



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR. B R AMBEDKAR OPEN UNIVERSITY

DR B R AMBEDKAR OPEN UNIVERSITY, PROF G RAM REDDY MARG, ROAD
NO 46, JUBILEE HILLS, HYDERABAD
500033

<http://www.braou.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. B.R. Ambedkar Open University was established in August, 1982 by an Act of State Legislature. Its principal aim is to provide educational opportunities to all those who wish to pursue higher studies and acquire Degrees and Diplomas. It is a boon to those who, for one reason or other, have not been able to study at a college or a University although they are keen on improving their educational qualifications. "*Education for All*" being the motto, the University brings the benefits of higher education to a large number of people, including employees, adults, women and housewives who are interested in higher learning.

The University makes use of multimedia instructional components such as audio-visual programmes (Radio, Television, Audio Cassettes and Video Cassettes), in addition to print material and contact-cum-counselling classes. The University established 23 Regional centres and 153 Learners Study centres catering to the needs of different learner groups. The Learner Support Centres function on all week days except Mondays and Tuesdays following Second Saturdays and other public holidays. The counselling classes are arranged at the Learner Support Centres (LSC) on Sundays and also Second Saturdays depending on the situation.

The University offers a number of programs viz. Bachelor's, Master's, PG Diploma, Diploma and Ph.D programmes for aspirants, providing them with opportunities for employment/upward mobility by engendering knowledge and capacity building. The programmes in the Bachelor's degree in Social Sciences and Sciences like (History, Political Science, Sociology, Economics, Public Administration, Commerce, Physics, Chemistry, Mathematics, Life Sciences, Botany, Zoology, Social Work, Computers, Library Sciences, etc.) and Master's degree Programmes in Social Sciences and Sciences (Economics, History, Political Science, Sociology, Journalism & Mass Communication, Psychology, English, Hindi, Telugu, Urdu, Commerce, Business Administration, Mathematics, Botany, Chemistry, Environmental Science, Physics and Zoology), BLISc, MLISc and MHM aim at developing young minds so that they possess domain knowledge. A host of Certificate and Diploma programmes are offered in areas of applied knowledge including Environmental Studies, Women Studies, Human Rights, Early Childhood Care Management, Literacy and community development, Food and Nutrition, NGO Management, etc. and provide opportunities for acquiring domain knowledge as well as the specific abilities and skills required for jobs in these sectors of the economy.

Admission to these programmes is open to all citizens of India without any restrictions. However, the area of operation of the University is confined to the States of Telangana and Andhra Pradesh only.

Vision

VISION

Dr. B.R. Ambedkar's social philosophy of education as a means of creating an egalitarian society is the vision of this University. Access to relevant quality education and training programmes for diverse sections of society with a focus on hitherto-deprived sections at lower costs by using the modern technologies in teaching-learning processes as well as in administrative and support services is the goal of this University. The University programmes aim at making education and training instruments for living and for making a living.

Mission

MISSION

- Enrichment of on-going academic programmes.
- Competency building through education and training programmes.
- Interactive individual based teaching-learning processes.
- Reliable and credible student evaluation systems.
- Result-oriented, accountable and transparent administrative and logistic support systems. and
- Research, innovation, training and networking for system development and staff development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Offering varied programmes starting from Certificate Level to Research Level;
- Working with a wide network of Study Centres – 178 Study Centres, including 23 Regional Coordination Centres - in the States of Telangana and Andhra Pradesh;
- Accessible to a large number of learners, particularly in the Undergraduate Programs, belonging to Rural, Tribal and Backward Areas;
- Operating exclusive Study Centres to cater to the needs of different segments of the society like women, prisoners, students belong to rural, tribal and other backward areas;
- Use and integration of technology in different phases of learning – from registration, admission, to the award of certificates;
- Innovative Program Design – Different types of courses, like ability enhancement, skill enhancement, core, generic, language enrichment, application-oriented, etc., with different weightage for credits are duly accommodated in the program design;
- Offering the Undergraduate Programs through English, Telugu and Urdu Media to meet the regional requirements of the learners;
- Providing printed course material in Self-Learning Material (SLM) format to the learners in different media (English, Telugu and Urdu) as per the choice of the learner;

- Adoption of 'Multi-Media Approach' to reach the target group (provision of course material, face-to-face and on-line counselling classes, radio / audio / tele – lessons, live tele-conferences, webinars, and so on);
- Dependency Model (as result of which good resource persons at different places across the States of both Telangana and Andhra Pradesh are sharing their knowledge with the target group by acting as counsellors, and also through their participation in the course material development, live tele-conferences, webinars, tele-lessons, audio / radio lessons, etc.);
- Providing hands-on-training / practicals in respect of various programs like Science Programs, B.Ed., B.Ed (Spe. Ed.), BLISc., MLISc., MBA (HHCM), etc. There is a strong network of study centres for science practical sessions;
- Collaborations with reputed industries, corporate houses and national level academic organizations like CEMCA, other open universities, etc.;
- Delivery of e-academic resources through T-Sat Channels – Nipuna and Vidhya;
- Availability of good infrastructural facilities in the University Headquarters (Library, Science Laboratories, Labs with Computers, conducive environment to the Faculty, etc.)

Institutional Weakness

- Dearth of funds as there are no grants from Distance Education Bureau (DEB), UGC since 2014 and lack of sufficient allocation of funds from the State Government;
- Shortage of both teaching and non-teaching as there is no recruitment of both teaching and non-teaching staff.
- Operational / Geographical Jurisdiction is confined to the States of Telangana and Andhra Pradesh only;
- Unfair treatment extended to the students of ODL system from different segments of the society;
- No special / required focus on ODL system by various national level regulatory authorities;
- Because of the Dependency Model, sometimes the local issues influence the functioning of the University;
- Restrictions on offering programs in areas like teacher education, hospitality management, legal studies, due to the rules and regulations imposed by various regulatory authorities.

Institutional Opportunity

- Scope to offer new programmes at different levels – Certificate, Diploma, P G Diploma, Undergraduate and Post Graduate Levels and also through different mediums of instruction – at affordable price as there is an increase in the demand for higher education;
- Adoption of E-Governance for the effective and efficient functioning of the University;
- Use of technology to organize general sessions on topics like personality development, career opportunities, soft skills, etc., which are useful to all learners;
- Integration of different academic components of interactive multiple-media in courseware and uploading the same in the University Website and other web sources to reach the target group in a more effective manner;
- Scope to use the knowledge and services of resource persons staying in far off places with the help of technology;
- Use of technology as a unifying source as well as a source connecting diverse people, located distantly, instantly;
- More focus on University-Industry interaction to design and offer more job-oriented and skill-oriented academic and training programs;
- Tie-up with external organizations to offer Apprentices-Embedded Programmes;
- Scope to offer the programmes using new and emerging technologies; and
- Scope for imparting education to foreign students;

Institutional Challenge

- Lack of funds for the development of Modules / Need-Based Learning Packages / New Courses with multiple entry-exit options / Courses for re-learning and continuous learning / Skill-Based Training Programs, etc.;
- Infrastructure development at the University Headquarters and RCCs and integrating the activities in a full-fledged manner for better services to the learners;
- Lack of sufficient funds to finance R & D Projects and maintenance of OER Repository;
- Discrimination faced by the students either in getting opportunities for higher education or in getting employment opportunities;
- Lack of recruitment since last more than a decade as a result of which there is a dearth of regular / full time academic and non-academic members;
- Increasing competition from Universities / Institutions functioning at different levels – State Level /

National Level / International Level - and of different nature – Public Universities, Private Universities, Deemed to be Universities, Autonomous Institutions, Foreign Universities, etc.;

- Extending the educational services by a few conventional universities (through their Distance Education Centres) crossing their geographic / jurisdictional borders;
- Generating funds on its own, by offering programs with less fees, as there are in sufficient grants from various funding organizations; and
- Getting recognition / approvals from the external regulatory bodies, whose guidelines are mainly designed according to the conventional education system.
- Recruitment of qualified teaching faculty in ODL systems.
- Extending its services to aspirants from outside the country, especially in regional mediums.

1.3 CRITERIA WISE SUMMARY

Learner Support and Progression

Dr. B. R. Ambedkar Open University, Hyderabad offers academic programmes in Open and Distance Learning(ODL) mode, thereby reaching out to a wide spectrum of students across the states of Telangana & Andhra Pradesh. The University offers a number of programs viz. Bachelor's, Master's, PG Diploma, Diploma and Ph. D programmes for aspirants providing them with opportunities for employment/upward mobility by engendering knowledge and capacity building.

The University makes use of multimedia instructional components such as audio-visual programmes (Radio, Television, Audio Cassettes and Video Cassettes), in addition to print material and contact-cum-counselling classes. The University is the first of its kind, established with the objective to create equal higher educational opportunities for a large segment of the population by implementing innovative practices in Teaching Learning methodologies.

Learner support services are the most vital component of any open and distance learning (ODL) system. It includes a wide range of academic and other related activities.

The University follows a multi-pronged, multi-layered strategy to reach out to all segments of the society, particularly those unreached through the conventional mode. Pre-admission counselling is provided to the prospective learners to help them choose the right programme and provide guidance and support in submission of their application forms online.

The University has made special efforts to extend its outreach by establishing Special LSCs in Jails, Women LSCs, Defence Centres and for Transgender aspirants.

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

The learners are provided study material in print, digital study material, and also through e-SLM made

available on the University Website.

The University has developed an Online Portal " braouonline.ac.in" through which learners can access information.

Induction Programmes are organized at LSCs where learners are familiarized with the ODL system and the facilities available to them.

Academic counselling and interactive sessions are conducted in face- to- face mode by the academic counsellors at LSCs.

Educational TV Channel. Learners can ask questions right from their homes over the telephone during these sessions.

Counselling is provided through web- enabled TV and Radio platforms. Webinars/ web conferencing services are provided to learners in select programmes.

Curricular Aspects

The University's vision is to provide *"Access to relevant quality education and training programmes for diverse sections of society with a focus on hitherto deprived sections at lower costs and the University programmes aim at making education and training instruments for living and for making a living"*. Accordingly, from its inception the university is striving to provide educational opportunities, especially to the disadvantaged groups whose educational disadvantage is linked to poverty, social exclusion, gender, location and disability.

BRAOU has a systematic process for design, development and validation of curricula. Unlike conventional educational institutions, in open and distance learning institutions (ODL), all the academic support activities are planned and designed in such a way that the distance learner is able to gain the learning experience and acquire the knowledge and skills through the course material supplied and other academic and advisory support services given by the ODL institutions. It implies that the instructional material that is in print media and other electronic materials supplied to learners should be self-instructional material facilitating independent learning.

The university since its inception has been committed to the 'learner-centred' approach in course design, development and delivery of course through multimedia i.e. print and other electronic media. Since its inception the university has started designing and developing its own printed course texts in self-instructional style for UG and PG programs. The Curricula of all the programmes developed and implemented have relevance to local, regional, national, and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University and are in conformity with the University's Mission and Objectives.

The university has adopted the Choice-based Credit-system (CBCS) incorporating the Learner Outcome-based Curriculum Framework (LOCF) for all its programs. Every unit of the course provides the objectives and learning outcomes in the introductory part itself, presenting a clear idea in the minds of the learners about the purpose of their learning. The University strives to build a knowledge-based society by providing equal educational opportunities through the distance mode.

Teaching-learning and Evaluation

The University offers a number of programs viz. Bachelor's, Master's, PG Diploma, Diploma and Ph. D, for aspirants providing them with opportunities for employment/upward mobility by engendering knowledge and capacity building. There are a lot of professional education and skill development programmes catering to skill development of the entry-level workforce in different domains. A host of Certificate and Diploma programmes are offered in areas of applied knowledge including Environmental Studies, Women's Studies, Human Rights, Early Childhood Care Management, Literacy and Community Development, Food and Nutrition, NGO Management, etc. provide opportunities for acquiring domain knowledge as well as the specific abilities and skills required for jobs.

The university adopts a judicious mix of teaching-learning by:

- Supplying the printed course material in self-instructional format prepared by an expert course team in the area of study
- Providing facilities for face- to- face counselling at the LSCs.
- Broadcasting of radio lessons
- Telecasting video lessons
- Making available audio and video lessons for listening and viewing at the study centres
- Arranging practical sessions for science students at regional centres
- Sending assignments and evaluating the answers submitted by the learners

The philosophy of distance education is to have good instructional methodology provided by modern educational technology. The University has been utilizing the electronic media extensively since its inception. Audio Visual Production and Research Centre is the major e-resource centre of the University which produces and transmits the Audio-visual content through All India Radio, Doordarshan and other satellite channels.

The university adopts both formative evaluation and summative evaluation for better understanding of students' skills and learning outcomes.

Major types of assessments implemented in the university

- Self-Assessment Questions or Check Your Progress
- Assignments
- Practical exams
- Seminars
- Project work

- End of semester examinations

Summative assessments are given to students at the end of an instructional period which are formal and involve clear instructions, expectations, and grading rubrics to measure students' comprehension. The University graduate's attributes are the qualities and skills that the University values and endeavours to cultivate, as also to bring about the overall development of its learners. These qualities and skills have made learners get recognition in the workplace and in society at large.

Research, Innovations and Extension

Research plays an important role in any organization or institution and Open Distance Learning is no exception. Hence BRAOU has enunciated its Research Policy for Promotion and guiding research by providing clear guidelines in system- based as well as discipline- based research.

The main objective of BRAOU's discipline- based research is to promote sound and original research in Sciences, Social Sciences, Humanities, Commerce, Management and Education Faculties. PhD/MPhil programmes are offered in 16 disciplines as per the UGC guidelines.

The university has developed its own ecosystem for research as per its Research Promotion Policy. The University provides all necessary infrastructural facilities and a conducive environment to promote research activity in the university. Faculty are encouraged to apply to various funding agencies and pursue research.

University promotes research pertaining to :

1. Systemic Research
2. Research on Distance Education
3. Disciplinary Research
4. Research in Developmental Studies

The University has a research centre named as Prof. G. Ram Reddy Centre for Research and Development (GRCR&D) dedicated for promotion of system- based research in Open Distance Learning(ODL). The institute is bringing out the Journal of Open Distance Learning providing a dedicated platform for sharing systemic research with national and international fraternity.

The university encourages its faculty to attend National/International Conferences/Seminars by writing and presenting research papers in the discipline- specific as well as ODL related conferences/seminars. Faculty is advised to publish research papers in Scopus – indexed journals or U.G.C.- Care journals. Faculty members are also encouraged to organize seminars/conferences and workshops by mobilizing funds from different agencies/ organizations for which the University also gives matching grants.

The university has also initiated consultancy services for other open universities and shared its self-learning material, so that it could reach the vast majority of open learners in other states. Learners admitted into such universities which shared Dr. B.R.A.O.U's self-learning material are deriving benefit from the specially created

self-instructional materials in both print and non-print mediums.

BRAOU uses extension activities to sensitize learners/stakeholders to social and sustainable development. These activities make the youth remain connected to social causes . The students and staff of the University take up several co-curricular and extension activities through the forums created in each Faculty such as:

1. Vignana Vikash Vistharana Vedika (Forum for Science Awareness and Extension)
2. Sarvathrika Saamajika Vedika

Infrastructure and Learning Resources

The University is located on a panoramic, elevated site of 53.63 acres in Jubilee Hills with impressive buildings, green lawns and tree-lined roads that enhance the scenic beauty of the rocks all around.

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

Facilities available at University Headquarters, RCs and LSCs are as follows:

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

Classrooms/Smart Classrooms: The University has 33 Classrooms and 14 seminar rooms with ICT Facilities with all the modern ICT enabled equipment.

Computer Laboratories: University has 6 Computer Laboratories to give access to various services to the Learners.

BRAOU established its Audio Visual Production and Research Centre (AVPRC) in 1986 with the following major objectives:

- To produce audio and video programs.
- To organize transmission of educational programs over radio and television.
- To conduct training and programs in communication and

LIBRARY: The University Library was established in 1983. It has a rich collection of books on various subjects including special collections on Ambedkar Literature, distance education and subscriptions to the following print and electronic resources:

- JSTOR
- J Gate Plus
- Project Muse
- Sage Journals for Social Sciences and Management
- 235 Print and 32 Electronic Journals
- Annual Membership in DELNET

Auditorium: University has a multipurpose auditorium with a seating capacity of 1000

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

The University continuously upgrades its IT infrastructure and facilities to facilitate timely and relevant information being reached to all its stakeholders. There is an annual budget allocation for purchase and maintenance of computer services.

Learners' Support Services (LSS) Three Tier Model:

With the increase in the number of study centres a three-tier system came into existence with Regional Coordination Centre (RCC) as a middle tier to monitor the activities of the Study centres in the district headquarters of that Regional Coordination Centre.

Governance, Leadership and Management

BRAOU, Hyderabad was established by APOU Act, 1982 to provide opportunities of higher education to all sections of society with the motto providing "EDUCATION FOR ALL".

Institutional Vision

This institution is guided by its vision and mission and Dr. B.R.Ambedkar's social philosophy of education as a means of creating an egalitarian society.

Institutional Mission

- Competency building through education and training programmes;
- Interactive teaching-learning processes;
- Reliable and credible student evaluation systems.
- Result - oriented, accountable, transparent administrative and logistic support systems; and

- Research, innovation, training and networking for system and staff development.

Institutional Leadership

The Vice-Chancellor is the Academic Head and the Principal Executive Officer of the University and has the power and authority to exercise general supervision and control over the University affairs. The institution has decentralized organizational structure and adheres to the principle of participative management. The statutory bodies of the University consist of Executive Council, Academic Senate, the Planning and Monitoring Board, Finance Committee and Boards of Studies.

Strategy Development and Deployment

The University adopts suitable methodology for developing strategic plans, the mechanism for its deployment, monitoring and assessment of the deliverables as part of Strategy Development and enhancement. The Planning Board is responsible for approving strategic plans and monitoring the University's development in accordance with the Vision, Mission and Objectives.

Faculty Development/Empowerment Strategies

The University has effective welfare measures for teachers and non-academic staff as part of Empowerment Strategies. The promotion policies are framed and implemented by the University as per the UGC and State Government rules and regulations amended from time to time. The University encourages its faculty and provides financial support for attending national/international conferences/seminars.

Financial Management and Resource Mobilization

The University mobilizes funds primarily from internal resources through student fees, professional fee from training and capacity- building and sharing of BRAOU Self -Learning Material with other HEIs and external planned Grants from the State Government. The University has a mechanism for both internal and external audit by the statutory Auditors, to audit at regular intervals, as part of compliance.

Centre for Internal Quality Assurance(CIQA)

The Directorate of CIQA regularly conducts impact analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, etc, for improvement of the university's services.

Institutional Values and Best Practices

Dr BR Ambedkar Open University Campus has a conducive environment for gender equity which is reflected in the harmonious working environment at the campus.

The University gives highest priority to the security and safety of its staff and students and has made security arrangements on the campus with adequate security staff to ensure campus safety and security and to monitor the entry and exit of vehicles and people.

The University has taken several initiatives to keep the campus clean and green and eco-friendly. These include energy conservation, rainwater harvesting, biohazard or waste management, plantation of trees, laying of lawns, e-waste management, etc.

The University is in the forefront in taking initiatives for providing an inclusive environment for the students and employees on campus. The University routinely engages in the conduct of a number of activities focused on creating a more inclusive environment for employees and learners from different cultural, regional, linguistic, socio-economic backgrounds.

The University takes all possible initiatives for organizing various events and programmes for moulding the learners and staff to become responsible citizens of the country by sensitizing them to the Constitution of the country. As responsible citizens of the country, the learners are motivated to take part in various activities of the University. University celebrates / organizes national and international commemorative days and events and the University strongly believes that it is of paramount importance to preserve and protect our national identity and culture by creating awareness in staff and young minds about the nation's glorious history and heritage.

Institutional distinctiveness

BRAOU, the first among all the Open Universities in India, is known for its vast study centre network. This network encompasses many geographical regions in Telangana and Andhra Pradesh and gives the institution its distinctiveness and extensive outreach, as the study centres also cover different socio-cultural milieu.

The needs of special target groups are addressed by the university by extending its services through Learner Support Centres (LSCs) at:

- 1. Learner Centres at prisons,**
- 2. Learner Centres for Defense Personnel,**
- 3. Learner Centres for Women and an option to enrol as transgender, and**
- 4. Study centres in Rural and Tribal areas.**

The extensive study centre network of the University, is the source of its strength.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	DR. B R AMBEDKAR OPEN UNIVERSITY
Address	DR B R AMBEDKAR OPEN UNIVERSITY, PROF G RAM REDDY MARG, ROAD NO 46, JUBILEE HILLS, HYDERABAD
City	Hyderabad
State	Telangana
Pin	500033
Website	http://www.braou.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	K Seetharama Rao	040-23544910	9849942288	040-23548376	vc@braou.ac.in
IQAC / CIQA coordinator	P Madhusudhan Reddy	040-23541378	9281013604	040-23548433	director-ciqa@braou.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	26-08-1982
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	26-08-1982	View Document
12B of UGC	21-05-1986	View Document

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

Nature of University :	
Name of Act	Act No
Created by an Act of State Legislature	Act 11 of 1982

Territorial Jurisdiction of the Open University :
State of Telangana and State of Andhra Pradesh

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Program mes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	DR B R AMBE DKAR OPEN UNIVE RSITY, PROF G RAM REDDY MARG, ROAD NO 46, JUBILE E HILLS, HYDER ABAD	Urban	53.63	34695	B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MCom, MScMA T , MAJ &M,B.Li sc,MLibI Sc, MAENG, MBA, MAHIS, MAECO, MAPOLI , PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT		
<i>Regional Centres</i>	<i>S R R And C V R Govt Degree College, Machav aram, Vi jayawad a - 520004</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MCom, MScMAT , MAJ& M,B.Lisc, MLibISc, MAENG,</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT		
<i>Regional Centres</i>	<i>Govt Degree College For Men, Adilabad - 504001</i>	<i>Urban</i>	<i>0.11</i>	<i>390.19</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT , MAENG, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Govt Degree College For Men, Ananthapur - 515001</i>	<i>Urban</i>	<i>0.11</i>	<i>390.19</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					, MAENG, MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT		
<i>Regional Centres</i>	<i>Govt Degree College For Men, Kadapa - 516001</i>	<i>Urban</i>	<i>0.11</i>	<i>390.19</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT , MAENG, MBA, MAHIS, MAECO, MAPOLI, MScPSY, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Sir C R Reddy College, Eluru - 534007</i>	<i>Urban</i>	<i>0.11</i>	<i>200</i>	<i>B.A, B.Com, B.Sc</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

<i>Regional Centres</i>	<i>J K C College, Guntur - 522006</i>	<i>Urban</i>	<i>0.11</i>	<i>225</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT , MScPSY, MAENG, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>S R R Govt Degree College, Karimnagar - 505001</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT ,MScPSY, MAENG, MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES,</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					<i>PGDWS, PGDWM MT</i>		
<i>Regional Centres</i>	<i>S R And B G N R Degree College, Khamm am - 507002</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MCom, MScMAT ,MScPSY, MAENG, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Silver Jubilee Govt Degree College, Kurnool - 518002</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT ,MScPSY, MAENG, MBA, MAHIS, MAECO, MAPOLI, PG DHR, PG D CHT, PG DBF, PG D MKM,</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					<i>PG DES, PG DWS</i>		
<i>Regional Centres</i>	<i>Govt Degree College, Siddipet - 502103</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc ,B.Lisc, MAPA, MASOC, MATEL, MAHIN, MAUR,M Com, MS cMAT,M AENG, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Govt Degree College For Men, Sri kakulam - 532001</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MCom, MScMAT ,MAENG, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					<i>MT,B.Lisc</i>		
<i>Regional Centres</i>	<i>M V S Arts And Science College, Mahabonagar - 509001</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT , MAENG, MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Nagarjuna Govt College, Nalgonda - 508002</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT , MAENG, MBA, MAHIS, MAECO, MAPOLI , MAJ&M, PGDHR, PGDCH</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT		
<i>Regional Centres</i>	<i>Sri Sarvodaya College, Nellore - 524003</i>	<i>Urban</i>	<i>0.11</i>	<i>225</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MCom, MScMAT , MAENG, MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Girraj Govt Degree College, Nizamabad - 503002</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT ,MScPSY, MAJ&M, MAENG, MBA, MAHIS, MAECO,</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT		
<i>Regional Centres</i>	<i>C S R Sarma College, Ongole - 523001</i>	<i>Urban</i>	<i>0.11</i>	<i>200</i>	<i>B.A, B.Com, B.Sc</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Govt Degree College, Rajahmundry - 533105</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL, MAHIN, MCom, MScMAT ,MScPSY, MAENG, MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>S V Arts College, Tirupathi - 517502</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc, MAPA, MASOC, MATEL,</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					<p>MAHIN, MCom, MScMAT , MAENG, MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT, B.Li sc,MLibI Sc, MScPSY,, MScBOT, MScZOO , MSc E S, MScPHY, MScCHE ” MAJ&M</p>		
Regional Centres	Dr V S Krishna Govt Degree College, Visakha patnam - 530013	Urban	0.11	390.11	<p>B.A, B.Com, B.Sc , B. Lisc,MLi bISc, MScPSY,, MScBOT, MScZOO , MSc E S, MScPHY, MScCHE ” MAJ&M, MAPA, MASOC, MATEL, MAHIN,</p>	25-08-1982	06-07-2002

					<i>MCom, MScMAT , MAENG, MBA, MAHIS, MAECO, MAPOLI, PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>		
<i>Regional Centres</i>	<i>M R College, Viziana garam - 535002</i>	<i>Urban</i>	<i>0.11</i>	<i>150</i>	<i>B.A, B.Com, B.Sc</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>Universi ty Arts And Science College, Subedar i, Waran gal - 506001</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc ,B.L isc,MLibI Sc, MScBOT, MScZOO , MSc E S, MScPHY, MScCHE , MAJ&M, MAPA, MASOC, MATEL, MAHIN, MAUR, MCom, MScMAT ,MAENG, MBA, MAHIS, MAECO, MAPOLI,</i>	<i>25-08-1982</i>	<i>06-07-2002</i>

					<i>PGDHR, PGDCH T, PGDBF, PGDMM , PGDES, PGDWS, PGDWM MT</i>		
<i>Regional Centres</i>	<i>Govt Degree College For Women, Begump et - 500016</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc</i>	<i>25-08-1982</i>	<i>06-07-2002</i>
<i>Regional Centres</i>	<i>New Govt Degree College, Khairat abad - 500004</i>	<i>Urban</i>	<i>0.11</i>	<i>390.11</i>	<i>B.A, B.Com, B.Sc</i>	<i>25-08-1982</i>	<i>06-07-2002</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)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>113001_9625_4_1667989293.pdf</td> </tr> <tr> <td>RCI</td> <td>113001_9625_19_1667460974.pdf</td> </tr> <tr> <td>DEB-UGC</td> <td>113001_9625_21_1666952055.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	113001_9625_4_1667989293.pdf	RCI	113001_9625_19_1667460974.pdf	DEB-UGC	113001_9625_21_1666952055.pdf	
SRA program	Document								
NCTE	113001_9625_4_1667989293.pdf								
RCI	113001_9625_19_1667460974.pdf								
DEB-UGC	113001_9625_21_1666952055.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	8				17				61			
Recruited	5	3	0	8	9	8	0	17	6	3	0	9
Yet to Recruit	0				0				52			
On Contract	0	0	0	0	0	0	0	0	20	5	0	25

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				334
Recruited	103	35	0	138
Yet to Recruit				196
On Contract	45	13	0	58

Technical Staff				
	Male	Female	Others	Total
Sanctioned				91
Recruited	34	7	0	41
Yet to Recruit				50
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	3	0	9	8	0	6	3	0	34
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	11	2	0	13
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	9	1	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	6	2	0	8
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	52051	0	0	0	52051
	Female	41039	0	0	0	41039
	Others	18	0	0	0	18
PG	Male	10791	0	0	0	10791
	Female	14098	0	0	0	14098
	Others	6	0	0	0	6
PG Diploma recognised by statutory authority including university	Male	135	0	0	0	135
	Female	43	0	0	0	43
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	0	0	0	10
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	1	0	0	0	1
	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	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

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

Sl.No	Program me Level	Name of the Progra mme	Duration In Month	Entry Qua lification	Medium of instructio n	Student strength	No.of students admitted
1	Certificate	CERTIFIC ATE	6	SSC	Telugu	569	569
2	PG Diploma	PG DIPLOMA	12	UG	English	584	584
3	Under Graduate	UG	36	INTERME DIATE	English	100776	100776
4	Post- Graduate	PG	24	UG	English	24885	24885
5	MPhil	MPhil	24	PG	English	29	29
6	PhD	PhD	36	PG	English	46	46
Total			138			126889	126889

Details of Sponsored programmes (if any)

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

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Dr. B R Ambedkar Open University, with its motto 'Education for All' has been offering UG & PG
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programmes that are multidisciplinary in nature with five Faculties comprising 26 disciplines: in Arts [English, Hindi, Telugu, Urdu], Commerce & Management, Education [Education, Special Education], Sciences [Physics, Chemistry, Botany, Zoology, Mathematics, Statistics, Geology, Environmental Science, Computer Science], Social Sciences [Economics, History, Geography, Library & Information Science, Journalism & Mass Communication, Political Science, Public Administration, Psychology, Sociology] wherein the course curriculum is conceived with a view for multidisciplinary approach, as envisaged in the NEP 2020. BRAOU has introduced CBCS pattern during 2017-2018 for UG programmes. The duration of the programme is three (3) academic years with six semesters. Each semester is of 15 to 18 weeks of instruction/study time. The UG non-CBCS programmes are BEd & BLISc. The University offers flexible curricula across the disciplines under CBCS which include Core courses, Electives, Ability Enhancement Courses and Language-Specific Courses. Learners enrolled in CBCS-UG Programmes are free to choose optional subjects of their choice, in the first year of study. The learner is provided with an opportunity to choose all 3 subjects from any one of the faculties or at least two subjects from one faculty and the third one from any one faculty, which is akin to the cafeteria approach. The learners have to choose a combination of courses i.e., Discipline Specific Core Courses, Discipline Specific Elective Courses, Language Specific Courses, Generic Electives, Ability Enhancement Compulsory Courses and Skill Enhancement Courses. Some of these programmes/courses have outreach and extension activities which facilitate community engagement, Environmental Studies, Human Society and Development, Gender Sensitization etc. The university offers flexibility to its learners to choose courses of their choice. The PG programmes have a multidisciplinary and holistic approach. Even these programmes have lateral entry and lateral exit provisions as per the UGC guidelines. The university enables learners to join UG/PG programmes depending on the credit equivalence of the course studied earlier in other college/university. In 2018 and 2020 Research programmes were offered in all major disciplines across faculties and PhD scholars

	<p>with diverse academic backgrounds were given admission. They are pursuing research studies such as Central and State government policies, welfare measures, environmental issues, science and technological innovations, new management practices and literary studies. Further, to promote multidisciplinary research, the research unit, namely, G Ram Reddy Academy for Distance Education [GRADE] has been renamed as G Ram Reddy Centre for Research & Development in 2022 to provide a platform for research with a focus on open and distance learning. For providing employable courses, the university offers various programmes which equip the learners employable skills. It conducts online counselling and occasional interactive face-to-face sessions. Teaching-learning experiences include practical/work experience. The pedagogical uses of modern educational practices that support blended learning are also adopted. The university has set up a dedicated branch named Centre for Online Education & Learning with a view to offering online courses and sharing its OERs.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Dr BRAOU has been enabling learners' mobility from one mode of learning to another within the higher education institutions (HEIs) since long and with a view to provide academic flexibility and allow learners to choose their own learning paths. With the adoption of CBCS the university administration has adopted credit system and issuance of certificates with credit ranking after completion of degree. To enable disadvantaged learners and to boost their confidence the university administration has adopted a Credit Transfer Policy. Compilation of credit records, credit audit trail management which is to be administered by the academic institutions via the National Academic Repository platform is yet to be initiated, pending NAAC accreditation. Dr. BRAOU intends to register with Academic Bank of Credits (ABC) and appoint a nodal officer for overseeing the uploading of data related to learners' credits on ABC portal (www.abc.gov.in) and encourage the learners to open an academic bank of credits on the portal. Further, a hyperlink to ABC portal would be created in the university website. The university is also anticipating suitable guidelines from the State government which might facilitate transfers from other colleges/HEIs as envisaged in NEP-2020.</p>

	<p>However, with its flexible approach and lateral entry of students based on credit transfer Dr BRAOU is looking forward for registering on ABC and operationalization of the same, after getting accreditation from NAAC.</p>
<p>3. Skill development:</p>	<p>BRAOU ensures skill enhancement in the learners through the UG programmes under CBCS that have 2 Skill Enhancement Elective Courses in each discipline. The skill-based courses aim to build specific skills sets in some applied functional areas of human life. They are: Academic Writing, Communication Skill, Sambhashan Kala Karyalayee Hindi, Prasara Madhyamalu, Anuvadamu Vivadha Prakrialu, Information Technology Aur Urdu, Anchoring, Stress Management, Digital Governance, Biofertilizer Technology, Floriculture, Instrumentation skills, Cosmetics in Chemistry, Multimedia Applications using, Multimedia Applications using Blender, Remote sensing, GIS and GPS, Geochemistry, Probability and Statistics, Graph Theory, Basic skill in Electricals, Mobile Phone Repairing and Maintenance, Apiculture, Sericulture, Continuous Distributions. While the UG (CBCS) programme under Ability Enhancement Compulsory Courses (AECC) provide value-based education and sensitize the learners with gender and environmental issues, business ethics, human rights etc. The Elective Foundation courses are aimed at providing certain skill sets to the learners. They are: Gender Sensitization, Science and Technology, Foundation Course in English-I, Functional English-I, Environmental Studies, Human society and Development, Foundation Course in English-II, Foundation Course in English-III, Functional English-III, ICTs FOR EDUCATION (SEC), Personality Development and Soft Skills (SEC), Foundation Course in English-IV, Functional English-IV. The university has a separate branch named Centre for Skill Development and Campus Placement (CSC&CP) that has plans for collaborating with the industry to ensure employability. Skill enhancement courses are identified by the centre for providing skills to learners. In view of the NEP 2020, BRAOU enlists its future efforts in its Skill Education Policy document with the following objectives: 1. To introduce market relevant training programmes. 2. To align curriculum skill courses with conventional</p>

	<p>education and vocational education. 3. To adopt National Certification Framework for all the skill courses. 4. To strengthen employability skills. 5. To make all formal and vocational education including skill training align with the National Skills Qualification Framework (NSQF). 6. All skill training programmes include basic modules of computer literacy, finance, language and soft skills like etiquette, appreciating gender diversity in workplace, building positive health attitudes, social and life skills which enable the youth to be employable and market-ready.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Both UG & PG programmes across all disciplines and Course curriculum in the university, cover several components that integrate and apply the knowledge of traditional knowledge to real-life situations. In line with the NEP-2020 to ensure full access, equity, and inclusion, BRAOU has been offering all UG & PG programmes mainly in English and Telugu and a few programmes are being offered also in Urdu medium. Additionally, the university offers UG & PG in English and Telugu, Urdu and Hindi language & literature. The university teachers and content-writers have been trained in Translation from English to Telugu in workshops conducted by the CSTD -- the in-house training unit of BRAOU. In addition, many of the faculty members are well-versed with the English language, vernacular Telugu and they are quite comfortable to teach bilingually. For promoting Indian languages, the BRAOU has launched different academic programmes focusing on Indian languages, art and culture. As a part of the CBCS, the Faculty of Arts offers UG Level courses as Modern Indian languages (MIL) in Hindi, English, Telugu and Urdu: Telugu Moulikamshamulu-I, Hindi Adhar Pathyakram-I, Bunyadi Nisab-I, Functional English-I, Telugu Moulikamshamulu-II, Hindi Adhar Pathyakram-II, Bunyadi Nisab-II, Functional English-II, Telugu Moulikamshamulu-III, Hindi Adhar Pathyakram-III, Bunyadi Nisab-III UMIL- Functional English-III, Telugu Moulikamshamulu IV, Hindi Adhar Pathyakram-IV, Urdu Bunyadi Nisab-IV, Functional English-IV Students are taught about the importance of Indian cultural heritage with specific reference to traditional art forms, folk and tribal art forms of India and States of Andhra and Telangana. In an effort to preserve and promote Indian culture</p>

	<p>and traditions, the university organizes national celebrations like flag hoisting on Republic Day and Independence Day in the campus. While the university non-teaching staff organizes the cultural festivals like Durga Puja, the university Women Development & Extension Centre organizes 'Bathukamma' –the floral festival of Telangana.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>BRAOU adopts all the regulations stipulated by the University Grants Commission (UGC) and also follows regulations issued by the state government. In line with these, the university has adopted the Choice-based Credit-system (CBCS) incorporating the Learner Outcome-based Curriculum Framework (LOCF) for all its programs. BRAOU while preparing the curriculum and developing the course material focuses on imparting knowledge, skills, provisions for research and innovation. The University provides a strong disciplinary learning experience combined with a broad, interdisciplinary curriculum that is continually updated, and thus ensures that the learners are prepared to think and communicate excellently both within and across disciplinary fields, to engage in critical thinking and effective analysis of issues, and involve in research to create new knowledge. In order capture OBE in teaching –learning process, the University included the following learning outcomes in its curriculum, course materials and teaching practices: -- Core Knowledge and Skill Development -- Critical and Creative Thinking -- Communication & Collaboration -- Cultural Understanding & Citizenship -- Research and Innovation Every unit of the course material provides the objectives and learning outcomes in the introductory part itself, presenting a clear idea in the minds of the learners about the purpose of their learning. The University strives to build a knowledge-based society by providing equal educational opportunities through the distance mode for diverse and disadvantaged sections of society who could not continue their Higher Education and wish to upgrade their knowledge by acquiring a degree. It is worth mentioning that the university offers opportunities for prison inmates to pursue higher education, so that they can resume their social obligations and function as responsible citizens once again, after they complete their term of punishment. Further, the university also acts as a</p>

<p>6. Distance education/online education:</p>	<p>stimulant and motivator for scholarly activity.</p> <p>To promote and facilitate online education, BRAOU has established a dedicated Centre for Online Education & Learning (COEL) to reach out the learning with digital experiences and support services. As a digital initiative, the COEL has taken up a CEMCA collaborative project to offer two MOOCs. One MOOC was on ‘Stress Management’ for 6 weeks duration offered during 2021 and the other on ‘Gender Sensitization’ offered for 8 weeks during 2022. These two courses were offered via the MOODLE (LMS) installed in the university internal server and e-learning platform. Appropriate Policy guidelines were developed for purpose. Dr. BRAOU has been extensively using educational technology with its multi-media approach in content delivery [teaching –learning process], since its inception, as given under: 1. The campus is equipped with Wi-Fi and inter-linked with its RCCs and Study Centre through BSNL Local Area Network with 100 mbps internet speed. Two new servers were installed for the online services and allocated at STPI Data Centre for high speed availability of services to the students. 2. The university has a state-of-the-art and Computer Centre, which acts as a nodal centre for uploading digital content and coordinating the delivery of the same to all the learners. The Computer Center develops and maintains in-house software for the student services with the help of team comprising a Technical Advisor, System Engineer, Programmer and Computer Programming Assistants. The team updates software applications on a day-to-day basis, as per the requirements of the University. Besides this, the Computer Center has developed a web application for University Counsellors information and published it. 3. The university has a well-equipped Electronic Media Resource & Research Centre (EMRRC) with state-of-the-art studios, where Audio-Video lessons are recorded and transmitted via AIR, T-SAT channels. The EMRRC has prepared a web portal by name -- vidyagani.braou.ac.in and uploaded a playlist of Audio/Video lessons for the students to download on demand. At present, 1432 Audio Lessons, 880 Video Lessons, and 77 Teleconference lessons are available in the University web portal for on-demand for viewing and download. 4. Dr.BRAOU has a well laid-out website and a</p>
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separate portal for online Admissions, provision for online registration for Examinations, Entrance Test, Certificate for Provisional-cum-Consolidated marks memo, obtaining Migration and TC, as well. The university conducts digital On-screen Evaluation for all UG and PG course examination. 5. To meet the challenges confronted during COVID-19 pandemic, BRAOU conducted online classes for UG and PG courses via Zoom platform. All the recorded classes were uploaded, from time to time, in the university YouTube channel. All the Self-Learning Materials of UG-level CBCS course material were hosted in the university website along with a separate Repository of all recorded Audio-Video lessons, that facilitated the learners to download and prepare for the examinations. The subject-wise information is made available on the university online services portal <https://www.braouonline.in>. Students can download the same using an OTP.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No, Electoral Literacy Club (ELC) has not been set up in this University. Because, this is a distance mode Open Distance Learning (ODL) institution where in the students will attend classes only in respective study centers located in a conventional college on every Sunday.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELCs are not functional in the University Headquarters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	No such programmes are undertaken by the University. However, the counselors at the various learner support centers of the University actively motivate the learners for enrollment in voters list and promote the concept of ethical voting and helping the disabled, senior citizens in voting.

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The University has undertaken awareness drive for all the learners enrolled for 2022-23 and initiated certain measures. i) The University has sent a SMS to all learners, requisitioning them to enroll themselves and their family members online at National Voters service portal (NVSP) or by downloading Voter helpline App or by visiting nearby enrollment center established by Election Commission of India. ii) Individual mails were also sent to all the learners of the University to enroll themselves and their family members online at National Voters service portal (NVSP) or by downloading Voter helpline App or by visiting nearby enrollment center established by Election Commission of India. iii) Posters detailing the need for the learners and their family members to enroll in the Voters list as it is one's fundamental duty, were sent to 179 learner support centers in Telangana and Andhra Pradesh and the coordinators of the centers in conjunction with counselors were asked to motivate the learners at their centers for enrolment in voters list.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Since the campaign for enrollment of students above 18 years of age is just started and our admissions for first year UG is completed by November 2022 only, we are seeking information from LSC across states of Telangana and Andhra Pradesh. Awaiting information from the LSCs.</p>

Extended Profile

1 Program

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	37	38	39	36

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	36

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
61554	55655	61828	55363	58229

1.4

Number of learners during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
126889	116405	119591	133264	148071

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1281	1281	1281	896	662

1.6

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

Response: 1281

2 Students

2.1

Number of graduated learners

2021-22	2020-21	2019-20	2018-19	2017-18
22443	17566	34479	34580	36334

2.2

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

Response: 28537

2.3

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

Response: 34999

2.4

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

Response: 18207

2.5

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

Response: 10435

3 Teachers

3.1

Number of sanctioned posts of full time teachers and other academics

2021-22	2020-21	2019-20	2018-19	2017-18
86	86	86	86	86

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	67	72	75	73

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	67	72	75	73

3.5**Total number of full time teachers worked in the institution during the last five years (Please include the teachers who left / joined the institution during the assessment period without repeat counts****Response: 75****3.6****Total number of other academics worked in the institution during the last five years (Please include the other academics who left / joined the institution during the assessment period without repeat counts**

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	0	0

3.7

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

Response: 8

4 Institution**4.1**

Total expenditure excluding salary

2021-22	2020-21	2019-20	2018-19	2017-18
4093	3205	4597	4967	4501

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning Design and Development

1.1.1 Relevance of curricula planned, designed and developed/adopted

Response:

Dr. B. R. Ambedkar Open University, Hyderabad offers academic programmes in Open and Distance Learning(ODL) mode, thereby reaching out to a wide spectrum of students across the states of Telangana & Andhra Pradesh. The Curricula of all the programmes developed and implemented have relevance to local, regional, national, 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 are in conformity with the University's Mission and Objectives.

MISSION:

- Enrichment of on-going academic programmes.
- Competency building through education and training programmes.
- Interactive teaching-learning processes.
- Reliable and credible student evaluation systems.
- Result- oriented, accountable and transparent administrative and logistic support systems
- Research, innovation, training and networking for system and staff

OBJECTIVES

- To provide educational opportunities to those students who could not take advantage of conventional institutions of higher learning.
- To provide equal educational opportunities for higher education through distance mode for a large segment of the population, including those in employment, women (including housewives) and adults who wish to upgrade their education or acquire knowledge in various fields.
- To provide flexibility with regard to enrolment, age of entry, choice of courses, methods of learning, conduct of examinations and operation of the programmes

- To complement the programmes of the existing Universities in the State in the field of higher learning.
- To promote integration within the State through its policies and programmes.
- To offer degree and non-degree certificate courses for the benefit of the working population in various fields and for those who wish to enrich their lives by studying subjects of cultural and aesthetic values.
- To make provision for research and advancement and dissemination of Knowledge.
- To serve as a source of continuing education, consultancy and to provide equal access to knowledge and higher education.

Curricula are created to provide students with the knowledge and skills they need to excel in the workplace. The program outcomes of our curricula are driven by the needs of industry, the economy and our stakeholders to create a workforce that can meet their needs. In all the programmes, relevance is achieved with regard to the local, regional, national, and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University.

The University offers a number of programmes viz. Bachelor's, Master's, PG Diploma, Diploma, Certificate and Ph.D programmes for aspirants providing them with opportunities for employment/upward mobility by engendering knowledge and capacity building. There are a lot of professional education and skill development programmes catering to skill development of the entry-level workforce in different domains.

The programmes leading to the Bachelor's degree in Social Sciences and Sciences like (History, Political Science, Sociology, Economics, Public Administration, Commerce, Physics, Chemistry, Mathematics, Life Sciences, Botany, Zoology, Social Work, Computers, Library Sciences, etc.) and Master's degree Programmes in Social Sciences and Sciences (Economics, History, Political Science, Sociology, Journalism & Mass Communication, Psychology, English, Hindi, Telugu, Urdu, Commerce, Business Administration, Mathematics, Botany, Chemistry, Environmental Science, Physics and Zoology), BLISc and MLISc, aim at developing young minds so that they possess domain knowledge, critical thinking abilities and the capacity to apply the knowledge acquired to their own lives. A host of Certificate and Diploma programmes are offered in areas of applied knowledge including Environmental Studies, Women Studies, Human Rights, Early Childhood Care Management, Literacy and community development, Food and Nutrition, NGO Management, etc. provide opportunities for acquiring domain knowledge as well as the specific abilities and skills required for jobs in these sectors of the economy.

The university adopts all the regulations stipulated by the UGC and follows regulations issued by the state government. The university has adopted the Choice-based Credit-system (CBCS) incorporating the Learner Outcome-based Curriculum Framework in all its programs. Every unit of the course material provides the objectives and learning outcomes in the introductory part itself, presenting a clear idea in the minds of the learners about the purpose of their learning. The University strives to build a knowledge-based society by providing equal educational opportunities through the distance mode for diverse and disadvantaged sections of society who could not otherwise continue their higher Education and upgrade

their knowledge. It is worth mentioning that the university offers opportunities for prison inmates to pursue higher education, so that they can resume their social obligations and function as responsible citizens once again, after they complete their term of punishment. Further, the university also acts as a stimulus and motivator for scholarly activity. The University offers academic programmes that aim at making education and training effective instruments for living and for making a living, at a lower cost, with more flexibility than traditional colleges and universities.

The B.Ed. course has been developed as per NCTE norms, while B.Ed.(Special Education) has been developed as per the guidelines of Rehabilitation Council of India(RCI). The curricula of MBA and MBA (Hospital and Health Care Management) cater to the requirements of hospital industry and the programme outcomes of all these courses match the needs and requirements of the employees and the designated learning outcomes as envisaged by the statutory bodies.

The University while preparing the curriculum and developing the course material focuses on imparting knowledge, skills, provisions for research and innovation. In the long run, the university is aiming for expansion and partners in the efforts of the Government ensuring development and equality in distribution of knowledge. The University provides learning experiences combined with an interdisciplinary curriculum that is continually updated, and thus ensures that the learners are prepared to think and communicate excellently both within and across disciplinary fields, engage in critical thinking and effective analysis of issues, and involve in research activities.

It is also ensured that the mission and objectives of the university are translated into concrete and visible Programme Outcomes, Programme Specific Learning Outcomes and Course Specific Learning Outcomes. The programme outcomes not only help potential employers to assess the level of knowledge, skills and competencies that a learner has acquired but also facilitate economic and social mobility, thereby contributing to national development.

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

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

Response: 10.26

1.1.2.1 Number of new programmes introduced during the last five years

Response: 04

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

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

Response: 25.64

1.1.3.1 Total number of Programmes revised over the last five years

Response: 10

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

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

Response: 33.02

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: 423

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

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

Response: 9.99

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

Response: 128

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

1.2 Academic Flexibility

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	12	4	05	1

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

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

Response: 15.38

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

Response: 06

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

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

Response: 0

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

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

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

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

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

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

Response:

Dr. B.R. Ambedkar Open University was established with a principal object to provide educational opportunities to all those who wish to pursue higher studies and acquire Degrees and Diplomas. It is a boon to those who, for one reason or other, have not been able to study formally at a college or in a University although they may be keen on improving their educational qualifications. "Education for All" being the motto, Dr. B.R. Ambedkar Open University brings the benefits of higher education to a large number of people, including employees, adults, women and housewives who are interested in pursuing higher learning.

The University makes use of multimedia instructional components such as audio-visual programmes (Radio, Television, Audio Cassettes and Video Cassettes), in addition to print material and contact-cum-counselling classes. The University is the first of its kind, established with the objective to create equal higher educational opportunities for a large segment of the population by implementing innovative practices in Teaching-Learning methodologies.

In line with these, the university has adopted the Choice-based Credit-system (CBCS) incorporating the Learner Outcome-based Curriculum Framework (LOCF) for all its programs. Every unit of the course material provides the objectives and learning outcomes in the introductory part itself, presenting a clear idea in the minds of the learners about the purpose of their learning. The University strives to build a knowledge-based society by providing equal educational opportunities through the distance mode for diverse and disadvantaged sections of society who could not continue their higher Education and wish to upgrade their knowledge by acquiring a degree. Further, the university also acts as a stimulant and motivator for scholarly activity.

The University while preparing the curriculum and developing the course material focuses on imparting knowledge, skills, provisions for research and innovation. In the long run the university is aiming for expansion to lead and partner in the efforts of the Government to ensure development and equality in distribution of knowledge. The University provides a strong disciplinary learning experience combined with a broad, interdisciplinary curriculum that is continually updated, and thus ensures that the learners are prepared to think and communicate excellently both within and across disciplinary fields and engage in critical thinking and effective analysis of issues, and involve in research to create new knowledge.

Implementation of Choice-based Credit System-Major shifts in Educational Strategy

The CBCS pattern consists of different types of courses introduced to broaden the base in higher learning. It includes Core courses, Electives, Ability Enhancement Courses, Language Specific Courses etc. Core courses are compulsory courses which are necessary for fulfilling the requirements of a programme in a said discipline of study. Elective courses are optional and selected from courses which are supportive in

nature, which enable the student to expand the scope of the discipline of study. The students also get exposure to other disciplines which enhance their general proficiency, skill and open thinking. The Generic or discipline centric courses provide a window to unlimited knowledge. Ability Enhancement courses lead to knowledge enhancement and personality development. These are mandatory for all disciplines and interwoven in the curriculum to impart value-based education.

Further, courses which have a focus on employability are introduced as Skill Enhancement Courses [SECs] at degree level like Anchoring, Biotechnology, Apiculture, Vermiculture, Floriculture, Instrumentation Skills, Multimedia Applications using GIMP, Blended Remote Sensing GIS & GPS, Mobile Phone Repairing, ICTs for Education, Rural Marketing etc.,

The university provides flexibility to learners to change optional subjects in their UG studies in the programmes if they want to. The term-end assignments, projects and practical components in PG and PG Diploma programs also provide flexibility and this provides scope for a modular approach that would be adopted in future by the University. The University's lateral entry policy, which is being followed from the last 3 decades and the credit transfer policy adopted with the launching of CBCS in 2017, provide maximum leverage to learners and is indicative of the flexible approach of the University towards education.

National Education Policy-2020

The Ministry of Education has announced the National Education Policy (NEP) 2020, which aims to attain high global standards in quality education. NEP further states that all programmes, courses, curricula, and pedagogy across all subjects, including that offline, online, and in ODL modes as well as student support will aim to achieve global standards of quality. Further the aim will be to increase the Gross Enrolment Ratio(GER) in higher education including vocational education from 26.3% (2018) to 50% by 2035. Open and Distance learning will be expanded by taking measures such as online courses and digital repositories, funding for research, improved student support, financial help to educationally neglected sections of the society and better integration of technology-based educational platforms such as DIKSHA/SWAYAM with learning.

The new policy focuses on key reforms to prepare the new India towards equitable and holistic education that lays emphasis on multidisciplinary skills and lifelong learning. The main thrust areas are Access, Equity, Excellence, Future Readiness and Internationalization. The policy provides valuable insights and recommendations on multidisciplinary and holistic education, institutional autonomy, quality research, integration of technology, internationalization of higher education, blended pedagogy, and availability of course content in local languages and increased access, equity and inclusion in education through a range of measures including online and open and distance learning. Open, distance and electronic learning(ODEL) thus can play an important role in the enhancement of the total GER to 50% by 2035 with the help of the Government.

Initiatives of Dr. B.R. Ambedkar Open University

Dr. B.R. Ambedkar Open University has geared up for the implementation of NEP-2020. However, it is waiting for the directions of State Government as the process involves commonality among the universities located in this State.

1. New initiatives implemented

- Blended learning
- MOOCs courses
- Online education
- More ICT interventions
- Evaluation systems based on Bloom's Taxonomy
- Using SWAYAM platform

2. Initiatives to be implemented in line with NEP-2020

- Offering subjects in Cafeteria Approach
- Multiple Entry and Multiple Exit options
- Modular Approach
- Project Works/Internships
- Academic Bank of Credits
- Accreditation and Ranking
- Internationalization
- Quality Research through Collaborations

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:

Realizing the importance of certain cross-cutting issues such as gender issues, Environment and sustainability, human values and professional ethics the University gives special emphasis to these issues and see that the issues of ethics, gender, human values, the environment and sustainability are given

importance in the various courses offered across academic units.

Gender Issues

- The Gender Sensitization course is offered as a compulsory course for all the UG students admitted into the University. The course aims at reducing the gender gap prevalent in society and to help generate respect among individuals irrespective of sex. The course helps boys and girls to think critically about the assumptions on gender roles and social stereotypes and develops an understanding about the various gender issues with an open mind. The University has introduced this course to sensitize students towards gender issues and thereby achieve gender equity.
- P.G. Diploma Women Studies (PGDWS) discusses in detail about Women's issues, problems and constitutional rights. It has incorporated courses as Women in Contemporary India; Women Health Issues and Concepts; Women Rights & Law; Women, State and Politics which cover the whole gamut included in Women's Studies.
- The University gives special emphasis to promoting values and eliminating gender bias in the campus.

Environmental Education

- As per the prescribed syllabus learners of all branches of Undergraduate education undergo a compulsory course on Environmental Sciences. This course is a comprehensive course encompassing all the aspects of environment such as natural resources, biodiversity, pollution, alternate energy sources and human intervention - causes and effects and human action and also importance of preservation and protection of environment. The course also deals with global environmental issues such as global warming, ozone layer depletion, disaster management and environmental legislation. Ongoing demographic changes have been in curricula of P.G. Economics, P. G. Diploma in Environmental Studies and P. G. Environmental Science and P. G. Diploma in Women's Studies. At the UG level Environmental Studies is offered as a Skill Enhancement Course [SEC] with 2 credits.

Human Values and Professional ethics

- The curriculum incorporates the professional, moral and social obligations of an educated professional.
- Along with skill development, the institution gives utmost priority to inculcating the desirable values among the students. Personality development and soft skills is a compulsory subject with 2 credits at the UG level(Skill Enhancement Course).
- Develop appropriate values commensurate with social, economic and cultural realities that are focused to inculcate respect and tolerance towards diverse sections of the society.

The following courses have incorporated Gender issues, Environment and Sustainability, Human values

and professional ethics as part of the curriculum of the University:

1. UG Courses like Journalism (Media Laws and Ethics)
2. MBA and MBA (HHCM)(Business Ethics and Corporate Governance)
3. B.Ed. and Special B.Ed. (Value Education)
4. P.G. Diploma in Human Rights deals in detail with the historical background and global perspectives to Human Rights and constitutional, legal and institutional provisions and human rights in the present socio-economic-political context.

http://www.braou.ac.in/Courses_brochure/GS%20brouchure.pdf

http://www.braou.ac.in/CIQA/UG_OtherSyllabus/Commonpapers/envstd-sem2.pdf

http://www.braou.ac.in/CIQA/UG_OtherSyllabus/Commonpapers/personality%20devevmt-sem3.pdf

http://www.braou.ac.in/CIQA/UG_OtherSyllabus/Commonpapers/Stress-Mgmt-SEEC2.pdf

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

Other Upload Files

1

[View Document](#)

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

Response: 218

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

1.3.3 Learners undertaking fieldwork / projects / internships etc. -**Response:** 1.65

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

Response: 2091

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

1.3.4 Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the last five years**Response:** 18.66

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

Response: 239

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

1.4 Feedback System

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

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

6. Alumni**Response:** A. Any 4 or more of the above

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

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

- **A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website**
- **B. Feedback collected, analyzed and action has been taken**
- **C. Feedback collected and analyzed**
- **D. Feedback collected**
- **E. Feedback not obtained/collected**

Response: A. Any 4 or more of the above

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Learner Enrollment

2.1.1 Average variation in enrolment of learners in the Institution during the last five years	
Response: 101	
File Description	Document
Total enrollment data year wise authenticated by Registrar of the University	View Document
As per Data Template	View Document

<p>2.1.2 Efforts for reaching the unreached Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education</p> <p>Response:</p> <p>The University’s vision is to provide “<i>Access to relevant quality education and training programmes for diverse sections of society with a focus on hitherto deprived sections at lower costs and the University programmes aim at making education and training instruments for living and for making a living</i>”. Accordingly, from its inception the university is striving to provide educational opportunities, especially to the disadvantaged groups whose educational disadvantage is linked to poverty, social exclusion, gender, location and disability and has evolved effective and innovative measures for reaching the unreached.</p> <p>Some of the important efforts and measures undertaken for reaching the unreached are as follows:</p> <ul style="list-style-type: none"> • The inclusivity approach of the University along with access to quality education in every district and Mandal Headquarters in Telangana and Andhra Pradesh has attracted several students to the University programmes offered through different Learner Support Centers. • Establishment of 179 learner support centers and 23 regional centers to serve the rural, urban learners and provide them with self-learning material, online classes, support services and exam facilities. • Access to different programs in UG/PG and certain diploma and Certificate programmes which help the learners to improve their lives and gain employment with minimal formalities. • Establishment of women’s learner centers across the two states to cater exclusively to women learners offering them opportunities to get educated. • Setting up of learners’ support center in AOC, Secunderabad helps the Defense personnel and their wards to pursue diploma, certificate, UG/PG programmes.

- Wide publicity in both print and electronic media about the academic programmes of the University.
- Use of handouts, pamphlets, posters and media like FM Radio-Doordarshan- Mana TV- TV5- social media like YouTube to reach out to the prospective Learners.
- Study Centers reach out to the interested learners at local level through different publicity measures and promotional activities.
- Press meets are organized at Regional Centre and Learner Support Centre level, so as to help in information dissemination through the local papers, FM and local TV channels.
- The Learner Support Center Heads also approach the local Government officials like sarpanch, MRO, MEO and other NGOS and the educational institutions in the locality and institutions with Government backing like Jana Shikshan Sansthanam (JSS), Development of Women and Children in Rural Area (DWCRA), so as to inform the general public about the academic programmes offered by the University during the admission period.
- Conducting awareness drives, organizing pre-admission counselling sessions, participating in book fairs/ exhibitions, visiting institutions and having a dedicated help desk for answering student queries-with regard to eligibility criteria, choosing subjects in a programme, recognition of courses and future prospects of jobs or higher education.
- Access to study materials and multi-media resources of the University in remote and tribal areas through its digital repository.
- A dedicated University website (www.braouonline.in) with all the details about the programmes of the University is an additional facility provided to students.

File Description	Document
Documents on efforts taken for reaching the unreached	View Document

2.2 Catering to Learner Diversity

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

Response: 61.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
37893	34233	38611	33066	35608

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

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

Response: 85.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
53560	48444	52640	46766	48630

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

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

Response: 1.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
753	630	634	611	613

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

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

Response: 45.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
27138	23573	29231	26132	26228

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

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

Response: 14.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
12150	10311	7904	6865	5809

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

2.2.6 Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the last five years**Response:** 263**2.2.6.1 Number of prison inmates enrolled as learners year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
153	299	240	292	331

File Description**Document**

Number of prisoners enrolled authenticated by Registrar of the University

[View Document](#)

As per Data Template

[View Document](#)**2.2.7 Learners from Defense and Security Forces - Average number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners over the last five years****Response:** 582.4**2.2.7.1 Number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners year wise over the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
835	634	468	489	486

File Description**Document**

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

[View Document](#)

As per Data Template

[View Document](#)**2.3 Teaching- Learning Process****2.3.1 Development of Self-Learning Material (SLM) in Print**

Response:

Dr. B. R Ambedkar Open University formerly known as Andhra Pradesh Open University is the first of its kind in India. It has been hailed for opening a new chapter in the history of education in the country.

Instructional system**The University adopts a multi-media approach for instructions by:**

- Supplying the printed course material in self-instructional format prepared by a course team consisting of experts in the area of study
- Providing facilities for face-to-face academic counselling at the study centres
- Broadcasting of radio lessons
- Telecasting video lessons
- Making available audio and video lessons for listening and viewing at the study centres
- Arranging practical sessions for science students at regional centres
- Sending assignments and evaluating the answers submitted by the learners

Unlike conventional educational institutions, in Open and Distance Learning (ODL) institutions all the academic support activities are planned and designed in such a way that the distance learner is able to gain the learning experience and acquire the knowledge and skills through the course material supplied and other academic and advisory support services given by the ODL institutions. It implies that the instructional material that is in print media and other electronic materials supplied to learners should be self-instructional material facilitating independent learning.

As the learner is away from the teacher in the ODL system the teachers takes the responsibility for providing academic support through the print and other electronic media course material and appropriate methodology of course delivery. All the teachers in ODL system are educational managers. The functions of a teacher of ODL are multifarious and include design, development of course material (print and electronic media) face-to-face subject counselling and providing long term academic and advisory support through study centres and through different channels of communication to the learners.

Efforts of BRAOU

The university since its inception has been committed to the 'learner-centred' approach in course design, development and delivery of course through multimedia i.e print and other electronic media. Since its inception the university has started designing and developing its own printed course texts in self-instructional style for B.A, B. Com and B.Sc undergraduate courses and for PG and other courses that were offered later. Several workshops were organised for the teachers of the university to train the teachers in designing and developing self-instructional printed text with a 'course team' approach tapping the expertise of the teachers from different colleges/universities. The course teams started producing printed

texts keeping in view the characteristics of 'self-instructional' printed texts. Print media being the primary medium of instruction of the University since its inception has been sending these printed course material directly to the students' residential addresses or sometimes distributes them at the study centres.

Care is taken during the preparation and development of Self Learning Materials [SLMs], with a standardised house-style wherein the language used is simple, direct, and precise and salient points of the contents are presented. Figures and diagrams are suitably incorporated using creative and resourceful content. As the SLMs are ready reference and study materials for the learners, adequate care is taken to prepare well-researched content with update knowledge as well. Introduction, objectives of the lesson, explanation of the content with good examples , summary, conclusion, model examination questions and further readings are covered in each and every unit. As a matter of fact, SLMs of Dr. BRAOU are well received by the learners and general readers as well.

The self-instructional course materials are prepared to facilitate independent study by distance learners. In the context of the heterogeneous nature of the clientele hailing from non-formal stream with different backgrounds for UG programmes and other programmes, the extent to which the print material is helping the learners for self-study is a major question. It depends on many factors like the prior knowledge of the learner in the particular subject, cognitive and comprehension skills of learners. In case of some 'skill development' courses, it depends on the psycho-motor skills of the learners and their receptivity and the time spent on the study of the material etc.

Revision of Self-learning material is as important as the development of the materials for two reasons. Every distance teaching course needs to be updated from time- to- time to incorporate the developments in the field of study or discipline. The other reason is to review the performance of the courses in the light of the feedback that is received from the learners, tutors, counsellors, experts and others in order to make the course more relevant, learner-friendly and academically rich. Besides preparing good quality Self-Learning Material (SLM), Dr. BRAOU revises the SLM from time-to-time as it is necessary to incorporate the developments in the field of study and to make the content more relevant, learner -friendly and academically rich.

The Self-learning materials of the University were prepared so that they have the following Characteristics

- Self-motivating,
- Promote Self-learning,
- Self- explanatory,
- Self-contained,
- Self-directed,

In order to prepare quality Self-learning material the University involves different subject experts, technology experts, distance education experts from the stage of course design itself. Once the statutory bodies approve the curricula, experts are identified for the development of the Self-learning materials. The experts are expected to do research on the subject for incorporating logical analysis and for preparing

suitable illustrated content so as to aid in the comprehension of teaching points. Therefore, the experts are given due training for the purpose. Once the Self-learning material is developed, it is reviewed and edited by another subject expert and is vetted by the faculty before it is printed.

The University also takes adequate care in the translation of material into regional languages (Telugu and Urdu). For this, translators and agencies providing translations services are engaged for translation of the material from one language to another.

Thus, the University has a proper and well-defined policy for development, printing and dispatch of Self-learning materials.

https://ciqa.braou.ac.in/CIQA/Books_Scanned/House%20&%20%20Print%20Style%20Manual.pdf

File Description	Document
Policy document on SLM	View Document

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

Response: 69.23

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

Response: 27

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

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

Response: 100

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

Response: 39

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	37	38	39	36

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

2.3.5 Institutional Mechanism to provide academic counseling support

Response:

Academic Counselling services play a crucial role in an Open Distance Learning(ODL) system. The term academic counselling encompasses the activities of tutoring i.e. subject guidance and general counselling. In an ODL system the learners have intra-and inter-group variations in terms of their age, interests, background, needs, experiences etc. Hence they require suitable academic counselling support services for their learning. Effective academic counselling is pivotal in the success of a distance education programme. It inculcates a sense of belongingness and mitigates the feeling of isolation in the learner. Further, it motivates learners and contributes towards their success.

Academic counselling support at different levels

The Open University provides academic counselling support to learners who get enrolled in different UG,

PG, Diploma and Certificate programs, at their respective Learner Support centres and Regional centres. This ensures learner participation in all regions and localities. Learner Centres are situated in both the states of Telangana and Andhra Pradesh and are provided with necessary guidance or conduct of counselling classes from Headquarters from time to time. The study centres are headed by Joint Directors/Deputy Directors/Assistant Directors/Coordinators.

There are stipulated counselling sessions decided by the Director, Academic to provide adequate counselling hours in an academic calendar. The Director, Student Services gives the schedule for the counselling classes for all the programs subject-wise and year-wise. In accordance with the latest UGC regulations (2017, 2020), the University has stipulated a blended mode of teaching and learning from the academic year 2021-2022 with 50% of classes being conducted online and remaining 50% of classes offline. The offline classes are conducted by expert teachers at Regional/Learner Support centres, while the online classes are conducted from the University Headquarters on Zoom platform.

Counselling support for different programs:

Initially, an induction meeting is conducted at the beginning of the academic session, for newly-enrolled learners at Headquarters and Regional centres and Learner Support centres followed by the counselling classes. Specialised counselling programme are arranged for the PG Programmes and other Science courses like BSc, MSc, BLISC, MLISC, MBA (HHCM), MBA program, Certificate Programme in NGO management, PG Diploma in Women's Studies (PGDWS), PG Diploma in Human Rights (PGDHR), PG Diploma in Environmental Studies (PGDES) and PG Diploma in Culture and Heritage Tourism (PGDCHT) programme require project reports/dissertations to be submitted by the learners. The induction and counselling sessions help the learners to interact with the counsellors and gain knowledge and skills. The UG and PG programmes in science help in developing interactive communication between the counsellors and the learners and the Faculty of Science of the University.

Practical component in different programmes:

All the science programmes of the University have compulsory practical classes and field trips. The PG Science programmes have extension lectures, assignments which help them to understand the scientific culture and develop a scientific temperament. Adequate practical sessions to develop the needed scientific skills are scheduled in the academic calendar of the University

For courses like BLiSc and MLiSc, visits to Academic, Public and Private Libraries under the guidance of expert lecturers are a needed curricular exercise. The MBA candidates do projects in different corporates under the guidance of experienced counsellors. The M.A. Journalism and Mass Communication programme, requires visits to newspaper offices and media centres. The MBA (HHCM) course requires compulsory visits to hospitals and an internship in a hospital for a few days to gain practical knowledge about hospital administration. In B.Ed., B.Ed. (Special Education) programs, candidates undergo workshops and counselling classes under the guidance of counsellors at B.Ed. study centres (10 centres for B.Ed. and 10 centres for B.Ed. Special Education). The learners also undergo internship in schools under the expert guidance of counsellors. The Psychology department, BLiSc, MLiSc department ensures that the learners gain practical knowledge by making the practical classes compulsory at both UG and PG levels.

Information through SMS, website, newspapers, and electronic media:

Dissemination of information about the counselling classes is the function of Student Services Branch. In order to make the information reach the distance learners especially in remote areas, the University sends SMSs, places the information about classes on the University website, telecasts the schedules on TV, broadcasts on radio and announces the information in newspapers. The purpose here is to make the students receive information at least through one or more channels of communication and to motivate them.

The University takes the services of the teachers and non-teaching staff working at the host colleges for the purpose of conducting counselling classes, science practical classes and for rendering administrative services.

The philosophy of distance education is to have good instructional methodology provided by modern educational technology. The University has been utilizing the electronic media extensively since its inception. Audio Visual Production and Research Centre (AVPRC) is the major e-resource centre of the University which produces and transmits the Audio-visual content through All India Radio, Doordarshan and other satellite channels.

The AVPRC was established in 1985 as a part of the Material Production Directorate. The Centre became a separate directorate in 1993. This Centre has been successfully organising a series of Radio and Tele-Lessons for the benefit of the learners of the University. The centre has been recently changed to Electronic Media Resources & Research Centre [EMR & RC].

Virtual Classroom:

In order to support distance learners in self-study and face-to-face interaction like in the conventional classroom, the university has set up virtual classrooms at its RCs and some of the LSCs. The schedule of various academic counselling sessions and other relevant lectures are communicated in advance to the RCs / LSCs and published on the University website.

Online Classes:

<https://www.braouonline.in/MISC/OnlineClasses.aspx>

Video Lessons:

The Video Lessons produced by the centre are regularly telecast through Doordarshan, Yadagiri Channel five days in a week i.e. from Monday to Friday from 5.30 a.m. to 6.00 a.m.

The Centre has been conducting Live Tele-conference programmes through DD Yadagiri channel on every Sunday from 2.00 p.m. to 3.00 p.m. for one hour's duration for live interaction with distance learners. The University is telecasting the lessons through T-SAT channels (Vidya and Nipuna) throughout the weekdays.

Radio Lessons:

The University broadcasts Radio Lessons through All India Radio, Hyderabad - 'A' station 406.5 meters 738 KHZ. The 15 minute duration lessons are broadcast on all week days from 6.25p.m. to 6.40 p.m.

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

2.4 Teachers and other Academics- Profile and Quality

File Description	Document
2.4.1 Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively year wise over the last five years	
Response: 100	
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

File Description	Document										
2.4.2 Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree											
Response: 63											
2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree											
<table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>46</td> <td>45</td> <td>45</td> <td>42</td> </tr> </tbody> </table>		2021-22	2020-21	2019-20	2018-19	2017-18	46	46	45	45	42
2021-22	2020-21	2019-20	2018-19	2017-18							
46	46	45	45	42							
Number of teachers and other academics with PhD	View Document										
As per the Data Template	View Document										
Any other relevant information	View Document										

2.4.3 Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies
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Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	3	3

File Description**Document**

Minutes of relevant Academic Council/BoS/ School Board meetings

[View Document](#)

Copies of MoUs with other agencies

[View Document](#)

As per Data Template

[View Document](#)

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

Response: 100

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

Response: 71

File Description**Document**

Minutes of relevant Academic Council/BoS/ School Board meetings

[View Document](#)

Credit page of Blocks/ Courses

[View Document](#)

As per Data Template

[View Document](#)

2.4.5 Recognition earned by full time teachers and other academics

Response: 02

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	1	02	02	1

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

2.4.6 Learner : Academic Counselor ratio

Response: 1.64

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

Response: 2085

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

2.5 Evaluation Process and Reforms

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

Response:

One of the objectives of the University is to hold examinations and confer Degrees, Diplomas, and other academic Distinctions on persons who have pursued a course of study in the university and fulfilled its requirements successfully. For the realization of this objective, the Controller of Examinations (COE) of the University is made responsible as a statutory authority to conduct university examinations, approve, and publish the results thereof. The COE of the University is also empowered with the authority to make regulations regarding the examinations of the University.

The general practice followed for the annual examinations of Undergraduate Program is to allow every Study Centre to have an examination center. However, as the student strength in each study center is not uniform; a minimum strength of students is prescribed for allowing a Study Centre to be identified as an examination center. Thus, the University can club some of the Study Centers with smaller strength for the purpose of Examinations. The optimum student strength is worked out to make the conduct of examinations economical.

The Chief-Superintendents are invariably the principals of the colleges, where the examinations are held. There is a provision for the Additional Chief Superintendent to be nominated by the Principal. However, the Controller of Examination may ask the Chief Superintendents to nominate the Coordinator /Asst. Director / Deputy Director as Additional Chief Superintendents to facilitate a link between the University and the Examination center. Many students make mistakes noting down their Hall Ticket number in their

answer sheets which poses a problem at the time of processing of the results. Hence, the Chief Superintendents are instructed to be vigilant and the invigilators are instructed to verify the correctness of the Hall ticket number. Coordinators are assigned the duty to keep a copy of all the records of examinations like 'D' Form, Opening Statement, Absentee Statement, and Malpractice Records at the Study Centre.

Regulations:

1. All the personnel involved in the conduct of examinations, viz., Teachers, Officers, non-teaching employees of the university and other associated personnel maintain absolute integrity and confidentiality so that the sanctity and the credibility of the examination process is preserved. Any breach of confidentiality by any person connected with conducting examinations is considered as a serious misconduct, liable to be punished.
2. Registration and payment of University Examinations Fees.
 1. Eligible learners need to register for the examination and make payment of required fee through on-line registration on the university website.
 2. No student shall be admitted to the university examination if he/she fails to pay the prescribed fees i.e. admission fees, tuition fees & examination fees within the due date.
 3. PG students have to submit assignments to their Study Centres within the stipulated last date of submission as notified by the University, before applying for the exam.
 4. Attending Counselling classes is not a mandatory requirement to appear for the Term End/ Semester End Examinations in theory papers but a minimum of 75% attendance in Laboratory Counseling Sessions in suitable subjects is mandatory for applying for practical examinations.

https://ciqa.braou.ac.in/CIQA/Books_Scanned/Management%20of%20Learner%20Assessment%20and%20Evaluation.pdf

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

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

Response:

The examination system of the University has also provided mechanisms to redress and resolve valid grievances and to provide relief to the concerned Learners. All such matters shall be resolved subject to the University rules and regulations which are revised from time-to-time.

After declaration of the results with grades and marks, if any candidate requires Photocopy/photocopies of answer booklet(s), the university shall provide the same on payment of prescribed fee within 15 days from the announcement of the results of the course.

1. Revaluation:

(a) A candidate who wishes to seek revaluation of his/her answer books may apply for revaluation to the Controller of Examinations on the prescribed application form by payment of the prescribed fee per answer book along with the original Marks Memo.

(b) If the difference between the original marks and the revalued marks is not more than 10% of the maximum marks of the paper, the original marks hold good and when the difference exceeds 10% of the maximum marks of the paper, the revalued marks are taken into account. If the candidate gets pass marks in revaluation but the variation is less than 10% of the original marks the university may also consider the revised marks for the benefit of the candidate.

2. Duplicate Mark Statement/ Transcripts/ Consolidated Marks Statement/ Provisional certificate/ Degree Certificate are issued after the due application process and necessary Fee payment.

2. Name change of the Candidate during study

1. A learner who is currently enrolled may change or alter his/her full, legal name on the permanent academic record by presenting the appropriate application along with the necessary supporting documentary evidence.

2. The change of name in the records of the University may be sanctioned on the ground that it has been notified by the order of the Central or State Government. (Government Gazette).

3. Correction of Name

1. To correct the spelling in name or surname which is not due to data entry errors, the learner shall present a copy of his/her birth certificate/ Secondary School Certificate.

2. Any errors in the name of the learners printed in the marks Statement/ Certificate/ Hall Ticket may be brought to the notice of the Examination branch with appropriate evidence for necessary correction.

The Examination Branch answers students' grievances and special requests from learners on examinations, queries on assessment, student issues related to assignments, practical Examinations, revaluation, certificates issued etc. There also exists a special facility for revaluation of Answer Scripts at Degree

level. The staff are sensitized for addressing learners grievances with empathy.

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

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

Response:

The university adopts both formative evaluation and summative evaluation for better understanding of students' skills and learning outcomes.

Formative evaluation refers to a wide variety of methods that teachers use to evaluate students' comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty in understanding and acquiring, or acquiring the desired learning standards that they have to achieve. The adjustments have to be made to lessons, instructional techniques, and academic support.

Major types of assessments implemented in the university

- Self-Assessment Questions or Check Your Progress
- Assignments
- Practical exams
- Seminars
- Project work
- End Semester / Summative Assessment

Evaluation of Assignments (Formative Assessment):

At present the university has introduced assignments at Post Graduation level only. Learners are informed clearly that they should submit assignments which are mandatory at PG level, and it is one of the important components in open distance learning (ODL) system. It is not only used as a teaching-learning tool by establishing a two-way communication between learner and counselor, but it is also used for formative evaluation of a learner in the ODL system.

It helps the learner to get acquainted with the course materials. Nearly 30 marks are allotted for assignments in PG programmes, all the assignments are posted on the university website and the last dates

for submission for the same notified in the university website.

At present submission of written assignments in the study centers in person is mandatory and the university is planning to introduce online submission of the assignments from the next academic year.

Presently, the coordinators of the study centers are responsible to collect the assignments from the learners and assign them to the counselors for evaluation. Consolidated Marks statements are sent to the Examination branch after evaluation of assignments before declaration of the year-end examination results.

Internal Assessment:

The University is conducting internal assessment for MBA (HHCM) course only. The University is planning to introduce internal assessment for UG & all PG courses shortly.

Summative Assessment:

Summative Assessment is the assessment administered at the end of an instructional unit in a course. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark. They often have high stakes, meaning they have a high point value. Examples of summative assessments include final examinations or a final project or dissertation.

Summative assessments are given to students at the end of an instructional period. They are evaluative rather than diagnostic and are used to measure whether a course's learning objectives are met. Unlike formative assessments, summative assessments are formal and involve clear instructions, expectations, and grading rubrics to measure students' comprehension. From 2017, there has been a shift to the grading system of evaluation instead of displaying marks of learner as per the requirement of CBCS. Further, MBA and BLISC programmes also adopted the grading system of evaluation.

1. Year-end/semester end exams
2. Practical Exams
3. Viva-Voce Examinations

https://ciqa.braou.ac.in/CIQA/Books_Scanned/Management%20of%20Learner%20Assessment%20and%20Evaluation.pdf

File Description	Document
Policy documents on Evaluation Methodology	View Document

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

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

(EMS)	
File Description	Document
Current Manual of examination automation system	View Document
As per Data Template	View Document
Any other relevant information	View Document
Annual reports of examination including the present status of automation	View Document

2.5.5 Involvement of external subject experts in evaluation process Extent of involvement of external subject experts and other academics in the evaluation related activities in the preceding academic year:

1. Evaluation of Assignments
2. Evaluation of Projects
3. Preparation of Term End question papers
4. Moderation of Term End question papers
5. Evaluation of answer scripts
6. Examination related duties as invigilator, observer etc.

Response: B. Any 3 of the above

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
Link to list of evaluators	View Document

2.6 Learner Performance and Learning Outcomes

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

Response:

The University's Graduate Attributes are the qualities and skills that the University values and endeavours to bring out the overall development of its learners. These qualities and skills have made learners get recognition in the workplace.

The UG programmes focus on:

1. Language Specific courses in English

2. Ability Enhancement Compulsory courses
3. Skill Enhancement Courses,
4. Generic Elective Courses and
5. Discipline-specific Core and Elective Courses for equipping students to take advantage of national / global development opportunities.

The UG programme also offers courses on Gender and Development, Sociology of Development, Environment and Sustainable Development and other contemporary issues in development. There are also courses on health and society, technology and politics that foreground new developmental issues in a globalizing world.

Professional skills and competencies

The curriculum is designed in such a way that the student gets proficiency in the subjects through the skill enhancement courses and the expert support through counselling and training. Practical training in labs, industrial visits, basic and advanced skill training in the laboratory are some of the initiatives taken by the university for making the student professionally competent.

- Innovations in technology have led to spectacular advancement in modern-day teaching and learning. The curricular aspects of different programmes of the University focus on usage of emerging technologies in the programs offered. The curriculum is designed for integrating teaching – learning through the usage of print and electronic media, Radio etc, taking advantage of Information and Communication Technology and equips the student to compete at national/global level. Hence the students are well prepared for employability in the market.
- Dr. B R Ambedkar Open University, Hyderabad has clearly stated its Competency-based learning outcomes in the curriculum of each course designed and developed. The expected programme outcomes are forwarded to all the students at the beginning of the academic year by the respective Subject Learning Outcomes (SLO). Teachers are aware of the learning outcomes as they are involved in the teaching and learning process.
- The counselling strategies for each subject are prepared, discussed and approved by the academic committee of each program before commencement of the program. The learning outcomes are made clear to both the student and the faculty.
- Well-structured timetables and schedules are prepared based on the curriculum and core objectives of the subject. This balance between theory and practical component is made in the Science programmes. Skill development is given weightage wherever practical learning is required.
- Programme Outcomes, Programme Specific Outcomes and Course Outcomes (Competency-based learning outcomes from 2020-2021) for all the programmes offered by the University are stated and displayed on the university website and communicated to counsellors and learners. The University

follows a standard procedure where the course outline is shared with students at the beginning of the semester during orientation sessions. In these sessions, conducted for all programs, students are informed about broad objectives, learning outcomes, pedagogical practices, and modes of evaluation for the overall programme as well as each course offered in the respective semester.

The University's Graduate Attributes are the qualities and the skills acquired by the learner, and are those attributes that the University values and endeavors to develop in the learner. The same has been articulated in the University's mission and objective statement. These qualities and skills acquired by the learners have put them in forefront in their workplace. The overwhelming response of learners for admission to the programmes offered by the University through ODL, reiterates the Graduate attributes and their compliance.

The Dean/ HODs of the concerned Faculty/ department and programme ensure that the learning outcomes are achieved through close monitoring of the performance of the learners through various modes of counselling, labs training, assignments and by both formative and summative assessments.

The performance in both formative and summative assessments and the results achieved are indicators of the learning outcomes and help to assess the merits of the programme in terms of learners progress and achievement.

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

2.6.2 Percentage of completion status of UG and PG degree programmes with in specified period

Response: 20.44

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

Response: 11903

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

2.7 Learner Satisfaction Survey

2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process

Response: 3.07

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research plays an important role in any organization or institution and Open Distance Learning is no exception. Hence, the University has enunciated its Research Policy for promotion and guiding the future research by providing clear guidelines for conducting research in system-based as well as discipline based research

The main objective of Dr.BRAOU's Discipline based research programme is to promote sound and original research in Sciences, Social Sciences, Humanities, Commerce and Management and Education Faculties. Research programmes are offered in 16 disciplines under these 5 Faculties.

The University provides all necessary infrastructural facilities and a conducive environment to promote research activity in the university. Faculty are encouraged to apply to various funding agencies and pursue research. The university provides seed funding or partial funding based on the merit of proposals submitted by the faculty. The faculty are encouraged to present their ideas / project proposals before the research committee for getting the seed funding sanctioned, in accordance with the guidelines formulated by the University.

The University promotes research pertaining to :

1. Systemic Research
2. Research on Distance Education
3. Disciplinary Research
4. Research in Developmental studies

The Faculty are given the freedom to select the research area of their choice and guidance is given to seek funding from various funding agencies and industries. The university encourages the faculty by providing incentives in publishing peer reviewed journals, writing books and filing patents.

Currently the Research Degree programmes i.e. M.Phil. and Ph.D. offered by the University are in accordance with UGC Regulations, 2017 and amendments made in these regulations from time-to-time. The research programmes are overseen by the Departmental Research Committee (DRC) and Research Ethics committee, for conducting the Research Degree programmes as per regulations. Research Ethics are emphasized in the BRAOU policy and unfair practices like plagiarism are dealt with strictly.. The Deans of concerned departments in consultation with the Heads of the departments coordinate the discipline-based research in the departments. They also organize induction programs and workshops for students enrolled in M.Phil./Ph.D. programmes of the university. Teachers are also encouraged to take up research projects in

collaboration with other organizations.

Dr.B.R.Ambedkar Open University has a research centre named as Prof. G. Ram Reddy Centre for Research and Development (GRCR&D) dedicated for promotion of system based research in Open Distance Learning (ODL). The institute is bringing out a Journal of Open Distance Learning providing a dedicated platform for sharing systemic research with national and international fraternity. At the micro level, efforts are made towards systemic research which help to improve the system.

The university encourages its faculty members to attend National and International Conferences/ Seminars by writing and presenting research papers in the discipline specific as well as ODL related conferences/seminars. The Faculty is advised to publish research papers in Scopus – indexed journals or U.G.C.- Care journals. The University extends support by providing publication charges up to 50% for such papers. Faculty members are also encouraged to organize seminars/conferences and workshops by mobilizing funds from different agencies/ organizations for which the University also gives matching grants.

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

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

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

Response: A. Any 6 or more of the above

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
URLs of the available facilities	View Document

3.2 Resource Mobilization for Research

3.2.1 Government and Non-government grants for research

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	00	00

File Description

Document

Award letters for research projects sponsored by government and non-government

[View Document](#)

As per Data Template

[View Document](#)

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

Response: 0.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	1	5

File Description

Document

List of research projects

[View Document](#)

Document from Funding Agency

[View Document](#)

As per Data Template

[View Document](#)

3.3 Innovation Ecosystem

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

Response:

Dr B.R. Ambedkar Open University has taken up initiatives for creating an ecosystem for innovation. The university has also taken up innovative initiatives by providing access to diversified learner groups.

Innovative Initiatives of the Institution

In order to promote, support and disseminate innovations in Open Distance learning (ODL) system in Science & Technology, Dr. B. R. Ambedkar Open University has established a dedicated centre, namely Centre for Innovations in Science & Technology (CIST). CIST has taken up special initiatives to create an ecosystem for innovations in the University by setting up BRAOU's Innovation Club at the headquarters. Capacity development programmes towards innovation are taken up and awards are instituted for promoting and recognizing innovations among students and faculty in Science & Technology. The research scholars and students are encouraged to take active role in CIST and spell out their ideas for research in an open forum. Worthy ideas are then transformed into research proposals, which have to gain sanction for funding before they are turned into full time research projects. CIST helps to develop the ecosystem required for grooming budding researchers.

In order to identify, promote and recognize the innovations among the students of BRAOU, the student innovation award has been instituted. Ways and means to involve with the Science & Technology research organizations, pharmacy labs and industries are being explored.

Besides recognizing the innovations, University has been mentoring and incubating the budding innovators among faculty, staff and students of Dr. BRAOU by providing technical and academic support in their pursuit of innovation. Special efforts have been made to create a culture of innovation in the university by developing ICT-enabled Innovations in ODL, such as Web-Enabled Academic Support Organizing conferences/seminars/presentations to deliberate/brainstorm on innovative ideas, products and practices, capacity development through training programs etc. in several areas including ODL practices has become a regular feature in Dr. BRAOU. Collaboration with T-works, (TASK) are being actively pursued. Linkages with other research institutions which act as incubators for enhancing the research eco-systems in the university are being pursued. Research in collaboration with national and state organizations and institutions such as CESS is being carried out since several years.

Over the years, several innovative processes have been developed, and implemented by the University like:

1. Online Admissions and Re-registration System
2. Online counselling for UG & PG Programmes
3. Online evaluation of UG & PG and other exams
4. Online application for certificates
5. Various mobile apps for BRAOU students

6. Web Enabled Academic Support
7. Interactive multimedia content for different programmes
8. Web support portal for various programs offered by Dr. BRAOU
9. Web-counselling for Spl. B.Ed., programme.
10. Online submission of assignments

The University adopts various innovative practices in its teaching-learning processes, by effectively using technology and innovatively modifying them to suit the convenience of university stakeholders. Generally these practices are given a lot of thought and implemented after getting feedback from all the stakeholders, mostly learners. The feedback from counsellors is also considered for making innovative changes in curriculum and teaching, learning practices. The BRAOU is the first university to adopt online admission system and choice based credit system in U.G. programmes to effectively make admissions and transact curriculum as per the requirements of the modern day and the nation's priorities. In its endeavours to reach out to the masses, the university had time and again resorted to innovative management practices. It is heartening to see that the university has tried to apply the available technology for the betterment of the learners on a massive scale, by looking into the pros and cons at every stage. The university had to balance its resources with its ideals and could selectively apply technology for its needs and the needs of its learners. It is in this spirit, that the university gradually shifted from manual to online practices in admissions, examinations, certification, re-registration etc. The authorities of the open university were willing to make innovative changes in the administration as per the demands of the modern day and its evolving clientele.

As per the UGC regulations, the university has also tried to integrate technology innovatively in its teaching-learning practices and has incorporated 'blended learning' in its curriculum from the year 2020-21.

The university has also initiated consultancy services to other open universities and shared its self learning material, so that it could reach the vast majority of open learners in other states. Such universities which shared Dr. B.R.A.O.U's self-learning material are : YCMOU, Maharashtra : Vardhman Mahaveer Open University, Kota, Rajasthan : Uttarakhand Open University, Haldwani, Uttarkhand and Kakatiya University, Telangana. Efforts to build-up the skill programmes at the university are being undertaken by having an MOU with Sri Swami Ramananda Teertha Rural Institute, Bhoodhan Pochampally, Telangana, and have some of the courses adopted as per the requirements of the university. The university staff are encouraged to take up consultancy works for other organisations based on prior permission from the university, without affecting their normal duties. This helps the university to fulfil its social obligations as well as utilize the expertise of its staff and make a name and gain fame for its innovative ideas. The consultants can also bring their expertise back to the university and thus the university stands to gain from the whole consultancy exercise. The university has its own consultancy policy in this regard.

The university has a repository of OERs for sharing with other institutions / learners which is also commendable. Efforts are made to store the knowledge and skills by recording/ storing them and having a repository of all the lectures of persons of knowledge and transmit them when needed. Staff from all departments are encouraged to learn, develop OERs and store them. The University has developed a OERs

policy in this regard.

In order to inculcate the culture of innovation among the students and staff, the faculty of science has also established the innovation club. The club organizes various kinds of activities to generate new and innovative ideas and creates innovations in different fields. These activities include brainstorming sessions, seminars, workshops, extension lectures, awareness programs on different scientific/ health related topics and popular talks on various topics involving students, faculty and staff.

File Description	Document
The Innovation Centre/ Cell	View Document
Initiatives taken by the institution	View Document

3.3.2 Workshops / seminars conducted on innovative practices

Response: 22

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	3	05	9	04

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

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

- NMEICT
- NPTEL

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

Response: 02

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	02	02	02

File Description	Document
List of the innovative contents developed over the last five years	View Document
As per Data Template	View Document
Any other relevant information	View Document

3.3.4 Awards for innovation

Response: 00

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

3.4 Research Publications and Awards

3.4.1 Mechanisms to check malpractices and plagiarism in research The institution has a stated code

of ethics for research, the implementation of which is ensured by the following: (over the last five years)

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

Response: A. All 4 of the above

File Description	Document
Notification for Research Ethics Committee	View Document
Minutes of the committee	View Document
Institutional code of ethics document	View Document
As per Data Template	View Document
Any other relevant information	View Document

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

Response: 1

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

Response: 30

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	8	8	04

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

3.4.3 Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the last five years**Response:** 11.71

3.4.3.1 Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	09	03	02

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
Web-link of research papers published	View Document

3.4.4 Books and Chapters in edited volumes published per teacher etc**Response:** 14.86

3.4.4.1 Number of books and chapters/ units in books/ SLMs published of the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	07	10	10

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
Web-link of publications	View Document

3.4.5 Citations of the publications**Response:** 4.56

File Description	Document
Data Template	View Document

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

Response: 4.5

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

3.5 Consultancy

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

Response:

The University has well-defined policy for Research and Consultancy for sharing of revenue generated through the consultancy between individual researchers and university. If any faculty attracts research/ consultancy grants from either Govt. funding agencies or private agencies, such faculty will be given incentives in the name of compensation or relocation allowance.

Dr. B. R. Ambedkar Open University recognizes that consultancy is an important domain in the University system. Consultancy policy provides an important and effective means for the university to share its resources and expertise with the government, industries and private sector and earn name and fame in return. With the aim to promote, develop and strengthen consultancy activity, a well-defined Consultancy Policy has been framed and approved by competent authorities of the University. This policy document provides valuable guidelines and conditions for negotiations, contracts for utilization of university facilities, invoicing, debt collection, sharing of revenue generated through consultancy and all other administrative formalities. The revenue generated is reflected in the university's budget. This not only enables the university faculty to upgrade their knowledge but also provides wider acceptance of their expertise in the field. The consultancy policy helps the university to collaborate on self learning material with universities like YCMOU, Maharashtra : Vardhman Mahaveer Open University, Kota Rajasthan : Uttarakhand Open University, Haldwani, Uttarkhand and Kakatiya University, Telangana. Efforts to build-up the skill programmes at the university are being undertaken by having an MOU with Sri Swami Ramananda Teertha Rural Institute, Bhoodhan Pochampally, Telangana.

The objective of these guidelines was to develop a pool of expertise at the university in areas specific to Dr. BRAOU i.e. design and development of self-learning material (SLM) in print, audio and video recordings Multimedia packages, use of technology in education and training, developing and delivering short term specialized courses and customizing training packages to meet the specific needs of target groups and market etc. are activities undertaken by Dr. BRAOU.

GRCR&D accelerates consultancy services by examining the request and forwards them to the Vice-

Chancellor for permitting the member of faculty for accepting the consultancy services which do not adversely affect the faculty members' work. The university encourages consultancy services for developing linkages with other institutions / industries, making use of the knowledge and expertise of the staff and reaching out to the common public. The consultancy fee for the staff is fixed : 60% to consultants and 40 % to the university for providing the infra-structural facilities.

For Consultancy purposes, the University has a Committee with the Vice-Chancellor as its Chairperson and Academic Director, Directors of other branches, Deans of faculties, Finance Officer and the University Registrar as members.

As per the Policy on consultancy, the University, subject to its commitments, resources and conveniences, provides assistance to individuals involved in consultancy. It provides guidelines for accepting consultancy assignments. The conditions and modalities for revenue sharing are defined in the Policy clearly. The facilities available for consultation, directory of key facilities and equipment, expertise of the faculty is made available on the University website.

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 from consultancy – Revenue generated by the Institution from consultancy

Response: 44

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

3.5.3 Revenue from training/ seminars/ conferences/ etc. – Revenue generated through sponsored training programmes/ seminars/ conferences sponsorship, etc.**Response:** 12

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

Response: 12

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

3.6 Extension Activities**3.6.1 Extension activities The impact of the extension activities of the Institution in sensitizing the learners and other stakeholders to social and sustainable development issues leading to inclusive society over the last five years****Response:**

The University promotes social responsibilities and good citizenship roles among the students with continuous interface with the community through its outreach and extension programs and extension activities.

The University makes all the students understand about the Learner Support Services it renders in the rural areas. The University in association with Learner Support Centres (LSCs) conducts regular extension activities. All the students and staff of the University take up several co-curricular and extension activities to promote social responsibility among the students such as:

- Campaigning on health & hygiene
- Plantation campaigns
- Blood donation camps
- Consumer awareness programmes
- Pulse polio immunization programmes

- Cash less transaction campaign
- Swachch Bharat campaign
- Anti-plastic and environmental protection
- Anti-Corruption campaigns
- Awareness on COVID-19

Dr. BRAOU uses extension activities to sensitize learners/stakeholders to social and sustainable development. These activities make the youth remain connected to social causes.

1. Vignana Vikash Vistharana Vedika (Forum for Science Awareness and Extension)

Under this forum, many extension activities are taking place for giving awareness on science and sensitizing the learners.

The UN report on the Sustainable Development Goals (SDG), Health and wellbeing (SDG3), insist that it is the responsibility of the universities to focus on educating people on issues related to health, environment and science.

Keeping these priorities in view, the Faculty of Science organizes awareness and extension activities and programmes, on issues related to Health Education, Environment and issues related to Science and Technology mainly focusing on community engagement involving students and staff of Dr. BRAOU.

A major challenge, in recent times is not only Covid-19 but also several other diseases and health related issues that are faced by the people because of lack of scientific education and awareness. Awareness programmes that have an impact on organ donation, blood donation are organized.

The Faculty of Sciences encourages students and staff to participate in extension programmes and organise field visits to promote Scientific awareness. The faculty collaborates with Government and Non-government agencies, organizations, hospitals, and agencies to conduct awareness programmes and extension activities by organizing health camps, scientific lectures at community level.

2. Sarvathrika Saamajika Vedika (Open Social Forum):

The faculty of Social Sciences has launched a new social outreach initiative called “Open Social Forum”. The main idea of this forum is to build a social interface for community engagement and awareness about social issues. The open forum is an interface between the university and society, where faculty organize sensitization and extension programmes as social responsibility. The topics discussed on this forum are ‘Tackling psychological issues arising Post-Covid’, ‘Causes of Ukraine war’ etc.

To meet the goals and policy guidelines the forum designs activities to engage faculty, counsellors, research scholars and students on a voluntary basis. One of the objectives of the forum, is to organize extension activities to create awareness among deprived sections including women, scheduled castes, scheduled tribes, minorities and OBC sections on literacy, education, environment, health, legal issues,

policies and programmes of the government, gender equity and consumer education.

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

3.6.2 Recognition of extension activities

Response: 01

3.6.2.1 Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	00	01

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

3.6.3 Collaborative extension and outreach Programmes

Response: 02

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	3	01	00	02

File Description	Document
Reports of the event organized	View Document
As per Data Template	View Document

3.6.4 Participation in extension activities**Response:** 250

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	100	85	200	55

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

3.7 Collaboration**3.7.1 Collaborative activities with Institutions****Response:** 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	14	14	7

File Description	Document
Scanned copies of collaboration document	View Document
As per Data Template	View Document

3.7.2 Collaborations with industries**Response:** 07

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

Response: 07

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Campus:

Located on a panoramic, elevated site of 53.63 acres in Jubilee Hills, the University has impressive buildings, green lawns and tree-lined roads that enhance the scenic beauty of the rocks all around. The campus has the Administrative and Support Services Block, Guest house, CSTD & GRADE building, Academic Branch, Science & Technology Multi- functional Labs (STML), AVPRC and Library building, Study Material House, an extensive Open Plaza, a Conference Hall, Centre for Learner Services, Vice-Chancellor's Lodge and an Auditorium named after Late Sri Bhavanam Venkat Ram, former Chief Minister of Andhra Pradesh who was instrumental in establishing this University.

The KU band Earth Station is located on the University Campus. There are laboratories in the Science Faculty for providing hands on training to Science Students of Physics, Chemistry, Geology, Botany, Zoology and Environmental Sciences. The Science Practical Sessions are now conducted at the Science and Technology Multi- Functional Lab (STML) building on the campus. A new e-class room with built-in technological facilities has been added to the existing civil structures. The Narla Memorial Library is also housed in the Academic Building. A Multimedia Lab, Two Synergy Halls, a well-furnished Faculty Room and a Language Lab have also been set up in the Academic Building.

Administration Block which has the offices of the Vice Chancellor (VC). It has a separate conference room and a board room for holding meetings; rooms for other academic and administrative staff; visitors' lounge; pantries and common washrooms on each floor. The entire block is covered under CCTV cameras.

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

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

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

Classrooms/Smart Classrooms:

University has 33 Classrooms and 14 seminar rooms with ICT Facilities with all the modern ICT enabled equipment.

Computer Laboratories:

University has 6 Computer Laboratories to facilitate various services to the Learners.

Computer Lab (Vocational Lab) is housed in the Academic block. It consists of 53 Computers with Intel Core i3 6th Generation Processor.

Computer Lab (Science Lab) housed in STML Building block. It consists of 10 high-end i3 Brand computers with configuration of Intel Core i5 6th Generation Processor.

Computer Lab – 3, 4, & 5 are housed in Administrative block. It consists of 20 high-end HP computers with the latest configuration.

Computer Lab (Multimedia lab) is housed in the CSTD & GRADE block. It consists of 42 high-end HP computers with the latest configuration.

Language Laboratory:

The Computer Lab with 10 systems are used as language laboratory. This lab consists of software for the language lab and all the latest hardware equipment for the same.

Data Centre:

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

Computing Facility:

Dedicated Laptop/workstation have been provided to all teaching and some non-teaching staff to ensure their exclusive work environment which is equipped with uninterrupted internet connectivity of 250 Mbps through both wired and wireless (Wi-Fi) Medium.

BRAOU established its Audio Visual Production and Research Centre (AVPRC) in 1986 as part of the Material Production Directorate. The Centre became a separate Directorate in 1993, with the following major objectives :

- To produce audio and video programmes.
- To organize transmission of educational programmes over radio and television.

- To conduct training and programmes in communication and

To undertake research in the field of educational technology as applied to distance education.

- This center was later been upgraded as Electronic Mass Media and Research Centre (EMMRC) in 2022.

CCTV Surveillance System:

The entire campus is covered under high-end CCTV surveillance system.

LIBRARY:

Dr. B. R. Ambedkar Open University Library was established in 1983 and it is fully automated. It has a rich collection of books on various subjects including special collections on Ambedkar Literature, distance education books apart from endowment collections of Narla Venkateswara Rao and Prof. G. Ram Reddy. The Library has a rich collection of about 1.5 lakh books.

Dr. BRAOU Library is presently subscribing to the following print and electronic resources:

- JSTOR
- JGate Plus
- Project Muse
- Sage Journals for Social Sciences and Management
- 235 Print and 32 Electronic Journals
- Annual Membership in DELNET

The Web Centric LSEase can be accessed through -

URL: <https://libsys7.in/drbraouclnt/Libsys.jsp>

Dr. BRAOU OPAC can be accessed using the hyperlink:

<https://libsys7.in/drbraouopac/>

Auditorium:

University has a multipurpose auditorium with a seating capacity of 1000 participants with a huge stage, multipurpose lighting facility, high-end multimedia & sound facility

Guesthouse:

The Guest House has one VIP Suite, Six AC Double suites, fifteen Single room suites, one Dining Hall, 800 sft Reception area, one for men Dormitory, and one for women Dormitory.

Amenities for Differently-Abled Learners:

University has established the Centre for Equal Opportunities and Inclusive Education (COEIE) – Wheelchairs for the disabled are provided at the administration building and others, for the convenience of the disabled.

Warehouses:

University has two warehouses of area of 38000 Square Feet for stocking and preserving the printed study material.

The University has a dedicated **Post office** and **Bank** to cater the needs of the learners.

The University has an TSSPDCL Electric Power sub-station to feed uninterrupted power to the University campus.

The picturesque campus with lush green campus is calm and quiet making it ideal for studies. With enough parking spaces for Faculty, Staff and Visitors and a walkway to various departments makes it a more user-friendly campus.

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

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

Response: 5.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
148	4	166	445	374

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

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

Response: 4.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
195	87	207	159	243

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

4.2 IT Infrastructure

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

Response: 65.96

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

Response: 31

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

Response: 47

File Description	Document
Geo- tagged Photographs of IT infrastructure facilities at HQs	View Document
As per Data Template	View Document

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

Response: 2.17

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

Response: 02

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

Response: 92

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

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

Response: 72.73

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

Response: 320

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

Response: 440

File Description	Document
Geo – tagged Photographs of infrastructure facilities at a few LSCs	View Document
As per Data Template	View Document
Any other relevant information	View Document

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

Response:

The University continuously upgrades its IT infrastructure and facilities to facilitate timely and required information being reached to all its stakeholders. Salient features of the IT facilities and updates done are as follows:

- **LAN equipment:** The University replaces the Network equipment in a phased manner depending on the security and priority.
- **Firewall:** updates its hardware and subscription every three years under buyback policy (replacing existing Firewall with upgraded version of Hardware and software).
- **Router:** Planning to integrate routing facility in the firewall
- **Switches:** Core L3 switches for every 10 or whenever it fails to work. L2 Switches for every Eight Years (8) year or whenever it fails to work.
- **Servers:** The University replaces the server infra every Six years and utilises existing old servers for non-critical areas until they are completely degraded.
- **Computer Systems:** The University replaces the computers based on priority areas i.e., it follows a cycle to replace the systems. The replacement is as follows:
 - **First:** Computer Centre and Computer Cell every Six(6 years)
 - **Second:** Computers for Officers including Head of the branches every Seven (7 Years)
 - **Third:** Computers for Teachers every Seven years (7 Years)
 - Computers for other staff & Learner Service Centres every Eight Years
- **Antivirus:** The University uses end point protection by subscribing to antivirus for 3 years.
- **Operating Systems and other Software:** The University purchased paper based academic licenses for OS and other software. Since the last 4 years, the University is purchasing systems with loaded OS.

Computer Centre

The computer centre initially provided back office data processing services and moved to on-line user

friendly solutions with LAN for the students community at large. The centre looks forward to give the best services to students by providing access to the database through Internet which enables them to find out the particulars of dispatch of books, fee payments, results and marks memos. Information relating to counselling schedules, telecast and broadcast schedules, last date for payment of fees and submission of applications for various programmes offered by the university. Publication of examination results on the website is a standard feature.

The Computer Centre provides

- Back-Office data processing services
- On-line solutions with LAN access to the database with details of admissions, exams etc.

Further, the Computer Centre is responsible for offline activities like Maintenance of Computers and other Computer related equipment, centralized LAN, Internet maintenance etc.

Main activities of the Computer Centre.

- In-house software development for the University Student Services
- Centralized LAN and Internet facilitator
- Computers maintenance
- Online Admissions, Exam registrations, result-hosting and website-maintenance.

Internet connection in the Institution (Leased Line) in terms of the available bandwidth MBPS (Data for the latest completed academic year): **250. MBPS and 1 GB Broad Band.**

The University upgrades its computer systems periodically and whenever the necessity arises.

There is annual budget allocation for purchase and maintenance of computer services. Adequate budget provisions are made for updating and maintenance of the computers.

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

Response: 320

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

Response: 540

File Description	Document
Any other relevant information	View Document
Scanned copy of agreement	View Document

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

Response: 2298

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

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

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

Response: C. Any 4 – 7 of the above

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

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

Response: 99.3

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

Response: 126000

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

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

Response:

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

A) Automation Services related to Learner Support:

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

B) Automation Processes associated with RCs and LSCs:

- University Portal maintains the availability of Physical Infrastructure, IT Infrastructure, Library Resources, Counsellors, Evaluators available at RCs and LSCs.
- RCs and LSCs are provided with secure login accounts for accessing/downloading respective student data, online transmission of assignment evaluation data, project evaluation data, practical examination data, etc. to the Headquarters.
- Application and empanelment of Academic Counsellors is carried out online, with approval of the

respective Faculty/School.

- Meetings with RCs are held through Zoom, Google Meet, etc.

C) Automation of Academic-Administration:

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

D) Automation Processes of Administration and Finance:

- Purchase of products/services/works are made online through the e-procurement portal of Govt. of Telangana (e-Mudra Digital) or through e-tendering if they are unavailable online;
- The University has Payroll Management System in managing all- comprehensive data of Personnel including pay bill reports, allowances, leaves, salary, pay-in-slips etc. It also has the features of income tax calculation, Form-16 report generation etc.
- The University makes all kinds of collections of fees from learners and payments to all the stakeholders of the university online.
- The activities related to General Ledger, Budgeting, Accounts Payable, Accounts Receivable, Inventory, Purchasing, Asset Management, Project Costing, Investment, Bank Reconciliation are all carried out using ERP.
- The store department processes requisition of various items through e-procurement platform of Govt. of Telangana.
- All the functions related to office management are intranet/internet based, ensuring smooth managing operations.

File Description	Document
Automation system	View Document

4.3 Learning Resources

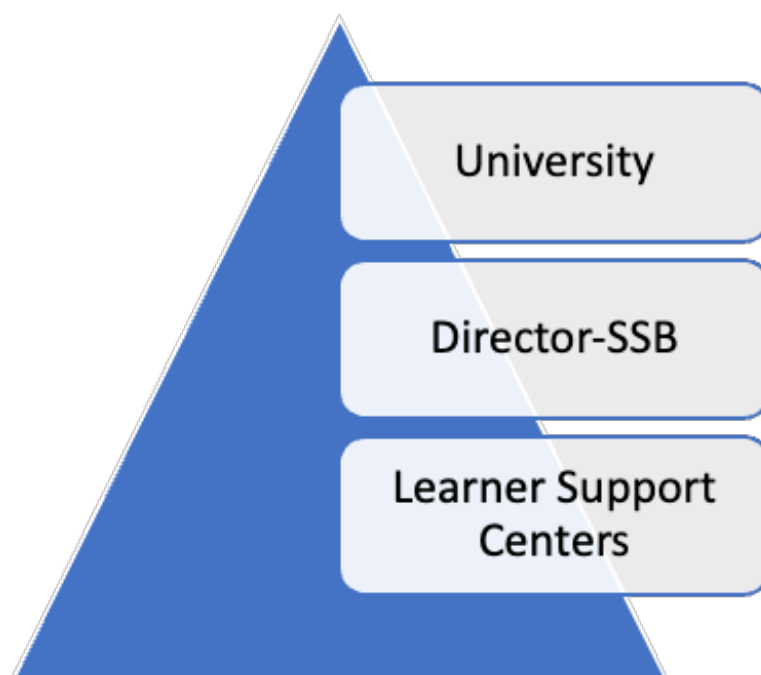
4.3.1 Provision of Learner Support Services Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)

Response:

Learners support services (LSS) is a major subsystem of open distance learning. The university established a network of study centres, as a place of interaction with teachers, peer group and to act as the resource centre. Management of study centres requires systematic planning, organization of study centres, coordination and controlling the activities and motivating the staff to achieve the desired objective of providing better support services to learners.

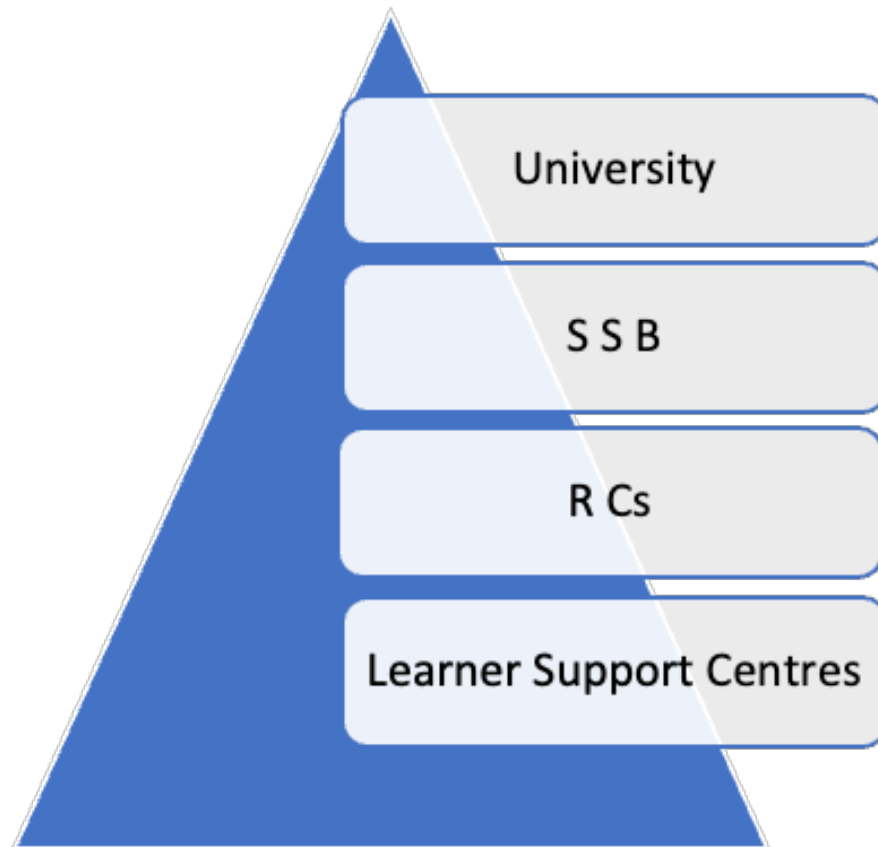
TWO-TIER MODEL:

In the initial stages, the university adopted a two-tier system for learner support centre management. Student Service Branch (SSB) at the university campus headed by a Director in the cadre of a professor. All the study centers are directly linked to SSB. The study centres are headed mostly by a part-time coordinator, few centres were headed by permanent teachers in the cadre of Joint Director/Deputy Director/ Assistant Director. All the activities of the SSB were monitored by the Director, SSB with the help of unit officers at the University campus.



THREE TIER MODEL:

Later with the increase in the number of study centres a three-tier system came into existence with Regional Coordination Centre (RCC) as a middle tier to monitor the activities of the Study centre in the district headquarters of that Regional Coordination Centre.



Learner Support Centres (LSC):

The LSC is established, maintained or recognised by the University for the purpose of advising, counselling, evaluating or for rendering any other assistance required by the students. Each LSC is headed by a Coordinator supported by Administrative staff. If a student needs any guidance for admission, selection of optional or elective courses, academic guidance they may seek the advice of the staff at LSC. The LSC is the point of contact with the University for the students.

The Learner Support Services Division (LSSD) is the Nodal Division for providing learner support within the territorial jurisdiction of the state of Telangana and Andhra Pradesh.

The policies and guidelines for effective learner support services are conceptualized and formulated by the SSB which manages and coordinates the support activities through a network of 23 RCs, and 153 LSCs across both the States.

The nature of learner support services undertaken by the Learner Support Services Division (LSSD) are as follows:

LIST OF LSSD ACTIVITIES

1. Preparation of academic calendar

2. Getting the prospectuses printed
3. Issuing notifications inviting applications from eligible candidates for admission to various programmes
4. Confirming admissions
5. Arranging address labels for the Director, Material Production for dispatch of course material
6. Sending schedules of Contact-Cum-Counselling classes
7. Preparation of fee intimation letters to the students
8. Information through SMS, Website, newspapers, electronic media
9. Conduct of counselling classes and science practical sessions
10. Change of subjects, medium, modern Indian Language, study center, Name and issue of identity cards
11. Conducting counselling for admission to B.Ed. B.Ed. (S.E) and MBA(HCM) programmes
12. Maintenance of personal records of students including nominal rolls
13. Sending assignments to students
14. Setting up new study centers, their shifting and winding up
15. Appointment of Co-ordinators
16. Appointment of counsellors
17. Undertaking re-admissions
18. Correction of name, father's name, date of birth, caste etc.
19. Issuing TC
20. Dissemination of information to Study Centers
21. Initiating Promotional Measures at Learner Support Centres

The RCs supervise the academic activities being performed at the LSCs under its operational area and ensure their provisions to the learners as per university norms and guidelines.

The RCs have been entrusted with the following core responsibilities:

- 1.Pre-admission counselling;
- 2.Creating awareness through promotion and publicity of the different programmes of the University; delivery of programmes;
- 3.Organization of seminars, workshops, etc.;
- 4.Functioning as resource centre for the region;
- 5.Attending to learner queries and grievance redressal;
- 6.Supervision, coordination of induction meetings at LSCs;
- 7.Monitoring the conduct of counselling sessions (both theory and practicals) at RCs;
- 8.Supervision of the conduct of term end examinations at exam centres;
- 9.Alumni registration;
- 10.Placement services for learners who have passed;
- 11.Practical sessions are arranged at select RCs in specialized laboratories as per programme requirements to provide hands-on learning experience for the learners enrolled in practical/ skill based programmes;

The LSCs are entrusted with the responsibility of performing the following:

- 1.Pre-admission counselling and conduct of induction meetings.
- 2.Provide support services such as informing, advising and counselling to the learners; academic counselling in both theory and practical courses by academic counsellors; promotion and publicity of various programmes of the university;
- 3.Conducting induction meetings;
- 4.Conducting term-end examinations;
- 5.Organizing course related workshops and seminars; and
- 6.Providing library support to the learners;
- 7.Attending to learners' queries in the face-to-face mode, through telephone and emails;
- 8.Grievance redressal through coordination and the dedicated online portal e-Grievance of the University.

File Description	Document
Any other relevant information	View Document
Organizational chart of support services available	View Document
List of support services provided at Headquarters, Regional Centres, Learner Support Centres	View Document

4.3.2 Average number of Learners attached to LSCs

Response: 657.46

4.3.2.1 Number of LSCs in the preceding academic year

Response: 193

File Description	Document
Enrolment details of the preceding year	View Document
Distribution of learners LSC wise	View Document
As per Data Template	View Document

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

Response:

Academic counselling support at different levels:

BRAOU provides academic counselling support to learners who are enrolled into different programmes, in their respective Learners Support centres and Regional centres. This ensures learner participation in all regions and localities. Study centres are situated in both the states of Telangana and Andhra Pradesh and are provided with necessary guidance for conducting counselling classes from Headquarters from time to time. The study centres are headed by Joint Director/Dy. Directors/Assistant Directors/Coordinators.

There are stipulated counselling sessions decided by the Director, Academic to provide adequate counselling hours in the academic calendar. The Director, Student Services gives the schedule for the counselling classes for all the programmes subject-wise and year-wise. In accordance with the latest UGC regulations (2017, 2020), recently, the University has stipulated a blended mode of teaching and learning from the academic year 2021-2022 with 50% of classes being conducted online and the remaining 50% of classes offline. The classes are conducted by expert teachers, the off line ones at Regional/Learner Support centres, while the online classes are conducted from the University Headquarters on Zoom platform.

Counselling support for different programmes:

Initially, an induction meeting is conducted for newly-enrolled learners at Headquarters and Regional centres and Learner Support centres followed by the counselling classes. The PG Programmes and professional courses like BLISC, MLISC, MBA(HHCM) also take care of the practical sessions and assignments. MBA programmes, Certificate Programme in NGO management, PG Diploma in Women's Studies (PGDWS), PG Diploma in Human Rights (PGDHR), PG Diploma in Environmental Studies (PGDES) and PG Diploma in Culture and Heritage Tourism (PGDCHT) programme require project reports/dissertations to be submitted by the learners. These courses help the learners interact with the counsellors and gain knowledge and skills. The Degree and PG programmes in science help in developing interactive communication between the counsellors and the learners and the Faculty of Science of the University.

Practical component in different programmes:

All the science programmes of the University have compulsory practical classes and field trips. The PG Science programmes have extension lectures, assignments which help them to understand the scientific culture and develop a scientific temperament. Adequate practical sessions to develop the needed scientific skills are scheduled in the academic calendar of the University.

For courses like BLISC and MLISC, visits to Academic, Public and Private Libraries under the guidance of expert lecturers is a needed curricular exercise. The MBA candidates do projects in different corporates under the guidance of experienced counsellors. M.A. Journalism and Mass Communication programme, requires visits to newspaper offices and media centres. The MBA (HHCM) course requires compulsory visits to hospitals and an internship in a hospital for few days to gain practical knowledge about hospital administration. In the B.Ed., B.Ed. (Special Education) programmes, candidates undergo workshops and counselling classes under the guidance of B.Ed. study centres (10 centers for B.Ed. and 10 centres for B.Ed. Special Education). The learners also undertake internship in schools under the expert guidance of counsellors. The Psychology department ensures that the learners gain practical knowledge by making the practical classes compulsory at both UG and PG levels.

Information through SMS, website, newspapers, and electronic media:

Dissemination of information about the counselling classes is the function of Student Services Branch. In order to make the information reach the unreached especially in remote areas, the University sends SMSs, places the information about classes on the University website, telecasts over TV, broadcasts in the radio and announces the information in newspapers. The purpose here is to make the student receive information at least by one or more channels of communication and to motivate them.

Processing bills for payment: The University takes the services of the teachers and non-teaching staff working at the host college for the purpose of conducting counselling classes, science practical classes and for rendering administrative services. For these services, they are paid by the University and in order to make payments, SSB scrutinizes and processes the bills of the study centres, pertaining to remuneration of counsellors, staff salaries, imprest etc. Only after the scrutiny of the bills, are they sent to the Finance Branch for arranging payment.

Drawing advances and their settlement: The SSB draws advances for activities like the conduct of summer and winter classes for certain professional courses and practical training classes for the students of Science, B.Ed. and B.Ed. (SE) so as to make arrangements for such activities well in advance. Once the activities are over, relevant bills are obtained from the respective study centres and the settlement of

advance is effected.

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

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

Response: 0.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.97	1.75	3.48	14.07	1.05

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

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

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

Response:

Dr. B. R. Ambedkar Open University Library was established in 1983. It has a rich collection of books on various subjects including special collections on Ambedkar Literature, distance education books apart from endowment collections of Narla Venkateswara Rao and Prof. G. Ram Reddy.

Name and Features of the ILMS Software:

To increase efficiency of library services and save the time of the users, the library collection and services were computerized. The Library is presently using LSEase, a Web centric platform on Web/ Lib 2.0 which

is derived from the earlier version of LIBSYS7. LSEase software is available on the LSCLoud platform and aims to facilitate information sharing, interoperability and collaboration among libraries.

LSEase library management system has a user-friendly interface built on international standards. It supports all library functions such as Acquisition, Cataloguing, Circulation, Serials and OPAC. LSEase provides full Unicode support and option for RDBMS backend. LSEase has the facility to manage multi-location libraries having centralized acquisition processes.

University Library has subscribed to LSEase with effect from 25.10.2021. The Library staff were trained for three days during 16th and 18h December 2021 in the use of the software.

Dr. BRAOU Library is presently subscribing to the following print and electronic resources:

- JSTOR
- JGate Plus
- Project Muse
- Sage Journals for Social Sciences and Management
- 235 Print and 32 Electronic Journals
- Annual Membership in DELNET

The Web Centric LSEase can be accessed through -

URL: <https://libsys7.in/drbraouclnt/Libsys.jsp>

Dr.BRAOU OPAC can be accessed using the hyperlink:

<https://libsys7.in/drbraouopac/>

Nature and Extent of Automation

All the inhouse operations of the University Library are fully computerized. The library database has a total of 1,55,0551 records that include books and non- book materials. There are a total of 704 registered users including teaching and non-teaching staff, research scholars of the university. The library has been providing automated library services including lending service, bibliographical services, serials control and reference services. All the library books are barcoded with security tags. 3M Security systems are installed at the entrance to prevent theft of books. Library has electronic surveillance and installed 36 CC Cameras for security purposes.

The library is connected with all the departments through the Local Area Network. The Library Online Public Library Access Catalogue can be accessed from 52 network nodes that are connected through the LAN. Apart from these, the library has set up a Network Station with 10 Laptops and computer systems with Internet connectivity to facilitate research work by scholars and faculty members.

Year of Commencement and Completion of Automation

With a view to provide efficient access to the library materials, computerization of the library was initiated in the year 1997. Computerization of BRAOU library was assigned to University of Hyderabad as a Turnkey Project. A “Memorandum of Understanding on the Turnkey Project of Library Automation activities and providing network access at the Academic Departments” was signed with the University of Hyderabad on June 29th, 1998. The project was formally completed by the University of Hyderabad in March 2001.

File Description	Document
Geo-tagged photographs	View Document

Criterion 5 - Learner Support and Progression

5.1 Learner Support

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

Response:

The institution promotes its programmes for the prospective learners through various means and activities. The promotion and publicity of BRAOU educational programmes for prospective learners is a continuous process which is done throughout the year at the Headquarters of the university, Regional Centres (RCs) and Learner Support Centres (LSCs). With the slogan of “Education at your Door Step”, the University makes efforts to promote enrolment into various programmes through various means.

At BRAOU HEAD QUARTERS - Publicity material like posters and pamphlets are prepared in English as well as in Regional languages like Telugu, Urdu, spelling out eligibility criteria, fee, recognition and programmes jointly by Learner Support Services Branch and PRO for circulating widely in colleges, LSCs, government organisations, NGOs and women groups to reach out to prospective learners. The prospectuses are printed in English/ Telugu / Urdu for Undergraduate, Post graduate, Diploma and Certificate Programmes, every academic year and distributed to the learners free of cost. SMS and letters by post are sent to learners of UG II and III years and PG II year, reminding them of their admission. The success stories of Alumni and interviews with them as lead stories are published in Newspapers and Social Media channels- like YouTube- to inspire prospective learners to enrol into different programmes.

PUBLICITY BY PRO - The PRO’s office located at the Headquarters releases advertisements with regard to admissions, to various programmes in print electronic and Social media in addition to the events and activities to be taken up by the University from time to time. The University’s news magazine which is published periodically shares information on admissions with wider audiences and helps learners join the programmes.

AWARENESS PROGRAMMES - Awareness programmes include interviews with the university higher authorities like the Vice-Chancellor which are broadcast on Doordarshan and also on TSAT channels throughout the year so as to motivate prospective learners to join in the University programmes.

UNIVERSITY WEBSITE - The university website (www.braouonline.in) provides useful information for all prospective learners in a user-friendly format. Admission notifications and important dates related to admission, desirable qualifications etc., are shared on the website. The Prospectus for Degree, PG, Diploma and Certificates programmes are provided on the website along with appropriate links for online registration and online fee payment. The programme specific details about the admission procedures are mentioned clearly at the commencement of each academic session.

USE OF SOCIAL MEDIA - YouTube, WhatsApp, twitter and Telegram are used for publicity and promotion of admissions. Several videos of successful learners are uploaded on the You Tube channel of the University, every year, motivating the learners for higher education.

THE STUDENT SERVICES BRANCH (SSB) - The SSB at university Headquarters attends to the queries and clarifies the doubts of learners regarding admission criteria, admission process and also

apprises the learners about the recognition of educational programmes and their potential for employability once they are completed and shares promotional materials of the various programmes as well as information on services like support services, academic calendar, evaluation process etc.

PROMOTIONAL ACTIVITIES AT REGIONAL CENTRES- Awareness at regional level on university programmes is created by the regional centres, headed by Assistant Directors/ Deputy Directors/Joint Directors/Co-ordinators. Further, special publicity measures are taken up by the heads of the study centres to reach out to the prospective clientele groups by way of awareness drives and meetings at different places. News and print media are used for informing the learners about the activities of the university from time to time. Special features and news articles are published about the learners who fared well in their careers after pursuing higher education in the university

DISTRIBUTION OF THE PUBLICITY MATERIAL – The promotional material such as posters, and pamphlets are distributed at different places for students from Open Schools, Adult education Centres, NGOs and Women’s centres, Panchayath Raj Institutions, Jana Shikshana Sansthan (JSS), Colleges of Education, Training Centres etc., to encourage more candidates to join the University. News items/promotional features through newspapers/ cable TV in the local area are a regular activity undertaken throughout the year.

ORGANISING PRE-ADMISSION SESSIONS – The prospective students/ parents/ visitors are sensitised about the university programmes and acquainted with the admission cycle. Liaison with state government and voluntary organisations is done to help to promote the different programmes offered by the university to enable the employees for bettering their knowledge and skills.

PARTICIPATING IN EXHIBITIONS AND LOCAL FESTIVALS/JATHARAS – These activities help to disseminate information and distribute promotional materials. The study centre staff visit such festivals and distribute pamphlets about admissions to university courses by having separate stalls.

USING FM RADIOS/ AIR AND DOORDARSHAN – These help create awareness and disseminate information about the programmes of DR.BRAOU at regional level.

HELP DESK – A dedicated help desk with a land-line telephone and mobile phone helps in information dissemination, addressing the queries of prospective learners and issue of prospectus and promotional material and providing guidance on admissions and university activities.

ADDITIONAL PROMOTIONAL ACTIVITIES – Meetings of alumni with prospective learners, press meets, meets with academic counsellors etc are some of the initiatives taken up at the RCs. The RCs also work as a channel to inform the university’s initiatives to the learner support centres. The co-ordinators at the RC organizes meetings at regional level and such meetings are headed by the university authorities, where the problems in the admission process are discussed and solutions are suggested.

AT LEARNER SUPPORT CENTRES (LSCs) – The promotional activities are also organised within the 180 LSCs of the university. The LSCs inform learners regarding the programmes, policies, procedures of the university and provide information about the institution and its website. The LSCs organise press conferences, issue press releases in local newspapers, write articles in local publications, conduct workshops with community leaders and utilise the services of the academic counsellors to disseminate information about the programmes of the university. The learner support services division at university headquarters guides the LSCs with regard to admissions by contacting them from time to time and giving

suggestions on bettering student support for admissions.

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

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

Response:

The prospective learners of BRAOU require information about open and distance learning as they hail from the conventional system of education and are not familiar with the ODL system. The learners may sometimes be first generation learners, housewives and dropouts and are unacquainted with the formalities of the open system of education. The University takes up the pre-admission counselling services and conducts programmes for induction of newly- enrolled learners.

Pre-admission Counselling:

- 1. At Headquarters:** The Student Services Branch provides information about its services on all media platforms, university website and through telephone, post and email services and through its helpdesk and technical support system. Pre-admission counseling is provided to learners as to the suitability of the programmes to learners' goals, the eligibility criteria required in accordance with UGC guidelines, methodology of teaching-learning, medium offered for UG programmes (Telugu, English, Urdu), the student support system available to learners, examination pattern and assignments and projects that may be mandatory at PG and PG diploma level, etc. The Academic Branch of the university, Faculties and Programme Coordinators also counsel learners about the specialized courses available at the university and the requirements for pursuing such courses.
- 2. At Regional Centers:** There are 23 Regional Centers (RC) of the university. The RCs provide pre-admission counseling and organize events for the benefit of learners in their region. The Helpdesk counters at RCs help the learners to understand details about the programmes offered by the university and provide guidance as to their suitability for getting admitted to a course. The Head of the RC is generally an officer of the university and is specifically assigned the responsibility of providing guidance in person and through media, promptly and correctly, as per the guidelines issued by University from time to time. The Head of RC coordinates the activities of RC and LSCs and provides support to learners at regional level. The heads of RCs organize meetings with LSC functionaries under their jurisdiction to provide them with information to acquaint them with university policies periodically.
- 3. At Learner Support Centers:** 178 Learner Support Centers (LSC) of the university provide information on admission and guidance on the ODL system of the university across the states of

Telangana and Andhra Pradesh. The activities of pre-admission counseling at LSCs are conducted as per the guidelines issued by the university in the beginning of the academic year. The coordinators at LSCs are experienced regular teachers at host colleges and they, with the help of counselors give information, support and guidance to the learners. The study center staff helps in the day-to-day activities of the center.

Basic Tenets of Pre-Admission Counseling in Headquarters, RCs and LSCs:

During Pre-admission Counseling:

1. The concept and philosophy of ODL system and flexibility in terms of place, pace and duration of programmes offered by the university are explained to learners.
2. The choice in selection of courses in a programme, course weightage and credits offered are explained to the learners in detail.
3. The time for registration/admission to a programme and verification of original certificates of the learners and confirmation of admission and the process of re-registration/readmission are explained to learners in pre-admission counseling.
4. The programmes of study offered by the university, fee details, duration of the programmes, eligibility criteria for enrolment in a programme, minimum and maximum period for completion of a programme and the flexibility offered by the university with regard to completion of a programme are informed to the learners.
5. Instructional methodology followed by the university, issue of course material and identity cards, examination pattern and examination schedules, recognition for the programme, validity of degree/diplomas/certificate programmes offered by the university, fee concessions offered to 'specially-abled / Divyangs' in payment of exam fee and future prospects of study and employment are other areas on which information is provided.

Induction Meeting for Newly-Enrolled Learners:

At Headquarters: The university authorities give guidelines about the academic counseling, counseling sessions and pre-counseling induction programme on the Zoom platform to all RCs and LSCs. Based on these guidelines, pre-counseling induction programmes are conducted at the PG Learner Centers and Science and Technology Multimedia Laboratory (STML) center located on the University campus.

Preparing RCs and LSCs for Induction Programme:

- The Student Services Branch prepares counseling schedules as per norms and prescribed formats in consultation with the Director, Academic, which are then approved by the higher authorities of the university.
- The approved counseling schedules are uploaded on the university website. The information about counseling schedules and date of pre-counseling induction meeting is then conveyed to Heads of RCs and LSCs through SMS and by post. The programme-wise, course-wise, medium-wise lists of

enrolled learners are sent to all RCs and LSCs. The nominal rolls of enrolled candidates for every academic year is also sent to RCs and LSCs.

- SMS alerts are sent to all the learners about the induction programme that is conducted at the Learner Support Centre that they are enrolled in.

Induction Programmes at RCs and LSCs:

Induction programmes for newly-enrolled learners are organised at RCs and LSCs by the heads of the study centre in the presence of counsellors, eminent guests and the Principal of the host college. This is a mandatory face-to-face programme in which study centre activities and plans for the ensuing academic year are unfolded to learners. Talks by persons of high academic status motivate the learners. The facilities that are available at the RCs/LSCs are made known to the learners. Sometimes separate meetings are organised by the study centre with the counsellors, so that their inputs can be taken for organising classes and improving the teaching/learning process. Additional sessions are conducted at Regional centres where science practical classes are held to explain the practical component in science programmes. Similarly, additional classes are conducted for project works in the programmes like MBA, BLISC, MLISC and MA (Journalism and mass communication).

File Description	Document
Activities undertaken	View Document

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

Response:

The admission process of the university has been made completely online from the academic year 2013-2014. Originally, the university introduced online payment of tuition fee from the academic year 2006-2007. From the academic year 2013-2014, the prospective learners could visit the portal of Dr. BRAOU (www.braouonline.in) and register themselves online, upload their qualification certificates online, as specified in the online notification and online prospectus (https://www.braouonline.in/Admissions_2022/UGProspectus_2022.pdf) and pay tuition fee through the payment gateway i.e., TS/AP Online or through Debit/Credit card. A receipt is then generated with details of admission number, amount paid, date of payment, etc. The learner also receives an SMS with admission number confirming the fee payment. The learners can then visit RC/LSC/Headquarters with their original certificates for certificate verification whereupon the learners' status is confirmed by the university. This verification is done by the university officials or Heads of RCs and LSCs. Photocopies of uploaded certificates along with the copy of the registration form are submitted at RCs/LSCs at the time of verification. In case of any short coming in the application form, the applicants are informed personally or through SMS/phone about the same and are advised to make good the flaw. SMSs are sent to the students from the university portal confirming the admission. The students can then download their identity card from the university website.

The online admission process ensures transparency and increases efficiency and enables the university to render quality services to the learners. The university authorities can also review the admission process, number of students joining different programmes of the university. Monitoring of university admissions throughout the two states is done by the university authorities.

The hard copies of the registration form along with the photocopies of certificates and a copy of the payment receipt would be posted to university headquarters by Heads of LSCs and RCs for verification with original certificates, for maintenance of physical records in addition to online records. The online application form is also scrutinised by the staff of Learner Support Services Branch at university headquarters.

Admission to subsequent years of Degree and PG programmes is done online only from the comfort of one's own home without visiting the study centre. The students can log in the university website with their admission number and pay fee through online or debit/credit card. The re-admission/re-registration process which is subject to university norms is done only at university headquarters. A request for cancellation of fee and refund of fee is as per the norms of the university and subject to UGC regulations as stipulated every academic year.

The online system of admissions is found to be convenient from the viewpoint of both the learners and the university administration and its accessible to learners round the clock. All the RCs and LSCs also facilitate the students in submitting online applications. The adoption of online admission system helps BRAOU to resolve several issues and problems which are otherwise encountered during the admission process and helps provide quality service to learners with speed and precision.

File Description	Document
Online Admission and related activities	View Document

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

Response:

The University has a dedicated Division that deals with production and distribution of study materials, namely the Material Production Branch.

The dispatch of the study materials is centralized and the Division has the responsibility to distribute study materials to its freshly-enrolled and re-registered learners. The Material production branch is responsible for delivery of the printed course material and maintenance of the course material in a systematic way and dispatching the same to the students when an Academic Year starts. To a large extent, it has mechanized the process of arranging lifting and dispatching the course material. There are presently 179 study centres located in the states of Telangana and Andhra Pradesh. Among these 178 Study Centres, 15 Study centres are located in Secunderabad and Hyderabad. To the students of all these study centres who are admitted into PG I Year and UG I,II & III Years - all semester course material is issued at University Campus Only. Out of the remaining 163 Study Centres, 88 study centres are located in the State of Telangana and 76

Study Centres are located in the state of Andhra Pradesh. Earlier for these 88 Study centres the course material was dispatched through TSRTC transport and for the 75 Study centres located in Andhra Pradesh, the course material was dispatched through M/s Navatha Road Transport, after getting the nominal rolls /Labels of students enrolled in different programmes from the Learner Support Services Division.

For the U.G. Students of II & III Year old batches and PG II Year, PG Diploma and Certificate Programmes Students in both the States of Telangana and Andhra Pradesh the course material was sent by Express Parcels through the Postal department directly to the residential addresses of students. Sometimes due to change of address & Door lock, some parcels were returned to Material Production branch. The students who could not receive their Course material would inform the Material Production Branch about non-receipt of Course Material, where-upon the branch would make arrangements to re-send the material to the students addresses by post. Presently the post office located in the University Headquarters is entrusted with the job of home delivery of Self Learning Material (SLM) to students, after generation of proper address labels. 'Now at home delivery' facility is provided to the students who give their addresses at the time of admission.

Further the University is providing Self Learning Material to students through E-mail system from the academic year 2020-21. For this purpose the University collects E- mail addresses of students enrolled and informs them about the Course material. The Branch gives directions and suggestions to the Study Centre staff from time-to-time to collect the information regarding non-receipt of course material and updates the stock.

Further, the Heads of Regional Centres and Study Centres inform the headquarters about the Books received at the centre and update about the course material requirements from time to time, based on which, the Material Production Branch dispatches the required course material and practical manuals.

File Description	Document
Material dispatch related activities	View Document

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

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

Response: C. Any 4-5 of the above

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

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

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

Response: B. Any 6-7 of the above

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
Web-link to counselling schedules for current year	View Document

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

Response: 98.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
2336	1302	1188	1917	310

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

2021-22	2020-21	2019-20	2018-19	2017-18
2318	1283	1148	1909	304

File Description	Document
As per Data Template	View Document
Web link to Grievance Redressal Mechanism Committee for learners	View Document

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

Response:

- The needs of special target groups are addressed by the university's many learner support centers (179 centers) which cater to the needs of special category learners in different areas. In addition, specific measures also are undertaken by the university to reach out to special learners.
- The persons with disabilities are given exam fee waiver as a one-time measure for all the academic years that their course entitles. Visually-challenged learners are provided with scribes during examinations. Further, hearing and speech impaired candidates are exempted from appearing for Modern Indian Languages in the U.G. Programme. Also, there is reduction of pass marks in any subject by 10% for persons with disabilities.
- There are four central prisons, two in Telangana (Hyderabad and Warangal) and two in Andhra Pradesh (Rajahmundry and Kadapa) which cater to prisoners' study-related needs. The University exempts the learners in prisons from payment of admission fee and exam fee and facilitates teaching-learning activities by providing free study material and academic counseling support.
- For employees of defense/security forces, accreditation of certificates and diploma programs is done under the aegis of Dr. BRAOU. Further, a learner support centre has been set up at AOC, Secunderabad to cater to the educational aspirations of the defence personnel and their wards. UG / PG / PG Diploma / Certificate Programs and Specialized Courses that are offered by the university are also made available to learners enrolling at AOC, Secunderabad.
- There are 10 women's centers established in Telangana and AP to serve women aspirants

exclusively. From the academic year 2018-2019, an option to enroll as trans gender was enabled in the application form issued by the university. The educational aspirations of women coming from minority communities are met at the LSCs provided for women. Special awareness campaigns to encourage enrolment of minorities, women and transgender are undertaken at regional centers and LSCs.

- SC/ST students and other reserved categories are encouraged to apply for scholarships in the national portal of UGC and LSSD assists them in applying for scholarships.
- A student welfare fund is created for needy students who are provided with waivers on tuition and exam fees, on application to the Director, SSB in the prescribed format.
- There are several LSCs located in tribal and rural and remote areas which help learners to access education at nominal cost. Out of 180 LSCs of the university, many are located in Scheduled areas. The LSCs located in Adilabad, Khammam, Nirmal, Asifabad, Vijayanagaram, Srikakulam, etc. take care of the education of tribal learners.
- The rural/urban learners from SC/ST categories are encouraged to enroll in different programmes of the university. In courses like MBA (HHCM), B. Ed., B.Ed. (Special Education) reservation is provided for SC/ST, women, physically challenged persons and ex-servicemen as per government norms.
- The number of learners from rural areas, socially backward categories, physically challenged categories, women and transgender, defense and security forces have been steadily on the rise, indicative of the reach of Dr. BRAOU to diverse sections in society.

<https://www.braou.ac.in/studycentre/1>

File Description	Document
Any other relevant information	View Document
List of Special Learner Support Centres	View Document

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

Response: 100

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

Response: 11076

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

Response: 11076

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
Web-link to notifications issued by the Institution	View Document

5.2 Learner Progression

5.2.1 Submission of assignments - Percentage of learners submitting assignments

Response: 46.36

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

Response: 10435

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

Response: 16232

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

5.2.2 Percentage of Newly enrolled learners registered for term end examination

Response: 63.8

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

5.2.3 Percentage of learners appeared for term end exam

Response: 52.02

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

5.2.4 Percentage of learners passed out term end examination

Response: 57.31

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

5.2.5 Placement services provided to the learners

Response: 0

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

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

File Description	Document
Reports of the campus placement drives	View Document
As per Data Template	View Document

5.3 Alumni Engagement

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

Response:

Dr B R Ambedkar Open University has a registered Alumni Association registered as “Alumni Association of Dr. B R Ambedkar University” (AAAOU) during 2022 with Registration No. 197 of 2022` under Telangana Societies Registration Act 35.

The University boasts of producing high ranking Govt. Servants, Educationists and prominent Officers with distinction at State and Central levels.

The executive body of the association consists of President, Vice-President, Joint Secretary, General Secretary, Treasurer and Executive Members.

The Alumni Association is formed with the following objectives:

- 1.Connect Alumni, University, Industry and Community
- 2.Provide a platform to the Alumni for exchange of ideas on academic, social and cultural aspects,
- 3.Organize academic and extension programmes for the benefit of Alumni
- 4.Encourage and mobilize the past students to join the Alumni Association.
- 5.Facilitate online membership of the Alumni and facilitate online networking of the Alumni
- 6.Utilize the rich experiences of alumni for the benefit and progress of the present students
- 7.Provide guidance to the present students in their endeavors for higher education and better employment.
- 8.Connect with the Industry/organizations for the employment of the Alumni

Alumni Association of Dr. B R Ambedkar Open University (AAAOU) acts as an organic link between the University and the alumni. It coordinates alumni meetings yearly once. It also coordinates with various Regional Centres to conduct alumni meetings at the regional level. Further, the Association identifies eminent alumni serving in various government / non-government organizations in India/ abroad and recommends their names to the university for honouring them.

The association coordinates the maintenance of alumni database. During admissions, the Association takes care to help needy students. The Alumni Association takes up special initiatives for career counselling. It is currently developing plans to have regular communication with the alumni through a newsletter and instituting some strategies for fund raising towards the development of the University.

Activities:

1. Alumni association meets once in a year.
2. Felicitating the teachers on Teachers' Day every year on September 5th.
3. Extends their might in the development of the institution and also participates in teaching and learning activities by way of Guest Lectures and Motivational Talks.

<https://www.braouonline.in/Alumni/login.aspx>

File Description	Document
Quantum of financial contribution	View Document
Frequency of meetings of Alumni Association with minutes	View Document
Details of Alumni Association Activities	View Document
Audited Statement of Accounts of the Alumni Association	View Document
Any other relevant information	View Document

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

Response: 5.22

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

Response: 1171

File Description	Document
As per Data Template	View Document
Web-link to Alumni Association	View Document

5.3.3 Facilities for Alumni Engagement The Alumni Association facilitates its members by the following

1. online enrolment for its membership
2. online networking amongst its Alumni members
3. online payment of fees
4. donation by Alumni

Response: B. Any 3 of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

BRAOU, formerly known as Andhra Pradesh Open University, Hyderabad was established on 26th August, 1982 (APOU Act, 1982) to provide opportunities of higher education to all sections of society with the motto providing "EDUCATION FOR ALL".

Institutional Vision

This institution is guided by its vision and mission statements and Dr. B.R. Ambedkar's social philosophy of education as a means of creating an egalitarian society. Providing access to relevant quality education and training programmes for diverse sections of society, hither to deprived, at lower costs by using the modern technologies in teaching-learning processes is the goal of this University.

Institutional Mission

- Enriching on-going academic programmes;
- Competency building through education and training programmes;
- Interactive teaching-learning processes;
- Reliable and credible student evaluation systems.
- Result-oriented, accountable, transparent administrative and logistic support systems; and
- Research, innovation, training and networking for system development and staff development.

Institutional Leadership

The Vice-Chancellor is the Academic Head and the Principal Executive Officer of the University and has the power and authority to exercise general supervision and control over the University affairs and give directions to all the authorities of the university. As per the Statues/regulations, the Vice-Chancellor has the power and authority to recommend matters to the Executive Committee (EC) on all matters relating to administration, academics as well as financial matters. All the Statutory committees i.e. the decision-making bodies of the University are constituted with internal and external nominated members. Following are the most important bodies of the University:

1. The Executive Council

2. The Planning and Monitoring Board

3. The Finance Committee

4. The Board of Studies

There are other bodies like the Academic Committee, Research Committee (RPC), Departmental Level Research Committee (DLRC) Advisory Committee, Purchase Committee, Maintenance Committee, Library Committee, which help in institutional governance.

This University has two distinct domains of activities:

Managerial Function- The Executive Council (EC)

This is the principal executive body and has 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 like State Government, UGC, DEB, NCTE, RCI, industrial organizations, etc., so that there is proper representation of all the stakeholders.

Academic Function-The Academic Council (AC)

This body approves and forwards proposals relating to revamping of teaching-learning-evaluation, courses of study, syllabi, teaching standards, counselling, and introduction of new programmes, ICT intervention, and other suitable recommendations in pursuit of academic development. One of the mandates of the university is to offer programmes in local language and to make education affordable to the disadvantaged. Another important objective is providing lifelong education through judicious use of technology which in turn contributes to developing a knowledge society. Some of the initiatives of the University are :

- Three-tier Study Centre approach
- Regional Coordination Centers (presently Regional centers) for better service
- Opening of Learner Support Centers in tribal & remote rural areas
- Opening Special Learner Centers for women, Central prisons and at AOC, Secunderabad for Defense personnel

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

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

Response:

The University believes in decentralization and participative management and leadership. The University takes policy decisions through its statutory bodies viz., Academic Council for academic matters, Finance Committee for fund management, and Building Committee for infrastructure development. The Executive Council is the apex Body of the University for considering its policies and approving the decisions taken by other statutory bodies and also acts on policy matters. The leadership team consists of the Vice-Chancellor, Directors and the Registrar. All academic matters, such as student admissions, material distribution, and conduct of semester exams and declaration of results are handled by the Office of the Director, Student Services and Controller of Examinations in close cooperation with all the RCs and LSCs.

The institution has decentralized organizational structure and adheres to the principle of participative management. The statutory bodies of the University consist of Executive Council, the Academic Senate, the Planning and Monitoring Board, Finance Committee and Board of Studies.

Apart from the above Statutory Committees, several Non-Statutory Committees are also constituted for specific purposes and their recommendations are placed before the appropriate authority for approval and implementation. Some of the Non-Statutory bodies are as follows:

1. The Academic Advisory Committee
2. The Research Programme Committee
3. The Committee for Students Grievance Redressal
4. The Committee for Women Welfare & Grievance Redressal
5. The Purchase Committee
6. The Campus Development & Maintenance Committee
7. The Library Committee, etc.

All these committees are constituted as per the guidelines prescribed by the University Statutes where the faculty members, external members and government nominees play a key role in the deliberations and in the decision-making process.

Departmental Committee meetings are held at the department level wherein all the faculty members participate and deliberate upon emanating academic issues from time to time. At the university level, the Directors / Deans of the Faculties/ Heads of the 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, the 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 for taking necessary actions. Another important development in the sphere of administration is the creation of twenty three Regional Centres (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 get their grievances redressed in the nearest RCs.

The process of decentralization has significantly touched upon administration of RCs at District level with 5 to 12 Learner Study Centres under each RCC. To provide learner support services at the study centre level, the University appoints the senior most teachers among the teachers in the cadre of an Asst. Professor in the host Institution as the Coordinator/Head of the Study Centre. Engagement of the Academic Counsellors, etc., are decided by the respective study centre Coordinator 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 on LSCs and RCs and is in regular communication with them.

File Description	Document
Information / documents pertaining to leadership	View Document

6.2 Strategy Development and Deployment

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

Response:

The University adopts a suitable methodology for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables as part of Strategy Development and Development. The Planning Board is responsible for approving strategic plans and monitoring the University's development in accordance with the Vision, Mission and Objectives of the University. The annual and long-term strategic plans spell out specific objectives, deliverables, financial, infrastructural and human resource requirements for Faculties/Branches, RCs, and LSCs *vis-a-vis* development of new Programmes, revision of Programmes/courses, enhancing access and equity, augmentation of infrastructure and facilities including ICTs, increase in workforce, expansion of learner support network, etc. The University's planning is based on the goals and strategic plans are accordingly designed, which are reviewed before finalizing the annual plan for the 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, etc are involved in making the plan, which is placed before Executive Council for approval/ ratification. After getting approval, the respective branch takes necessary initiatives for implementing those decisions and for attaining the goals specified.

Strategic Plan on Teaching-learning

- Creation of new departments & Faculty.

- Creation of OER Repository.
- Creation of Learner Management Systems.
- 24x7 Learner Support Service.
- MOOCs through SWAYAM-MHRD.
- ICT integrated pedagogy.
- Opening of departments under different Faculties.
- 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 UG/PG & Research programmes.
- Launching of e-Store for Study Material House, etc.

Strategic Plan on Financial Management

- Online payment/receipt system for admission, renewal and examination.
- Introduction of NEFT/ RTGS for all payments.
- Automation in Finance & Accounting system.
- E-Governance (new initiative), etc.

Strategic Plan on functional aspects

- Opening of Learner Support Centers at tribal & remote rural areas.
- Recruitment of Academic and Non-academic staff at HQs and RCs.
- Opening of Regional Centers in new Districts for better service.
- Linkage with society through reputed NGOs/Partner Institutes.
- Making the website learner friendly.

- Strengthening Grievance redressal Mechanism, etc.
- Making the benefits of Modern Technology reach the remote learners through accessible modes.
- Making research a part of University activities.

Strategic Plan on physical infrastructure

- Construction of academic and administrative buildings at new RCs.
- Procurement of Green Campus initiatives
- Installation of CCTV at all campuses.
- Introduction of complete automation in University's operational activities.
- The minutes of the various committees like Executive Council, Academic Council, Finance Committee, Building Committee, Purchase and Tender committee reflect the various activities carried out by the university in pursuit of achieving its objectives. The Minutes also include various actions/plans that are undertaken for future expansion, in terms of physical and human resources to provide better services to the entire stakeholder.

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

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

Response:

The Governor of Telangana is the Chancellor of the University. The Executive Council, the Academic Senate, the Planning and Monitoring Board, the Board of Studies, and the Finance Committee constitute the Authorities of the University. The Vice-Chancellor is the principal academic and executive officer of the University. The Rector, Directors of Branches, Registrar, Finance Officer, are the other Officers of the University. In addition, there are several Divisions/Centres/Units/Cells and Committees at various levels for the implementation of the University's policies and decisions.

The major objective of setting up this University was to spread education among the masses. It operates

through a network of 179 LSCs and 23 RCCs scattered all over in its jurisdictional area (Telangana & AP). Being a State University, it functions under the State Acts, and the administrative structure and the decision-making mechanism are same as those of the Conventional/ Specific State Universities of Telangana. 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 Senate
- Board 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, etc.

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 independent decision-making bodies, they can only recommend their decisions to the Executive Council. So, all the decisions taken in respective meetings of these committees require to be ratified by the Executive Council before implementation. The Executive Council is formed with the members as prescribed by the AP Act, 1991 and AP Act, 1982 for the Universities in the State of AP. 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.

The powers and functions of the Authorities, Officers and other functionaries of the University are stipulated in the BRAOU Act, Statutes, Ordinances and Regulations.

File Description	Document
Any other relevant information	View 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 Implementation of e-governance in different areas of operation Areas of operation of Institution which has e-governance implementation

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

Response: A. Any 4 or more of the above

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

6.3 Faculty Development or Empowerment Strategies

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

Response:

The University has effective welfare measures for teachers, other academics and non-academic staff as part of Faculty Development or Empowerment Strategies. The permanent teachers and staff are recruited through notification by the University. The promotion policies are framed and implemented by the University as per the UGC and State Government rules and regulations amended from time to time. The University has an Internal Cell for Grievance Redressal committee (for staff & students) to look in to the grievances and their due redressal. The Faculty members are encouraged to attend Refresher Courses, Orientation Courses and Faculty Development Programmes to strengthen their teaching, research and administrative skills. Similarly, non-academic staff members are also given a chance to attend training and

other skill development programmes to enhance their competencies and job related skills so as to enable them to cope with the institutional requirements in delivering services effectively.

These programmes include:

- a) external training being conducted by the Government Agencies such as MCR HRD Institute of Telangana State;
- b) on the job training by the Centre for Staff Training & Development (CST&D), BRAOU.

The University has several committees and administrative Centres like, Centre for Staff Training & Development (CSTD), Centre for Skill Development and Career Planning (CSD&CP), Centre for Online Learning, E-Governance. There are special cells established by the University like Women Development and Extension Cell (WDEC), The Special Cell, SC&ST, BC Cell, Career Guidance and Placement Cell, Entrepreneurship Development Cell, contribute in effective functioning and management of the institution. Periodical external and internal financial audits are conducted. The Welfare measures for staff include LIC Pension Fund, Maternity & Paternity Leave, Contributory Pension Fund, and Non- Contributory Pension fund, Child-care Leave, Career Advancement Schemes, Medical Health Insurance, Post-office Services, Residential Quarters for emergency staff etc. which are available for both teaching and non-teaching staff of the University.

The University has set minimum standards of safety and welfare for the employees at their workplace. It has provided many welfare amenities for the employees. Facilities for recreation, medical treatment, canteen, and sports and games are provided by the University. It also provides health Insurance Policy coverage to employees for expenses relating to hospitalization due to illness, disease, and injury.

The University provides several welfare measure and amenities within the campus : (i) provision for urinals, (ii) rest shelters and canteens, (iii) arrangement of drinking water, (iv) uniforms and protective clothing. The amenities provided outside the campus include – (i) maternity benefit, (ii) social insurance, (iii) medical facilities (iv) education advance facilities, (v) housing facilities (house building advance, house building repairs loan) (vi) recreational facilities, (vii) Employee Cooperative Credit Society (viii) leave and travel facilities (ix) transport to and from the place of work (x) computer purchase advance (xi) marriage advance (xii) Obsequies charges etc.,(xiii) Festival Advance (xiii) Employee Welfare fund, (xiv) Provision to Bank and Post office services.

All these welfare activities bring the sense of belongingness among the employees and promotes a healthy work environment. This also creates harmonious relations between the employees and promotes higher efficiency at work.

File Description	Document
Any other relevant information	View Document
Policy document on welfare measures	View Document
List of beneficiaries of welfare measures	View Document

6.3.2 Percentage of Financial support for faculty development**Response:** 18.72**6.3.2.1 Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise over the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	11	21	16

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

6.3.3 Average number of programmes organised for professional development**Response:** 2.8**6.3.3.1 Number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff year wise over the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	3	6

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

6.3.4 Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)**Response:** 13.97**6.3.4.1 Number of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), year**

wise over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
09	6	15	09	11

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Letters to teachers and other academics attending PDPs over the last five years	View Document
CIQA report summary	View Document
As per Data Template	View Document

6.3.5 Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, over the last five years**Response:** 11.5**6.3.5.1 Number of full time non-academic staff attended training Programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	33	67

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

2021-22	2020-21	2019-20	2018-19	2017-18
182	180	175	173	168

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

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

Response:

Teachers of the university shoulder the responsibility of fostering quality education among the students. The teaching community in the University comprises of Professors, Associate Professors and Assistant Professors. BRAOU 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) for monitoring the performance the teachers. 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.

Procedure of Performance Appraisal System

1. **Teachers and Other Academic Staff:** For promotion under CAS, a teacher submits Performance Based Appraisal System (PBAS) proforma, in accordance with UGC template, supported by all credentials as per the Academic Performance Indicator (API) guidelines set out in the Regulations, duly authenticated by the Director/Unit Head. The promotions of teachers and academics are made on the recommendations of a Screening-cum-Evaluation Committee / Selection Committee as per the statutory provisions. The recommendations are placed before the BOM of the University for approval. The University maintains the updated Seniority lists of teachers (www.braou.ac.in).
2. **Non-academic staff:** Performance appraisal for non-academic staff of the University is followed systematically for upward mobility based on assessment of the employee's Annual Performance Appraisal Report (APAR) which is submitted to the respective Reporting Officer and gets concurrence by the Reviewing Officer. The Employee's performance is assessed on a 10-point scale and the Confidential Report (CR). An overall grading of 1 or 2 on this scale is to be adequately justified in writing, in cases of specific failures. Similarly, an overall grade of 9 or 10 is to be justified in writing with respect to specific accomplishments. The general range (3 to 8) of performances are categorized into average, good, outstanding.

The University has adopted the Recruitment and Promotion Rules, 2018 (State Government Employees) for all its non-academic Group A, B, C & D employees, and based on the DPC and instructions issued by GoTS from time to time, on the procedures for promotion, adherence to Reservation & Promotion Rules and the number of existing and anticipated vacancies. The appointing authority considers the recommendations of the DPC. The period of service which qualifies for promotion under these rules is, completed years of continuous service only.

The Government of Telangana (Revised Pay Scales, 2018) Order is followed in case of the non-academic

staff of the University. Any employee who has completed five (05) 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. A Screening Committee (as per EC/FC in the respective Resolution adopted) is constituted and the performance report of the candidate is submitted by the University before the Screening Committee for consideration of promotion under CAS. Similarly, for the officers, the benefit of the CAS is extended following the Govt. Orders issued by Dept. of Higher Education, Govt. of Telangana.

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

6.4 Financial Management and Resource Mobilization

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

Response:

Dr B.R. Ambedkar Open University has a mechanism for both internal and external audit by the statutory Auditors to audit at regular intervals as part of compliance. Separate internal audit departments exist in the University headed by an Internal Audit Officer, duly supported by staff. Internal auditors act as consultants, providing assurance on the organization's risk management, governance and internal control processes. Internal auditors deal with issues that are important for the survival and prosperity of the organization. They look beyond financial risks and statements to consider wider issues such as the organization's reputation, growth, its impact on the environment etc.

Internal audit is an ongoing and continuous process, in addition to the external audit to verify and certify the entire Income and Expenditure and Capital Expenditure of the Institution each year. The financial proposals, bills/tax invoices and payment vouchers are primarily checked by the staff concerned and then scrutinised by the Officer concerned and finally passed by the Finance Officer according to the Finance Rules and Guidelines 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 residual payments are being made through Account Payee cheques, i.e., there is no cash payment to the outsiders. The coordinators at Regional Centres are provided with an University account number on SBI and remuneration for counsellors and invigilators is made through online payment. The coordinator of RCs and LSCs are the disbursing officers for the staff employed there. All payments are made through the Current Account maintained with University Campus Branch, State Bank of India.

External Audit:

Under Sec.28 of the University Act of 1982, the Accounts/Vouchers of the preceding year are submitted to Audit before the end of the current financial Year.

1. **Department of State Audit, Government of Telangana:** The Accounts of the University are audited by the State Audit, Government of Telangana on an annual basis and every voucher is verified and certifies that the Annual Accounts, are in order.

2. **Comptroller and Auditor General, Government of India:** The accounts of the University are also audited by the Comptroller and Auditor General, Government of India as well as Accountant-General of India, under sec. (2)&(3) of the CAG(D.P.C.) Act of 1971.

The Audit reports and the objections if any, are received in the Accounts Branch of the University. Most of the audit observations are settled based on the convincing replies furnished by the University. This apart, corrective action is taken for observations made in the report before the commencement of the next financial year invariably.

The University strictly ensures financial compliance by following the Financial Rules laid down by the State Government and the Finance Committee of the University. The annual audited accounts are kept before the Executive Council of the University for discussion and approval before it is placed in both the houses of State Assembly and Council within the stipulated time frame.

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

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

Response:

The major financial resources of the University are the fees collected from the students and also grants received from various funding bodies Viz; planned and developmental grants received from Ministry of Finance, Government of Telangana, Distance Education Bureau, UGC, New Delhi. Since most of the financial resources are generated internally the University is committed towards optimum utilization of its resources. The University mobilizes funds primarily from internal resources through student fees, professional fee from training and capacity building and sharing of BRAOU Self Learning Material with other HEIs and external planned Grants from the State Government.

The base line for Resources Mobilization by the University is purely on “Self-Generated” basis, by-way of collecting of Tuition Fee and Other Fee from the Learners with a nominal fee structure. The University basically focuses upon a self-sustainability model to generate the required physical and financial resources and is mostly dependent on self-mobilisation of funds.

The University also receives a Block Grant from the Government of Telangana and also UGC-DEB as a

Development Grant from the University Grants Commission, New Delhi. The Block Grant sanctioned by the Government is spent on payment of Salaries, Pensions and maintenance of other contingencies which is meagre and insufficient and hence the University is completely dependent on its own resources. The Grant received from “DEB” is utilized for the specific purposes laid down i.e., Staff Training, Development of Course Material, Publications, Seminars, Research Grant, Books (Library), Student Support Services, Assistance for Human Resources, Technology Support, Vocational Education & Training through Open Distance Learning Mode, Research & Development and Travel Expenditure.

The University has a well-defined financial policy, which ensures effective and optimal utilization of finances for academic, administrative and development purpose, which helps to meet the institution’s vision and mission. The university has a dedicated strong financial team in place, which manages the effective utilization of funds.

The base line for optimum Utilization of Resources by the University is that all the University Teaching departments and Administrative offices of the University are treated as one comprehensive unit and physical, financial and human resources are shared / allocated among various Teaching staff and administrative officers as per the changing needs. The Mechanism used to monitor effective and efficient use of financial resources is as below.

1. Financial Planning is exercised well in advance with efficient Budgeting, which is done by involving the various Academic Departments and Administrative Sections of the University.
2. Before the Commencement of every financial year, the Finance Officer presents the Budget estimates before Finance Committee / Executive Council for its approval, duly considering the recommendations/ needs of all the Branches and heads of Units.
3. The University Budget includes recurring Revenue Expenditure such as Salaries / Pensions, Stationery, Printing of Course Material, conduct of Examinations, etc.
4. The expenses, from time to time, are monitored by the Finance Branch as per the Budget allocations approved by the Executive council of the university.

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

6.4.3 Percentage of Expenditure on Learner Support Services

Response: 69.61

6.4.3.1 Expenditure by the Institution on learner support services (excluding salary and capital expenditure) year wise over the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2929	2201	3355	3439	2946

File Description	Document
Statement of expenditure over the last five years	View Document
As per Data Template	View Document

6.5 Internal Quality Assurance System

6.5.1 Institutionalizing the quality assurance through CIQA Details of the activities of CIQA listed below:

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

Response: B. Any 3 of the above

File Description	Document
Scan copies of programme schedules	View Document
Reports of the activities	View Document
As per Data Template	View Document

6.5.2 Reforming institutional processes - Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc

Response:

The Directorate of CIQA regularly undertakes various initiatives carried for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, etc, for improvement of university services.

The following are the studies conducted and action taken:

- 1. Assessing Entrepreneurial skills and awareness among learners of BRAOU.**

A study on learners entrepreneurial skills and their awareness level in state open Universities in India might provide few insights to the policy makers to create a system that will meet the skill needs of the Indian Economy.

Objectives:-

To assess the level of awareness of entrepreneurship among the learners of Dr. BRAOU.

To assess the skills possessed by the learners of BRAOU which are necessary for Entrepreneurship.

Conclusions:

- Curricula in higher education courses include the knowledge and skills required for the new economic situation.
- State open University may establish a centre for entrepreneurship development.

Action taken: Introduced skill based education to foster entrepreneurial skills.

2. ODL-Academic support through E-Media(An Empirical Investigation on BRAOU

This study was conducted to know to what extent the lessons of BRAOU are being used by the learners.

Objectives:

To find out how far the services of Radio and Television are reaching to the learners.

To obtain the feedback from the learners about E-Media and its usefulness to the students in terms of pursuing their studies.

Observations.

- Schedules of Radio and Tele-lessons should be sent to the students well in advance.
- More attention is needed in producing the lessons on time with creativity.

Action taken: Enhanced the quality of the Audio and Video lessons with student friendly approach.

3. Student Support Services in Distance Education: A study of India's first Open University.

To understand the current practices of student support services and discuss the issues thereof in the first Open University. The study was conducted in the objectives of the study are as follows:

- To understand the different types of student support services practiced in BRAOU.
- To suggest measures to improve the support services in BRAOU.

Conclusions:

Since ODL is a dependent model skilled resources persons are not available due to marginal remuneration.

The course materials need to be delivered through multiple channels – through study centers, Postal services and courier services.

Action taken: Took up measures towards improvement and maintenance of student support services at all study centers.

4. The Growth and performance of ‘online services’ at BRAOU.

In order know the impact of the online services on the learners and also to improve further, the university conducted a survey by the Directorate of GRADE&CIQA.

Findings:

To reform the online procedures in its operations

Software effectiveness must be enhance in teaching learning system, student services, evaluation methods, results declaration, issue certificates etc.

Action taken: As per the recommendations, the university is upgrading the website as user friendly and also developing a mobile app

5. Virtual Image of BRAOU – A Comparative Study of Website of ODL Institutions Across The World (2017-18)

A study was conducted to examine the structure and format of BRAOU website/portal and make a comparative assessment of similar websites of certain selected ODL institutions.

The conclusions are:

- The study across the websites pointed out the need for putting the needs of the students at the forefront and emphasized on technology enabled learning
- All the websites of our country lack proper advertisement of the programmes when compared to international universities.

Action taken: Has modified web-portal by providing the total gamut of information to the students related to courses, services.

6. Exploring Acceptance & use of open educational resources by academics in open universities in India.

This study intends to explore the acceptance and use of OERs by academics of Open Universities in India.

The objectives:

- Extent to which academics perceive the usefulness, ease of use of OER.
- Respondent's awareness of different OER initiatives and resources.

Conclusions:

- OERs should become part of the pedagogy and teaching – learning process for the sustainable use of OERs.

Action taken: The University has integrated OERs as a part of the pedagogy and teaching – learning process.

7. Choice Based Credit System of BRAOU.

This is a feedback study to understand the opinions of students on newly introduced Choice Based Credit System.

Objectives:

- **To understand the advantages as well as disadvantages of the system from the view of the student.**
- To find out the level of student's satisfaction with the CBCS System.

Conclusions:

- To ensure that new students under ODL or even the existing ones are provided with a small booklet of information containing details about what CBCS and how it is different from the usual regular mode of education.

Action taken: Applied the semester system CBCS in Dr. BRAOU upon the already existing yearly system of evaluation.

8. Use of Audio and Video facilities offered by BRAOU – An Evaluation Study.

System based evaluation is one of the important components of Open and Distance Learning (ODL). To maintain the quality of product/instruction, it is necessary to assess the systems, procedures and processes.

Objectives:

- To assess the awareness among students related to the audio – visual programs of the University.
- **To get the feedback from students related to being comfortable with the timings concerning each of the mediums, that is, radio, television and teleconferencing.**

Conclusions:

- Students were fairly aware of the entire audio visual programmes as an alternative mode of learning.

Action taken: The University has taken the initiative to use quality multimedia instruction for ODL Learners as an alternative mode along with print material.

9. Students' learning experience during Covid -19-A study of Open Universities in India (2021-22)

The commonwealth Educational Media Centre for Asia, New Delhi in collaboration with four state universities representing different geographical regions of the country carried out the study on Students Learning Experience during Covid-19.

Observations:

- To redesign the course material making it compatible to mobile learning, as the percentage of mobile users are relatively more.
- A blended mode of teaching and learning must be practiced in first year and a swift to complete online mode of teaching from second year onwards.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Dr BR Ambedkar Open University Campus has a conducive environment for gender equity which is reflected in the harmonious working environment in the campus. There is no gender discrimination and equal opportunities are given to both genders; ability and performance are the only criteria, on which a person is assessed.

The University regularly conducts Gender sensitization and Gender Equity programmes for mutual cooperation among male and female staff and students. The University gives special emphasis to promoting values and eliminates gender bias and all the female staff and students are treated with dignity and respect

Women's cell which has been constituted by the University to look after women's issues and acts as per the Sexual Harassment of Women at the Workplace (Prevention, prohibition and Redressal) Act 1 2012.

The Grievance Cell is the University's instrument for addressing issues/grievances/cases of sexual harassment and recommend their redressal. This is in keeping with Article 21 of the Constitution of India, which assures every individual the right to live with human dignity, free from exploitation. It is in this spirit that the policy of the University was formulated to prevent sexual harassment of women on the campus. The Committee takes into cognizance all forms of sexual harassment and ways to abate such actions and promotes gender sensitisation.

Gender Issues:

- Gender Sensitization course is offered as a compulsory course for all the UG students admitted to the University. The course aims at reducing the gender gap prevalent in the society to help generate respect among individuals irrespective of sex. The course helps boys and girls to think critically about the assumptions on gender roles and stereotypes and develops understanding about the various gender issues with an open mind. The University has introduced this course to sensitize students towards gender issues and thereby contribute to the achievement of gender equity.
- The University gives special emphasis in promoting values and eliminating gender bias in the campus.

http://www.braou.ac.in/e_Learning_braou.aspx

a. Safety and security

- The University gives highest priority to the security and safety of its staff and students and has made security arrangements on the campus with adequate security staff at all the security posts, working in three shifts, to ensure campus safety and security and to monitor the entry and exit of vehicles and people.

- The whole campus is under 24/7 CCTV-camera surveillance and is monitored regularly.
- Committees against sexual harassment, ragging, and similar grievance committees are constituted and they work to resolve grievances keeping in view the welfare, safety, and security of the staff and students as per the Statutory and Regulatory Authority guidelines.

b. Counselling

- The institute has a well-established functional system for counselling support to all the newly admitted learners.
- The counselling program is organized during the initial period of study and students are informed about the curriculum, selection of subjects, examination system, delivery of curriculum etc.

c. Common Rooms

The institute has provided separate common rooms for both boys and girls with basic facilities for dining, refreshing themselves and relaxation, etc.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security at the work place b. Committees to address Prevention of Sexual Harassment c. Common Rooms d. Day care centre for children of the staff e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Wind energy
3. Biogas plant
4. Wheeling to the Grid
5. Sensor-based energy conservation
6. Use of LED bulbs/ power efficient equipment

Response: A. Four or more of the above

File Description	Document
Geo-tagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Dr B R Ambedkay university is located on a panoramic, elevated site of 53.63 acres in Jubilee Hills, the University has impressive buildings, green lawns and tree-lined roads that enhance the scenic beauty of the rocks all around. The campus has the Administrative and Support Services Block, Guest house, CSTD & GRADE building, Academic Branch, Science & Technology Multi-functional Labs (STML), AVPRC and Library building, Study Material House, an extensive Open Plaza, a Conference Hall, Centre for Learner Services, Vice-Chancellor's Lodge and an Auditorium.

The University has taken several initiatives to keep the campus clean and green and eco-friendly. These include energy conservation, rainwater harvesting, biohazard or waste management, plantation of trees, laying of lawns, e-waste management, etc.

University follows standard guidelines and protocols for management and disposal of the degradable and non-degradable waste mentioned as under:

Solid waste management

Solid waste is disposed off as per Solid Waste Management protocols. The University in general does not generate any hazardous solid waste. Non-hazardous solid waste generated in the form of garbage through regular maintenance, Stationery related rubbish and food waste from the canteen is collected and dumped in separate large pits and converted as compost and used as manure for the lawns maintained in the campus. The non-degradable waste is picked up by the local Municipal corporation personnel for proper and safe disposal of the same.

Liquid waste management

The liquid waste generated from the University laboratories, is properly diluted and carefully discarded through proper channels. The sewage system has been done in an eco-friendly manner and connected to local municipal drainage systems.

Biomedical waste management

Dr. BRAOU. does not generate any kind of bio medical waste on the campus.

E-waste management

The IT department of the University collects all the E-Waste (computer accessories, servers, printers, batteries, etc.) and also unused electronic equipment for repairing and re-using and the unusable electronic equipment and send them for recycling/disposal.

Waste recycling system

The University does not generate any hazardous solid or liquid waste. Any non-hazardous solid waste generated in the form of garbage is disposed through regular maintenance, Stationery related rubbish is collected and stored for daily pick- up by the local municipal personnel for proper disposal of the same.

Hazardous chemicals and radioactive waste management

The hazardous chemical waste generated from the labs is diluted carefully and discarded through proper channels. The sewage system has been done in an eco-friendly manner and connected to local municipal drainage.

The University does not generate any radioactive waste on the University campus.

File Description	Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Geo-tagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives-The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

Response: B. Any3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geo-tagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the institution
The institutional environment and energy initiatives are confirmed through the following

1. Green audit
2. Energy audit
3. Environmental audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

Response: B. Any3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of any awards received	View Document

7.1.7 The Institution has friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Differently-abled friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for differently-abled persons (*Divyangjan*) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc.,

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities

Response:

The University is in the forefront for taking initiatives in providing an inclusive environment for the students and employees on campus. The University routinely engages in conducting a number of activities focused on creating a more inclusive environment for employees and learners from different cultural, regional, linguistic, socio-economic backgrounds

The University has a multi-cultural and multi-linguistic student and faculty base hailing from different parts of the state. To create and maintain an inclusive and respectful workplace for all learners and employees regardless of their diversity and beliefs, orientation and counselling programs are organized at the start of each academic year where all the students interact openly.

University's Initiatives for an inclusive environment :

- 1. Annual student fests and gatherings:** Students from different communities and backgrounds join together to celebrate these activities. Students organize Fresher's party for newly admitted students.
- 2. Cultural and Religious festivals** are celebrated by students and staff, cutting across all faiths and communities. Diwali, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam etc. are celebrated.
- 3. Patriotic Initiatives:** Republic Day, Independence Day, Gandhi Jayanthi and Dr. Ambedkar's birthday etc. are celebrated by students and staff. The National Anthem is sung at every major function.
- 4. Matru Bhasha Diwas:** Celebrated to provide platform for expression in Local language/mother tongue.
- 5. International Day of Yoga (21st June)** is celebrated.
- 6. 14th April** of every year is celebrated as Ambedkar Jayanthi in all the Regional centers and learner support centers. Likewise on 6th December of every year Dr. Babasaheb Ambedkar is remembered across the university for his services to the Nation.

7. Women's day celebrated on 8th March of every year in all the R.Cs and LSCs and women of eminence are invited to deliver lectures.

8. The Telangana Festival of Batukamma is celebrated involving all the learners and counsellors in all RCs and LSCs.

9. World Environmental day is celebrated on June 5th every year by planting trees in the campus.

Apart from the above activities the University also schedules special events to promote cultural diversity in the campus. As part of community services of the institute, students are encouraged to take an active role in programs like. Swasthyavidhyavahini, Swachcha Bharat, Vanam Manam etc. where they get an opportunity to see the community closely and thus bond with people from diverse cultures diversities. This helps to develop their personalities as a whole and develops in them a sense of social and civic responsibility. Students identify the needs and problems of the community and are involved in solving them

B.C Cell was established by the University with the objective of overseeing the effective implementation of policies and programmes for disadvantaged groups, to provide guidance and counselling with respect to academic, financial, social and other matters within the campus. The cell helps individuals or group of students belonging to the disadvantaged sections of society to contain the problems related to discrimination and looks into the grievances of the learners from weaker sections of society and suggests amicable solutions to their problems.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of Learners and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Response:

Dr. BRAOU is fully aware that education cannot be limited to classroom instruction alone. The University feels that it is the moral responsibility of the university to groom the learners for becoming responsible citizens and contribute to the progress and development of the nation.

Dr. B R Ambedkar University, Hyderabad undertakes different initiatives by organizing various activities to sensitize learners and employees to the constitutional obligation, Values, Rights, Duties and responsibilities of the citizens.

The University takes up all possible initiatives in organizing various events and programmes for moulding the learners and staff to become responsible citizens of the country by sensitizing them to the Constitution of the country. As responsible citizens of the country, the learners are motivated to take part in various

activities of the University. The University encourages the students to take part in extra-curricular activities, conducts study tours for them, which make them understand the importance of protecting the cultural heritage of the country. The University regularly conducts special lectures for Undergraduate learners on Ambedkar and Constitution of India, where subject experts enlighten the students about importance of the Indian Constitution, the Fundamental Rights, Duties, Values and responsibilities of citizens as mentioned in Constitution of India. Essay writing competitions are held for learners on topics of nationalism and national leaders.

University also organizes various programs for all the staff and the learners in remembering the struggle for freedom and asks the learners to respect the National Flag and National Anthem. The special lectures also focus on enlightening the students about their rights and duties, being the responsible citizens of the country. The National Anthem is sung at the campus and at the Learner Support Centre (LSCs) at the end of every program, so as to bring a feeling of patriotism among them. The learners as responsible citizens under-take many community service activities.

The university observes the Constitution day on 26th, November of every year in Commemoration of adoption of the constitution of India. All staff members assemble and participate in the reading of the Preamble to the constitution and reaffirm their commitment to uphold the ideology of the Constitution.

The University also conducts Voter awareness campaign for all its learners and they are sensitized about their Constitutional powers of voting. All the learners of the university are asked to enroll themselves and their friends & family members in the voter list as their fundamental duty by filling form -6 online on National Voter's Service Portal (NVSP) .

Vigilance awareness week is observed every year during the week in which the birthday of Sardar Vallabhbhai Patel falls (31st October). The learners are made aware of issues like accountability, transparency and corruption-free governance.

Every year Republic day is celebrated on 26th January by organizing activities highlighting the importance of the Indian Constitution. Independence Day is also celebrated every year and the struggle for freedom is explained to learners. Similarly Gandhi Jayanthi and Dr. Ambedkar's birthday etc. are celebrated by students and staff. The National Anthem is sung at every major function.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture Learners to become responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**

3. Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: C. Any 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of conduct and ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Dr. B.R Ambedkar Open University celebrates / organizes national and international commemorative days and events and the University strongly believes that it is of paramount importance to preserve and protect our national identity and culture by creating awareness in staff and young minds about the nation's glorious history and heritage. The leaders of the Indian freedom struggle played a great role in developing national strength and unity and they left us an invaluable legacy of a free and democratic India. Their service to the nation cannot be forgotten and these values are emphasised upon the learners.

The university celebrates National Holidays like Independence Day, Republic Day, Mahatma Gandhi Birthday, Babu Jagjivan Ram Birthday, Teachers' Day, Literacy day, National Integration Day, Consumers' day and organizes workshops, seminars for learners on these occasions and the learners of all study centres are involved in this programmes. Plantation activity, Blood donation, Garbage collection and disposal, health and hygiene talks are held at the University Campus. Several competitions like essay writing debates and sports are conducted at RCs and University Head Quarters.

Youth is the most important and dynamic segment of the population in any country. It is believed that developing countries with large youth population could see tremendous growth, provided they invest in young people's education, health and ensure that their rights are guaranteed and protected We can undoubtedly say that today's youth are tomorrow's innovators, creators and leaders.

The young need adequate support in terms of good health and opportunities and skills to transform the future. Almost 34 per cent of the Indian population consists of youth. They have the power to change the nation. The young minds can be more fresh and innovative and they can help in the progress of the country.

A Great deal of progress has been achieved in many directions in our country, but the youth of the country must be aware that the spirit of unity sometimes faces grave challenges. Forces of separation and fanaticism threaten to destroy the cherished ideals of existing as one country and one people. Often passions are inflamed in the name of language, region and religion and loyalty to caste and community is

given priority over devotion to the motherland.

At Dr B R Ambedkar Open University, Hyderabad, the staff and the learners are exposed to the major national and international commemorative days, events and festivals and the same is observed on the campus, Regional Centres (RCs) and Learner Support Centres (LSCs) with reverence.

A few of them include:

Republic Day (26 January)

Vigyanotsav (3-9 February)

World Radio Day (13 February)

World Wildlife Day (6 March)

Women's Day (8 March)

Babu Jagjivan Ram Birth anniversary (5 April)

Dr. B R Ambedkar Birth Anniversary (15 April)

Earth Day (27 April)

World Environment day (5 June)

International Day of Yoga (21 June)

Babu Jagjivan Ram MahaparinirvanDiwas (6 July)

Kargil Vijay Diwas (26 July)

Independence Day (15 August)

National Hindi Diwas (14 September)

Vigilance Day (27 October)

Constitutions Day (26 November)

Dr. B R Ambedkar MahaparinirvanDiwas:(6 December)

File Description	Document
Geo-tagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe any four Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.

Response:

Best Practice-1

Title of the practice: Science Education–Central lab facility at University.

To instil scientific temper in learners under ODL, University established a central laboratory to develop scientific temper, understanding concepts, principles, laws and aptitude in science.

The objectives of the practice:

- 1.To disseminate scientific knowledge to learners through hands-on-experience in laboratory settings.
- 2.To make laboratory training as an integral part of Teaching – Learning.

The Context:

The students enrolled in science have to select a minimum of two science subjects for becoming eligible to a degree in science and have to undergo 192 hours of lab training, in each discipline in six semesters.

The Practice:

At PG Level the practical training is of 144 hours for all science subjects (Botany,Zoology,PhysicsEnvironmentalScience) except for Chemistry which as 160 hrs.

Evidence of Success

The increase in the enrolment in PG programmes of science in the university during the last 5 years bears testimony to the fact, that the quality of lab based instruction have met the requirements of science learners.

The success is evident from:

- B.Sc. programmes Ranked No.1 among distance learning institutions by Careers 360 of OUT Look.

- Indus Foundation Award for Education Excellence-2012 under distance education category.
- CSR top distance learning of India award 2013 and 2014.

Problems encountered

Discipline wise amenities need to be improved further in Science labs with sophisticated equipment.

Best Practice-2

Title of the practice: Flexible Learning

BRAOU practices flexible learning in choice of courses, duration, choice of electives, entry-exist options, selection of mode of instruction, examination dates etc.

The Objectives of the Practice

1. Flexibility in learning as a key element, around which the university's teaching – learning activities, instruction, evaluation and instructional technology are to be focused

The Context:

The University from its inception, was clear in its objectives to have free and flexible learning made available to students led to adoption of the concept of flexibility keeping the needs of the learners.

The Practice:

1. Flexibility with regard to entry qualifications

- For admission into UG, +2 level from any recognized State board.
- Students with science are eligible for admission to B.Sc., but learners with +2 qualifications with non-science subjects or diploma holders who have 1 year experience in science labs or R&D Institutions.
- Similarly at PG in Social Sciences, Journalism and Mass Communication, Psychology require pass in any degree from any recognized university.

2. Flexibility with in selection of study centres

Nearly 180 learner support centres are available for learners to choose, can enrol at any centre of their choice.

3. Flexibility in selection of courses

The learners at degree level can choose any options under the four faculties (Arts, Social Sciences, Commerce & Sciences). The faculty under which the majority two subjects, determine the degree that the students eligible for.

The students can choose combination of courses in

(A) Discipline specific core courses or optional, Elective Courses

(B) Language Specific Courses

(C) Skill Enhancement Courses

P.G. Programmes also offer considerable flexibility.

4. Flexibility in Teaching–Learning

The university relied on dispatching self-learning material and physical counselling classes on Sundays, and Second Saturdays, the schedule of which was sent to the study centres. Blended mode of counselling classes became the norm.

5. Flexibility in use of content

The learners can make use of audio and video lessons at regular timings. The video recordings are also available on the University Website and on YouTube channel. (<https://www.youtube.com/channel/UCw6f911/giOBXbLACQHDWW.JA/featured>).

6. Flexibility regarding exam schedules:

Flexibility in choosing exam date for optional subjects having 3 sets of question papers (A,B,C) which are delivered on different days. The students can select exam dates on days with which they feel comfortable.

8. Flexibility with regard to time-line for completion.

Learners not completed their program in the minimum required period, allowed to complete in the maximum period prescribed by U.G.C. Flexibility to its learners to seek re-admission.

Evidence of Success

Flexible learning provides learners with opportunities that are not otherwise possible.

Problems encountered

Increased flexibility may make the students postpone learning.

Best Practice-3

Title of the Practice: Electronic Media Resources and Research Centre

The AVPRC was established to look after the production of audio, video and radio lessons and renamed as Electronic Media Resources and Research Centre.

The Objectives of the practice

- To reach the unreached via technology mediated educational programmes,
- To upgrade, update and enrich the quality of education through electronic media

The Context:

Use of electronic media comprising of Radio, Audio and Video lessons and organizing teleconferences with the help of All India Radio, DD, ManaTV, Sapnet etc., helped in providing technology-mediated education which helped the learners.

The Practices:

Technology mediated education provided an opportunity and the university efforts in use of electronic media culminated in production of radio and audio lessons to supplement the print material.

Evidence of Success:

A number of studies were conducted and all endorsed and felt that Dr. BRAOU has been widely using multi-media as an integral to teaching learning process.

Problems encountered

1. Teleconference programme schedules are not available in advance to the students.
2. The clash in timings of the teleconference programmes with the counselling sessions.

Best Practice-4

Title of the Practice: “GRCD&D-SYSTEM BASED RESEARCH CENTRE’

Objectives of the Practice:

GRCD&D is established to cater the needs of ODL institutions, researchers, policymakers, with research interests for promoting distance education

The objectives are to:

- 1.To ensure continuous improvement in the entire operations of Dr. BRAOU
- 2.Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programme(s) of Dr. BRAOU.

The Context:

BRAOU is the first Open University in the country to establish an exclusive unit to carry out research and promote system-based research in the field of distance education.

The Practice:

GRCR&D organizes periodic workshops on various aspects of distance education and preparation of manuals on best practices. GRCR&D undertakes collaborative research projects with other Distance Education Institutions.

Evidence of Success:

- 1.A culture of continuous learning, a high level of expertise and to encourage innovation and tools for higher academic performance in line with its mission;
- 2.Innovative research outcomes in ODL.

Problems Encountered

Due to the non-availability of funds from UGC-DEB research activities are hampering.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in two areas distinctive to its priority and thrust.

Response:

1) Vast Study Centre Net work

BRAOU, the first among all the Open Universities in India, is known for its vast study centre network. This network encompasses many geographical regions in Telangana and Andhra Pradesh and gives the institution its distinctiveness, as the study centres also cover different socio-cultural milieu. The University caters to the marginalised, backward, poor and disadvantaged sections of society.

The extensive study centre network of the University, is the source of its strength. Study centre establishment incurs expenditure but at the same time reaches out to learners locally in their home front and can be a high source of motivation to the learners. Keeping this concept in mind, study centre establishment was prioritized by the university and reached 219 study centres in 2011. Presently there are 179 Learner Support Centres (LSCs) and 23 Regional Centres located at District Headquarters. The main principle behind this expansion is to make study centres available to learners within a range of 20 – 30 kms from their homes, so as to include all learners in the university's learning ambit..Further, this is in the spirit of the Open and Distance Learning principle of 'Staying connected' with the learners, and providing them with connectivity to the University and providing them with timely information (UKOU Model).

The economically backward, poor, marginalised, socially backward sections could gain education, skills and certification from the University. Govt employees, women with household responsibilities, people who have to earn their livelihood, etc- those who aspire for education but cannot go through formal educational structures can fulfil their dreams in Dr .BRAOU. Access, Accountability and Quality are the goals for which the university strives.

2) Promotion of Inclusiveness through learner support centres

The needs of special target groups are addressed by the university by extending its outreach through Learner Support Centres (LSCs)

1. Learner Centres at prisons:

The study centres at prison were started 3 decades ago, with the goals of educating the prisoners and helping them correct their behaviour. There are a total of five study (5) centres established in central prisons, two (2) in Telangana (Hyderabad and Warangal) and three (3) in Andhra Pradesh (Rajahmundry, Kadapa and Nellore). The University exempts from paying admission fee and exam fee for the learners who are from prisons and facilitates teaching-learning activities in prisons by providing free study material and academic counselling support.

The total numbers of prisoners who graduated in the last 5 years are 3111 and in PG programmes are 617. Practical classes are conducted in subjects like Psychology at UG and PG level in the prisons.

2. Learner Centres for Defense Personnel:

As a special gesture for employees of admission into Defence/Security forces, accreditation of Certificate and Diploma programs was initiated in Academic Year 2018. A total 965 candidates could get Certificate and Diploma programmes from 2018 to 2021 under a collaborative agreement between AOC and University. Further, a Learner Support Centre was established in Armed Officers Corps (AOC), Secunderabad, in 2022, to cater to the educational aspirations of the Defence personnel and their family

members.

Taking advantage of distance mode of education which helps them develop knowledge and skills both in their career and after their career in Defense, many students from Telangana and Andhra Pradesh enrolled in Certificate and Diploma programmes, accredited by Dr. BRAOU. The number of learners steadily increased from 0.83% of total enrolment for Academic Year 2017-18 to 1.14% in 2020-21 in such accreditation programmes. 5,614 Defence personnel enrolled in the various programs offered by the University in the last five academic years (2017-2022).

3. Learner Centres for Women and option to enrol as transgender:

Despite much focus on women education, there are very few educational institutions established which serve women, especially in rural and backward areas. Against this backdrop, BRAOU established 10 women Learner Support Centers in Telangana and AP at District Headquarters to serve women aspirants exclusively. From the academic year 2018-2019, the option to enrol as transgender was enabled by the university and 56 transgender persons have enrolled in the last 3 years. The educational aspirations of women coming from minority communities are met at the LSCs provided for women. Across the years, the number of women and transgender persons enrolling in the university is gradually increasing 303025 women enrolled in different programmes of the university in the last five years. In the academic year 2021-22, out of the 1,25,463 learners enrolled for different programmes, 37,174 were women.

The minorities enrolled in different programmes of the university in the academic years from 2017 to 2021 are 8,70,223

4. Study centres in Rural and Tribal areas:

The majority of learners of the university are from rural backgrounds. For instance, out of the 1,25,463 learners enrolled for different programmes of the university in the academic year 2021-22, a total of 74,216 learners hail from rural background and 4,677 learners are from tribal areas. This trend has been observed from the last 5 years, showing that the University has predominantly rural clientele.

5. Serving Persons With Disabilities:

The university exempts the disabled students from exam fee payment and provides leverage in passing in language subjects as per the State Government's directives in this regard. Provision of scribes for persons with visual disabilities during examinations is another service provided.

In the last five academic years 6,918 Persons with Disabilities enrolled in different programs of the University.

6. Providing Education to the Socially-disadvantaged sections:

Learners from Scheduled Castes and Scheduled Tribes have been consistently enrolling throughout the years. The table below shows the statistics for the last five years, where the enrolment of learners from Scheduled Castes and Scheduled Tribes is compared to the total enrolment of learners. This shows that a definite section of people from these sections have increasingly relied on Dr. BRAOU for attainment of their educational needs.

Year	BC	SC	ST	OC	Total
2017-2018	78442	32569	13605	23522	148138
2018-2019	69711	29941	12825	20674	133151
2019-2020	61320	27854	12179	18248	119599
2020-2021	59170	28232	12998	16006	116406
2021-2022	63383	30368	15082	16630	125463

Table: Year-wise data for enrolment of different social categories

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Dr.B.R.Ambedkar Open University is the first established Open University in India, which has taken prime initiative to implement Choice Based Credit System (CBCS) Pattern, to claim first chance, of curriculum and syllabus transformation on UGC guidelines at UG level programmes from the academic 2017-18 onwards. Apart from this Ph.D. and M.Phil. Programmes were introduced from 2018 -19 onwards across and disciplines strictly adhering to the UGC 2016 regulations and admission rules.

With regard to academics, new disciplines like Statistics, Computer Science and Applications and Geography were introduced as one of the discipline specific compulsory courses at UG level as part of CBCS pattern. To expand skill education through ODL Mode Skill Development and Career Planning Centre (SD&CPC) has been established. This Centre has identified various Skill Development Courses (at Certificate and Diploma Levels) basing on the frame work and Guidelines of NSDC and other Skill Development Institutions. As a result the University has entered into an MOU, with Army Ordnance Corps (AOC) Centre Secunderabad and NAC, Hyderabad to impart skill education to the students of UG Programmes and Army Jawans. These skill based/oriented Certificate and Diploma Programmes add value to their three-year general conventional Undergraduate Programmes.

As part of National Digital Initiatives in higher education by MHRD, Govt. of India and UGC this University strengthened Online Learner Support Services and multiple gateways of payment services (in the areas of fee payments related to tuition, examination and Certificates) and a new modernised, upgraded and dynamic University Website has been launched.

The University has evolved its institutional OER Policy and launched 'BRAOU Vidya Ghani' (i.e., OER Repository) Digitisation of study material of UG programmes has already been started to provide soft copies of study material for whom it is required. Multimedia (audio-video) form supporting lessons are being provided through web radio and You Tube besides Doordarshan Yadagiri and TSAT Channels. Digital Onscreen Evaluation System (DOSES) has been introduced in all UG and PG Examinations in order to make Evaluation Systems and Assessment Process, transparent cost effective, and fool proof and with required pace for announcing results. A Committee has been constituted to adopt and adapt, develop and promote MOOCs through SWAYAM and also to establish e-learning portal with effective Learning Management System (LMS), and to evolve an institutional IT policy.

Concluding Remarks :

Dr. B.R. Ambedkar Open University is the first of its kind, established with the objective to create equal higher educational opportunities for a large segment of the population by implementing innovative practices in Teaching and Learning. The university adopts all the regulations stipulated by the UGC and also follows regulations issued by the state government. In line with these, the university has adopted the Choice-based Credit-system (CBCS) incorporating the Outcome-based Curriculum Framework for all its programs. Every unit of the course material provides the objectives and learning outcomes in the introductory part itself, presenting a clear idea in the minds of the learners about the purpose of their learning. The University strives to build a knowledge based society by providing equal educational opportunities through the distance mode for diverse and disadvantaged sections of society who could not continue their higher Education and wish to

upgrade their knowledge by acquiring a degree.

It is worth mentioning that the university offers opportunities for prison inmates to pursue higher education, so that they can resume their social obligations and function as responsible citizens once again, after they complete their term of punishment. Further, the university also acts as a stimulant and motivator for scholarly activity. The University offers academic programmes that aim at making education and training instruments more effective for living and for making a living, at a lower cost with more flexibility than traditional colleges and universities.

The University while preparing the curriculum and developing the course material focuses on imparting knowledge, skills, provisions for research and innovation. In the long run the university is aiming for expansion to lead and partner in the efforts of the Government to ensure development and equality in distribution of knowledge.

The University provides a strong disciplinary learning experience combined with a broad, interdisciplinary curriculum that is continually updated, and thus ensures that the learners are prepared to think and communicate excellently both within and across disciplinary fields, to engage in critical thinking and effective analysis of issues, and involve in research to create new knowledge.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>New Programmes introduced - Percentage of programmes newly introduced by the institution over the last five years</p> <p>1.1.2.1. Number of new programmes introduced during the last five years Answer before DVV Verification : 34 Answer after DVV Verification: 04</p>										
1.1.3	<p>Revision of Programmes - Percentage of Programmes revised over the last five years</p> <p>1.1.3.1. Total number of Programmes revised over the last five years Answer before DVV Verification : 10 Answer after DVV Verification: 10</p>										
1.1.4	<p>Courses being offered as MOOCs or using OERs. - Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)</p> <p>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) Answer before DVV Verification : 529 Answer after DVV Verification: 423</p> <p>Remark : As per the HEI data provided during clarification.</p>										
1.1.5	<p>Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years</p> <p>1.1.5.1. Total number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years Answer before DVV Verification : 566 Answer after DVV Verification: 128</p>										
1.2.1	<p>Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU over the last five years</p> <p>1.2.1.1. Number of programmes adopted/adapted by other HEIs over the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>13</td> <td>4</td> <td>10</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	9	13	4	10	1
2021-22	2020-21	2019-20	2018-19	2017-18							
9	13	4	10	1							

2021-22	2020-21	2019-20	2018-19	2017-18
0	12	4	05	1

1.2.2	<p>Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)</p> <p>1.2.2.1. Number of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year) Answer before DVV Verification : 18 Answer after DVV Verification: 06</p>
1.3.2	<p>Awareness/ soft skills / life skills/value-added courses etc., on offer - Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the last five years</p> <p>Answer before DVV Verification : 498 Answer After DVV Verification :218</p>
1.3.4	<p>Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the last five years</p> <p>1.3.4.1. Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years Answer before DVV Verification : 547 Answer after DVV Verification: 239</p>
1.4.2	<p>Action on feedback (feedback collection, analysis and action taken) Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year</p> <p>Options: (Choose any one)</p> <ul style="list-style-type: none"> • 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 <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
2.3.3	<p>Use of telecast / webcast for providing instruction - Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year</p> <p>2.3.3.1. Number of programmes where telecast / webcast (TV broadcast, teleconferencing, web</p>

conferencing / webinars, etc) for providing instructions in the latest completed academic year

Answer before DVV Verification : 64

Answer after DVV Verification: 39

Remark : The value updated as per the E.P. 1.1

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	37	38	39	36

Remark : The value as per attachment

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	54	59	61	61

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
46	46	45	45	42

2.4.5 **Recognition earned by full time teachers and other academics**

Answer before DVV Verification : 02 2.4.5.1. **Number of full time teachers who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	4	4	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	1	02	02	1

2.4.6	<p>Learner : Academic Counselor ratio</p> <p>2.4.6.1. Number of empanelled Academic Counselors for the latest completed academic year Answer before DVV Verification : 3121 Answer after DVV Verification: 2085</p>
2.5.5	<p>Involvement of external subject experts in evaluation process</p> <p>Extent of involvement of external subject experts and other academics in the evaluation related activities in the preceding academic year:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : wards for innovation</p>
3.1.2	<p>Research facilities for teachers, other academics and learners Research facilities available to the teachers, other academics and learners of the Institution for pursuing research</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: A. Any 6 or more of the above</p>
3.2.1	<p>Government and Non-government grants for research</p> <p>3.2.1.1. Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments,</p>

professional associations etchas been received by the Institution year wise over the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	7.32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	00	00

Remark : As per the HEI data provided during clarification. Research project grant of 2015 is not part of the 05 years of assessment.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	1	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	1	5

Remark : As per the HEI data provided during clarification. Research project grant of 2015 is not part of the 05 years of assessment.

3.3.2 Workshops / seminars conducted on innovative practices

Answer before DVV Verification :

Answer After DVV Verification :101 **3.3.2.1. Total number of workshops/seminars conducted year wise over the last five years on:**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
66	3	9	9	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	3	05	9	04

Remark : As per the HEI data provided during clarification. Open Talk Program me on "COVID-19: Mental Health Issues" Personality Development and Soft Skills PRATIBHA Webinar Series:Preparation of Civil Services Examination – Ways, Means and Challenges Prof. K. Jayashankar Memorial Lecture "The Extraordinary Personality of Prof. Jayashankar" not eligible under this Metric.

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

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

Answer before DVV Verification :

Answer After DVV Verification :865 3.3.3.1. Total number of e-content modules

developed for any of the platforms listed above

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
299	202	208	78	78

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	02	02	02

Remark : The following files

http://14.139.86.135/AVPRC/Semester5_6Lessons/AUDIO/6THSEM/6sem_Unit14-EnglishinIndia.mp3 for English Fiction Excel SI No 69 (20-21) and http://14.139.86.135/AVPRC/Semester5_6Lessons/AUDIO/6THSEM/6sem_MacroelementsandMicroelements.mp3 for SI No 63 were not found Error 404

3.3.4 Awards for innovation

Answer before DVV Verification :

Answer After DVV Verification :00 **3.3.4.1. Number of Awards for innovation received by the Institution, its teachers/other academics/ research scholars/Learners year wise over the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : The HEI has claimed awards to the faculty that are eligible and have been claimed under 2.4.5 as Recognition earned by full time teachers and other academics. This Metric is only for wards for innovation. As per the HEI data.

3.4.1 **Mechanisms to check malpractices and plagiarism in research**

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

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

Answer before DVV Verification : A. All 4 of the above

Answer After DVV Verification: A. All 4 of the above

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

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

Answer before DVV Verification : 35

Answer after DVV Verification: 30

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	8	8	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	8	8	04

3.4.3	<p>Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the last five years</p> <p>3.4.3.1. Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>38</td> <td>41</td> <td>36</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>11</td> <td>09</td> <td>03</td> <td>02</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	63	38	41	36	44	2021-22	2020-21	2019-20	2018-19	2017-18	16	11	09	03	02
2021-22	2020-21	2019-20	2018-19	2017-18																	
63	38	41	36	44																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	11	09	03	02																	
3.4.4	<p>Books and Chapters in edited volumes published per teacher etc</p> <p>3.4.4.1. Number of books and chapters/ units in books/ SLMs published of the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 974 1046 1108"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>13</td> <td>12</td> <td>10</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1187 1046 1321"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>12</td> <td>07</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	14	13	12	10	12	2021-22	2020-21	2019-20	2018-19	2017-18	13	12	07	10	10
2021-22	2020-21	2019-20	2018-19	2017-18																	
14	13	12	10	12																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
13	12	07	10	10																	
3.5.2	<p>Revenue from consultancy – Revenue generated by the Institution from consultancy</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :44</p> <p>3.5.2.1. Revenue generated from consultancy provided by teachers and other academics of the Institution year wise over the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1639 1046 1774"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>46.85</td> <td>62.50</td> <td>45.74</td> <td>23.47</td> <td>37.97</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1852 1046 1986"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the HEI data provided during clarification. The attached Audited balance sheets</p>	2021-22	2020-21	2019-20	2018-19	2017-18	46.85	62.50	45.74	23.47	37.97	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
46.85	62.50	45.74	23.47	37.97																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	00																	

do not convey Revenue generated by the Institution from consultancy. As per the HEI data

3.6.2 Recognition of extension activities

Answer before DVV Verification : 01 3.6.2.1. Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	4	3	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	00	01

3.6.3 Collaborative extension and outreach Programmes

Answer before DVV Verification : 02 3.6.3.1. Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	3	11	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	3	01	00	02

3.6.4 Participation in extension activities

Answer before DVV Verification : 250 3.6.4.1. Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
282	695	350	280	769

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
250	100	85	200	55

3.7.1	<p>Collaborative activities with Institutions</p> <p>Answer before DVV Verification : 16 3.7.1.1. Number of Collaborative activities for research, programme development and faculty exchange with institutions year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>14</td> <td>14</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>14</td> <td>14</td> <td>7</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	16	15	14	14	7	2021-22	2020-21	2019-20	2018-19	2017-18	16	15	14	14	7
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	15	14	14	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	15	14	14	7																	
3.7.2	<p>Collaborations with industries</p> <p>Answer before DVV Verification : 07 3.7.2.1. Number of collaborations with industries for learner exchange, internship, establishing Chairs during the last five years:</p> <p>Answer before DVV Verification : 16</p> <p>Answer after DVV Verification: 07</p>																				
4.1.3	<p>Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities</p> <p>4.1.3.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1335 1046 1469"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>255</td> <td>213</td> <td>234</td> <td>378</td> <td>509</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1550 1046 1684"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>195</td> <td>87</td> <td>207</td> <td>159</td> <td>243</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	255	213	234	378	509	2021-22	2020-21	2019-20	2018-19	2017-18	195	87	207	159	243
2021-22	2020-21	2019-20	2018-19	2017-18																	
255	213	234	378	509																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
195	87	207	159	243																	
4.2.1	<p>ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters.</p> <p>4.2.1.1. Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at the Institution HQs (Data for the latest completed academic year)</p> <p>Answer before DVV Verification : 47</p> <p>Answer after DVV Verification: 31</p> <p>4.2.1.2. Total number of room and seminar halls for academic support at the Institution HQ (Data for the latest completed academic year)</p>																				

	Answer before DVV Verification : 47				
4.2.2	<p>ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres (RCs)</p> <p>4.2.2.1. Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Regional Centres (RCs). (Data for the latest completed academic year) Answer before DVV Verification : 92 Answer after DVV Verification: 02</p> <p>4.2.2.2. Total number of room and seminar halls for academic support at Regional Centres (RCs) (Data for the latest completed academic year) Answer before DVV Verification : 92 Answer after DVV Verification: 92</p> <p>Remark : As per the documents provided by the HEI during clarification</p>				
4.2.6	<p>Facilities for media production - Facilities for audio, video and e-content development are available and are in use at the Institution. Audio- video and e-Content production facilities:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. More than 10of the above Answer After DVV Verification: C. Any 4 – 7 of the above</p>				
4.2.7	<p>Percentage of viewers (learners) to Transmission facilities of the Institution</p> <p>4.2.7.1. Number of viewers (learners) of transmission facilities (Radio and Television Channels) for the latest completed academic year Answer before DVV Verification : 126000 Answer after DVV Verification: 126000</p>				
4.3.4	<p>Expenditure on Library – Percentage of annual expenditure on library year wise during the last five years</p> <p>4.3.4.1. Annual expenditure on library year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				

2021-22	2020-21	2019-20	2018-19	2017-18
11.97	1.75	3.48	14.07	1.05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11.97	1.75	3.48	14.07	1.05

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

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 4-5 of the above

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

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

Answer before DVV Verification : B. Any 6-7 of the above

Answer After DVV Verification: B. Any 6-7 of the above

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

	<p>5.1.9.1. Number of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other year wise over the last five years Answer before DVV Verification : 11076 Answer after DVV Verification: 11076</p> <p>5.1.9.2. Total number of learners of disadvantaged groups enrolled in all the programmes Answer before DVV Verification : 11076</p>
5.2.1	<p>Submission of assignments - Percentage of learners submitting assignments</p> <p>5.2.1.1. Number of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar Answer before DVV Verification : 11588 Answer after DVV Verification: 10435</p> <p>5.2.1.2. Total Number of learners enrolled in the preceding academic year (only newly enrolled) (Data auto-populates from Extended profile) Answer before DVV Verification : 16232</p>
5.3.2	<p>Alumni Association Involvement -Percentage of graduated learners enrolled in Alumni Association</p> <p>5.3.2.1. Number of graduated learners enrolled in Alumni Association (in latest completed academic year) Answer before DVV Verification : 1171 Answer after DVV Verification: 1171</p>
5.3.3	<p>Facilities for Alumni Engagement</p> <p>The Alumni Association facilitates its members by the following</p> <ol style="list-style-type: none"> 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 4. donation by Alumni <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p>
6.2.3	<p>Implementation of e-governance in different areas of operation</p> <p>Areas of operation of Institution which has e-governance implementation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Learner Admission and Support 5. Examination <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
6.3.2	<p>Percentage of Financial support for faculty development</p> <p>6.3.2.1. Number of teachers and other academics provided with financial support to attend</p>

conferences / workshops and towards membership fee of professional bodies year wise over the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	9	10	24	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	11	21	16

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	6	23	11	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	6	15	09	11

6.5.1 Institutionalizing the quality assurance through CIQA

Details of the activities of CIQA listed below:

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

Answer before DVV Verification : A. Any 4 or All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the HEI statement in the response dialog box and the documents provided by the HEI during clarification.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy

	<ol style="list-style-type: none"> 2. Wind energy 3. Biogas plant 4. Wheeling to the Grid 5. Sensor-based energy conservation 6. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. Four or more of the above Answer After DVV Verification: A. Four or more of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : As per the HEI data provided with the response, the HEI has waterbody only as rain water harvesting. The HEI has no separate system of Rain water harvesting.</p>
7.1.5	<p>Green campus initiatives-The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. Any3 of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the institution The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environmental audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. Any3 of the above Remark : The HEI has claimed ISO certification all of the certificates are beyond the assessment period. HEI has not provided documents for Beyond the campus environmental promotional activities.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.</p>

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the HEI data and documents provided with the response. The HEI has not provided documents neither in support of the Institution organizing professional ethics programmes for Learners, teachers, administrators and other staff, nor in support of Annual awareness programmes on Code of Conduct being organized

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of Programmes offered by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>70</td> <td>70</td> <td>69</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>37</td> <td>38</td> <td>39</td> <td>36</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	70	70	70	69	36	2021-22	2020-21	2019-20	2018-19	2017-18	39	37	38	39	36
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1.2	<p>Number of programmes offered during the last five years, Please provide consolidated number of Programs offered across five years without repeat count, including the programmes that are dropped)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>70</td> <td>70</td> <td>69</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>39</td> <td>39</td> <td>39</td> <td>36</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	70	70	70	69	36	2021-22	2020-21	2019-20	2018-19	2017-18	39	39	39	39	36
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