meetings to give a brief idea about the course objectives and the methodology of the teaching-learning process in the ODL system. They also explain to the learners as how they should study the SLMs. The Coordinator of the LSC gives an introduction to the Open University system, instructional system adopted for course delivery, support services offered to the learners and the roles and the responsibilities of distance learners, counsellors and functionaries of the LSCs. Financial assistance is also provided by the university to the LSCs for conducting the induction meeting.

The broad objectives of the Induction Meeting for the newly-admitted learners are to know about:

- the University – its organization structure
- open and distance learning system
- facilities available to a learner
- the LSCs/ SCs –their functions and functionaries
- importance of the counselling sessions
- importance of the assignments in the learning process
- evaluation system and term-end examination
- their roles and responsibilities as learners of the NSOU

Generally, the following schedule is followed to organize Induction Meeting at the LSCs:

- Welcome Address: Coordinator of the LSC
- Inaugural Address: Member of the Governing Body of the College
- Address: one Expert in the field of ODL
- Address: Director/ Faculty of NSOU
- Address: Academic Counsellor of LSC
- Interaction with the learners
- Presidential Address: Principal of the College (host head of the LSC)
- Vote of thanks: Academic Counsellor of LSC

Participants: All the newly enrolled learners.

File Description	Document
Relevant information on activities undertaken	View Document

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

Response:

The NSOU offers courses for different levels of programs with prior approval of the UGC-DEB and RCI. In every academic year, the NSOU conducts online admission for the UG/PG and 2nd degree programs.

For the new academic session, the University releases the admission notification which includes eligibility, details of fees, list of the LSCs with the names of the courses and admission process.

The admission is done through a dedicated web portal . Many LSCs are located at the rural and remote places. In the online admission system, during the admission period, the learners face various problems. Thus, there is a provision of pre-admission counselling at the LSCs/RCs/ Headquarters. A dedicated Learners' Helpdesk is maintained for this purpose. The learners also get help through the dedicated helpline and e-mails.

The dedicated web portal with GUI-based interface for admission to all programs is there where from the respective departments, the Registrar & RCs/LSCs /School of Studies can get the necessary information Based on intake, the admission procedure is divided in two categories- merit-based admission and open-ended admission.

Open-ended Admission: Applicants submit their application online for a desired degree course, after getting all information from the University's sources. Then they visit the respective LSCs to verify their candidature. After such verification, the applicants pay the requisite fees through dedicated payment gateway service available in the admission portal. The University also provides the facility to submit fees through bank challan & issues payment confirmation receipts for the applicants through the same portal. The applicants (after getting the payment confirmation receipts) then visit the respective LSCs for final submission of the application forms along with all testimonials. The LSCs forward all the application forms to the University for further screening. After screening and processing of the received forms at the NSOU, the enrolment certificates-cum-identity cards and the SLM receipts are issued through the respective admission portal. After that the enrolled learners collect the printed copies of the SLMs from

their selected LSCs.

Merit-based Admission: Applicants submit their applications online for a desired degree course after getting all information from the University. The University publishes the merit list on the basis of the online applications along with the LSC-wise vacancy positions following the Reservation Policy of the Govt. of WB. On that basis, proportionate number of applicants are called for counselling and spot admission. After verification, the applicants select the LSCs (based on availability of seats). Seat allotment is done on merit basis after receiving requisite fees through bank DD. Applicants visit the respective LSCs for final submission of the application forms along with all testimonials. Then, all activities remain same as the in open-ended admission process.

Re-Registration/Renewal: Considering the socio- economic scenario, the NSOU collects fees in instalments and allows to pay re-registration/ renewal fees online after each year's study till the completion of respective course. The process is same as in the case of new admission.

File Description	Document
Online Admission and related activities	View Document

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

Response:

The LSCs, also called the SCs, are all located at the Govt./Govt-sponsored Colleges which are affiliated to the conventional Universities of the State. The LSCs are the most important components of an Open University because those connect the University with its stakeholders, namely, the learners. The University provides all possible support to its learners through the LSCs and the learners routinely visit the LSCs for their needs such as the SLMs, counselling, assignments, examination and also grievances, if any.

The University has developed an effective strategy for despatch of SLMs, also called 'teacher-in-print', through the LSCs. The mandate is to send the SLMs to each of the learners, covering the entire syllabus of his/her chosen subjects. At the BDP level, the contents are written in Bengali, while at the PG level, most of the SLMs are in Bengali and English. Unlike some Open Universities, the SLMs are not directly sent to the learners. The learners do collect their SLMs from their respective LSCs showing their enrolment cards and the SMSs received from the admission portal.

The important point is the timely dispatch of the SLMs to help the learners attend their counselling sessions effectively. To make the despatch of SLMs more effective and operationally simple, the SLMs are sent to the LSCs for distribution among the learners. The main advantage is that, in case of any mismatch, the learners can settle the issues by visiting their LSCs instead of coming to the RCs or Headquarters in Kolkata.

In the University, a substantial quantity of the SLMs, usually based on 80% of the preceding year's admission, are printed in advance before the admission each year so that a good number of learners get their SLMs just after admission. While printing the SLMs for each session, three important factors are considered: (a) the admission data provided by the Registrar's Department, (b) the stock position at the

University's warehouse, and (c) number of unused SLMs, if any, lying at the LSCs.

The SLMs are being despatched by the courier who has been selected by following the financial rules of the State Govt. Similarly, the printers responsible for printing the SLMs have also been selected by following the e-tendering process as specified by the State Govt. The University maintains its warehouse of the SLMs at its RC at Kalyani and the materials are being despatched to the different LSCs from there by the authorised courier. The performance of the courier and timely receipt of the SLMs by the LSCs are being monitored regularly.

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

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

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

E. None of the above

D. Any 1-3 of the above

C. Any 4-5 of the above

B. Any 6-7 of the above

Response: A. Any 8 or more of the above

File Description	Document
Institutional data in prescribed format File	View Document
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other	View Document

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

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

E. None of the above

D. Any 1-3 of the above

C. Any 4-5 of the above

B. Any 6-7 of the above

Response: B. Any 6-7 of the above

File Description	Document
Institutional data in prescribed format File	View Document
Web-link to counselling schedules for current year	View Document

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

Response: 89.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
165	97	99	103	83

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

2018-19	2017-18	2016-17	2015-16	2014-15
201	110	105	119	88

File Description	Document
Institutional data in prescribed format File	View Document
Web link to Grievance Redressal Mechanism Committee for learners	View Document

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

Response:

The LSCs are primary interface of the learners with the Schools of Study, in particular, and the University, in general. First, responses to the queries raised by learners are made or the help/ support needed by them are provided. The 41 Special LSCs in NSOU are located in an institution/organization which has the following attributes:

- Located at minority area, border and remote areas
- Dedicated to the cause of a given disadvantaged group like dominance of SC/ST learners, prison inmates
- Possesses the necessary infrastructural facilities and expertise to serve the given group
- Special Educator/Special teacher preparation programs to the disadvantaged who are differently abled.

The following are the special LSCs as identified by NSOU:

- **Correctional Home/Prison:** Infrastructure is arranged by the authorities there. The Welfare Officer is the Ex-Officio Coordinator of such centre. Academic Counsellors are to conduct PCPs arranged accordingly.
- **Rural and Remote Areas:** Mainly in the rural areas, NSOU emphasises on setting up of special LSCs in the colleges located in the rural/remote areas to create opportunities of higher education for the unreached. The PG programs and the vocational courses are conducted at such centres for upliftment of general education and specific skills of the rural youth.
- **Special LSCs for the Disability & Rehabilitation Studies:** The NSOU offers B.Ed. in Special Education (H.I./I. D/V.I.) through such Special LSCs. Besides providing the PCPs for the Special B. Ed program (Theory and Lab-based Practical), they are witness to numerous rehabilitation and allied activities under the auspices of Disability Studies. Through seminars/workshops/ meets, there is a continuous coordination relating to the emanating issues and priorities on disability, differently-abled learners, rehabilitation, teaching-learning methodology and up gradation of programs between the University, RCI and the Special LSCs.

Outcome:

Thus the Special LSCs are a vital cog in the teaching-learning-extension set up of the NSOU. The following are activities of NSOU's Special LSCs:

- Promotion and publicity of the NSOU programs among disadvantaged groups.
- Organization of induction meetings, PCPs, etc. as per requirements of the program
- Receiving assignments and their evaluation and providing feedback to the learners
- Providing learning experiences of different kinds of problems and prospect of the disadvantaged sections of the society
- Preparing special educators for support services of the differently abled.

These Special LSCs offer learners a range of experiences of how/what to do in between specified outcomes of their curriculum contents and the wider social/community goals. They contribute to the capacity building of the learners to apply knowledge/understanding across the contexts. Learners serve as potent disseminators of the required professional skills and knowledge to cater to the diverse needs of an inclusive society. This is in compliance with the social inclusion policy adopted by NSOU.

File Description	Document
List of Special Learner Support Centres	View Document

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

Response: 0

5.1.9.1 Number of learners with disadvantaged group benefitted by financial support

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

5.1.9.2 Total number of learners of disadvantaged group enrolled

2018-19	2017-18	2016-17	2015-16	2014-15
41172	35726	28588	24739	17048

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

5.2 Learner Progression

<p>5.2.1 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar</p> <p>Response: 67.01</p>	
<p>5.2.1.1 Number of newly enrolled learners submitted assignments in the preceding academic year</p> <p>Response: 47171</p>	
<p>5.2.1.2 Total number of newly enrolled learners in the preceding academic year</p> <p>Response: 70393</p>	
File Description	Document
List of programmes on offer	View Document
Institutional data in prescribed format File	View Document
Web-link of assignments of programmes on offer	
Web-link to academic calendar of the Institution	View Document
Web-link of assignments of programmes on offer	View Document
Web-link of assignments of programmes on offer	View Document
<p>5.2.2 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have registered for term end examination</p> <p>Response: 65.77</p>	
<p>5.2.2.1 Number of newly enrolled learners registered for term end examination in the preceding academic year</p> <p>Response: 46296</p>	
<p>5.2.2.2 Total number of learners enrolled in the preceding academic year</p> <p>Response: 70393</p>	

File Description	Document
Web-link of examination schedule	View Document
List of programmes on offer	View Document
Institutional data in prescribed format File	View Document

5.2.3 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have appeared for term end examination

Response: 52.26

5.2.3.1 Number of newly enrolled learners appeared in the preceding year

Response: 36786

5.2.3.2 Total number of learners enrolled in term end examination in the preceding year

Response: 70393

File Description	Document
List of programmes on offer	View Document
Institutional data in prescribed format File	View Document
Web-link of examination schedule	View Document

5.2.4 Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination

Response: 48.8

5.2.4.1 Number of freshly enrolled learners passed in the preceding year

Response: 34354

5.2.4.2 Total number of freshly enrolled learners in term end examination in the preceding year

Response: 70393

File Description	Document
Institutional data in prescribed format File	View Document
Web-link of examination schedule	View Document

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

Response: 3

5.2.5.1 Number of placement drives conducted by the institution...

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

File Description	Document
Reports of the campus placement drives	View Document
Institutional data in prescribed format File	View Document
Any other relevant information	View Document

5.3 Alumni Engagement

5.3.1 Percentage of passed out learners enrolled in Alumni Association

Response: 0

5.3.1.1 Number of passed out learners enrolled in alumni association

5.3.1.2 Total number of passed out learners of the OU since inception till preceding year

File Description	Document
Institutional data in prescribed format File	View Document

5.3.2 The Alumni Association facilitates its members by the following 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 4. donation by Alumni 5. any other

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: E. None of the above

File Description	Document
Institutional data in prescribed format File	View Document

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

Response:

The university maintains records of the pass out learners who get job in various government and other organization. Many of the alumni have been recruited by the university at various levels.

The University is planning to form an Alumni Association to get the support from its alumni. The major objectives of such Association would be to extend their support to the current learners and also to get their help in securing internships recruitments in prestigious/reputed firms/organizations. The University needs to utilize the rich experiences of its former students and to assist the present learners in securing suitable jobs. Such an association may also help the University in organizing the seminars / conferences/workshops, etc. They may also contribute by donating books to the University Library.

Though the University does not have a registered Alumni Association currently a networking portal of ALUMNI has been developed. A website link has been provided to build a network between the University, its present learners, parents and management. Alumni network by itself is one of the best professional networking platforms available today. The objective of the ALUMNI portal is to:

- Maintain and update the database of all the alumni and to interact with them
- Provide a common platform for the alumni
- Provide the information relating to one alumni to other members for their academic development
- Invite contributions from the alumni for development activities of the institution

File Description	Document
Any other relevant information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vice-Chancellor is the chief executive officer of the University and has the power and authority to recommend to the Executive Council all matters – administrative, academic as well as financial—may deem fit for the betterment of the University. All officers /faculty members/staff are accountable for their work to the Vice-Chancellor who controls the functions of the University in accordance with the provisions of the Act, Statutes, Ordinance and Regulations. All the Statutory committees i.e. the decision-making bodies of the University are properly constituted with internal and external nominated members. Following are the most important authorities/bodies of the University:

- Executive Council
- Academic Council
- Schools of Studies
- Finance Committee
- Building Committee
- Purchase & Tender Committee
- Standing Committees etc.

The University has the two distinct domains of activities.

Managerial function- The Executive Council (EC)

It is the principal executive body and has the powers to formulate policies for management and administration of the University. The Executive Council comprises Ex-officio members, elected members from the University itself and members nominated by the external authorities/bodies like State Government, UGC, NCTE, RCI, industrial organizations, etc., so that there is proper representation of all the stakeholders.

Academic Function-The Academic Council (AC)

It approves and forwards proposals relating to revamp the teaching-learning-evaluation, course of studies, syllabi, uniform teaching standards, counselling, introduction of new programmes, ICT intervention, and other suitable recommendations in the pursuit of academic development.

The vision being “reaching the unreached” and the mission of university clearly state how the university will reach the mass. One of the mandate of the university is to offer programmes in local language and to make education affordable to the disadvantaged. Other important objectives are to provide lifelong education through judicious use of technology which will in turn contribute in developing a knowledge society. Keeping these mission and vision, the Statutory Committees take decisions and play an important role to fulfil the mission and vision of the university. All such initiatives help in fulfilling the motto

“reaching the unreached” and make education affordable and accessible to ALL. Some of the initiatives are:

- Trifurcation of School of Studies
- Opening of Regional Centres for better service
- Opening of Learner Support Centres at Remote areas
- Opening of Centres under different Schools
- ICT integrated pedagogy
- Creation of OER Repository
- Creation of LMS
- SLMs of all UG programme are in local language i.e. “Bengali” except vernacular
- Development of e-SLM and Audio-Video lectures
- 24x7 Learner Support Service
- Recruitment of academic and Non-academic staff for headquarters and Regional Centres
- MOOCs through SWAYAM-MHRD
- Extension Programme/ outreach programme at Gram Panchayat level
- Launching of Short-term training programmes
- Linkage with society through reputed NGOs/ Partner Institutes.
- Introduction of online admission/examination process
- Publication of results through website
- Introduction of LIVE Chat
- Implementation of effective Students’ Grievance Redressal Mechanism
- Constitution of Internal Complaints Committee

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

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

Response:

The present system of management of the University may aptly be described as a *bottom-up* approach. The most important decentralization in academic administration is the creation of six different School of Studies.

- 1.School of Science
- 2.School of Humanities
- 3.School of Social Sciences
- 4.School of Education

5. School of Professional Studies and
6. School of Vocational Studies

The University encourages participatory management by involving the stakeholders at all levels.

Statutory Committee:

- Executive Council
- Academic Council
- Finance Committee
- Purchase and Tender Committee
- Building committee
- Research Advisory Committee
- Selection Committee for the Teaching Posts
- Standing Committee for Selection of the Officers & the Non-teaching employees
- Admission Committee
- Library Committee
- Board of Studies

Apart from the Statutory Committees, some other Committees are constituted for specific purposes. Their recommendations are placed before the appropriate authority for implementation. Some of the non-statutory committee are-

Non-Statutory Committee:

- Departmental Research Committee
- Anti-ragging Committee
- Students' Grievance Redressal Committee
- Internal Complaints Committee
- Malpractice Enquiry Committee
- Fact Finding Committee
- OER Committee
- PhD Regulation Committee
- Animal Ethics Committee
- IT Committee
- Editorial Board of Journal

All the above committees are constituted as per the guidelines prescribed by NSOU Statutes where the faculty members, external members and government nominees play a key role in the deliberations and the decision-making process. The University functions in accordance with the provisions of its Act, Statutes, Ordinances and Regulations. The day-to-day academic and administrative activities are guided by the First Statutes (Revised), 2014 of the University.

- Departmental Committee meetings are held at the departmental level wherein all the faculty members participate and deliberate upon emanating academic issues from time to time
- At the university level, the Heads of Schools/ Departments take part and discuss the managerial issues.
- Some of the senior faculty members are entrusted with the additional responsibilities of senior

administrative positions at the University.

Thus, University promotes the culture of participative management.

Review and monitoring is done on regular basis to ascertain the progress on implementation of the annual plan and take necessary actions, if required.

Another important development in the sphere of administration is the creation of three RCs of the University. This step has really contributed to the process of decentralization as the learners of the districts now get their requisite services and redress their grievances from the nearest RCs.

The process of decentralization has significantly touched upon administration of LSCs. Many of the functions, e.g., engagement of the Co-ordinator, other support staff, engagement of the Counsellors, etc., are being decided by the respective Governing Body (GB) of concerned College where the LSC is located as per rules specified by the University. This has brought in speed and transparency in the system. However, the University maintains a strict vigilance throughout the process.

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

6.2 Strategy Development and Deployment

6.2.1 The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables

Response:

The broad based goals and strategic plans are developed before hand, which is reviewed every year before finalizing the annual plan for next academic session. The Strategic Plan ensures that the set targets are achieved through accountability process comprising of review, evaluation, reporting and, where necessary, re-planning. All the Statutory Committees like Academic Council, Finance Committee, Building Committee, Library Committee, Purchase and Tender Committee are involved in making the plan which is placed before Executive Council for approval/ ratification. After getting approval, the respective department take initiatives to implement those decision and try to achieve the goals set.

Strategic Plan on Teaching-learning:

- Trifurcation of School of Studies
- Creation of OER Repository
- Creation of LMS
- 24x7 Learner Support Service
- MOOCs through SWAYAM-MHRD
- ICT integrated pedagogy

- Opening of Centres under different Schools
- Development of e-SLM and Audio-Video lectures
- Introduction of online admission/examination process
- Launching of Short-term training programmes
- Publication of results through website
- Launching of new programmes
- Launching of e-Store

Strategic Plan on Financial Management

- Online receipt system for admission, renewal and examination
- Introduction of NEFT/ RTGS for all payment
- Automation in financial system

Strategic Plan on functional aspects

- Opening of Learner Support Centres at Remote areas
- Recruitment of academic and Non-academic staff for headquarters and Regional Centres
- Opening of Regional Centres for better service
- Linkage with society through reputed NGOs/ Partner Institutes.
- Making the website disabled friendly
- Strengthening Grievance Redressal Mechanism

Strategic Plan on physical infrastructure

- Construction of academic and administrative building at Regional Centres
- Construction Composite campus at Rajarhat
- Procurement of Green generator
- Installation of CCTV at all campuses
- Introduction of complete automation in operational activities.

The minutes of various committees like Executive Council, Academic Council, Finance Committee, Building Committee, Purchase and Tender committee reflect the various activities carried out during the period to achieve the objectives. The minutes also include various action/plan to be taken for future expansion in terms of physical and human resources to provide better services to all the stake holder.

File Description	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 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc

Response:

The major objectives of setting up this University was to spread the education among the mass. It operates through a network of 132 LSCs and three RCs scattered all over the State. Being the State University, it functions under the State Acts, and the administrative structure and the decision-making mechanism are same as that of the conventional/ regular State Universities of West Bengal. The day-to-day academic and administrative activities are guided by the First Statutes (Revised), 2014 of the University.

The University has the following statutory authorities :

- Executive Council
- Academic Council
- Schools of Studies
- Finance Committee
- Building Committee
- Purchase and Tender Committee
- Research Advisory Committee
- Admission Committee
- Library Committee
- Selection Committee for the Teaching Posts
- Standing Committee for the Selection of Officers and Non-teaching Employees

The features of self-governing institutions are reflected in the structure of management of the university. A significant nature of the self-governing structure is that all the decisions are taken on democratic principles after considerable discussions and debates in the various statutory committees of the university.

The University has the two distinct domains of activities. One is its academic function--to determine what to teach, how to teach, evaluation of learners' performance, etc.- which is performed by the Academic Council. The second is managerial function, involving administration of the personnel, funds and property, which is the responsibility of the Executive Council. The Executive Council is the principal executive body and has the powers to formulate policies for management and administration of the University. All other bodies are meant for specific purposes as mentioned above. These committees are formed with both internal members and external members as prescribed by the Statutes. Since these committees are not the independent decision-making bodies, they can only recommend their decisions to the Executive Council. So, all the decisions taken in respective meeting of these committees are required to be ratified by the Executive Council before implementation. The Executive Council is formed with the members as prescribed by the West Bengal Act XII of 2011 and West Bengal Act of XXX of 2012 for the Universities in the State of West Bengal. The Executive Council comprises the Ex-officio members, elected members from the University itself and members nominated by the external authorities/bodies like State Government, UGC, NCTE, RCI, industry etc., so that there is proper representation of all the stakeholders.

By their very nature, the Statutory Committees cannot be expected to run the day-to-day activities of the University. This responsibility vests with the officers of the University. The Vice-Chancellor is the Chief Executive of the academic and administrative functions of the University. As the chief executive, the Vice-Chancellor ensures that the University functions in accordance with the provisions of its Act, Statutes, Ordinances and Regulations.

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

6.2.3 Areas of operation of Institution which has e-governance implementation

1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 or more of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format file	View Document
ERP Document	View Document
Any other relevant information	View Document

6.3 Faculty Development or Empowerment Strategies

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

Response:

Human resources play an important role in any organization, especially in the HEIs. The success of the HEIs depends on the quality and efficiency of the employees. The employees in the NSOU include academic and non-academic staff. The University gives due importance to the welfare of its employees and help them as far as possible with the approval of the competent authority. The university has the following welfare measures for all its employees.

- The University provides hygienic working environment with well-maintained work stations for its academic and non-academic staff. At the time of retirement, the employees are provided with the

Leave Travel Concession facilities, as per the service conditions.

- All the serving teachers and officers against the full-time substantive posts of the University are entitled to avail of the benefits of the “West Bengal Health Scheme for the Beneficiaries of Grant-in-Aid Colleges and Universities 2017” subject to their exercise of option for the said scheme. The benefits of the aforesaid scheme are mentioned in the G.O. No. 1020-Edn (CS)/IM-01/2017 dt. 29.08.2018. To opt for this welfare scheme, the teachers/officers need to apply online for enrolment in the West Bengal Health Scheme portal.
- Being an HEI, the University encourages its employees to continue their studies for their development as well as for vertical/ horizontal movement at their workplace. The employees who pursue higher education in the NSOU are allowed 50% concession in the course fees.
- Academic Staff are allowed to attend OP/ RC/ short term courses for their career advancement.
- The academic and non academic staff are allowed Duty Leave for attending the seminar/ conferences etc. on working days.
- Child Care Leave are allowed to women employees of the university as per rules.
- The University has a provision for re-imburement of the premium paid by the Academic and Non-academic Staff of the University for taking a medical insurance policy, equal to the amount of their medical allowance.
- Interest-free advance is given to the non-teaching staff as Festival Advance before the “Durgotsav” every year.
- University created a corpus fund to assist its employees financially for treatment in case of terminal diseases. Any such employee is entitled to apply for financial assistance from the corpus fund once in a financial year and amount of financial assistance (subject to maximum Rs1.00,000/-) per head in a financial year is determined by the Vice-Chancellor on a case-to- case basis.

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

6.3.2 Average percentage of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years

Response: 14.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	12	4	5	2

File Description	Document
Institutional data in prescribed format file	View Document

6.3.3 Total number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff year wise over the last five years

Response: 3.6

6.3.3.1 Number of professional development or administrative training Programmes organized for teachers/ other academics / non-academic staff year-wise over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	5	3	4

File Description	Document
Schedules of programmes organized for teachers, other academics and non-academic staff	View Document
Institutional data in prescribed format file	View Document

6.3.4 Average percentage of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), year-wise over the last five years.

Response: 18.62

6.3.4.1 Total number of teachers and other academics attended PDPs year wise over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	8	10	5	2

File Description	Document
Letters to teachers and other academics attending PDPs over the last five years (Data Template)	View Document
Institutional data in prescribed format file	View Document
CIQA report summary	View Document

6.3.5 Average percentage of non-academic staff attended training Programmes, year-wise over the last five years

Response: 0

6.3.5.1 Total number of full time non-academic staff attending PDPs year wise over the last five year

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

6.3.5.2 Number of full- time non-academic staff..

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format file	View Document

6.3.6 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Teachers primarily shoulder the responsibility of fostering quality education among the students. The teaching community in the University comprises Professors, Associate Professors and Assistant Professors. To monitor the performance of the teachers, NSOU adheres to the UGC mandate, i.e., the standardized Academic Performance Indicators or the API which is the Performance-based Appraisal System (PBAS) followed for the Career Advancement Scheme (CAS) as framed by the UGC as an objective appraisal tool. The NSOU follows the same mechanism for teacher appraisal as applicable through the Government Order (GO). The API model broadly consists of three categories, i.e., the Self-appraisal Report as submitted by faculty members including 1) Teaching/Learning/Evaluation-related activities, 2) Professional Development, Co-curricular and Extension Activities and 3) Research and Academic Contributions. Each category consists of a group of questions seeking specific responses from

the teachers and weightage is given against each question in that category with a maximum API Score as indicated. A teacher needs to attain a minimum API score to be considered for promotion to a higher stage who can contribute to the institution. The self-assessment score should be based on the objectively-verifiable records and finalized by the Screening-cum-Evaluation Committee or the Selection committee as the case may be for promotion of Assistant Professor to Associate Professor and Associate Professor to Professor and also for direct recruitment of teachers. The teachers' promotion, through the model of performance appraisal, ensures that the teachers' academic activities are continuously evaluated. The university tries to monitor the quality of the entire teaching-learning activity through its CIQA.

The Ropa-98 Order of the State Government is followed in case of the non-academic staff/employees of the University. Any employee who has completed ten years of continuous and satisfactory service in both the revised scale and the corresponding un-revised scale, taken together, is entitled to get the benefit of the CAS. While giving this benefit, a Screening Committee (as per Executive council's 36th Resolution d.t 31.01.2006) is constituted and a performance report of the candidate is submitted by the University before the Screening Committee to consider for promotion under the CAS. Thus, this is a means to evaluate the performance of the non-academic staff of the University from time to time. Similarly, for the officers, the benefit of the CAS is extended following the Govt. Orders issued by the Dept. of Higher Education, Science and Technology and Biotechnology, Govt. of West Bengal.

File Description	Document
Document on promotion/CAS for teachers, other academic and non-academic	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The NSOU was established by the NSOU Act in 1997 as the Govt.-aided HEI and, accordingly, it receives funds from the government under Plan and Non-plan Heads. All the activities, including the financial activities, of the University are carried out as per the Guidelines laid down in the NSOU Act, Statues and Government Orders/ Circulars issued from time to time. The financial activities are also carried out in terms of the Finance Rules, 2012 drafted in the spirit of the Statute and Rules of the Government.

The Finance Department is a Service Department in the University to provide financial services to the different Schools of Studies, Examination Department, Registrar's Department, Vice-Chancellor's Office, Library Department, Study Centre, Publication department and RCs (Kalyani, Durgapur & Jalpaiguri).

The financial proposals, bills/tax invoices and payment vouchers are primarily checked by the concerned staff and then scrutinised by the concerned officer and finally passed by the Finance Officer according to the Finance Rules and Guideline of Purchase and Tender Committee. This process of checking and scrutiny has been introduced to monitor the financial activities through a mechanism of Internal Checking. Most of the payments are being disbursed through NEFT / RTGS and the residues are

being made through Account Payee cheques, i.e., there is no cash payment to the outsiders. Crossed cheques are signed by, at least, two authorized signatories. All payments are made through the Current Account maintained with Salt Lake City Branch, Allahabad Bank.

The CAG Transaction Audit, being mandatory, was first conducted in 2012 for a period of 3 years (01.04.2016 to 31.03.2019), secondly for a period of 4 years (01.04.2012 to 31.03.2016) and thirdly for a period of 3 years (01.04.2016 to 31.03.2019).

The University is in the extension mode, horizontally and vertically. In future, the Internal Audit System may be suggested by the Finance Dept. in view of complexity of the financial activities.

CAG Audit Report & Reply to the Audit Paras:

The objections, if related to the non-receipt of records and vouchers, are identified and shown during the next Audit, if those could not be provided during the current Audit period. If the objections are found to be of a technical nature and relate to the existing Rules/Regulations these are shown at the time of the next Audit. Replies are furnished to all the audit paras to the Higher Education Dept.

The University is very strict to ensure financial compliance by following the Financial Rules laid down by the State Government and the Finance Committee of the University. Conducting the AG Audit is one of the important functions of the Finance Department.

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

6.4.2 Institutional strategies for mobilization of funds and optimum utilization of resources

Response:

Being the State Open University, the NSOU receives funds from different government/non-government agencies for different purposes. The University funds are being mobilized from:

External Sources:

1. Department of Higher Education, Government of West Bengal: Salary, Contingency and Infrastructure Development Grants are received every year. Claim for Grants are submitted on the basis of actual expenditure incurred.
2. Department of Science and Technology, Government of West Bengal: Mainly Research Project Grants in favour of teachers / scholars are received.
3. Rehabilitation Council of India (RCI): Grants are sanctioned in favour of School of Education for holding various programs designed by RCI.
4. UGC--DEB, a Wing of the UGC, Government of India: Development Grants under scheduled Heads were regularly received up to the Financial Year 2015-16.

5. Commonwealth Education Media Centre for Asia (CEMCA): Workshops / Curriculum-related Grants are received from time to time.
6. Council of Scientific and Industrial Research (CSIR): Mostly Fellowship / Research Grants in favour of teachers are received.
7. Department of Science and Technology (DST), Cognitive Science Research Initiative (CSRI): Research Project Grants in favour of teachers / schoolers are received.
8. Ministry of Human Resource Development: As directed, we have submitted a claim in the current FY.

- Own / Internal Sources:

1. Admission and renewal fees
2. Examination Fees
3. Collection of Migration/Duplicate Certificate/RTI Fees, etc.
4. Sale proceeds from sale of Forms, Fruits (on lease), waste papers and condemned assets
5. Income from interest earnings on the Savings Bank Deposit and the short-term Deposits

- Utilization of resources:

The entire expenditure system is based on the procedure of budgeting. The budget is prepared well in advance after considering the requirements of each department. These budgets are scrutinised, examined and approved by the Finance Committee and ratified by the Executive Council of the University.

Salary and Contingency Grant: Whereas payment towards Staff Salary and Benefits is made out of the sanctioned Salary Grant up to 80% to 90%. The rest is met out of the Own Sources. 30% to 35% of contingent expenditure are met out of Other Maintenance Grant of the Department of Higher Education, Government of West Bengal, and rest is met out of the Own Sources. In this regard, the UC for each sanctioned grant is submitted to the Higher Education Department separately.

Development Grant: Grant received for any kind of Infrastructure from the Government of West Bengal is utilized only for that purpose. Balance, if any, is refunded to the Government as per the Rules.

Grants from the Central / State Governments are spent within the specified period and for the specified purpose. Balance, if any, is refunded.

Expenditure of the Controller of Examination is spent out of Own Sources according to the Finance Rules.

All other expenditures are made as per the Finance Rules and the Guidance Notes of the Purchase and Tender Committee.

File Description	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 Average percentage of expenditure by the Institution on learner support services year-wise over the last five years**Response:** 43.35**6.4.3.1 Total expenditure on learner support services**

2018-19	2017-18	2016-17	2015-16	2014-15
1510.48	1496.39	807.47	898.04	752.02

File Description	Document
Statement of expenditure over the last five years	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

6.5 Internal Quality Assurance System**6.5.1 Details of the activities of CIQA listed below:**

1. Number of Programme Project Reports (PPRs) prepared 2. Number of workshops/ seminars organized on quality related themes 3. Number of innovative practices implemented for quality enhancement 4. Number of initiatives undertaken for system based research 5. Number of feedback mechanisms developed for different stakeholders 6. Activities undertaken for recognition and accreditation of the Institution 7. Any other activity

E. None of the above**D. Any 1- 2 of the above****C. Any 3-4 of the above****B. Any 4-5 of the above****Response:** A. More than 5 of the above

File Description	Document
Reports of the activities	View Document
Institutional data in prescribed format file	View Document

6.5.2 Impact Analysis of various initiatives carried out and used for quality improvement with

reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc

Response:

The University has undertaken a number of initiatives in various directions starting from the days of its inception. These initiatives involve all the Departments and Schools of Studies. Both the academic and administrative activities are the integral part of the institutional process. The Reforming Institutional Process is discussed through the relevant lens:

I. Learner performance

A noticeable satisfactory learner's improvement in result/performance is recorded over the successive academic sessions. This in turn enhanced an increase in enrolment over the years for all BDP and PG programs. The transparency in teaching-learning-evaluation system has led to learners attracted to enroll in NSOU. The dedicated ICT support as supplementary teaching-learning mechanism has also opened gates to choose NSOU as an academic destination to all kinds of aspirants willing to pursue UG and PG programmes.

II. Teaching-learning

1. NSOU has 'All accessible Website' which is updated at regular intervals regarding curricular aspects and keeping in conformity with all the departments/School of studies.
2. Increase in LSCs/ PCP centers to fend to the overgrowing enrolment.
3. Introduction of Regional Centres to meet the demands of the LSCs in and around the region.
4. Revision of SLMs are done on regular basis to keep up the level playfield.
5. Course /syllabus are revised so as to keep the academic standards of each programme.
6. Counseling sessions strictly adhere to the norms and guidelines of the University. General guidelines for UG and PG counselors are ardently followed.
7. ICT enabled teaching-learning in the form of LMS is catering to our diverse group of learners:
 - Curriculum based Audio/Video lectures
 - Extension Lectures
 - Electronic course material
 - Google chat & Facebook
 - Feedback mechanism for learners (via email, SMS alerts/mobile phone/telephone)
 - Continuous assessment for learners.
 - Adoption of Institutional OER Policy for creation of NSOU-OER repository
 - Introduction of two MOOCs with IGNOU (on GST) and UGC (Corporate Tax planning)
 - Setting up of studios in different campus of the University
 - Setting up virtual classes at RCs

8. Introduction of new courses: Considering the growing demands of the society and vision of the University, new Programmes are introduced on approval from the Academic Council.

9. Self-learning materials are in English & regional language and are revised from time to time.

10. Recruitment of new teachers and creation of academic posts have ensured a quality intervention in teaching-learning system.

11. The University has taken initiatives and successfully established Central Library in one of its Regional Centre at Kalyani.

12. CBCS to be embraced in the next academic session.

III. Assessment process

1. The University has a dedicated Examinations Department. It has immensely contributed to the revamp of the Examination unit:

2. The online exam form fill in and admit card generation has eased the process of examination. 3. Field based Programmes have dissertations/Internship/Projects which are sincerely disbursed in collaboration with the respective School of Studies.

4. RTI enabled-transparency is practiced.

5. Result publication time is seldom delayed. Utmost care is taken to ensure the timely improvement of proclamation of result.

6. All notifications are uploaded on the website.

7. Credit transfer in UG programmes

8. Extension of Registration

IV. Learning outcomes

- Competitive Exam, viz; NET/SET/GATE/SSC/PSC/Administrative job success
- Project mode B. Ed of untrained teachers led to higher increment.
- Improvement in Job positions

V. Research

1. Various researches projects are conducted by the Faculty members of the University with the financial assistance received from CoL-CEMCA, UGC-DEC, UGC-DEB, ICSSR, Higher Education Department, Government of West Bengal.

2. Research papers and articles are published by the Faculty members at regular intervals for advancement and sharing of knowledge in their respective areas of interest.

3. Faculty members of the University are also engaged in research activities in addition to their regular academic duties

4. The University has re-introduced its Ph.D. programme (January 2020) in a new format as per UGC guidelines to conduct Ph.D. program in regular mode.

VI. Learner and other Stakeholders' feedback,

Feedback as collected from alumni and counselors provided high assent on:

- Course content
- Availability of SLM
- Use of innovative teachings methods (E-SLM, online Counseling, lab experience, A/V lectures)
- Learning value (in terms Knowledge, concepts, analytical abilities etc.),
- Responsiveness from University authorities

VII. Administrative reforms:

- Creation of School: NSOU has Six School of Studies conducting UG and PG programmes across various subjects. In order to decentralize and facilitate quality teaching-learning mechanism for the UG, PG and second degree programs, trifurcation of School of Humanities & Social Sciences led to the formation of School of Humanities, School of Social Sciences and School of Professional Studies. The University has established School of Education in the year 2013 in a view to train (in a project mode) nearly 29,515 elementary teachers as per Govt. of West Bengal order and recognized by NCTE. The School of Sciences being the oldest. School of Vocational Studies cater to short term skill development programmes.
- Creation of Centre: In order to promote interdisciplinary studies and capacity building of stakeholders the following Centres were established under the aegis of different school of studies:

1. Centre for Life-Long Learning (2017): School of Vocational Studies
2. Centre for language, Translation and Cultural Studies (2016): School of Humanities
3. Centre for Disability Studies and Educational Research (2018): School of Education

- Creation of administrative posts & Appointment of academic and non-academic staff for Regional Centres.
- Adequate space has been allotted to all School of studies in the Kalyani Regional Centre to conduct their diverse academic programmes with smart classrooms, Laboratories, ICT support and AV studios.
- Composite Campus at Rajarhat is also under full swing construction phase.

8. Financial management

In a bid to revamp the financial management, automation has touched all the University financial transaction in terms of admission, remuneration, salary, transfer of funds etc.

File Description	Document
Documents / information on the process and results of Impact Analysis	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of initiatives undertaken by the Institution year-wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.

Response: 21

7.1.1.1 Total number of initiatives undertaken by the Institution

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	4	2	2

File Description	Document
Report(s) of the event(s)	View Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	View Document
List of initiatives undertaken by the Institution	View Document
Institutional data in prescribed format file	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

The University takes all possible measures for safety and security of both the women employees and learners within the campus. As one of the primary safety mechanism for women students, faculties and employees, CCTV are installed at the administrative building and Examination Department of the University. Efforts for installation of the CCTV at other campuses of the university are in process and likely to be implemented at the earliest. Apart from the CCTV, female security personnel are also deployed at different campuses.

The university organizes gender sensitization programme at regular intervals through which the participants are sensitized not only of the privileges offered by the legal apparatus but also gained the knowledge to access them when required. The experts are further invited to share their ideas and

experiences with the participants over different issues of sexual harassment at workplace and offered valuable suggestions as preventive measures to combat such situation. It has further been proposed to invite Counsellors in near future so that women members of the University can acquire the psychological skill which they can translate to their learners when faced with such unhealthy situations within the campus.

The university also runs three short term women empowerment programme-“amrapari” and “women Studies” and human rights which specially deal with the capacity building of the women employees and learners.

The Internal Complaints Committee (ICC) is in place and an employee can contact the Presiding Officer, ICC, NSOU either through a dedicated mail and/or phone number. The following e-mail ID and Phone numbers are displayed at prominent places of campus of the university.

(E-mail: icc19@wbnsou.ac.in; Ph.-033 4066 3204)

Arrangement for installation of complaint box in the campus has been initiated by the ICC of the University authorities to indicate that harassment against women learners, faculties and employees are to be taken care of with utter seriousness thereby ensuring gender equality within the campus.

File Description	Document
Specific facilities provided for women as listed above	View Document
Notification of Committee of Prevention of Sexual Harassment at Workplace	View Document
Minutes of the meeting of the Committee	View Document

7.1.3 Disabled friendly amenities are available in the Institution

1) Lifts 2) Ramps 3) Rails 4) Rest Rooms 5) Scribes 6) Braille sign boards 7) Braille Software/facilities 8) Audio books 9) Sign language facilities 10) Accessible website 11) Accessible study material 12) Any other similar facility (Specify)

E. None of the above

D. Any 1-2 of the above

C. Any 3-4 of the above

B. Any 5-6 of the above

Response: A. Any 7 or more of the above

File Description	Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	View Document
List of amenities available in the institution for PwD	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to photos and videos of amenities for PwD	
Link to photos and videos of amenities for PwD	View Document
Link to photos and videos of amenities for PwD	View Document

7.1.4 Green practices are being implemented in the Institution over the last five years 1. Smoke free campus 2. Plastic free campus 3. Paperless office 4. Rainwater harvesting 5. Waste management 6. Renewable energy initiatives 7. Energy efficiency practices 8. Any other

E. None of the above

D. Any 1 – 2 of the above

C. Any 3 – 4 of the above

B. Any 5 - 6 of the above

Response: B. Any 5 - 6 of the above

File Description	Document
Photographs of green initiatives	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.5 The institution has taken measures to set up a ‘green campus’ over the last five years

1. Landscaping of the campus
2. Maintenance of natural forest area
3. Planting of tress
4. Development of farms on campus
5. Planting of ornamental plants
6. Planting of potted flowering and foliage plants
7. Re-cycling of agro-waste into compost
8. Created rainwater harvesting trenches
9. Recycling of sewage water

10. Any other**E. None of the above****D. Any 1 – 2 of the above****C. Any 3 – 4 of the above****B. Any 5 - 6 of the above****Response:** B. Any 5 - 6 of the above

File Description	Document
Photographs of green campus	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives**1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities****E. None of the above****D. Any 1 of the above****C. Any 2 of the above****B. Any 3 of the above****Response:** E. None of the above

File Description	Document
Reports on environment and energy audits	View Document
Institutional data in prescribed format file	View Document

7.1.7 Stakeholders code of conduct exists in the Institution**1. Teachers and other academics 2. Non-academic staff 3. LSC functionaries 4. Learners****E. None of the above**

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	Document
Institution code of conduct for teachers and other academics	View Document
Institution code of conduct for non-academic staff	View Document
Institution code of conduct for LSC functionaries	View Document
Institution code of conduct for Learners	View Document
Institutional data in prescribed format file	View Document
Any other relevant information	View Document

7.1.8 Core values of the Institution displayed on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

7.1.9 Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years

Response: 13

7.1.9.1 Number of activities organized year wise over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	0	2	3

File Description	Document
Reports of activities	View Document
Photographs of activities organized to increase consciousness about national identities and symbols	View Document
Institutional data in prescribed format file	View Document

7.1.10 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise over the last five years

Response: 43

7.1.10.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	12	5	3

File Description	Document
Reports of activities conducted for promotion of universal values	View Document
Photographs of activities	View Document
Institutional data in prescribed format file	View Document

7.1.11 Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities

Response:

NSOU believes in the core value that the expansion of education means the establishment of connectivity between the University community and the wider national and global society. The University makes comprehensive efforts to accomplish this objective by the celebration of the following National Festivals, Birthdays of Great Personalities and International Days:

1. Birthday of Netaji Subhas Chandra Bose (23rd January): The University is named after Netaji, the great patriot of our country and his birthday is the befitting time to remember his courage and sacrifices to free India from the foreign yoke. At the Headquarters, the Vice-Chancellor offers homage to Netaji Subhas Chandra Bose by garlanding his statue. The other employees at the Regional Centres also express their

reverence to this great patriot.

2. Republic Day (26th January): This day has been celebrated since the inception of NSOU in 1997. The Vice-Chancellor/ Regional Director of RCs hoist the National Flag of India and the National Anthem is sung by all the employees of the University with due respect. Those present deliver lectures about the past heritage of our country and the role of ODL in the development of the nation.

3. World Book Day (12th April): The faculty of the School of Professional Studies along with 50 learners of graduate and post-graduate learners of Information and Library Science of NSOU participated in a rally 'Walk for Books' along with other universities, colleges and associations on 12 April, 2016.

4. Birthday of Rabindra Nath Tagore/ Rabindra Jayanti (9th May): The University celebrates the birthday of the first nobel laureate of India and the great humanist, Rabindranath Tagore through songs and dances composed by him. A discussion on his life and works was also held on 15 May, 2019.

5. International Yoga Day (21st June): It has been celebrated since 2016-17 by the Centre for Disability Studies and Educational Research (CDSER) under the aegis of School of Education and the School of Professional Studies, NSOU to promote the utility of the ancient Indian practice of Yoga in partaking mental and physical health in today's world of stress and chaos.

6. Independence Day (15th August): The national flag is hoisted by the Vice-Chancellor at the Headquarters and Directors at RCs and the national anthem is sung by the members present. The VC and others deliver lectures on the importance and relevance of the day. These addresses rejuvenate all about the struggle for freedom of our nationalists. This day has also been celebrated by NSOU authorities since its establishment.

7. International Day of Persons with Disabilities (3rd December): School of Education celebrated this day in 2018 and 2019 in the Seminar Room, Headquarters. Eminent speakers graced the occasion with their deliberations on disability, rehabilitation and inclusive practices.

8. Human Rights Day (10th December): This special day dedicated to the rights of human beings was celebrated by the Department of Social Work, School of Professional studies. A chart on the various rights of men was made and displayed by the learners of the Department.

File Description	Document
Reports of activities	View Document
• Photographs of activities	View Document

7.1.12 Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words

Response:

At NSOU, transparency is maintained in all functions, more so because the University is a State

Government institution run on public money that functions towards upliftment of the society. All the departments share relevant information, through hard/soft copies as far as possible, with the concerned stakeholders.

Financial transactions of any institution is very important and to be dealt with due diligence. In the University, the following process is followed to maintain the transparency in the *financial* transactions:

- CAG Audit is done for every financial year
- payments to the employees/vendors/LSCs/SCs/examination-related experts/counsellors are made by bank transfer except few small expenses
- Admission/renewal/examination fees are received online/ offline (bank).
- Enlisting/ engagements of vendors for different types of job is done as per the Rules set by the Finance Committee
- Every purchase is made as per the financial rule through tendering/e-tendering process /through GeM, monitored by a statutory body, viz., Purchase and Tender Committee
- All grants from the government, e.g., Building Grant/ Development Grant/Salary Grant are received through bank and utilization certificate of the same is submitted to the granting authority as per the given guidelines
- All expenditure is done against the pre-sanctioned budget framed by the competent authority

The main pillar of any University system is its *Academia*. In the academic departments, the transparency is maintained by following practices stated below in the teaching-learning and examination processes:

- Admission notification is published in leading regional/ national dailies as well as on the University website
- Entire admission procedure w.r.t. all the programmes is online
- Examination form fill-in process is online
- Many study materials are available to the learners on the website as E-SLMs that can be downloaded
- The MA PCP schedules and the Laboratory Counselling cum Evaluation Sessions (LCES) for BA and the Second Degree programs are published in the University website
- All notifications regarding examinations are published in the University website
- Details of all academic/ administrative staff are available on the University website
- All policy decisions relating to any academic program are recommended by the respective Boards of Study comprising external/internal members with the approval of the competent authority/ statutory committees
- All examination-related experts are appointed on recommendation of the respective Board of Study
- Results are published on the University website, and on other related government platforms
- Information sought under the RTI Act are duly addressed

Apart from the above, the *administrative* practices at the NSOU ensure transparency in the following ways:

- All posts of teaching/other employees sanctioned by the State Government are advertised following the 100-point Roster of Reservation Policy of the State Government
- All employment notifications are done as per rules in print media as well as in the website
- Selection processes including the selection committees for recruitment/ promotion of teachers and other employees are constituted as per the UGC Guidelines and the State Government Rules as applicable

- All construction work is done by the PWD of the State Govt. as per its mandate

File Description	Document
Policy document (if any)	View Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Responsiveness towards learners

(i) The institution has a dedicated online / offline helpdesk / toll free no.

It is the motto of the NSOU “to reach the unreached” learners and to respond promptly to their needs at all times so that the learning process can continue freely and smoothly and the learners do not feel neglected or deprived at any stage of their relationship with the institution. It is a challenging task to reach out and respond to the queries and solve the problems of the learners in far flung regions of West Bengal, especially in the rural and remote areas.

The learners get first-hand information about the NSOU at the LSCs nearest to their place of residence. All the LSCs/ RCs and the Headquarters in Kolkata have dedicated Helpdesks to respond to their queries. The learners/ potential learners/members of their family visit their nearest LSC/ RC and meet our staff at the Helpdesks during the working hours. The NSOU staff also respond to phone calls from the learners/potential learners regarding queries or any problems being faced by them.

At the time of admission, the LSCs organize pre-admission counselling through a dedicated Helpdesk where the participants are acquainted with programs, duration, eligibility, job opportunity, etc. The NSOU has an exclusive web portal through which all the information relating to admission, programme details, etc., are made available. During the online admission, a dedicated help line is provided to facilitate the admission online. Detailed information on the admission process are made available through admission notification in the leading newspapers and on the NSOU website. The University website has all relevant information pertaining to its learners and serves as online helpdesk 24x7.

The University Prospectus has also been designed keeping in mind the online/offline queries at the Helpdesk. e-prospectus is also available on the University website for the learners from anywhere & at any time.

(ii) Grievance Redressal Mechanism is in place

The NSOU has an effective grievance redressal mechanism in place as such a system is essential for all the

HEIs which follow a learner-centric approach. The grievance Redressal Cell has been constituted as per provision of the UGC (ODL) Regulations 2017 which is dedicated to handle the grievances of the learners.

Learners may unfortunately face problems like non-receipt of enrolment no., non-receipt of SLMs, non-conduction of PCP sessions, non-inclusion of assignment marks etc. NSOU has established a responsible Grievance Redressal Cell where the students can vent their grievances in a number of ways either by filling up a Grievance Redressal form online or contacting the LSCs, RCs or Headquarters directly. All details are available on the website. For non-exam related grievances the learners can report to the Asst. Director, Students' Grievance Redressal Committee and for examination related problems they can report the same to Dy. Registrar Examination.

NSOU takes all possible precautions at every stage of examination/evaluation/publication of results so that no candidate may feel aggrieved. At the time of submission of online Examination Form also, the learners are allowed to rectify inadvertent errors made by them. Even the learners who have been Reported Against have the chance to present their statement before the Malpractice Enquiry Committee.

If a learner is not satisfied with the evaluation of his/her Assignment submitted to his/her LSC, he/she is allowed to report the same without delay to the respective LSC for the redressal of his /her grievance so that the learner can appear in the Term-End Examination of the corresponding paper. Any Admit Card-related grievances are also addressed by the University immediately so that the learner can appear for his/her examinations on time.

B. Accountability

(i) Meetings of all the Statutory Bodies are held as per the Statutory Provisions

The top management of the University, which is at the helm of all the statutory committees, guide and lead the members of the committees to reach decisions that are in the best interest of the University. This responsibility vests with the officers of the University. The Vice-Chancellor is the chief executive of the academic and administration functions of the University. As the chief executive, the Vice-Chancellor ensures that the University functions in accordance with the provisions of its Act, Statutes, Ordinances and Regulations. The day-to-day academic and administrative activities are guided by the First Statutes (Revised), 2014 of the University.

Some of the Statutory Committees are:

1. Executive Council
2. Academic Council
3. Schools of Studies
4. Finance Committee
5. Building Committee
6. Purchase & Tender Committee
7. Research Advisory Committee
8. Admission Committee
9. Library Committee etc.

Executive Council: The Executive Council of NSOU is the principal executive body and has the powers to formulate policies for management and administration of the University. All other committees are meant

for specific purposes as mentioned above [sl. no. (2) to (9)].

Academic Council: This is the principal academic authority of the University and comprises cross sections of representations of both internal and external members. All the decisions on the programs, courses, admission, evaluation methods, academic standards, creation of new schools, etc., fall within the purview of the Academic Council & the decisions taken by it are placed before the Executive Council for ratification.

Finance Committee: As per the University statute the Finance Committee can meet as often as necessary for the smooth functioning of the financial administration of NSOU and to frame the financial rules from time to time.

Building Committee: The meetings of this committee are held to manage and maintain the overall infrastructure of all the campuses and RCs of NSOU.

Purchase and Tender Committee: Matters related to purchase and tender in the University are discussed in the meetings of this committee.

Research Advisory Committee: The decisions of this committee regarding various research plans are reported in the Academic Council in its next meeting.

Admission Committee: This Committee meets as often as necessary especially during admissions to UG and PG programmes.

Library Committee: The meetings of this committee are held to consider all proposals for improvement and expansion of the University Library Services. The recommendations of the Library Committee are submitted in the meetings of the Executive Council.

(ii) Auditing and Budgeting are carried out as per the Rules

The entire expenditure system is based on the procedure of budgeting. The budget is prepared well in advance after taking into consideration the requirements of every department. The budget estimates of revenue and capital expenditure for the ensuing year is prepared along with the revised budget for the current financial year well in advance. These budgets are scrutinised, examined and approved by the Finance Committee and ratified by the Executive Council of the University. No revenue expenditure like organizing seminar/training program is permitted without budget provision which has to be finally approved by the Vice- Chancellor.

The University has made the necessary provisions in the books of accounts towards efficient use of available funds for each academic year. For the day-to-day control of balance, funds utilization accounts are prepared and the system of preparing the monthly cash flow statement is maintained. The University has a well-formulated financial policy which ensures effective and optimal utilization of finances for academic/ administrative/development purposes.

The University has identified each department as a separate cost centre and all the expenses incurred are debited accordingly. At the beginning of each year, every department prepares budget, showing revenue and capital expenditure, which are reviewed and approved by the Finance Committee. Whenever any deviation occurs in the actual expenditure from the submitted budget, respective HODs have to address the

issue and give justification so that subsequently the same may be approved by the competent authority. Following this procedure, unnecessary purchases are avoided and the available funds are effectively utilized. The **Purchase and Tender Committee** (a Statutory Committee) monitors the purchase as per the sanctioned budget. Budget utilization is periodically reviewed by the management and corrective measures are taken, if required.

C. Transparency

(i) Transparent System of Monitoring and Evaluation

From its very inception in 1997, the NSOU has laid special emphasis on a robust and transparent monitoring and evaluation system in all areas of activities.

Transparency in policy matters of NSOU authorities and statutory bodies: The Vision and Mission of the University is clearly stated in the University website and prospectus made available to all the stakeholders. All matters related to NSOU policies are discussed and ratified in the meetings of the Executive Council, the highest statutory authority of NSOU. Other statutory bodies like the Academic Council, Finance Committee etc. also have a transparent manner of functioning as NSOU is a public University. All the statutory committees are constituted as per statute and represented by both internal and external members.

Transparency in Finance Department: All the financial transactions are duly monitored. All expenditure is made against the pre-sanctioned budget by the competent authority. All payments to the employees/vendors/LSCs/ examination-related experts/ counsellors are made by bank transfer except few petty expenses. The CAG Audit is done for every financial year. All admission/renewal/examination fees are received through online / offline (bank). Enlisting/ engagements of vendors for different types of jobs are done as per rules set by the Finance Committee. Every purchase is made as per the financial rule through tendering / e-tendering process /through GeM monitored by a statutory body, viz., the Tender & Purchase Committee.

Transparency in Admission Process: A transparent online admission procedure is already in place and continuous efforts are made to make it glitch-free for the learners as far as possible. Admissions are as per merit only and the reservation policy is strictly followed during admissions in case of programmes where intake is limited like PG programme in Zoology, Geography and B.Ed. (Spl. Edn). All information relating to admission like fees, refund of fees, merit and waiting list, renewal of learnership is available on the website. All UG and PG program details are available in the Prospectus which is also available on the university website.

Transparent System of Monitoring the LSCs: NSOU's policy is to stay in regular contact with the Principal and Coordinator of each of its LSC to ensure a dynamic and transparent monitoring system. This contact is maintained through letters, phones and e-mails. The institution has a dedicated department, namely, the Department of Study Centres, to look after the academic/administrative activities of its LSCs on a regular basis and to inspect their performance through sending Inspection Teams to ensure that they maintain and follow rules set by the NSOU.

Transparency in the Examination Process: Examination Process is an essential and imperative rider that postulates the accountability of the HEI to its learners. For this purpose, the Examination Department of the NSOU follows a clear policy of evaluation. This comprises two transparent phases, namely, pre-

examination function and post-examination function.

- **Pre-examination Transparency**

- The 'Examination Form' is available online.
- A student can print his/ her Admit Card online.
- For this entire process, a detailed Guideline is also uploaded on the website of the NSOU.
- Only subject experts are appointed on recommendation of the respective Board of Studies and with the approval of the competent authority.
- Detailed Guidelines for the process of conducting of the examinations, are issued beforehand to the office bearers so that those related to examinations process may know every detail of the examination.
- For any difficulties, helpline system is provided to the examinees.

- **During Examination**

- Duly constituted Teams of Observer visit the examination centres to oversee the conduction of examination. Such teams are formed with the external members. It ensures the transparency, sanctity and reliability of the examination system.

- **Post-examination Transparency**

- For proper and uniform evaluation of assignment and Term-end examinations subject-wise evaluation Guidelines are sent to the Head Examiners.
- Results are published on the University website, as well as on the other related government platforms.
- After publication of the result, an examinee may get the photocopy/s of his/her answer script/s through application under as per the rules.

Tranparency in the working of the CIQA: the Centre for Internal Quality Assurance (CIQA) has been constituted as per terms of UGC (ODL) Regulations 2017 to look after the quality aspects of academic and administrtrive activities. All meetings of CIQA are held as per notice and the minutes of the meeting are duly uploaded on the website.

(ii) All relevant information is made available in Public Domain

The University maintains two websites/ web portal to host all the relevant information meant for all the stakeholders of the University.

The general information made available on the University website includes the history, vision and mission, core values, policies, NSOU Statutes and Act. Details of the composition of the NSOU authorities, especially the Executive Council and Academic Council are also well-defined in the public domain. The NSOU policies like those on IT, Examination, OER, Social Inclusion and Environment are available in the public domain. All the academic related information are made available through LMS which can be accessed only by registered learners.

Information like constitution and activities of different cells of the university e.g. Students' Grievance Redressal Cell, RTI Cell, Anti-Ragging Committee and Internal Complaints Committee are available on

the portal.

The details of six School of Studies are provided on the public forum including the details of academic/non-academic staff, course structures, seminars/conferences, publications of the faculty and other upcoming programmes of the schools.

Students can easily avail all information relating to Admission, list of LSCs, availability of SLMs and e-SLMs, academic Calendar, A/V Lectures, other e-Resources, Academic Counselling schedules, Examination, Library Services on the University website.

All circulars, tenders and Recruitment notices are also posted on the website for all its stakeholders.

The University has online Feedback system for all its stakeholders like learners, academic counsellors, subject experts and alumni. The reports of such feedback is analysed and corrective measures are taken.

In the national and local newspapers, many events of NSOU have been reported from time to time. These newspapers are also available to the public. The relevant newspaper clippings are also mentioned on the University website.

7.3 Institutional Distinctiveness

7.3.1 Institution's performance in any 5 of the following areas distinctive to its vision, priority and thrust

1. E-Governance
2. Globalized Content
3. Innovative Pedagogies
4. Technology enabled Learner Support
5. Penetration into Remote and Tribal Areas
6. Content in Regional languages
7. Enhancing Research and Innovation
8. Social Responsibility Endeavours
9. Secure Databases
10. Modern Infrastructure Facilities
11. Landscaping the Campus
12. National/ International Recognition
13. Any other (appropriate for ODL system)

Response:

- **Innovative Pedagogies**

Apart from normal Personal Contact Programme, some innovative pedagogies have been adopted by the University to facilitate any where any time learning. As for example, availability of the Digitalized Self-Learning Materials, SD cards of Audio-visual materials and Learner Support Services. The “*ICT integrated Pedagogy*” is a combination of

- The dedicated LMS - developed on MOODLE platform
- The Mobile App - hosted on android set up (downloadable through Google Play store)

The basic features of innovative pedagogies are

1. Digitized Self Learning Materials
2. Audio-Visual Lecture
3. Live Chat through LMS
4. SMS through registered mobile number
5. LMS (www.nsouict.ac.in)
6. OER Repository (www.nsou.krc.net.in)
7. m-Learning (Mobile App) for online learning
8. SD Card for offline learning

The e-contents are developed in the studio, set up by the University. The faculty members are engaged in developing and editing the e-contents. The academic resources are also made available through Mobile App. The NSOU OER Repository helps access the academic resources having CC BY-NC-SA license any time & anywhere. The academic resources are also provided through SD card to facilitate offline learning for some specific courses.

The *ICT integrated Pedagogy* helps in minimizing the distance and facilitates real time interaction. In short, this particular innovation has the potential to i) meet the learning needs of individual learners, ii) provide quality educational resources and iii) promote Equal opportunity.

◦ **Penetration into the Remote and Tribal Areas**

In academic session 2018-19, the University had a total of 132 LSCs spread throughout the State of West Bengal. Out of these LSCs, 43 are in the rural/remote areas of the State. This is a conscious effort by NSOU to live up to its motto of 'Reaching the Unreached'. These rural LSCs are located in the backward social group dominated Blocks of districts. Some of them are also located near the international boundary with Bangladesh.

Besides, the University has established two Regional centres in Durgapur and Jalpaiguri. The Durgapur RC is situated in a sub-division of the district of Paschim Bardhaman, in far Eastern region of West Bengal. The Jalpaiguri RC is located in Jalpaiguri district which is chiefly an agricultural region with many villages.

The following table indicates the total increase in rural learners in the last five years in NSOU:

Year	Total enrolment	% of Rural learners
	(No.)	
2018-19	81,175	74.52
2017-18	70,393	74.14
2016-17	57,106	74.12

2015-16	51,629	69.16
2014-15	38,107	68.77

◦ **Content in Regional Languages**

- In its capacity as the only State Open University, the NSOU provides printed SLMs for all Bachelor Degree programs in the mother-tongue of the learners, Bengali. It is a policy decision of NSOU to mandatorily provide SLMs in the regional language of the State for all Bachelor Degree Programmes.
- In the Post Graduate programme, the SLMs are provided both in Bengali and English version. The learner may opt the medium of SLMs at the time of admission.
- Most of the SLMs have been digitized which are Bengali.
- A number of A/V lectures are also presented in Bengali for better understanding among the learners.
- The NSOU Website can also be accessed in regional languages like Bengali, Hindi and Nepali.
- The learners are free to write their answers in Bengali or in English as per their convenience. The learners feel comfortable to internalise their new knowledge when studied through their mother tongue.
- Question papers of the assignment and term-end examination are set in Bengali and English version.
- The information brochure/ prospectus are prepared in Bengali version targeting the rural learners. The prospectuses describe the code / rules applicable for academic and non-academic staff. Publicity/ advertisement are released in local news papers.
- Centre for Language, Translation and Cultural Studies has been established under the aegis of School of Humanities.

◦ **Social responsibility Endeavours**

NSOU organizes programmes to sensitize the society about various social issues and acts as an agent for sustainable development in our society.

- The School of Education (SoE) organizes sensitization programmes on Disability, Rehabilitation and Inclusionary Practices, community outreach programmes on stress management, career counselling.
- The School of Vocational Studies organizes courses for retiring Defence personnel so that they can start their second career.
- The university has established Village Knowledge Centre through which the learners residing in the rural area can enjoy the free internet facility for various purposes.
- The Partition Lecture Series, organized by the School of Humanities with speakers from Bangladesh endeavours to focus on the immigrant problem and good relations with our neighbours.
- The School of Social Sciences promotes academic research and publication on the condition of the dalits and other backward sections in the society.
- Independence Day, Republic Day and birthdays of nationalists like Netaji, Tagore and important days like Human Rights Day, Yoga Day, World Disability Day, Book Day etc. are also observed by NSOU in befitting manner.
- Centre for Lifelong Learning (under aegis of School of Vocational Studies) has been established to provide life skill who have no formal education by recognizing prior learning.(RPL) .

◦ **Modern Infrastructure Facilities**

Netaji Subhas Open University has lakhs of learners on its roll. To meet both academic and administrative needs, the university has developed modern infrastructure facilities at its Headquarters and Regional Centres (RCs). Both the teachers and learners get the benefit of such infrastructural facilities. At the Kalyani RC, the entire campus is connected under National Knowledge Network (NKN), enabling all the web and cloud-based software systems for updation and maintenance. There is a provision of connecting 400 computing and networking devices in the NKN network. Uninterrupted internet connectivity is provided at all campuses.

The infrastructure facilities of the university include-

- Composite lab (audio lab, psychological tools, techniques, instruments)
- Science Lab (Physics, Chemistry, Zoology, Botany, Geography)
- Language Lab
- Computer Labs
- Well equipped Audio Video studios with editing facilities
- Learner Facilitation Centers
- Well furnished seminar/conference hall
- Virtual Classroom/ Smart Classrooms
- Disabled friendly Website
- Dedicated LMS
- NSOU OER Repository
- Web TV
- CCTV

File Description	Document
Relevant links	View Document
Any other additional information	View Document

5. CONCLUSION

Additional Information :

The University has set up three Centres on self-financing basis under the aegis of three Schools of Studies for (i) encouraging systemic and domain specific research, (ii) conducting various short-term courses to minimize the gap between the degree level curricula and social/ industry needs, (iii) collaborating with government and other organizations on some concurrent areas.

Currently the following centres are functional:

- Centre for Lifelong Learning (CLL - under the aegis of School of Vocational Studies)
- Centre for Language, Translation and Cultural Studies (CLTCS - under the aegis of School of Humanities)
- Centre for Disability Studies and Educational Research (CDSER - under the aegis of School of Education)

Some of the major collaborations, duly formalized through execution of MoU/ MoA, are with Khulna University, Rajsahi University and Bangladesh Open University in Bangladesh, Commonwealth of Learning and Commonwealth Educational Media Centre for Asia, Krishna Kant Handiqui State Open University, Uttarakhand Open University etc. Community out-reach programmes are also conducted across the district to mingle with the community and get oriented to serve the community/society. Awareness programmes such as Seminars and Workshops covering contemporary issues on different disciplines are held regularly. Learner Facilitation Centres (LFCs) have been established at the three Regional Centres where the learners can get the guidance and facilities for downloading their required academic inputs free of cost.

Achievements:

- Received “Excellence in Distance Education Award” from Commonwealth of Learning in 2006
- Received “Best Innovative University Award” from DNA & STARS Group in 2016
- Received Social Recognition from local bodies of different districts like 24Parganas (S), Murshidabad and Howrah for its extension activities at village level.
- Faculty members received AAOU Fellowship from Korea National Open University, South Korea, Shanghai Open University, China and Universitas Terbuka (Indonesia)
- NSOU successfully conducted B.Ed. for over 29,000 in-service school teachers with the approval of NCTE under the mandate of RTE Act and directives of Government of West Bengal.
- NSOU is the only State Open University to receive NOC from the RCI, New Delhi to conduct M.Ed. in Special Education (H.I./I.D./V.I.)-ODL mode from 2020-2021 sessions.

Concluding Remarks :

NSOU, being the sole State Open University, plays a pivotal role in enhancing the GER of West Bengal. With nearly 4.5 lakh learners, NSOU brings education in vernacular medium to the learners of - remote areas (mostly in border districts), socio- economically challenged and minority communities, for genders equity. To cater to the needs of its learner base, NSOU has been developing e-contents (e-SLM, A/V lectures, SD card etc.) since the year 2015. The learners can access the academic contents through dedicated LMS using individual ID and

password. These ICT integrated pedagogic initiatives have considerably reduced the dependency on the LSCs, of all its learners and in particular, those who are remotely placed, in-service, housewives of minority communities, inmates of correctional homes etc. by minimizing the gap between the teacher and the taught. These initiatives also facilitated any time anywhere learning, inclusive and equitable quality education and lifelong learning for sustainable development. It has witnessed significant contribution towards female enrolment as well as for disadvantaged group. The *disabled friendly University website* also serves as a tool of communication to all its stakeholders with disability.

Presently, all the educational programmes (Degree programme/ short term Vocational programmes) are conducted through six Schools of Studies. Since, the last 5/6 years, the University has been going through all round expansions of its infrastructures, creation of 106 additional posts of faculties and around 40 posts comprising officers and non-academic staff. All these have been possible because of the congenial and conducive working environment for active teamwork, cooperation and reciprocal support from all of its employees, LSCs and stakeholders. NSOU sincerely believes in the policy of inclusion and promotes the Nation- building qualities of egalitarianism, equity and camaraderie.