SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PANDIT SUNDARLAL SHARMA (OPEN) UNIVERSITY CHHATTISGARH

PANDIT SUNDARLAL SHARMA (OPEN) UNIVERSITY CHHATTISGARH, KONI-BIRKONA ROAD, PO- BIRKONA, DIST- BILASPUR, PIN- 495009
CHHATTISGARH (INDIA)
495009
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pandit Sundarlal Sharma (Open) University (PSSOU) Chhattisgarh, Bilaspur was established in 2005 by the Chhattisgarh legislature in the 55th year of the Republic of India. The University was named after Pandit Sundarlal Sharma, a social activist and great freedom fighter who is well known as 'Gandhi of Chhattisgarh' whose great contribution can be seen towards the betterment of society in the movements like canal satyagraha, upliftment of Harijans, girl education, raising issues for casteism, untouchability and economic exploitation, to name a few. The University aims at fostering his message and teachings, cherishing the values and principles to create a better society. The University's slogan "reaching higher education at your doorstep" itself explains the commitment to offering education to every section of society and nurturing their lives. Furthermore, the University has opened 07 Regional Centers (RC) and 138 Study Centres (SC) across Chhattisgarh to achieve this objective. These regional centres are designed for monitoring and providing necessary assistance to the nearby study centres related to academic and administrative services for their learners. The headquarters, i.e., the University, is located in Bilaspur and continuously connects with all the regional and study centres. The seven regional centres, i.e., Bilaspur, Raipur, Ambikapur, Jagdalpur, Jashpur, Durg, and Kanker, located across Chhattisgarh, are having a separate Regional Director/Coordinator at regional centers and supporting staffs for effective governance. The teaching faculties are nominated as counsellors at different study centers to assist learners in their respective regions. The total enrollment received for the session 2021-22 is 28421. More than 700 academic counsellors are involved in providing needed support to the learners in 138 study centres. These counsellors are UGC qualified teachers appointed in the host institutions (i.e., colleges affiliated to state universities). In 2021-22, a total of 51 full time faculties had been actively present to fulfil teaching-learning needs of the learners using information and communication technologies (ICT) at the University.

The University offers 26 Programmes at undergraduate, postgraduate, post graduate diploma and Doctoral level under its seven faculty of studies, namely Faculty of Arts (includes English, Hindi, Library & Information Science, Journalism & Mass Communication), Faculty of Social Science (includes History, Political Science, Sociology & Social Work, Psychology, Economics, Yog Science), Faculty of Science (includes Physics, Chemistry, Mathematics, Computer Science), Faculty of Life Sciences (includes Botany, and Zoology), Faculty of Commerce, Faculty of Education, and Faculty of Management. In addition, with approval from UGC for the PhD programme, the University has started its PhD programme (in regular mode) w.e.f. 2017 session.

The University organizes seminars, conferences, and workshops on different themes related to current trends in society, education or national importance, which helps the academic staff to showcase their research interests and share their research ideas for the betterment of society. PSSOU also engaged in several activities to uplift backward communities and minorities by providing them special support. The University also observes all the national importance days such as Independence Day, Republic Day, World Environment Day, International Yoga Day, International Women Day, Mahatma Gandhi Jayati, Pt. Sundarlal Sharma Jayanti, Hindi Divas, and others which helps in inculcating human rights, fundamental duties, and constitutional obligations among the stakeholders. The university has developed a culture to maintain its green campus as a part of sustainability.

Vision

To provide seamless access to sustainable and learner-centric quality education, skill upgradation by using

innovative technologies and methodologies to ensure convergence of existing systems for massive human resource required for promoting national development and global understanding; to determine and maintain standards and promote Distance Education.

Mission

With the motto "Education at Doorstep" the mission of the University entails imparting innovative and contextually relevant education to its learners through excellence in education, research and innovation. The University, accordingly, envisages formulating its academic programmes in such a way so as to attract learners from all the sections of the society, with focus on the disadvantaged and marginalised and -

- To fulfil the demands of the Learners to develop to their fullest potential in tune with the requirements of the twenty-first century; Provide specific need-based education and training opportunities for continuous professional development and skill upgradation to in-service professionals, and to enable the learners to compete and excel in their areas of interest
- Strive towards continuous development of methods and strategies for Research and Development for knowledge generation in frontier areas, including open and distance learning
- Develop networks using emerging technologies and methods with global reach for effective programme delivery,
- To achieve synergy between academic, corporate and social areas to benefit all the stakeholders in general and students in particular and promote community participation for local development through life-coping skills
- To provide education in vernacular language and making it available at low cost to all the learners
- To enhance participative administration and management for all the stakeholders in academic and administrative governance

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The administrative strength of the University is the structure through well-defined policy measures which are governed as per University Act, Statutes, Ordinances and Regulations. The Academic and Administrative bodies (Planning and Evaluation Board, Academic and Executive Council) have representation from varied segments.
- The University has a lush green campus on about 70 acres of land situated in the Bilaspur city. Major infrastructural facilities at headquarter include Administration, Academics, Examination, Guest House, Hostel, and Library building. As a part of employee welfare University has staff quarters (for classes I, II, III, IV) for different levels of employees. A bank is also located inside the campus to facilitate transactions. There is ample scope for expansion in terms of infrastructural development at the University.
- All the offered programs by the University are formulated based on the requirements of Learners of State and cater to the rural population's needs. Statutory authorities duly approve the offered programmes like the Board of Studies, Academic Council, and Executive Council.
- Faculty members are appointed in various departments as per UGC regulations. The majority of the faculty/ teachers/consultants of the University are doctorate. Non-academic Staff at the University assist the Academic Staff in the execution of responsibilities.

- The academic calendar of the University is strictly followed as per plan.
- The University commits to uninterrupted lifelong learning through flexibility and reach.
- Convocation of the University is held every year to facilitate meritorious students. The University has successfully organized convocation for the last five consecutive years, starting from the year 2017.
- The majority of the Learner Support Centres are located in the remote and Naxal areas of Chhattishgarh, which are deprived of Higher Education.
- The University offers its various programs with the lowest fee structure. It enables the wide inclusion of learners from every corner of the state.
- The administrative, academic and examination buildings of the University are well connected with Wi-Fi internet connectivity. There are CCTV cameras in all the buildings for effective administration.
- Catering the social responsibility by adopting villages.
- Solar panel of 255 KW is set up at the university headquarter

Institutional Weakness

- Although University has more than fifteen years of accomplishment, it is yet to gain the status of 12-B recognition from the University Grants Commission.
- The University receives minimum support assistance of funds received from the State Government as against the actual requirements.
- The sanctioned post for faculties of the university is less in comparision to that of the actual requirement. In the absence of the same the university has to manage with temporary full time appointment of teachers.
- Not having its own permanent Regional Directors at the Regional Centers.
- Placement activities for the Learners of the University need to be strengthened along with the Alumni association.

Institutional Opportunity

- Being the only state Open University in Chhattisgarh state, the PSSOU can create a big learners base and play a leading role in creating prosperity in society.
- Other private universities in Chhattisgarh with open and distance education mode strive to increase learners base, while through the years, PSSOU has increased its learners base with ease.
- Being a open state university, the University charges less fees and looking at the current scenario of Covid-19 where people have less resources and time; it is expected that they will turn up to PSSOU.
- As per Industry 4.0, the University seeks to build and strengthen the industry-academy interface to fill the skill gap and requirement gap in learners in the future.
- Looking at the significance of research and its impact on society, the University focuses on innovative research and encourages its faculties.
- In the tough times of Covid-19, The University has decided to prioritize the marginalized and economically backward section of society and charge less/no fees for pursuing any programme at the University.
- Promotion of multi-disciplinary research and focus on the issues relating to the local community.
- To collaborate with international institution for knowledge exchange.
- Planning to offer job-oriented courses to upskilling and enhancing learners' employability skills in association with the Chhattisgarh State Government.
- To cater the learning of the learners with effective and in-house learning management system.

Institutional Challenge

- Clearing doubts regarding the age-old stigma for Open and Distance Learning (ODL) mode of education from the public psyche.
- Reaching out to the marginalized and remotely located learners to provide adequate pedagogic support using ICT.
- Digitization/Complete Automation of the current documentation system.
- Providing a better examination and evaluation system using ICT-based intervention as compared to the traditional system.
- Changing as per the current educational technologies to deliver the courses and provide necessary services to a large number of learners.
- Transforming via computerizing the administration and library facilities at all the RCs, LSCs and the headquarter.
- Managing the cost and achieving the break-even with spending for printing SLMs and collecting minimum fees for the respective courses.
- To strive for development and delivery of online courses and programmes in the upcoming times.
- To enrich the audio and video contents for creation of knowledge repository.
- To prepare MOOCs.
- Revitalizing Alumni Association at the institution.
- To improve the monitoring of Regional and Learners Support Centers.

1.3 CRITERIA WISE SUMMARY

Learner Support and Progression

There are various initiatives undertaken at the university for supporting the cause of the learners. A focused approach is being followed concerning to provide enhanced learner support system facilities like:

- The university offers two different cycles of admission in an academic year which is purely based on online system. All the essential certificates for admission is collected through portal upload and there are provisions for fee payments either through online payment gateways or through bank challan.
- Self Learning Materials (SLM) are immediately dispatched to the learners at their address after confirmation of their admission. The dispatch of SLM follows a process, which accounts for cent percent success rate of delivery.
- Dedicated HELP desk at headquarter, all the regional and study centers for the learners and other stakeholders.
- All the regional and learners support centers, including the university, provide pre-admission counselling and induction facility to clear doubts and better understand the programme structure.
- Creating familiarity about mobile-based learning via visiting PSSOU learning resources.
- Conducting Workshops, Seminars, Conferences, Field studies, and preparing dissertations.
- In order to address the learners grievances, multiple avenues in the form of social media, e-mail, App based support, enquiry counter, RTI, phone calls etc. are provided to the learners.
- There are distinct set of mechanism for addressing learners grievances. Grievance redressal are done at the level of study centers, regional centers, department and university headquarters depending on complexity of the grievance.
- Academic counselling services in the form of telephonic support, face to face contact and counselling

sessions, online web based counselling etc. are conducted round the year to facilitate learning for learners.

- Alumni association is formed in the university. Although its initiation is in early stage, it is expected to contributed further for progression.
- The Right to Information cells have been established in the university and to create transparency in the process of operation.
- For smoothening the process of examination and ease of learners, the results and admit cards are displayed in the website of the university.

Curricular Aspects

The University has aimed to develop higher-order skills, decisional skills, and logical reasoning skills. To achieve this aim, PSSOU ensures curricular aspects and best practices connected to curricular design, development, delivery, and evaluation in all the programmes offered by the university.

- The curriculum plays a crucial role in steering all the essential elements towards quality education. The University's programmes and its outcomes are consistent with its vision and mission.
- The programme prepares learners by creating a better understanding of the respective discipline and its scope in society and their careers. It also helps build a better society by increasing, having better life chances for learners and fulfilling local, national, and global needs.
- PPR is prepared by respective boards keeping in view the present trends and requirements of various stakeholders.
- The programme and course outcomes are outlined and specified to help learners choose programmes as per their interests. Through the policy of credit transfer and lateral entry, the institution offers flexibility in its programmes.
- In addition, the ATKT facility, provides ample of flexibility to the learners to enroll and complete a particular programme.
- With 05 undergraduate and 11 postgraduate, 02 second-degree programmes (B.Ed and B.Lib & ISc), and 01 diploma and 02 certificate and Ph.D programmes, PSSOU offers cutting-edge knowledge and skills by improving the curricula' quality, relevance and effectiveness, teaching-learning and assessments processes and outcomes in all the existing programmes.
- Majority of Self-learning materials (SLMs) are offered in local language (i.e. Hindi), which is revised from time to time. University keenly focuses on the revision process to enhance the effectiveness of the curricula in which all the respective boards of studies work towards the enrichment of the curricula.
- Courses offered by various disciplines lay due emphasis on cross cutting issues.
- The University also offers ICT based systems such as audio-video lectures, digitized SLMs, PSSOU-OER and others to supplement the teaching-learning process.
- CBCS pattern in offering degree programmes helps in learners flexibility.
- Feedback analysis of the learners are done to gain impact of the implemented curricula.

Teaching-learning and Evaluation

Over the years, the University has witnessed an exponential increase in the learners' enrolment in various programmes and active participation in the different other academic activities such as seminar, conferences, workshops etc.

- Most of the students come from economically deprived or socially marginalised backgrounds. The University has set up seven regional centres (RCs) to keep an eye on the 138 learning centres (LSCs) spread out throughout the state of Chhattisgarh in order to ensure a substantial increase in enrollment and the provision of adequate support.
- Naxalism has had a significant impact on several parts of Chhattisgarh State. In spite of this, the institution is effectively managing all LSCs. There are 72 Learners Support Center situated in the rural area. 58 Centers are setup in scheduled area, 02 centers each are identified as special disability centers for disabled students, specialized women's study center, study centers for marginalized section of naxal affected areas and specialized study centers in naxal affected areas.
- There are provisions for scholarship for the learners of deprived groups in the University, which is in accordance with the Chhattisgarh Government.
- The University offers the guidance and teaching to the learners through counselling and support. The facility of academic counselling and guidance is provided at three distinct levels i.e. learners support centre, university head quarters, at other levels.
- There are provisions for distribution of SLM, however e-SLM are also available to learners through the university website.
- The University conducts the Term End Examination (TEE) twice a year for its two admission cycle.
- Pattern of evaluation is a continuous process and are based on transfer of learners understanding and application to a particular examination. Evaluation of answer scripts of learners is reflected in the content of writing and the way learners approach to answer questions in the examination.
- Framing of the question papers were done specifically to discourage the wrote memory approach followed by the learners and to ensure that learners are compelled to read the entire syllabus without having predictions for a particular type of questions asked in the examination. The exam pattern covers about 100% of the curriculum. There are 24 questions in a question paper in the examination.
- The formative assessment of evaluation is done strictly as per the regulations prescribed in Open and Distance Learning Regulations 2020. The formative or continuous assessment is done for 30 percentage weightage, while the rest 70 percentage of assessment based on term end examination (TEE).

Research, Innovations and Extension

University has created a positive and encouraging atmosphere among the faculties and scholars by enforcing research policy.

- PhD programme is offered in regular mode as per Ordinance 1, part B of the university and complying the UGC guidelines refrained from time to time.
- Research publication and its related work by the faculty members are a regular activity in the University. Different Seminars/Conferences/Workshops are organized on different themes based on the different departments' current societal issues/needs from time to time.
- As per University Research Grant Rules 2016, there are provision laid down for organizing seminar/conferences, participation of faculties in conferences and carrying out research projects. The university allocates funds as per budget specification to promote quality research in this areas.
- There are separate publication and ethical guidelines and the university strictly adheres to the plagiarism policy. The institution has acquired Ouriginal (Previously Urkund) software for plagiarism check.

- Institutional Ethical Committe (IEC) monitors the benchmarks laid down in research as per ethical norms.
- University is a member of Shodhganga Inflibnet and 250 thesis are placed in the repository under open access.
- As a part of extension activities the university has adopted five villages, runs a Psychological Counselling cell at the headquarters in collaboration with the state mental hospital, runs "Brahmharshi Vashistha Yog Aarogya Kendra" within its premises to sensitize well being among all the stakeholders including the society at large.
- Convocation are organised on yearly basis in the Institution.
- The university has its own consultation policy in practice.
- Apart from these learning activities, the University has various cells/centers which are actively involved in innovative practices. Innovations are carried out through different constituents including center for innovation start-up and entrepreneurship development, student support portal, center for social reform and extension, women holistic development centers, eco-friendly development cell, modal learners/study centers, swami Atmanand peeth and equal opportunities cell.

Infrastructure and Learning Resources

Infrastructure of the university has been a key strength to achieve learning competency.

- Presently the university operates through its seven Regional Centers (RC's) located at Bilaspur, Raipur, Ambikapur, Jagdalpur, Jashpur, Durg, and Kanker and 138 Learners Support Centers (LSC's) has been established to provide better support to its learners.
- Headquarter is located in lush green campus spread across 70 acers (aprox) of land. The university has Sirpur Administrative Building, Mahamaya Exam Assessment Building, Sihava Academic Building, Vivekanand Pustakalaya, Arpa Guest House, Chitrakut Leaners' Hostel along with service quarters for type I,II, III and IV employees. Vice Chancellors and Registrars residence is also located inside the campus.
- All the RCs and LSCs are equipped with IT infrastructure and uninterrupted internet connectivity of 100 mbps. The discipline-specific science laboratories (Physics, Chemistry, Zoology, Botany,) Computer Labs, Psychological lab have been developed at the university headquarter.
- All the RCs, LSCs and the headquarter are equipped with Wi-Fi facilities to connect learners to global knowledge and improve their learning process.
- A dedicated workplace is provided to all the academic and non-academic staff to ensure their exclusive work environment.
- The installed computer systems and equipment run on licensed operating systems and applications and antivirus software with automatic upgradation.
- The University has its own IT and OER policy. ERP document is also available at the university.
- Library facility of the university is partially automated with the facility of online journals.
- The learners can access University's OER repository for discipline-specific information. To clear any doubts, learners can contact the concerned department/faculties or contact the nearby RCs and LSCs for required support.
- The University has signed MOU with the selected universities and colleges located across Chhattisgarh and outside the state, in which the host institution share their resources such as laboratories, classrooms, smart classrooms, seminar rooms, library etc., with the University's LSCs.
- All the LSCs are linked with the nearby RCs and the headquarter for better administration and academic support.

- Regular academic counselling sessions are organized at the RCs and LSCs. The nearby RCs and the headquarter routinely monitor the practical classes and other activities of LSCs.
- The learning resources are being provided to the learners through digitized material such as PSSOU-OER repository.

Governance, Leadership and Management

- The university functions under the authorities of different Statutory Committees as per the provisions of its Acts, Statutes, Ordinances, and Regulations.
- In addition, it is governed according to the requirements set out by the UGC, the UGC-DEB, various Regulatory Authorities, and the State Government.
- The executive and academic council is the apex body of the university chaired by the Vice Chancellor of the University. Further various bodies are formulated to execute decentralization of work and authority.
- Academic Council handles academic-related activities; Financial committee deals with finance-related aspects, Building committee concerns for the development and maintenance of infrastructure, Purchase committee performs responsibilities of purchasing and tender related activities at the university. From time to time, these committees arrange meetings for the smooth functioning of all the activities at the universities.
- All the statutory and non-statutory committees put their recommendations and proposals before the Executive council for approval/ modification/ reporting at the university.
- As per Government of Chhattisgarh stipulations, the University provides welfare measures to its employees viz.:

1. Different kinds of leave (Casual, Earned, Medical, Maternity, Child care, Duty leave etc.)
2. Fee concession to pursue any course at PSSOU
3. Reimbursement of the medical insurance premium
4. Medical benefits(treatment and hospitalization)

- The faculty members are encouraged to attend orientation/refresher programmes apart from participating in national/international conferences/workshops for broader exposure and enhancement of their academic pursuits.

- The Centre for Internal Quality Assurance (CIQA) is assigned to maintain and ensure the university's academic and administrative activities. The CIQA is fully operational and performing its responsibility effectively.

- Several other committees are also formed in special occasions, especially in the times of Convocation, Seminar, Conferences, workshops, etc. Some rules and regulations are designed and performed by the committee members to attain certain predetermined objectives.

Institutional Values and Best Practices

The University is concerned and committed to empower all the learners enrolled from diverse backgrounds. In order to attain it, the University takes initiatives with a set of values and practices to focus on their self-growth, self-esteem, and self-actualization. Practices in the university in this regards includes:

- Gender equity initiatives are taken on priority basis.
- Disabled friendly amenities such as ramps, washrooms, other equipments of need etc. are available for persons of special needs in the Headquarter, RCs and LSCs.
- The codes of conduct for academic and non-academic staffs, functionaries at the RCs and LSCs, and its learners are well placed and communicated.
- The University facilitates its learners to be aware and take constructive actions towards environmental and ecological issues around them. The University's strict policies towards "Green Campus" and "Friendly and Barrier Free Environment for the Learners" are not only declared for the headquarter, but also for all the RCs and LSCs.
- The University celebrates several important days such as Independence Day, Republic Day, Mahatma Gandhi Jayanti, Pandit Sundarlal Sharma Jayanti, Human Rights Day, International Yoga Day, International Women Day, and World Environment Day etc. to inculcate human rights, fundamental duties, constitutional obligations, and universal values among its stakeholders.
- All the relevant information including admission, results, seminar, conferences, workshop, recruitment related notices, practical-related information etc. are available on the university website as well as public media.
- The university identifies four best practices i.e. Implementation of Examination Reforms, Multiple Learner Welfare Programs, SLM in Local Language and its Distribution System, Sustainable Practices for Green Campus.
- Two key area of distinctiveness includes Landscaping of the Campus and Penetration into Remote and Tribal Areas.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	PANDIT SUNDARLAL SHARMA (OPEN) UNIVERSITY CHHATTISGARH
Address	Pandit Sundarlal Sharma (Open) University Chhattisgarh, Koni-Birkona Road, Po- Birkona, Dist- Bilaspur, Pin- 495009 Chhattisgarh (INDIA)
City	Bilaspur
State	Chhattisgarh
Pin	495009
Website	www.pssou.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Bansh Gopal Singh	07752-240701	9893017457	07752-240702	vc@pssou.ac.in
IQAC / CIQA coordinator	Shobhit Bajpai	07752-240702	9425230007	07752-240701	dirciqa@pssou.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	24-01-2005
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	22-07-2005	View Document
12B of UGC		

University with Potential for Excellence

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

Nature of University :

Name of Act	Act No	
Created by an Act of State Legislature	26 of 2004	

Territorial Jurisdiction of the Open University :

Pandit Sundarlal Sharma (Open) University Chhattisgarh has territorial Jurisdiction to whole of Chhattisgarh State.

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Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Pandit Sundarlal Sharma (Open) University Chhattisgarh, Koni-Birkona Road, Po-Birkona, Dist-Bilaspur, Pin-495009 Chhattisgarh (INDIA)	Semi-urban	70.16	24320.44	BSc(Bio), BSc(Maths), BLibISc, BEd., BA ,BCom,BBA, MSc (Mathematics), MA (Hindi), MA(English), MA (Political Science), MA (Sociology), MA (Education, MCom, MSW, MA (Sanskrit), MA (Mathematics), Ph.D, PGDYS, PGDPGC, PGDJMC, PGDBJNM, PGDAPR, PGDLW, PGDC, PDCL		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
NCTE	[106174_4935_4_1663588831.pdf](106174_4935_4_1663588831.pdf)
DEB-UGC	[106174_4935_21_1662089881.pdf](106174_4935_21_1662089881.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				4				4				13
Recruited	1	0	0	1	0	0	0	0	7	5	0	12
Yet to Recruit				3				4				1
On Contract	0	0	0	0	0	0	0	0	21	17	0	38

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				43
Recruited	11	5	0	16
Yet to Recruit				27
On Contract	197	38	0	235

Technical Staff				
	Male	Female	Others	Total
Sanctioned				4
Recruited	4	0	0	4
Yet to Recruit				0
On Contract	6	0	0	6

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	5	4	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	9	8	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	9	0	21
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

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	4701	80	0	0	4781
	Female	3595	51	0	0	3646
	Others	0	0	0	0	0
PG	Male	3388	73	0	0	3461
	Female	3103	55	0	0	3158
	Others	1	0	0	0	1
PG Diploma recognised by statutory authority including university	Male	438	42	0	0	480
	Female	468	18	0	0	486
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	0	0	0	10
	Female	11	0	0	0	11
	Others	0	0	0	0	0
Diploma	Male	1568	16	0	0	1584
	Female	1797	18	0	0	1815
	Others	0	0	0	0	0
Certificate / Awareness	Male	5	0	0	0	5
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
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)

SI.No	Programme Level	Name of the Programme	Duration In Month	Entry Qualification	Medium of instruction	Student strength	No.of students admitted
1	Certificate	CRCM CGST	6	TWELVE TH	Hindi	100	55
2	Diploma	DELED DELT	24	TWELVTH	Hindi	4800	4050
3	PG Diploma	YS GC BJ APR CL	12	GRADUATION	Hindi	1875	1874
4	Under Graduate	BA BCO BSC BBA	36	TWELVTH	English + Hindi	16000	15922
5	Post-Graduate	MA MCOM MSC MSW	24	GRADUATION	Hindi	11000	10625
Total			102			33775	32526

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:	In order to enhance the all-round capabilities of the learners – intellectual, artistic, social, physical, emotional, and moral in an integrated way, the university is prepared to incorporate multidisciplinary

programs as per the National Educational Policy 2020. Multidisciplinary education involves the merging of multiple fields of study, and when interdisciplinarity is incorporated, the merging further contributes to the synthesis of knowledge and the generation of new knowledge that cannot be comprehended through the lens of any single field of study. In light of this complexity, the question becomes how institutions can best prepare themselves to address this issue. The following are some possible solutions wherein the institution has already adopted or ready to adapt in order to envision future of NEP 2020: I. Choice of Research Topics: The topic for the research would centre on a significant issue that has relevance across disciplinary boundaries. Climate change, pollution, ethnic strife, regional studies, neurology, natural disasters, migration, and other complex issues all benefit from a multidisciplinary perspective. II. Collaborative Effort: The institution aims to encourage collaboration in research project. In this regards, the team members would be identified by the department in charge of a research project centered on a complicated topic, and the department as a whole should work together to address the issue at hand and craft a research proposal. The research team as a whole has to collaborate from the proposal's inception through its defense in front of the funding agency and beyond. III. Interdisciplinary Collaboration: During interdisciplinary collaboration, each member of the group will be provided with opportunity to directly experience the concept and approach used across the group members' various specialties. All members of the group get a fresh viewpoint and a culture of active participation. The university then will include the faculty's collective experience conducting research projects in the spirit of IV. Collaborative Teaching and Instruction: In order to address and resolve complicated problems of the learners, collaborative teaching and instruction would facilitate the requirements of the curriculum. When teachers from various fields work together, their students benefit from hearing all sides of an argument. V. Collaborative Evaluation: Evaluating a course's effectiveness along with learners is a great way to broaden the scope of study and classroom's instruction being provided. The institution will encourage more of collaborative evaluation to shorten

	the gap between faculty and learners. VI. Collaborative Publication: There are many opportunities for a group of educators to publish articles because of their combined research and teaching expertise. The institution will continue to encourage this type of collaborative approach. Aforementioned blueprint where there may be more than one correct approach. It's possible that collaborative teaching might come first, with research and publications following afterwards. Reorganising university curricula to foster interdisciplinary education calls on the backing of universities on several fronts, including a greater degree of autonomy, and financial support and university is committed in this regards.
2. Academic bank of credits (ABC):	UGC implemented rule on Academic Bank of Credit through a gazette notice published by the government of India on 28 July 2021. The regulation states in Section 3 that "Academic Bank of Credits, shall be a national-level facility to promote flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across Higher Education Institutions in the country with appropriate credit transfer mechanism created through these regulations and shall enable students to choose their own learning path to attain a Degree or Diploma or Post Graduate diploma or academic qualification." Regulation on Academic Bank of Credit establishes the goals, organisational structure, functions, and eligibility requirements for Higher Education Institutions to register with Academic Banks of Credit. Concerning the implementation of Academic Bank of Credits (ABC), The university has taken concrete steps to develop the required capacity. I. University has adopted grading system as a part of examination reform, which is an efficient system for performance measurement of the learners. II. The University has successfully implemented multiple entry and exit system into various undergraduate level programmes. III. There are also provisions for lateral entry in the university which allows more flexibility in the learning and allows smooth mechanism for credit transfer. IV. The university has officially registered in the ABC and National Academic Depository NAD/ Digi locker, and currently building required capacity to upload student data of various academic session. V. At present,

	Nodal Officer has been appointed by the university to upload data in the NAD/Digi Locker portal. VI. The university has also created a committe to look after Digi locker cell for the data upload purpose. VII. After the purpose is fulfilled accumulation of credit bank system will be operationalised.
3. Skill development:	The university runs several degree and diploma programmes to instill skill development among learners such as Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Library Science, Bachelor of Education, Diploma in Education, PG Diploma in Psychological Guidance and Counselling, PG Diploma in Yoga Science etc. These programmes develop higher order skills such as critical thinking, reasoning skills etc. among learners which assists them to be more intuitive and persuasive in their career. The university also promotes value-based quality education; hence it strives to instill positivism in learners. The university promotes several activities like remembering national leaders' birthdays and anniversaries of deaths assist instill excellent values in the young minds. The university also uses mentoring programmes to assist students succeed academically and get meaningful work after graduation.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The university recognises the importance of spreading the use of Indian languages among its learners, and hence provides degree and diploma programmes in traditional and national languages including Hindi, Sanskrit, and Chhattisgarhi. In order to promote and incorporate the local language, art, and culture, the university facilitates such initiatives and offers opportunities to students to earn extra credits by participating in events like literary activities, debates, competition, and symposiums that are held in the local language. To inculcate values related to their culture and tradition, teachers are also being trained to innovate via different seminars, workshops, and conferences. Future efforts at the University will also be on focusing the protection and dissemination of linguistic diversity.
5. Focus on Outcome based education (OBE):	The university believes that the student learning result should be described in terms of knowledge, skills, comprehension, and employability. At the University, Lectures, seminars, tutorials/workshops/practical and project-based

	learning, field work, technology-enabled learning internships/apprenticeships/research are some of the recommended methods of instruction. The university is continuously working on developing programmes and courses to develop higher order skills among learners. Higher order skills will enable students to analyse, evaluate and create critical thinking process among students which will assist them in their respective career. The university initiated several programmes relating to this purpose such as Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Education, Bachelor of Art in Economics, Management, Psychology etc. and several other PG Diploma and UG Diploma course. The institution has successfully implemented Choice Based Credit System (CBCS) into its various programmes. This facilitates flexibility and contributes towards the open approach for gaining educational outcomes in the long run.
6. Distance education/online education:	The university functions in open and distance learning (ODL) mode. At present, several programmes such as BBA, B.Com., M.Com., B.Lib., B.Ed. BA in Psychology, Economics, Management, Sanskrit, Sociology, Social Work etc. including different PG Diploma and Diploma programmes are fulfilling the learners' needs of knowledge and appropriate skills. The university is also making plans to provide dedicated vocational courses through ODL (Open Distance Learning) mode in the coming years. The university is continuously working to transition and cope up with new learning technologies to offer improved learning services to learners. The university extensively use Google Meet, Zoom, and other apps as teaching and learning mechanism for improved counselling services to all the learners, including distant/remote area learners. University as a part of future plans aims to offer online programmes and develop its own MOOCs courses. Future policy implementation also includes design and implementation of four years degree programmes in the institutions.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Electoral Literacy Club has been setup at Pandit

set up in the College?	Sundarlal Sharma (Open) University Chhattisgarh under the Social Responsibility Cell.
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?	Electoral Literacy Club functions under the supervision of the Social Responsibility Cell of the university which constitutes of coordinator and members of the institution. Faculty members in this committe are the constituent members which is operational in the university. This club through the learners of various programmes helps to discharge functional level duties for the concern of electoral literacy. The broad objectives of ELC is to: • To promote awareness of 'Right to Vote' among learners, faculty members and community level. • To facilitate voter registration for its eligible members who are not yet registered. • To provide education about registration and legal electoral process. • To familiarize the targeted inhabitants about voting machine like EVM and VVPAT. • To help the audience understand the value of their vote. • To ensure the citizens that they should exercise their adult suffrage right with confidence in an ethical manner. • To develop a sense among citizens that ' Every Vote Counts' and ' No Voter to be Left Behind'. • To harness the potential of Electoral Literacy Clubs members for carrying the electoral in community.
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.	Various initiatives were undertaken by the Electoral Literacy Club of the institution to educate and spread mass education for the wider benefit of public and society. 1) As a part of social responsibility the university has adopted five villages adjoining its territory. These villages are Ramtala, Turkadih, Nirtu, Baima, Nagoi, Sendari. While disseminating social functions in these adopted villages, attempts are made to convey the message of power and rights to vote for creation of healthy democracy. 2) On 10th of October 2022, an awareness programme was undertaken at Ramtal and Sendari village by the Electoral Literacy Club to foster communication on participation in electoral process for creation of better country and countrymen. The campaign gained a wider response both from the learners and villagers perspective. The programme also emphasized on motivating individuals with special abilities and depressed classes like differently-abled, elderly and third gender etc. 3) Programmes at the institution level is undertaken to foster consciousness among

	learners of the university on electoral literacy. These programmes includes: • Debates relating to electoral literacy. • Wall Magazine, news magazine on topic related to election and voting rights. • Essay Competitions, Story writing competitions, Engaging with nearby communities for Electoral Literacy Programs. • Drawing and Poster making competitions theme 'inclusive and accessible elections'. • Quiz, Games, Puzzles, Cartoons, Scrabble, Pathfinders etc.
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.	Faculties and learners are encouraged to undertake project based study in the area of electoral literacy. In this regards doctoral level work on theme "A Critical Study of the Nature and Impact of Electoral Reforms in India" was undertaken by research scholar of Political Science Department of the University. At the post graduate level, learners conduct projects, presentation, research works on topic related to electoral literacy. Thus, university makes consistent effort to inculcate electoral education for advancing democratic values and wider participation in the election process.
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.	In order to enroll the eligible learners as voters in the electoral roll efforts are made by the Electoral Literacy Club and the University. Following broader activities are made at the institutional level in this regards: 1) Circulation of notice both at the level of department and the university. 2) Organising awareness campaign in the university to educate learners. 3) Fostering electoral education by the means of various competitions like quiz, debate etc. 4) Celebration of voters day. 5) Alignment of rights and duties of responsible citizens with the celebration of events and occasion of national importance.

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
24	30	30	28	27

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
24	30	30	28	27

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
13979	16799	15779	12873	16667

1.4

Number of learners during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
28421	30014	25281	23371	27888

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
348	374	375	339	343

1.6

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

Response: 403

2 Students

2.1

Number of graduated learners

2021-22	2020-21	2019-20	2018-19	2017-18
13414	13204	11929	12377	10267

2.2

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

Response: 13597

2.3

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

Response: 13910

2.4

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

Response: 13597

2.5

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

Response: 12191

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
21	21	21	21	21

3.2

Number of full time teachers appointed against the sanctioned posts

2021-22	2020-21	2019-20	2018-19	2017-18
13	10	10	10	11

3.3

Number of other academics in position against the sanctioned posts

2021-22	2020-21	2019-20	2018-19	2017-18
38	28	11	26	24

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
15	11	11	11	11

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: 15

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
63	48	32	31	24

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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: 63

4 Institution

4.1

Total expenditure excluding salary

2021-22	2020-21	2019-20	2018-19	2017-18
1106	1521	1330	1170	1250

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:

Curricula planned:

- The University has in place a well-organized system of curriculum design and development in the form of Board of Studies (BOS) consisting of faculty members of the concerned department and the invited external experts.
- The Boards of Studies meet periodically and reviews, the existing syllabi and designs, and develops the new curriculum based on the needs of the stakeholders.
- The designed curriculum of each department is then placed before the Academic Council for approval.
- Keeping in view the needs, aspirations and expectations of the modern generation and the society, there has been a consistent and systematic effort in designing the curriculum by the concerned Boards of Studies.
- The Indian tradition and culture reflect a sense of nature conservation. In addition, the feelings of gratitude to mother earth and sense of environmental conservation have always been a priority for the students and staff of the university. Therefore, the university has introduced course module on Environmental Studies at undergraduate level as per the directive of the Supreme Court of India and University Grants Commission, which primarily focuses on the issues of environment and sustainability.
- The university has a formal mechanism to obtain feedback from students.

Curricula designed:

- The University makes a periodic assessment of its curricula, taking into account the students' needs, teaching and research potential of the faculty, Emerging trends in various knowledge regimes across the globe, curricular requirements of various teaching and examining bodies in India and above all the local needs. While designing the curricula across all disciplines, employability of students is emphasized without compromising the core values and ethos of the disciplines. At regular interval of 2 to 3 years, the syllabus of the university is revised for undergraduate, postgraduate and Ph.D. programmes in line with the UGC Curriculum Models, NET syllabuses, UPSC and other recruitment commissions.
- All the courses of UG & PG courses have undergone revision of up to 15-20%.
- The University has adopted many innovative measures in curriculum-designing and development, such as adoption of course-credit system, continuous evaluation through internal assessment, assignments, term end papers, dissertations, seminars, research review presentations, etc.
- All departments offer to their students' elective courses that are designed in keeping with the specialized competence of faculties, academic needs and imperatives of the department. Several programmes of inter-disciplinary nature are run by the P.G. departments of Life Sciences, Environmental Sciences, Information Technology, Computer Sciences, Mathematical Sciences, and

Chemistry, etc.

- The university has a community extremely active in research and innovation in research, teaching, and outcomes and it's spread through the extension activities. It has a clear policy for promoting research, publicly available on its website.
- The library has a rich collection of books that include textbooks as well as reference books that support faculty and students in their research and assignments, respectively. It also subscribes to the number of e-resources. The expenditure on books has gone up over the last five years, as the students and faculty numbers also go up. The library also allows remote access to its e-resources, improving it's off-campus access for students, staff, and faculty.
- The computer lab provides computing and internet access to students as well as printing support.

Curricula developed/adopted:

- Curricula planning designing and development are a very systematic process in Pandit Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur.
- At the outset of the curricula planning before the launch of a programme, university teaching department conceives the initial idea of development of programme. The idea is conceived from the point of view of local, regional and global needs.
- It is thoroughly discussed in the department meetings and the same is put forward before the higher authority for administrative approval. After the approval of the authority, it is then further preceded for the preparation of Programme Project Report (PPR). This PPR is based on the feasibility study comprising field survey and discussion with various stakeholders. Thus, after preparation of PPR (with having all the elements as contained in Annexure IX of UGC ODL Regulations 2017) it is once again discussed at appropriate levels with other authorities of the University.
- Following the clearance of this initial stage, it is placed before the Board of Studies (BOS) for further approval. After the approval of PPR from the Board of Studies (with or without modification) it is then placed before the Academic Council of the University. After the final approval gained from the academic council (with or without modification) the same is implemented as programme for learning.
- Curriculum planning and development is particularly relevant to local, national, regional and global needs. For example, local aspects are always included in subjects such as Botany, Environmental Science, History and Geography. Similarly in other subjects, national, regional and local needs are taken care of them. The aim of all these courses is to equip the students with the necessary skills and to specialize in a subject or to make them socially and economically relevant through these courses to prepare for employment or self employment.
- The course contents are structured in such a way that each unit of the contents includes learning outcomes for the learners, all of which are divided into subunits. The SLM department is run by the university, whose primary function is to produce and distribute textbooks. The writing of self-study materials are done through the teachers of different subjects of the university and subject experts of other institutions.
- These self-study materials are recommended by the Board of Studies of the concerned subject. After that, it is implemented in the university after approval from the Academic Council and the Executive Council. These SLMs are uploaded on the university website in the form of e-content, so that the learners can study the SLM online also.
- In addition to any subject for which the SLM has not been prepared by the university, such study materials are taken from other universities through MOU. After that, based on the number of learners admitted in the university, the study materials received from any other universities are used for the respective courses.

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

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

Response: 62.5

1.1.2.1 **Number of new programmes introduced during the last five years**

Response: 15

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](#)

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

Response: 33.33

1.1.3.1 **Total number of Programmes revised over the last five years**

Response: 08

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: 83.62

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: 291

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: 72.21

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: 291

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: 20.83

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
05	05	03	03	01

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: 50

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: 12

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: 0.07

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
16892	17192	00	00	00

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
04	20	00	00	00

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

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

Response:

PSSOU conducts The multiple entry and exit options for Students in Certificates,Diploma- and Bachelor degree programmes- Bsc, (Biology) ,B.Sc (Maths), BCom, BA., and Post Graduate programmes. As per the University policy, programmes in modular approach are designed depending on the need and have flexibility in the combination of courses as well as methods and pace of learning, with adequate provision for course-wise registration for various programmes. The SLMs were prepared for these courses/programmes in conformity with the modular approach. The syllabi is divided into appropriate modules which are further divided into blocks/ units. The categorization of syllabi thus enables the learners to grasp the concepts and understand the curriculum in a better way.

 A learner enrolled in a degree programme can exit the programme at designated points and obtain a certificate or diploma, depending on the number of credits completed. Each course is allocated a certain credit weightage. Depending on the number of credits earned, a learner is awarded with a Certificate and he/she can complete a Diploma and a Degree simnltaneously . The evaluation system has two components: term end and assignment apart from practical, practicum, internship, projects etc. This learner-centric approach is the basis of flexibility in curriculum

Extension of validity of registration or re-entry is another significant aspect of flexibility provided by PSSOU. However, in case a learner pursuing any degree fails to complete his programme in the scheduled period he/she can get an extension of registration for examinations only in those courses which he/she could not complete. However, this learner centric approach ensures that the learning process for which the learner had enrolled in the programme in the first place is completed. It also teaches them a lesson in time-management and leads to motivation and boost for value added and professional outlook. For instance, the registration for a Bachelors Degree Programme is **valid for** a period of maximum of **6 Years**. Courses offered are divided into three parts with two Categories of **Vocational** and **Non Vocational**

B.A,B.COM,B.SC for Part –I and Part –II both.

There is a provision for involvement of skill development course credit marks in the third year of the graduation course, if the learner has completed or passed the training program from government /non-government/P.M or C.M Skill development recognized training centre .

The framework is so designed that the learners can enroll in a specific level of a programme and have optout option at subsequent levels of programme. Thus three different levels (Level 1 to 3) have been formulated comprising of both undergraduate level of programmes. first year of the undergraduate programme requires 36-40 credits for qualifying for an undergraduate certificate. A diploma will be awarded after the completion of required 72-80 credits . The award of Bachelor's degree requires 108-120 credits from level 1 to 3, with 36-40 credits each at level 1, 2 and 3.

Qualification Type and Credit Requirements

•	Qualification Title	Programme Duration	Credit Requiren
Level 1	Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year of the undergraduate programme.	1 Year of UG Programme	36-40
Level 2	Undergraduate Diploma (in the field of learning/discipline) for those who exit after two years of the undergraduate programme.	2 Years of UG Programme	72-80
Level 3	Bachelor Degree	3 Years of UG Programme	108-120

Provisions will be applicable ,subject to guidelines and policies of the State Government framed from time to time.

File Description	Document
Any other relevant information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

There are various issues which are related to gender, environmental sustainability, human values, emerging

demographic changes and professional ethics, which fall under crosscutting issues regarding its application into the curriculum of various courses of the university. These issues find a meaningful space for maintaining a healthy and congenial learning environment for the students. The curriculum designed by the university itself includes many of the aspects-

Gender:

The courses below which address gender issue by providing the skill-sets necessary for lifelong learning and provide the opportunities for the students to explore subjects or areas of interest. It teaches equality and about action to be taken against biasness. Suitable example -gender related issues are accommodated in the following programmes.

- B.A. - Sociology, Psychology, English, Political science, History.
- M.A. - Education, History, English, Social work, Political Science.
- P.G. Diploma- Guidance counseling, Advertising & Public relation, Journalism & Mass Communication, Broadcast journalism & new media.

Environment and Sustainability:

The following courses address environment and sustainability. It enables the students to learn about the environment and the ecosystem, They learn strategies and ideas to protect environment and become aware of global warming and other related issues. It appreciates ethical, cross-cultural and historical context of environmental issues and the links between human and natural systems. The following programmes contain various aspects of environmental issues.

- B.Sc. - Zoology, Botany.
- M.A. - Education.

Human Values:

The courses mentioned below incorporate and describe human values. Human values are desirable and worthy of esteem for their own sake and for the society. They help us to live in harmony with the world. The following programmes contain the issues related to human values.

- B.A.- Political science, Yoga science, Economics
- M.A. - Education, Social Work
- M.Com
- Degree Programme- B.Ed., B.lib. & I.Sc.
- PG Diploma- Guidance & counseling, Advertisement & public relation, Journalism & Mass Communication, Labor law & Labor welfare, Yoga science

Professional Ethics:

The following courses incorporate and disseminate professionally accepted standards of personal conduct, business behavior, values, and principles. Professional bodies often establish professional ethics to help and guide people in order to perform their job and duties. The following programmes contain direct reference to Professional ethics.

- B.A.- Economics, B. Com,
- M.A.- English, Education, Social work,
- M.COM,
- Degree programme- B. Ed,
- P.G. Diploma- Computer Application.

Emerging Demographic changes:

The following courses address and incorporate emerging demographic changes. Demographic change influences the growth rate of economy, structural productivity, better living standards, consumption and investments. Incorporation of these issues in the curriculum creates awareness among learners. The following programmes contain the issues related to demography.

- B.A.- Economics, Sociology
- M.A.- History, Education, Social work, Political Science
- M.COM

Accordingly due emphasis has been given to cross cutting issues in various programmes of the University.

File Description	Document
Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula	[View Document](#)
List of courses that integrate crosscutting issues mentioned above	[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: 06

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: 31.39

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: 8920

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

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[View Document](#)
4	[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: 53.35

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

Response: 215

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

Other Upload Files	
1	View Document
2	View Document
3	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: 3

File Description	Document
Total enrollment data year wise authenticated by Registrar of the University	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The University is continuously growing by following its mission statement "Reaching higher education at your doorstep". PSSOU, being the single Open University of Chhattisgarh state government, provides a platform to Freshers dropout students of conventional institutions,, full-time employees, stay-at-home parents, and learners wanting to increase their knowledge and qualifications. Some of the important efforts undertaken for reaching the unreached are as follows:

1. **Admission**:

- Admissions are available online and can be easily completed either from home or through a nearby computer center. The student must select one convenient Learner Support Center (LSC) to receive the services of the University.
- Admission notice is advertised through Television, Radio, News papers, Pamphlets and other means and distributed thoroughly over Chhattisgarh State.
- For admission in the University there is no restriction of age.
- In the admission process, document verification is handled online and in case of discrepancies, the learner is intimated to send the required documents/certificates via post and e-mail. Physical presence to provide documents is the last provided option.
- Appropriate Reservation Policies of the State Government are implemented for filling in the reserved seats.

1. **Learner Support Center (LSC) :**

- The University has LSCs all over Chhattisgarh, i.e, Ambikapur, Sukama, and Rajnandgaon, northern, southern and eastern parts respectively. As per the session (2021-22), there are 138 LSCs and 07 RCs in the University.
- Many districts and regions of Chhattisgarh State are affected by Naxalism. Despite this, the university is successfully operating all the LSCs . 04 LSC are specified as naxal affected study

centers/ scheduled area/deprived learner support centers in the state.

- 75 LSCs have been established and identified to operate in the rural areas of the state.
- There are 58 LSC's located in scheduled areas of the state as determined by the tribal and scheduled caste development.
- PSSOU provides handicapped learners the freedom to choose the LSC and there are 09 LSCs for B.Ed. and 26 LSCs for D.El.Ed.
- 02 LSC are identified and marked each for special PWD centers and special women learners support centers in the state.
- 04 LSC's are also identified and marked as special tribal and scheduled area learners support centers in the state.
- There are provision of scholarship for the learners of deprived group as per the provision laid down by government of Chhattisgarh in the state.

3. Self-Learning Material (SLM):

- Easy-to-understand SLM is made available at the learner's addresses it is also available as e-content on the University website (www.pssou.ac.in) .

4. Assignments :

- Blank answer sheets for assignments are sent at the address of the learners for convenience.

5. Assignment Question Papers :

- Downloadable assignment question papers are provided on the official website.

6. Submission of Assignments :

- Learners submit their assignments to their selected LSC within the notified date.
- Helpdesks present at LSS, RCs and University Headquarters can be reached telephonically (mail or call) and physically for assistance.

7. Attachments :

1. Documents for the numbers of LSC and member of learners in rural effected areas.
2. Photocopy of pamphlets and their materials for advertisement for admission.

File Description	Document
Documents on efforts taken for reaching the unreached	[View Document](#)
Any other relevant information	[View Document](#)

2.2 Catering to Learner Diversity

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

Response: 69.88

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
9671	11470	11174	8877	11981

File Description	Document
Number of rural learners authenticated by Registrar of the University	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: 82.46

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
11484	13862	13023	10544	13838

File Description	Document
Number of SC, ST and OBC learners authenticated by Registrar of the University	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: 1.28

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
190	195	235	213	140

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](#)
Any other relevant information	[View Document](#)

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

Response: 45.34

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
7104	5743	7265	7696	6695

File Description	Document
Number of Women / transgender learners authenticated by Registrar of the University	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: 25.59

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
3904	4396	4238	2242	4690

File Description	Document
Number of employed learners authenticated by Registrar of the University	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 0

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
0	0	0	0	0

File Description	Document
Number of prisoners enrolled authenticated by Registrar of the University	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	2	0	0

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

2.3 Teaching- Learning Process

2.3.1 Development of Self-Learning Material (SLM) in Print

Response:

Development of Self Learning Material (Print Media)

The Self Learning Material (SLM) for the students admitted in the programmes run by PSSOU is prepared keeping in mind the fact-based information, knowledge enhancement and skill development.

The points which are followed at the time of making SLM are:-

1. Curriculum and the level understanding of students.
2. Outline of course content.
3. Clarity in content of SLM.
4. Enhancement of knowledge and skills among students.
5. Integration of various natural, daily routine examples.
6. Easily communicable language.
7. Sub division into smaller unit.
8. Self assessment exercises.
9. Suggested readings.

Stages of Innovative Self Learning Material

The steps taken for preparing new SLM:-

1. Initially, the syllabus is prepared by the Board of Studies of the concerned programme and then it is approved by the academic council of the university. In this process the approval of the names of writing boards or subject experts is also obtained.
2. The concerned authors or subject experts are provided training related to the writing, format and quality of the content SLM
3. Unit wise allocation of subject matter to subject experts for writing work.
4. Editing of content, language and format.
5. Writers are paid as per rules for writing work and typing work according to the rates approved by the University for writing the text material.

6. Distribution of course material to the admitted students.
7. Re-edited and re-printed every three years or after a maximum period of five years.

1. **Self Learning material (SLM)**

The creation of self-study text material (printed) and E-format (e-content) is followed after determining the course contents of graduation, post-graduation, post-graduate diploma, diploma, certificate course etc. Subject experts of the concerned subject are selected according to the question paper. Each question paper is divided into four sections/units and the following points are included in each unit:

- Introduction of the topic, Objective of learning or learning of the students.
- Assessment of prior knowledge/lesson.
- Learning activities.
- Examples, Pictures and diagrams.
- Self-assessment exercises.
- Summary and important facts.

The basic objective of the SLM is to provide the students with a concise, well-planned, objective and evaluative knowledge of their course/ study subjects.

1. **Action plan for previously developed SLM**

- The previously developed text material of the subjects is first placed before the subject experts in the Board of Studies (BoS). In this stage, if necessary amendments are to be made in the syllabus or it is to be upgraded in time, then it is considered or revised.
- SLM is then sent for the approval of the academic council and the executive council.
- The work of continuous correction of quantitative data and grammatical/printing errors is done before reprinting. It is then sent to the printer for final printing.
- After testing and approval by the BoS and subject experts published books are distributed to the students.

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: 33.33

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

Response: 08

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](#)
Any other relevant information	[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: 54.17

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: 13

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
24	22	22	18	12

File Description	Document
Data template in Section B	[View Document](#)
Any other relevant information	[View Document](#)
Links to Digital repository of SLMs	[View Document](#)

2.3.5 Institutional Mechanism to provide academic counseling support

Response:

The University (PSSOU) offers the guidance and teaching to the learners through counselling. The facility of academic counselling and guidance is provided at the University for the learners at three levels, mainly as given below:

1. At the level of Learning Support Centre
2. At the level of University Head Quarters
3. At other levels

1. **Learning Support Centre:**

The University has a set procedure to create a new learning centre to offer different courses for the learners, and to approve new centres, a committee is formed by the University to inspect the infrastructure and resources regarding number of teachers and course-wise, classrooms, library, common rooms, facilitation for handicaps, laboratories and other digitalized amenities, etc. in the concerned graduate or postgraduate college. If these facilities and resources are found appropriate and well placed, then the affiliation is imparted to the learning centre by the University on the report of the committee.

University organizes contact classes for the learners depending on the curriculum and academic calendar for the different courses as offered to the learners and these contact classes facilitate not only the learning through conferring the knowledge of subject but also provide a platform for the learners to clear their doubts in face-to-face interactions with the subject experts known as counselors. During the contact classes for learners, the SLM is discussed briefly and practice of experiments in the laboratory is carried out in practical courses. The learners may utilize the facility of Library, Computer Lab and E-Classes, if these are available at LSC. The objective of conducting the contact classes is not only to teach them for a limited period but also to make them familiar with the concerned subject experts so that they may solve their doubts by meeting or telephonically whenever they require after the completion of scheduled contact classes. The subject experts remain available at LSC, to solve the learners' issues.

1. **University Headquarters:**

The University Headquarters is equipped with advance learning facilities for the learners.

During the working time, there is availability of full-time faculties as UTD in different courses to guide the learners who seek the solution to their problems. The learners may approach the faculties freely without any hesitation and at the Headquarters, they may get solution of their academic issues. Time table for counseling subject-wise counseling is displayed over the University's website (www.pssou.ac.in). Apart

from continuous availability of counseling at University head quarters, contact classes are organized for a minimum duration of 7-10 days and for this purpose, there is availability of hostel facility for the learners of remote areas and the learners may utilize the Library and available Labs at the University Headquarters.

1. **Other Places/ Other Levels:**

The University (PSSOU) is offering certain professional and special courses aimed at employment but the resources and faculties are not available at every LSC in different remote regions of the Chhattisgarh state. Therefore, the University, in these courses, provides the contact classes and other necessary assistance at suitable places by clubbing all the learners at suitable places where the resources and faculties are available.

File Description	Document	
Any other relevant information	[View Document](#)	
Schedules of different counseling activities	[View Document](#)	
Report of academic Counseling sessions	[View Document](#)	

2.4 Teachers and other Academics- Profile and Quality

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

Response: 100

File Description	Document
List of the faculty members authenticated by the Registrar of the University	[View Document](#)
Details of full time teachers and other academics As per Data Template	[View Document](#)

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

Response: 89.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	25	16	26	24

File Description	Document
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

Response: 1

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

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

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](#)
Any other relevant information	[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: 35.9

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

Response: 28

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
Any other relevant information	View Document

2.4.5 Recognition earned by full time teachers and other academics

Response: 2

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
0	1	1	0	0

File Description	Document
Scanned copies of award/ appointment letters	View Document
As per Data Template	View Document
Any other relevant information	View Document

2.4.6 Learner : Academic Counselor ratio

Response: 2.57

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

Response: 730

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
Any other relevant information	View Document

2.5 Evaluation Process and Reforms

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

Response:

The University (PSSOU) conducts the Term End Examination (TEE) twice a year since there are two academic sessions (January to December and July to June) to follow and there is TEE during June for the session of July to June and TEE during the month of December for the session of January to December.

To conduct the Term End Examination successfully, The University implements certain steps and arrangements as given below:

Pre-arrangement for TEE

1. First, there is a declaration of time table for TEE before 45 days before its initiation.
2. The panel of question paper setters for all courses is attained through Boards of Studies.
3. The panel of question paper setters is approved by the Honorable Vice Chancellor and there after the question papers and sent to the concerned expert from the approved panel and through this process, question papers get prepared for Term End Examination.
4. Final question papers for TEE become ready after the moderation by subject experts.
5. Confidentially-set question papers after the moderation are sent to the printing press.
6. After the declaration of time table for TEE, there is an online arrangement for learners to download the Admit Card and the exam Time-Table.
7. Examination centres are created depending on the number of learners' distance and accessibility to the exam centre and before finalizing the exam centre, the consent from expected exam centre is received.
8. Exam centres for TEEs are issued necessary guidelines and instructions from the university to conduct the exams successfully.

Certain Measures for Maintenance of the TEE Ethically

1. Almost every exam centre is placed in Chhattisgarh government colleges (97%) and a few of these centres are placed in reputed non-government colleges (3%).
2. To stop unfair means by examinees, there is a set of strict rules and instructions for invigilators and the Centre Superintendent is allotted for every sessional exam. A flying squad is constituted at the level of each Regional Centre separately, and these squads visit the exam centers without prior notice.
3. If there is any doubt over the exam centre and if it comes under sensitivity, then there is a provision to appoint an Observer to conduct the exams with required standards.
4. Following the University's instructions, examination centres are documented Compulsorily through Videography.
5. Despite all maintenance measures taken to conduct exams ethically, if there is any case of UFM then required process for disciplinary action is taken against the guilty according to rules.
6. If the examinee is handicapped in writing, then they are provided a Writer/Scribe who does not possess the qualification of more than 12th standard. They are also provided with 20 additional minutes for finishing the examination.

Post-Exam arrangements for TEE

1. Answer copies are packed as per university instructions and sent to regional centres along with exam materials.
2. The evaluation of answer copies are completed at Regional Centre Level but every regional centre organizes evaluation for the other Regional Centre's answer copies and evaluation is carried out inter-changeably among all 7 RCs under University Headquarters' discretion.
3. The evaluation is carried out through subject experts who have minimum eligibility for this purpose.
4. After the evaluation, all answer copies, foils and counterfoils are collected at the University Headquarters and then foils and counterfoils are entrusted to the concerned agency which is supposed to prepare the result of the exam. The result of exam and mark sheets prepared by the concerned agency are made available and displayed on the university website.
5. The mark sheets are distributed by mailing at learners' addresses and sometimes, these mark sheets are distributed through Learner Support Centres.
6. UFM cases are presented in front of the committee constituted of the University for this purpose and the committee suggests the degree of disciplinary action by which the concerned examinee must be punished.
7. If the examinee is not satisfied with the results, then they may apply for (1) Re-Totaling (2) Reevaluation.

If the learner has not appeared in the scheduled practical exam, then they are allowed to appear at another practical exam centre if there is an application to this effect is made by the learner.

The learners are provided with the facility of ATKT if they are not declared passed in any paper and along with ATKT, they may continue their further classes.

File Description	Document
Any other relevant information	[View Document](#)
Manual/ Handbook for conduct of Term End Examination	[View Document](#)
Schedule of Term End Examination of preceding academic year	[View Document](#)

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

Response:

Regarding any dissatisfaction of students about the result of the exams and inaccuracy in the mark sheets, the University after the declaration of results for the Term End Examinations, has immediate provisions for solving such issues.

The confidential department of the University receives many applications regarding:

- Withheld because of missing marks.
- Withheld due to not incorporating previous marks.
- Enrollment, Roll No., Photo/Image discrepancy.
- Spelling mistakes in the names of students or the names of their parents.
- Mark sheets not received by students.
- Showing absence in TEE / TMA / PrE.
- For obtaining the second copy of the marks sheet.
- For re-totaling and re-evaluation.

1. Sometimes, because of printing mistakes, all roll numbers or names are not displayed in the result, and similarly, present students are found absent. If the University receives this kind of application, a new mark sheet is promptly generated after required modifications and procedures.

2. PSSOU has the provision of ATKT for the students if any student fails in any paper. Previous marks are left out during preparing the marks sheet of forward classes, and when brought to the University's notice, they are immediately offered a new marks sheet incorporating marks of previous classes.

3. Errors of enrollment/roll no. or related photo/ image of students, on account of their application, are provided a fresh marks sheet with necessary changes.

4. Similarly, if there is a mistake in the student's name/mother/father/husband, then a marks sheet with a correct name and correct spelling is provided to the concerned applicant.

 5. In the cases of non-delivery of marks sheet on the address of students because of wrong address, and sometimes, there is a misplacement of mark sheet by students, and if he does not receive the original first copy of mark sheet because of any reason, then the student is given a second copy of marks sheet, after due verification.

6. If the student is absent in TEE / TMA / Pr E despite his certified presence, he is issued another an original marks sheet with required entries.

7. In cases of re-totaling and re-evaluation, after incorporating the change an updated marks sheet is provided to students.

For mistakes/inaccuracies as mentioned above, the confidential department of the University resolves the issue through different measures::

1. Scrutiny of the applications and identifying the area of the problem.
2. Checking the problem with foil/counterfoil, TR, observation of answer copies.
3. Respective cell for the concerned program in the confidential department explores the required work/correction.
4. Entries in TR, correction in marks sheet accordingly, fresh marks sheet is forwarded to Exam controller for issue to the concerned applicant.
5. During this process, students are intimated to submit the required fee.
6. In the case of an incomplete application, they are informed to submit the required documents, and they are instructed to collect the new marks sheet from LSC / Regional center.
7. The marks sheet is delivered to the applicant's address if he requests.

File Description	Document
Any other relevant information	[View 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 formative assessment of evaluation in PSSOU is done strictly as per the regulations prescribed in Open and Distance Learning Regulations 2020. The formative or continuous assessment is done for 30 percentage weightage.

Learners in a remote learning system, have limited chances to meet their instructors. Furthermore, their presence at the counselling meetings is not mandatory except for the laboratory based counselling. As a result, two-way communication through assignments seems to be very important in the ODL system. Assignments are completed by the learners on their own in a self-placed.It helps them to remain engaged with studies, preparation for TEE and it gives an opportunity to them to learn from the mistakes committed during the writing of assignments.

When it comes to overall grades at the University, the assignments carry the weightage of thirty percent in the beginning of the academic year, assignment question papers are developed. Before assigning the assignment papers, great effort is made to guarantee that more focus is placed on the value of the assignments from the standpoint of effective learning. To ensure that the question papers are adequately prepared, the Examination Department pays close attention to every detail, from the design of the question paper up to its printing.

Following the conclusion of the enrollment procedures, assignment question papers for all courses are uploaded in the PSSOU'S, website (http//www.pssou.ac.in) and it is accessible to the learners even in the remote locations. The question papers for Home Assignments are developed in the same manner as the question papers for term end examinations, i.e., the questions are set by authorised paper-setters, which are moderated by a moderator, and the question papers are reviewed by internal faculty members before being placed on the websites. After completion of the enrollment procedure, assignment response sheets / answer s are submitted, they will not be able to resubmit. Finally, the formative assessment results through assignment are represented in the final marks sheet and the progress report.

Apart from the above process followed by the University for professional programmes like B.Ed. and D.El.Ed. learners are accessed by their mentors during contact classes. For this purpose some marks are also assigned.

File Description	Document
Any other relevant information	[View 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: B. Only learner registration, Hall ticket issue & Result Processing automated

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 program outcomes show the accomplishment of learning objectives stated in terms of comprehension, attitude, and academic standards.

Graduate Level Programmes

BA-History

Learn how to use their knowledge and experience to help others develop and to better understand the complex social environment through historical facts in which we live.

BA- Hindi

Apply the knowledge of language fundamentals and various kinds of literature in society to understand and create harmonized civilization.

BA- English

Demonstrate proficiency in writing and spoken communication to satisfy a range of linguistic requirements. Apprehend and respond to art, literature, and human expression from various literary cultures.

BA- Political Science

Engagement with the scholarly community and civil society at large to develop and achieve broader academic and social ends.

BA- Sociology

Recognize the importance of people and institutions in the context of a society.

BA- Economics

The capacity to acquire knowledge in economics which increases their employability in the trade and commerce industry.

BA- Management

Developing an understanding of the basics of management, including both theory and practices, enables individuals in their career choice in the field of business and management and higher studies.

BA- Yoga

It enables the potential to promote good health, avoid stress-related health issues, and aid rehabilitation. It develops a holistic approach to treating common illnesses and teaching them the necessary abilities to offer yoga for health and to use yoga for complete personality development.

B Com.

Enhances the ability to critically evaluate business and trade theory and apply it sensibly. It also inculcates an entrepreneurial attitude among learners.

BBA

Encourages analytical and critical thinking abilities for business decision-making by promoting ethical and value-based leadership ability. Enables learners to communicate business issues, management concepts, and plans effectively.

B.Lib I.Sc

To develop a pool of highly competent professionals capable of managing, organizing, and navigating the whole educational system, especially in Library Science management, by delivering the appropriate knowledge.

BEd.

Provide students with a diverse knowledge of the idea of education, including its many purposes and goals, and essence, from a variety of viewpoints and cross-cutting problems in education.

BSc-Physics

"Hands-on" understanding of the Physical Sciences and the ability to offer insight for smart management choices on how the Earth's resources should be utilized; Skill representation using visual, verbal, digital, and cognitive methods leading to precise, testable predictions.

BSc-Chemistry

Inculcates ability to establish "real world" connections and interdependence among phenomena and processes that will provide character to any area or location.

BSc- Zoology

A thorough understanding of the animal world and a powerful belief in the need for environmental protection.

BSc- Botany

A thorough understanding of the plant world and a firm belief in the need for environmental preservation.

BSc- Mathematics

Improve understanding of mathematics by introducing new tools and methods and digging deeply into the knowledge of many aspects of mathematical theory and practice.

BSc- IT

Makes individual expertise in programming, web development, database management, human-computer interface, networking, and security technologies to prepare them for the real world and meet the organization's needs.

Post Graduate Level Programmes

MA- English

1. Interpret and participate in artistic expression, using the creative process to improve the overall quality of one's existence.
2. Enhances reading, writing, and thinking abilities essential for learners' development.

MA- Hindi

1. Formulate, solve and analyze complex problems in various domains that constitute the core of language and literature knowledge, including familiarity with diverse questions of interest in the areas of structures of language and aesthetics of literature.
2. Apply the acquired knowledge for analyzing language and writing in appropriate genres and modes for a variety of purposes and audiences.

MA-Political Science

1. Apply knowledge and abilities to current challenges and situations of the polity.
2. Improves academic abilities, enabling students to use the body of information in their professional activity more effectively.

MA- Sanskrit

1. Gain a better knowledge of the Sanskrit language, literature, and Shastras.
2. Understand and express problems related to the genesis and development of the Sanskrit language and literature, as well as their implications, and transmit knowledge of Sanskrit literature founded on ethical and moral principles, which is helpful for proper grooming.

MA- Sociology

1. To improve one's logical and analytical abilities and better comprehend societal concerns and challenges.
2. Contribute subject-matter expertise in order to foster innovation, research, and development.

MA- Education

1. Help comprehend education fundamentals, the learner, learning variables, and assessment.
2. Provide the learners with information on the changing faces of education, special education, and inclusion and current changes and arguments.

MA/MSc- Mathematics

1. A thorough grasp of the real flavor of mathematics is obtained via a combination of theory and

practical knowledge.

2. Problem-solving and critical thinking abilities are used in real-world situations.

M.Com

The application of commerce and trade knowledge can lead to self-employment opportunities in the job market.

MSW

1. Acquired abilities and methods for dealing with a variety of social issues. Shows an understanding of ethical, legal, and socially responsible business practices and conduct.
2. Maintaining high levels of personal and professional integrity in a constantly evolving multicultural setting is essential.

File Description	Document
Any other relevant information	[View 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: 73.89

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: 12315

File Description	Document
As per Data Template	[View Document](#)
Any other relevant information	[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: 3.36

File Description	Document
Database of all currently enrolled learners	[View Document]()
As per Data Template	[View Document]()
Any other relevant information	[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:

The research policy of Pandit Sundarlal Sharma (Open) University Chhattisgarh Bilaspur aims to create and support a research culture among its teachers and students and leverage it for enriching and enhancing the professional competence of faculty members. It also promotes the scientific temper and research attitudes of all learner groups. Moreover, it aims to ensure that the research and development activities of the university conform to all applicable rules and regulations and to the established standard norms relating to ethical conduct of research.

University Grants Commission (UGC) New Delhi vide letter No. 1-130/2015 (VIP/PS) dated 03.11.2016 granted permission to offer Ph.D. and M.Phil programme under regular mode. The University vide notification no. 3144/Academy/Ph.D./2017 dated 05.04.2017 started the enrollment of students into Ph.D. programme. The PhD. programme functions in various departments. The Ph.D. programme offered in the University is governed as per Ordinance 1 (B) of the University.

Promotion of Research

For the promotion of quality research, the University provides scholarships to full time Ph.D. scholars as per Research Scholarship Rule, 2018 (Approved in 70th EC Meet dated 29.03.2018 proposal no. 06). As per established rules, a scholarship amount of Rs. 10,000/- (Rupees Ten Thousand Only) per month with compensatory benefit of Rs. 1500/- (Rupees One thousand five hundred only) is provided to the scholars.

University encourages and facilitates its faculty members to go for research work. Presently two faculties are pursuing their Ph.D. work while a total of 7 research projects (1 Major and 6 Minor Projects) are being undertaken in the University, including two projects which are sponsored by Indian Council of Social Sciences Research (ICSSR).

Departmental Research Committee and Research Degree Committee are planned at the departmental level of the University, which continuously monitor the progress of scholars. Apart from the above committees, there is a Research Committee at the University level to assess the quality and procedure related to research. The University also adheres to ethical standards through regular monitoring by research committee and ethical committee.

Promotion of Research Facilities

• The University is registered under Inflibnet- Shodhganga, a repository of thesis for promotion of transparency in research.

• In order to comply with the UGC regulation 2018 for Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions, the University has acquired the plagiarism software Urkund.

• For the analysis of quantitative data in research, the University has acquired licensed version of Statistical Software like SPSS (Statistical Package for Social Science Research) and AMOS (Analysis of Moments Structure).

• There are varities of books available in the central library of the University, which include 333 books on research. There are offline journals and online journal available in the library to facilitate Research

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

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

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

Response: A. Any 6 or more of the above

File Description	Document
As per Data Template	[View Document](#)
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: 23.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.00	0	8.90	2.76	4.99

File Description	Document
Award letters for research projects sponsored by government and non-government	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: 1.93

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
09	06	05	05	04

File Description	Document
List of research projects	[View Document](#)
Document from Funding Agency	[View Document](#)
As per Data Template	[View Document](#)
Link of the funding agency website	[View Document](#)

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:

Pandit Sundarlal Sharma Open University is continuously involved in various innovative initiatives. Apart from reaching the unreached, it provides skill oriented education to its learners. The University Conducts research activities through its doctoral research program. Apart from these learning activities, the University has various cells/centers which are actively involved in innovative practices. Innovations are carried out through different constituents, which are as under:

1. Center for Innovation Start-up and Entrepreneurship Development :

Center for Innovation Start-up and Entrepreneurship Development has been established for students and faculty to evolve and leverage corporate partnership in the development and growth of Chhattisgarh's start-up ecosystem. With end-to-end support at a single platform, the cell aims at the efficient transformation of business ideas into successful ventures which impact social and economic development coupled with employment generation and wealth creation. It strengthens start-up ecosystem in the state through its policy on research and recommendations to Govt. of India and to state government to ensure ease of starting-doing-closing of new businesses.

2. Student Support Portal:

Student support is the heart of open education system. With the help of this support portal, learners can access all information related to their academic needs. It comprises academic information like admission, programme details, fee details, list of study learning centers, list of regional centers, contact classes, practical examination, term and examination, result declaration as well as student helpdesk.

3. Center for Social Reform and Extension: The center help in developing skills of employees and it also provides the opportunity to show their talent apart from their regular work. The vision of the center is to be self dependent, promote, inculcate knowledge, understanding, and remain conscious towards nature. Similarly, it aims to contribute and to achieve social justice, encourage healthy community life, create belongingness for university and environment alike.

4. Women Holistic Development Centers:

Women's empowerment is one of the most important factors in the progress of a developing country like India. A group of teachers, employees and officers of the University came together to operate this development center. This center will organize educational, technical, social and cultural programmes for women. These kinds of functions promote employee engagement, happiness, productivity, retention rate, etc.

5. Eco-friendly Development Cell:

The eco-friendly development cell has been established for the benefit of teachers, learners and other

employees. To develop an eco-friendly environment in the university, regional center and other centers, this cell has been working continuously since 2020. From time to time, various functions like education camps, seminars, workshops, conferences etc. were organized by the university.

6. Modal Learners/Study Centers.

Model Learner Centers were established to promote self-learning and develop the career of students of PSSOU. The Online learning model comprises e-books of various subjects designed to increase student engagement, retention and overall satisfaction. It promotes digital study material for the learners so that they don't have to depend on the printed books. The E-books help learners to prepare for examination from anywhere and at any given time. E-contents are available free of cost. Their study materials are available on the website and can be accessed by anyone across India and elsewhere. It is also useful for preparation of competitive exams like CGPSC, PSC, VYAPAM, etc.

7. Swami Atmanand Peeth.

Swami Atmanand Peeth proposes to make Swami Atmanand's holy love last for even. In the divine spirit of Chhattisgarh, this Peeth furthers the thoughts and works of Swami Atmanandji through teaching, training, etc. The Peeth works for education, culture, promote backward classes of the society, and it also organizes welfare programme and workshops for learner belonging to scheduled Tribes.

8. Equal Opportunities Cell.

Equal Opportunities Cell has been established for supporting ST, SC, OBC, minority groups and physically challenged students. No person shall be discriminated on the basis of caste, creed, religion or their disability. The cell provides library facility, newspapers, magazines and training center and also provides personal guidance and career counselling. The main objectives of Equal Opportunity Cell are to provide financial aid as well as other resources, individually or collectively with social service group, to deprived students. It also organises conference, seminars workshops to educate and empower students.

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: 06

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
01	02	00	01	02

File Description	Document
List of workshops/seminars over the last five years	[View Document](#)
As per Data Template	[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: 127

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
01	68	34	17	07

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: 07

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
01	02	01	01	02

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: 27.59

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: 08

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
21	08	00	00	00

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

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

Response: 159.32

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
11	20	28	22	13

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: 679.66

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
4	204	124	55	14

File Description	Document
As per Data Template	[View Document](#)
Web-link of publications	[View Document](#)

3.4.5 Citations of the publications

Response: 0.67

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: 1

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

3.5 Consultancy

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

Response:

Consultancy Policy of Pt. Sundarlal Sharma (Open) University is formulated to provide consultancy services to individuals who are seeking expert advice. Consultancy policies are the guidelines that the University uses to perform consultancy activities/services. These policies allow the university teachers and officers to utilize their potential as advisors, to take up research project consultancies sponsored by private parties, industries, government institutions and to help them attain financial self-sufficiency. Consultancy work shall be done under the name and personal signature of the consultant. The work shall not bear the seal of the university. Here we have four categories of consultancy i.e., Individual Consultancy without institutional facilities, Individual Consultancy with institutional facilities, Group Consultancy without

institutional facilities and Group Consultancy with institutional facilities. For providing services regarding Consultancy under different categories, a consultant must obtain prior permission of the Vice Chancellor on a prescribed format, which must be submitted through the Head of the Department or Director of the Center. The permission of the Vice Chancellor shall be communicated by the registrar through the nodal office and a copy of such permission shall be sent to the finance section. The party that requires consultancy must submit a proposal comprising all the information in detail, i.e. issues, duration, cost of material required, hiring services, T.A & D.A and consultancy fee. The consultancy fee shall be determined based on the nature and volume of the work and it shall be paid through RTGS/Demand draft in favor of the Registrar, PSSOU. The consultancy fee shall be shared between consultant and professional faculty fund of the department and some amount can be used for administrative/overhead charges according to category of consultancy. The expenses incurred for the use of university facilities on an actual basis shall be borne by the party over and above the consultancy fees. The enlisted consultant may receive as his share an amount limited to Rs. 1,00,000/- per annum or up to the limit prescribed by the executive council. Taxes shall be paid by concerned consultant or party and it shall be deducted by university at source.

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: 0

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

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

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

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

Response: 8.68869

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

Response: 8.68869

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](#)

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:

Pandit Sundarlal Sharma (Open) University Chhattisgarh operates in the entire state of Chhattisgarh through its RCs and LSCs. Being an ODL institution, it follows non-conventional methods of carrying out its activities. University has been consistently organizing extension programs related to social responsibility, holistic development, and awareness in the preceding years. The subjects taken us are related to social concerns rather than personal progress. A brief description of these activities is as follows:

1. Adoption of villages:

During the session 2018-19 and 2019-20, five villages within the jurisdiction of the university have been adopted through the Social Responsibility Cell, where programs related to health, education and self-employment are being implemented. The Villages adopted are Nirtu, Koni, Ramtala, Birkona and Turkadih. In these villages, the University carries out various activities like creating awareness about health issues, dietary patterns, nutrition, agriculture, computer literacy, etc. Further, Yoga camps were also organized in these villages to create awareness about Yoga. Other flagship programmes like Govt. Swacchta Abhiyan has also been repeatedly carried out by the University in these villages.

2. Psychological Counselling Center:

The University runs a Psychological Counselling cell within the headquarters in collaboration with the state mental hospital, Sendri, Bilaspur, Under the State Mental Health Programme (SMHP). Counselling sessions are held for students, teachers, employees, and other stakeholders of society.

3. Brahm Rishi YogAarogya Kendra:

The University runs "Brahm Rishi YogAarogya Kendra" within its premises to sensitize all the stakeholders including the society at large. The aim of this Kendra is to facilitate and promote physical health and wellbeing for all. Regular Yoga sessions are conducted (7am9am) on University Campus. People from nearby area participate in these sessions and are largely benefited by the same. Lecture sessions and health camps are conducted on a regular basis to promote awareness of physical and mental health.

4. Seminars and Workshops:

The University regularly organizes various seminars and conferences on the issues related to women's empowerment, divyang, gender-based issues and equality, environmental protection, water conservation, etc. These activities promote social awareness among all participants and organizers alike.

5. Promotion of Social Harmony:

The institution, through its national-level campaign/seminars, promotes social harmony in the state. The university conducts seminars related to social harmony, national integration, and equity-based culture on a timely basis.

6. Convocation:

University convocations are held every year in December. University gold medals and PhD degrees are distributed to the students of various disciplines. The convocation ceremony involves all other stakeholders, including members of the society. This function creates a sense of awareness among aspirants and encourages students to pursue lifelonglearning. It is an indirect medium of communication to the public at large which conveys the message education, growth and prosperity.

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

3.6.2 Recognition of extension activities

Response: 00

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
00	00	00	00	00

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: 01

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
01	00	03	03	00

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

3.6.4 Participation in extension activities

Response: 497

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
142	00	138	217	00

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: 01

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
01	00	00	00	00

File Description	Document
Scanned copies of collaboration document	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.7.2 Collaborations with industries

Response: 00

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

Response: 00

File Description	Document
MoU of the collaboration (s)	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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 Headquarters of the University is in a prime location at Birkona Road, Koni, Bilaspur, Chhattisgarh It has the land measuring 1019.36 sq. m. The Headquarters of the University has an Academic Building, Administrative building, Evaluation Building, Library Building, Guest House, Hostel for students, Press, Canteen, Branch of Bank of Baroda, Helipad, Vice Chancellor's bungalow, Registrar's bungalow, Quarters for class 1, class 2, class 3 & class 4 Staff,

Academic Building

The academic building is built on 18378 sq. ft. of land with 03 stories (Ground, First and Second Floor). It accommodates the School of Professional Studies with Class Rooms, lecture halls, offices, computer Labs, Chambers of the Heads of the Schools of Studies, Faculty Rooms, Seminar Halls and washrooms, etc. All classrooms and Laboratories are well furnished and ventilated. There are seven academic departments functioning at university headquarters. These are Hindi, Sociology & Social work, Psychology, Computer Science, Management, Education, Library & Information science. These academic departments are functional under the heads of departments of concerned fields.

Administration Building

The Administrative building is built on 27066 sq. ft. of land with 02 stories (Ground & First Floor). It accommodates the Vice chancellor's Office, Registrar's Office, Office of the Finance officer, Chamber of the Director, Establishment Unit, Finance department, Confidential Unit, Conference Hall, Server Room, Web Cell, Help Desk, washrooms, etc. Administrative units at headquarters are Examination, Finance and Stores. These units are assigned with the Heads/In charges to make the university functional at headquarter's. These are honorable Vice-chancellor for Vice-chancellor's office, Registrar for Registrar's office, Director for Regional service division, Exam controller for Examination unit, Finance officer for Finance department and heads for different units. Internet connectivity is available in all the departments with a Wi-Fi facility.

Evaluation Building and MPDD

The Evaluation building is built on 18461 sq. ft. of land with 02 stories (Ground & First Floor)**.** It accommodates the Evaluation Unit, Material Production & Distribution Division, Regional Centre, SLM Department, Regional Services Division unit, Store's Section, Engineering Department. The internet connectivity at all the departments is given with Wi-Fi facility.

Guest House

The Guest House building has been built on 8989 sq. ft. of land with 02 stories (Ground & First Floor). It accommodates the Office, Caretaker's Room, Kitchen, Dining Room, Pantry, Guest Room, Wash Rooms, Toilets etc.

Hostel

The Hostel building is built on 23117 sq. ft. of land with 02 stories (Ground & First Floor). The hostel has the capacity to accommodate 65-65male and female learners. It has the Warden's Room, Kitchen, Dining Room, Students Rooms, Wash Rooms, etc.

Library

There is a well equipped and partially digitized library at the university headquarters. The Library building is built on 1723 sq. ft. of land with 02 stories (Ground & First Floor). It accommodates the Various Sections of the Library like the Technical Section, Periodical Section, Reading Section, Circulation Section, Reference Section, Theses/SLM Section, washrooms, etc. The internet connectivity is available in all the sections with a Wi-Fi facility. The library is being enriched with books, journals, magazines, and theses of different disciplines, so that maximum learners can be benefitted at headquarters' library. Around 15029 books, 77 Current Volumes, 25 magazines, and 241 theses are available in the library. Through DELNET library has provided Union catalogue of books- CCF 2,92,70,150. Union list of current periodicals-38,184. Union catalogue of periodicals-20,235. Database of periodical Articles-11,06,228. CD-ROM Database-61,750. Union list of video recordings-6,000. Union list of sound recordings-1,025. Database of theses and Dissertations-1,30,753. Database of E-books-1613. The internet connectivity is available with a Wi-Fi facility for learners for their academic purpose.

The internet connectivity is available at all the departments with Wi-Fi facilities. A sufficient number of computers and photocopy machines have been provided for smooth functioning of the institution. Buildings are constructed along with a ramp, especially for disabled learners. The Administration building, Academic building, and Library building are under CCTV surveillance. The campus is "plastic-free zone" and it has been declared as "tobacco-free campuses". Four-wheelers and two-wheelers parking facility is available for staff, students, and visitors.

Laboratories

As laboratories are an essential part of academic programs, these are available for science subjects and computer applications having around 60 computers and ICT facilities. At various learning centers, there are laboratories available for science subjects and computer applications.

Seminar Rooms and Auditorium

There are 02 seminar halls, 10 Classrooms and 01 Auditorium available at the university headquarter's.

Print, Media Production and Warehouse

Well-equipped Press and Material Production & Distribution Division (***MPDD***) is operational at university headquarter's. MPDD sends Learning Material to newly admitted students at their address by post. E-Learing Materials are also available online at our website pssou.ac.in for all streams. Learners can download E-Learning Material and Read it in online mode.

Regional Centers:

PSSOU has Six Regional Centres and one sub-Regional Centre namely Bilaspur, Raipur, Durg, Jagdalpur, Ambikapur, Jashpur and Kanker. In all regional centers of the university Regional Services Division unit is in function. All functions of these centers are performed by the regional director or regional coordinators. All Regional Centres are well equipped. Internet connectivity is available at all the Regional Centres. A sufficient number of computers, Printers, and Telephones have been provided for smooth functioning of the institution.

Learning Center

Learning Centers are located in the Govt. and Govt. aided Colleges which are affiliated to the conventional Universities of the State. All the functions of these centers are performed by the Co-ordinators and Assistant Co-ordinators. A Memorandum of Understanding (MoU) between the parent college/ Host Institution and the University allows the LSC to have access to all infrastructural facilities available at the college when required. The Host Institution provides all possible academic and administrative hall to the LSC established in its premises.

File Description	Document
Geo-tagged photographs of campus and all other infrastructural facilities	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the Institution	[View Document](#)

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

Response: 52.38

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
807	243	556	1145	589

File Description	Document
Budget allocation for infrastructure	[View Document](#)
Audited utilization statements	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 9.86

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
138.00	111.00	123.00	102.00	134.00

File Description	Document
Budget and Statements of Expenditure	[View Document](#)
Audited statements of accounts	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: 100

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: 82

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: 82

File Description	Document
Geo- tagged Photographs of IT infrastructure facilities at HQs	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 63.33

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: 19

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: 30

File Description	Document
Photographs of infrastructure facilities at a few RCs	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: 41.78

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: 851

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: 2037

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:

PSSOU has a campus-specific entity, which is responsible for planning, specific need forecasting for improvement, maintenance of IT infrastructure of the campus, and uninterrupted delivery of the IT services to the users. As updating is necessary for running the IT systems, the University always takes initiatives to modify and update the existing IT infrastructure after requirement analysis of each system. The feedback from the students, users and other stakeholders are considered and complaint management is maintained where the individual user can register the complaint and the technical feasibility study with cost-benefit analysis is also carried out.

In the case of the University website, the information is uploaded in different sections of the website after approval of the appropriate officers. The updated information is displayed in the recent updates and in another visible manner for communicating the modified information to the concerned at the earliest. The SLMs are made available in the appropriate platforms through the web portal in the name of E-study material. For online admission, renewal and counselling /contact class systems, each year additional modules are introduced as online services modified as per the different guidelines received from different apex bodies like the UGC, MHRD and Govt. of Chhattisgarh.

The university campus has the state of art, availability of voice-enabled network. The network has a layered architecture consisting of the Security, Core, Distribution and Access layers. The local area network is built using 20GB fibre optic backbone and offers 100 Mbps desktop connectivity. PSSOU has a Wi-Fi-based network and it is in the process of setting up a Wi-Fi-based network in the entire campus to facilitate mobility. The existing network provides connectivity to academic /administrative building, library, guest house and student hostels. The PSSOU has increased the internet speed by increasing to 100GB fibre optic leased line through RAILTEL.

The University also maintains a separate ICT service platform that gets updated from time to time. Recognizing the benefits of online learning and m-learning, the University decided to offer PG Degree programs in the ICT-enabled mode since the academic year 2019-20. Learners under the ICT services can learn through their laptop, desktop, smartphone or tablets. ICT snpport is always available for examination function computer aided learning and delivery of instructions. The Campus is connected through high definition Video conferencing services.

PSSOU provides platform for online contact classes, online counselling, online projects and assignments for all faculty and students. These tools also provide the students a platform to discuss course topics and clarify their doubts with their instructors. All the faculty members are provided with computer system's

(laptop or, desktop) and internet connectivity in the office. There are also some facilities like printers, scanners etc. available in the department for individual faculties.

All the servers and desktops of the PSSOU run on licensed operating systems along with application, utility and antivirus softwares with automatic updating facilities. All the Regional Centers of the PSSOU are connected through internet connectivity. All the Departments of the PSSOU have computing devices with relevant softwares.

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: 851

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: 2037

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: 150

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](#)
Any other relevant information	[View Document](#)

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

1. **Audio / video studios**
2. **Outdoor shooting equipment /Outdoor audio recording**
3. **Post production unit / Editing unit**
4. **Duplication unit**
5. **Graphics workstation**
6. **Direct Reception Sets (DRS)**

7. **Set Scenic unit**
8. **Make-up unit**
9. **E-Platform**
10. **Workstations with broadband connectivity**
11. **Cloud space**
12. **Licensed software**
13. **Uninterrupted web connectivity**
14. **IT security system**

Response: A. More than 10of 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](#)
Any other relevant information	[View Document](#)

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

Response: 49.47

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

Response: 14060

File Description	Document
Geo-tagged photographs of the facilities available	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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:

PSSOU have Fully automated from Admissions to publication of Result. Students can submit your admission from only online at university website pssou.ac.in. all students fill their form and completed their documents properly with scan copy and fill the online application ID. **Students can submit your fee through** Internet banking, credit / debit card payment or through Challan. After payment the admission form get the slip of their online admission of their courses. University make online verification of learner application form through headquarter and regional centres.

Learners can download them admit card from pssou.ac.in. Result of all subject published on our website.

Students can download their Result frompssou.ac.in. Students can apply online for Fee Refund, Migration, duplicate mark sheet, eligibility certificate etc. Students can also fill online form for ATKT, Re-admission etc. E- Learning Materials are available online at our website pssou.ac.in for all stream Learners. Learners can download E- Learning Material or Read it online. For assignment writing learners can download their question paper from website of PSSOU at pssou.ac.in. Audio-visual lectures are available in the University web portal. Learners are informed about their contact classes through websites, SMS and Tele Service. Online Feedbacks from the learners, academic counsellors and alumni are taken and the data are analyzed for improvement in the respective areas.

At the PSSOU headquarter, the attendance of all the employees is recorded through thumb impression.

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

PSSOU has a Beautiful & huge central library. Which has a large no. of items. Its collection comprises 15029 books, 77 Current Volumes and 2780 back volumes of Indian/ Foreign scholarly journals and 241 Ph.D. theses. The Library is use SOUL software for automation. It is a user-friendly software developed to work under client-server environment. SOUL is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. Through DETNET Library provides Union catalogue of books- CCF 2,92,70,150. Union list of current periodicals-38,184. Union catalogue of periodicals-20,235. Database of periodical Articles-11,06,228. CD-ROM Database-61,750. Union list of videos recordings-6,000. Union list of sound recordings-1,025. Database of theses and Dissertations-1,30,753. Database of E-books-1613.

Most of the LSCs and RCs are the internet connectivity with Sufficient number of computer, Printer and Telephone have been provided for smooth functions of the institutions.

File Description	Document
Any other relevant information	View 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:

Learner support services are the most vital component of any open and distance learning (ODL) system. It includes a wide range of academic and other related activities. The support services should not only be responsive to the needs of the distance learners but should also be accessible. Monitoring of the support services has to be a continuous and ongoing exercise, which could bring constant improvement through innovations in the support services.

In the Open and Distance Learning (ODL) system, learner support services (LSS) play an instrumental role in making two-way communications possible and in the expansion of the ODL system across the country. Learners support services are vital for attracting and retaining learners in the open and distance learning program. Since, most of the learners are likely to be employees and housewives, scattered over a wide area including the interior remote and tribal villages, they may not find it convenient to be physically present in a classroom for face-to-face interaction at the stipulated time and place.

It is essential for removing isolation, overcoming hindrances, promoting independent learning, motivating learners, improving study skills, and providing feedback on progress to a great extent in the ODL system. In the ODL system, learners are free to learn at their own pace and convenience, while being away from the institutions. Modern technology has been playing a significant role in the promotion of learner support services. The success of the University has come through the effective implementation of learner support services which are framed to meet the needs of learners coming from diverse backgrounds.

Head Quarters:

The PSSOU has adopted an integrated multimedia approach in the form of print materials, broadcasting interactive counseling, e-mail and web technologies, etc. The objective of Learner Support Services is to provide academic, administrative, and informative support to the learners through various contact channels to handle isolation. The three-tier system of the Learner Support system of the PSSOU:

Coordination of activities for timely admission of students, dispatch of study materials and all communications to learners, proper conduct of counseling sessions, efficient handling of turn-around time of assignments and their reliable evaluation, maintenance of a continuous feedback and communication system requires competent and committed functionaries with specialized skills. In PSSOU, for instance, Regional Services Division plays a crucial role in these matters, among others, requiring maintenance of various student support services.

If any learner is requires to come to the headquarters, the department concerned (e.g. Registrar Dept. -reg. admission/ registration, Directorate of Study Centers- reg. counseling, SLMs, School of Studies -reg. academic issue, Examination Dept.- reg. examination) extends the support and tries to satisfy them. The university provides the following support services)

1. **Study Materials and e-Content:** The study materials are sent by post to the learners after admission to their addresses. At that time, the Assignment Answer copy, prospectus and the schedule of the Counseling Sessions is also communicated. The e-contents are also available on the University's website.
2. **Audio Lecture:** Audio lectures are made by the teachers available in the university. The broadcasts are available to students through Arpa Radio. Audio lectures are also available on the university website.
3. **E-Mail:** The core faculty members regularly respond to the queries of learners through e-mail.

Regional Centres:

Seven Regional Centres are located in different regions of the State including the headquarters. All the Regional Centers have adequate physical infrastructure and human resources to provide support to the learners. Dedicated Help desk, Learner Facilitation Centre with free internet facilities is available at all the RCs. Discipline pacific faculty members are also posted to extend academic support to learners. The RCs

are well equipped with discipline-specific science laboratories.

i) **Induction Meeting:** After admission the University invites the learners for an induction meeting in their Regional Centers. where they are familiarized with the ODL system and their works. The faculty members of the University remain present on such days.

ii) **Face-to-Face Counselling and Contact Classes:** Counselling classes and contact classes are organized in every session. 75% attendance of students is mandatory in the subject in which practical examinations are conducted. Counseling classes and contact classes are organized by the university based on the number of students.

iii) **Home Assignment:** For writing the assignment, the students are provided answer sheets with the space for each question by the post with SLM. After completing the work of writing assignments, students submit their assignments to their respective study centers by the due date.

Learning Support Centres:

The LSCs are the actual places where the learners interact with the academic counselors, their co-learners, and coordinators for various purposes. The learner support services are organized through a network of 138 LSCs. The LSCs play a vital role in the success of the university. The LSCs serve as a link between the learners and the University. Generally, the LSCs offer the following support services:

1.   Pre-admission counseling for prospective learners to provide information to facilitate
        them in taking an informed decision on joining a specific Programme.

2.   Support for admission-related matters.

3.   E-Study material and information available on the website of the University.

5.   Help desk well versed with the learner information database providing single window
        services for all learner-related queries.

6.   The university provides facilities for online guidance and counseling facilities to the
        learners.

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

4.3.2 Average number of Learners attached to LSCs

Response: 0.1

4.3.2.1 **Number of LSCs in the preceding academic year**

Response: 138

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:

One of the major objectives of distance education is to exalt and stimulate substantive learning amongst learners. To develop the educational standards of learners and confer upon them a complete educational experience similar to that of the traditional system, the mechanism of Counselling sessions or personal contact programs plays a crucial role in distance learning, as it overbears the academic dissatisfaction of learners. In the Counselling sessions, learners come into direct contact with Counsellors and other learners. It is a good understanding that the skills and attributes are very important for the academic Counsellors and they have to be enlightened with the ideal information on ODL for effective discharge of their duties at the Counselling sessions. Keeping this aim in mind, comprehensive information is developed opposite the role of Counsellors, which is informing, advising, and counselling. The information system developed will help in the following ways:

- Creating quality culture in the delivery of programs.
- Effective conduct and disseminating information to learners.
- Helping the learner out of privacy and devote time to study.
- Obstruction which keeps the learners informed about the updates.
- Information and facilitating the learners through avoiding time and energy in contacting different officials, at PSSOU headquarters, or regional centers.
- To inculcate confidence in the minds of distance learners to undergo self-study with no hindrance.
- Contributing to enhancing the success rate among ODL learners.
- Playing a major role in the retention of distance learners to complete the study.
- Acting as the ambassadors of ODL system in the society as the counsellors.
- Possess required information and thereby strengthening the ODL system in the country.
- Creating a positive attitude among distance learners who get the expected satisfaction from the institution.
- At last, the information system improved the capacity building of the massive number of academic Counsellors in ODL system, especially in PSSOU, to build the link between the distance learners and the ODL institution.

Academic Counselling Policy in PSSOU:

Pandit Sundarlal Sharma (Open) University is offering programmes at various levels like Certificate, Diploma, Bachelors, Masters and Ph.D. Degree. The University has developed Counselling design based

on ODL norms for study hours. For instance, a learner has to work for 16 credits (1 credit =30 study hours) for six months' certificate programmes, whereas the workload for the study is 32 credits for programmes of one-year duration. In the case of programmes of over one-year duration, the study workload is in multiples of 32 credits (i.e., 3x32 =96 for Bachelors' degree programmes). Hence, the learner has to complete 10% of the study hours out of the total study hours in terms of credits defined for a particular program through the face-to-face academic Counselling at the Learner Support Center. The remaining study hours are to be covered by the learners through self-study with the help of Self Learning Materials (SLM), writing assignments, getting multimedia support, etc.

Academic Counselling Structure of PSSOU:

Academic Counselling sessions are the internal part of ODL. Keeping in view the local conditions, *i.e.,* remoteness, approachability, and lack of infrastructural facilities in the state, Pandit Sundarlal Sharma Open University has developed a unique network of support systems for the learners to provide counselling. Unlike teaching, academic counselling is basically learner and program-centric. So Pandit Sundarlal Sharma Open University is currently using the following formats for counselling.

Face to Face Counselling:

In this format, learners interact with counsellors directly in the classroom and discuss their problems. PSSOU attracts counsellors from the formal system of higher education, where proper faculties have specialization in pedagogy. It helps learners to clear their doubts and get motivated while interacting with their peer group.

Counselling through Telephone:

The learners may contact the counsellor over the phone at their study Center to discuss their doubts while making the assignments or for general queries. In Pandit Sundarlal Sharma Open University, Program Coordinators actively participate in this activity to guide learners.

Counselling through Broadcasting (Community Arpa Radio):

Pandit Sundarlal Sharma Open University's Community Arpa Radio plays a significant role in advising, guiding and counselling the learners. Discussion forums and interactive sessions are organized on designated topics and learners are encouraged to hear these broadcasts and post questions through telephone calls. A daily schedule of broadcasts is displayed on the website of PSSOU.

Counselling Through Web Interaction:

- Pandit Sundarlal Sharma Open University has developed a repository of pre-recorded video lectures. This instructional video tool can be accessed at any time. Every subject's e-content is available on the website of PSSOU, which every student can view and read by visiting the university website at his convenience.
- Online classes real-time face-to-face video interactive sessions are organized using Google meet or Zoom App, etc. Besides guest speakers, content experts, program coordinators, senior faculties from other universities visiting universities are also regulated to deliver lectures on special topics.

- Webinar or Web-based seminar is another media which is used for guidance of the learners. Here, the learner is encouraged to hear the guest speaker or interact with him.

Counselling through Assignment:

Writing assignment is another format through which Counselling is carried out by the teachers of PSSOU. Learners interact with their counsellors while preparing for assignments. Learners are asked to write assignments in their own handwriting. Program coordinators/ supervisors interact and guide them in case of any difficulty or clarifications.

Monitoring Mechanisms in PSSOU:

There is a well-established monitoring system for the Regional Service Division and Study Centers in the Pandit Sundarlal Sharma (open), University. The day-to-day functioning of the Study Center and Regional Service Division is monitored by the Regional Services Directorate from the headquarters. Study Centers are asked to submit a monthly progress report on prescribed sheets and Regional Service Division submits a quarterly report on the activities carried out by the Study Center of their respective regions. The data of the progress report is also collected online so that it can be used for analysis and assessment of the institution to enhance academic quality.

File Description	Document
Any other relevant information	View Document
Monitoring reports of LSCs	View Document
Reports on counselling sessions	View Document

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

Response: 0.27

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
1.74	1.07	4.76	3.76	6.11

File Description	Document
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Web-link to relevant resources available in the library	[View Document](#)
Web-link to Library catalogues	[View Document](#)

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

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

Response:

Vivekananda Library was established in the year 2013 as a part of the vision to fulfill the academic needs of recruitment of teachers, research scholars and students. The library has 02 stories The building accommodates various sections of the library like as periodical section, reading section, circulation section, theses/SLM section, news reading section etc.   The Central Library is partially automated. The work of automation in the library was started in 2008 and a target has been set to complete the automation work by 2025.

Library uses SOUL 2.0 software for automation. SOUL is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on the requirements of college and university libraries. It is user-friendly software developed to work under a client-server environment. The software is compliant with international standards for bibliographic formats, networking, and circulation protocols. After a comprehensive study, discussions and deliberations with the senior professionals of the country, the software was designed to automate all housekeeping operations in the library.

SOUL has 06 Modules Acquisition, Catalogue, Circulation, Serial Control, Online Public Access Catalogue (OPAC), Administration. SOUL software plays an important role in library automation. It is based on the user's requirement of academic and special libraries. With the use of SOUL software, we automate all library functions.

The new version of SOUL is designed the for latest versions of MS-SQL and MySQL (or any other popular RDBMS). SOUL 2.0 is compliant with international standards such as MARC 21 bibliographic format, Unicode based Universal Character Sets for multilingual bibliographic records, and NCIP 2.0 and SIP 2 based protocols for electronic surveillance and control.

Its collection comprises 15029 books, 77 Current Volumes and 2780 back volumes of Indian/ Foreign scholarly journals and 241 Ph.D. theses. Through DELNET Library provides Union catalogue of books-CCF 2,92,70,150. Union list of current periodicals-38,184. Union catalogue of periodicals-20,235. Database of periodical Articles-11,06,228. CD-ROM Database-61,750. Union list of video

recordings-6,000. Union list of sound recordings-1,025. Database of theses and Dissertations-1,30,753. Database of E-books-1613.

Free Internet and Wi-Fi facilities have been made available to the users inside the Library and campus to access e-resources.

Hardware Specifications procured for automation:

Hardware
Processor Type: PIV or Higher
Processor Speed: 1.6 GHz or Higher
RAM: Minimum 512 MB (1 GB Recommended)
Free Hard Disk Space : 400 MB (Minimum)
Operating System
Windows XP SP3 , Windows Vista , Windows 2003 Server, Windows 2008 Server

File Description	Document
Geo-tagged photographs	[View Document](#)
Any other relevant information	[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 Pandit Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur has undertaken various programs and activities for promotion among prospective learners. The University has a clear vision and mission. Our University is promoting different programmes, having a blend of some conventional and some advance courses, to meet the emerging aspirations of massively diverse sections of learners in Chhattisgarh state. Because of several circumstances, aspirants cannot continue their education, like domestic responsibilities of women after marriage, need of employment for livelihood, non-availability of admission and living in remote areas, etc. The University undertakes educating such learners who cannot opt for or continue their education through regular/conventional mode because of such unavoidable hurdles.

Second, our University's mission statement is "Higher Education at Your Door". Here, it needs mentioning that our mission statement is our guideline to create a road map to promote diverse activities among prospective learners. Promotional activities of the University for prospective learners have created a success story of over 33000 learners currently registered at the University. Still University is effortful for reaching every hunter/searcher for higher education. Chhattisgarh state is quite a challenging state among different states of India in terms of backwardness in many areas; especially the area of education is our University's prime concern; to promote higher education among prospective learners. The University has its network over the territory of the Chhattisgarh state, functional & administratively, at the same time the learners of other states of India and abroad are most welcome for their learning at the University. Thus, the promotional activities through offline modes are organized within the Chhattisgarh state itself, and through online mode there is no boundary for promotional activities.

The) University has its main Campus and Headquarters in Bilaspur along with 06 regional centers (namely; Bilaspur, Raipur, Durg, Jashpur, Ambikapur, Jagdalpur) and 01 sub-regional center (Kanker) at different key locations of Chhattisgarh state. Headquarters and 138 learning support centers under concerned regional centers cover the entirety of Chhattisgarh region and through this kind of set-up, the promotional activities have been carried out since the foundation of the University. The tribal area of the regional centers (Kanker, Jashpur and Jagdalpur) are considered some of the most vulnerable tribal are as in terms of backwardness in India. So, considering regional prospectus and limitations, promotional activities have been carried out at every level.

Promotional activities start from the Headquarters of the University and have to reach every corner of Chhattisgarh state. As we know, the University offers admission for learners twice in a year. So before admission, there is always notification for admission mentioning the last date of application & other required details. This notification is further circulated to Regional Centers and Learning Support Centers through online and offline mode, as well as displayed at notice boards of University Headquarters, Regional Centers and all Learning Support Centers along with the University website. Our Regional Centers and Learning Support Centers play a pivotal role in promoting activities among prospective learners since they have direct reach to learners. Therefore, during every academic session, meeting of all employees working in Regional centers and Learning Support Centers is called by the University authority

at the University Headquarters and sometimes at the respective Regional Center to motivate the employees to multiply their efforts in reaching prospective learners. All learners and their queries regarding admission procedure, or otherwise, are assisted by the help desk of University Headquarters, Regional Centers and Learning Support Centers, both physically & telephonically.

Banners and pamphlets containing the details of admission & offered courses are displayed/distributed at every Regional Center, every Learning Support Center and other suitable places of academic purposes. Apart from these direct promotional activities, the University organizes different indirect activities such as Speech Competition among the students and learners of Higher Education, Blood Donation Camp, Book stall in the fair, etc. Yoga Center is available in the University which is providing its services daily to aspirants at free of cost. Psychological Center is also providing its services and support to the people in need free of cost. Through the Social Responsibility Cell of the University, several awareness programmes are organized in different villages. Within a regular interval of time, the University organizes different seminars on social issues.

Apart from in-house resources for promotional activities, the University promotes the activities through newspapers by providing admission-related details and other necessary information. University's courses & admission related details are also made available through local T.V Channels. Recently, the University has started to promote its programmes by airing lectures on different courses' prospectus and subject topics though ARPA community radio in Bilaspur. For promotional activities, online modes such as WhatsApp groups, official University website and YouTube are being used by the University.

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:

For 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, the University is quite cognizant of this whole exercise. Before conducting pre-admission counseling services, the University practices usually a due course of research work about the requirements of prospective learners and their motives to join a programme and a course, and during finalizing the courses under different programmes there is always the consideration of socio-cultural, economic and scientific–technological contexts and most importantly new innovations and updates.

Most important thing for pre-admission counseling services is to contribute to designing the careers of prospective learners. Therefore, our University has a clear understanding about the target groups of our

learners. As we know that our University is the State Government University of Chhattisgarh state, so our direct activities related to pre-admission counseling services are limited to Chhattisgarh territory. Despite the limitations, the University welcomes the learners from other states of India& abroad. Geographically, the state of Chhattisgarh is quite different & challenging, given the majority of its population lives in rural and remote areas, but despite that ,the aspiration level of learners is gradually increasing. So, our University is offering a blend of advance & conventional courses under different programmes to the learners in order to meet their educational aspirations. The University is vehemently focusing on increasing the enrollment of learners for higher education. And for this purpose, it is our main concern to exercise pre-admission counseling services.

Pre-admission Counseling Services consist of:

1. Understanding of Learners' previous education.
2. Knowing the age of prospective learner.
3. Assessing the interests of the learners.
4. Analyzing the status of employment of the learners.
5. Exploring career prospectus for the learners.
6. Doing the overall analysis of the learners.
7. Providing the information to the learners about open and distance learning.
8. Ventilation of ill inhibitions of the learners about open and distance learning.
9. Offering the different courses of Pt. Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur to the learners with every detail of courses and career avenues.
10. Follow up of the prospective learners.

Pandit Sundarlal Sharma (Open) University offers pre-admission counseling services through its three-tier system set up as follows:

1. University Head Quarters
2. Regional Centers
3. Learner Support Centers

Pandit Sundarlal Sharma (Open) University has its own Headquarters in Bilaspur. Here, we have help desk to facilitate to the learners by offering pre-admission counseling services. Preliminary information may be collected from help desk by the aspirants/learners. If they require other details, they can contact faculties related to that concerned course. Our six Regional and one Sub-Regional Centers also offer the pre-admission counseling services. For this purpose, these centers are equipped with help-desks, prospectus and other relevant materials to respond to aspirants/learners in a better way. The University has its access to every corner of Chhattisgarh through its 138 learning support centers. These LCSs offer pre-admission counseling services to the aspirants/learners, provide availability of help-desks, prospectus, relevant materials and concerned faculty/counselors/ coordinator to facilitate and assist the aspirants/learners.

The prospectus of the University is a key role player to offer pre-admission counseling services to the prospective learners since it contains each & every details of offered programmes & courses in the University, and if they have any doubt or query, then there is availability of contact-mobile number to ask to concerned faculty/officer of the University. Recently, the University has hired the services of ARPA Community Radio for the purpose of promotional activities and for pre-admission counseling as well. For admission and to attract the prospective learners, the University hires the services of different news-papers & local T.V. Channels as well. The University website is also a key role player in this modern

technological era, usually each & every detail related to admission, courses and others is made available from the University website (www.pssou.ac.in). WhatsApp group and Facebook are used as social media platforms to provide pre-admission counseling to the aspirants/learners.

Induction:

The Induction meeting for newly enrolled fresh learners is always considered a good practice to produce excellent results for any institution/ organization and for target groups as well. Pandit Sundarlal Sharma (Open) University also accepts the significance of induction of newly enrolled fresh learners for shaping their mind and their personality to facilitate them for their best performance.

According to a structured plan, an Induction meeting for the learners is conducted by the University. Basically, induction meetings are organized at our Regional Centers with the support of our Learner Support Centers. Learner Support Centers are our key resource centers for this purpose since every learner selects the learner support center for the admission in our University as per his/her suitability. Therefore, induction meetings are arranged by our coordinators of respective Learner Support Centers at the level of Regional Centers by calling any expert/faculty from that LSC or University Headquarters.

Induction Meeting covers the following aspects:

1. The University Profile.
2. The University achievements.
3. The University Programmes.
4. The University Courses and newly launched courses.
5. The strength of courses.
6. The required efforts by the new learners for his/her concerned course.
7. The University: Self Learning Material.
8. The University: Exam pattern.
9. The submission of TMA.
10. The offered scholarship.
11. The information about contact/ guidance classes.
12. The medals for meritorious learners in the convocation of the University.
13. The career related information.
14. The grievance redressal for learners.

During the previous year, initiatives of UGC in the form of "DEEKSHARAMBH" were also implemented at every Regional Center of our University.

File Description	Document
Any other relevant information	[View Document](#)
Activities undertaken	[View Document](#)

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

Response:

Regarding the status and process of online admission, including payment of fees, the University has an easy and learner-friendly online portal provided on the University website (www.pssou.ac.in). Online admission through the University website has been designed stepwise, and it provides the Online Admission link on the home page. The University provides the prospectus to the learners in order to make them aware of online admission and other related activities. In the prospectus, there is availability of a flowchart to execute the admission process through online mode only. The University offers the admission to the learners twice in a year. In this regard, the University maintains two academic sessions as: July to June and January to December. The session of July to June is being maintained from the commencement of the University and the session of January to December, as a new initiative of the University, was started in the year 2018 and here it is required to mention that both sessions offer only online admission to aspirants.

Certain other informations related to online admissions are as follows:

- The admission in the University is available through online mode only.
- The aspirants / learners need to submit their application form online.
- For the online admission, learners are required to visit the University website (www.pssou.ac.in).
- The instructions for online application of admission may be downloaded from the University website by the aspirants.
- The requisites are clearly mentioned through instructions for the convenience of the aspirants.
- The admission fees are divided into two portions as the first portion is Registration Fee for admission and the second portion of fee is the Prescribed Amount for a particular course.
- These two portions of fees may be submitted once or separately as per the convenience of concerned learner / aspirant.
- For the payment of fees for admission, there are two modes. One is online mode and the other one is offline mode. Online mode may be practiced through any one option as Credit Card /Debit Card / Internet Banking, and offline mode may be practiced in the form of Challan through Gramin Bank or Bank of Baroda.

At last, after submission of fees, the learner needs to take print out in two copies of application form; he/she is required to submit one copy to his/her selected learner support centre and he/she is suggested to keep one copy with himself/ herself as record

File Description	Document
Any other relevant information	[View 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 dispatch of study materials or the self-learning materials is a systematic process which aims at timely delivery of study materials to the learners. The process is sequential and the means of delivery are done through postage. It is a direct means of delivery where the study materials from the university headquarter reaches directly into the hands of the learners. The delivery process of study materials to the learners is described in the following steps:

Step I: The material dispatch process starts once the student gets enrolled into a specific programme offered by the University. The details of verified online admission are relayed to the Material Production and Distribution Division (MPDD) from where the student's information is generated.

Step II: The details of the learner's information like name, address, mobile number, name of the programme enrolled is used for preparing the address tag, which is used for the postal delivery of the study materials. This address tag of the learners is then printed and is attached with the railway parcel bar code (previously obtained) from the postal department used for posting the material. The attached address tag with the barcode is scanned to fetch the details of the delivery, which acts as a data warehouse for record keeping purpose.

Step III: In this step, the study materials, along with the copies of assignment and brochure, are packed by the means of automatic stripping machine and are packed in previously assorted (programme and year wise) envelopes.

Step IV: The packed envelopes containing the self-learning materials are finally transited from the MPDD cell to the post office, where it is finally dispatched to reach to the learners.

The entire process of distribution and delivery of the materials is completed within 5-7 working days. Thus, the entire process of material distribution to the learners is fair and transparent, without any channel intermediaries.

Grievance handling mechanism:

There is structured process related to grievance handling of learners in delivery of self-learning materials. Learners' problems related to study materials are identified as sometimes learners don't receive the study material at their addresses since the address provided by the learners was not found correct or he / she changes their residence, so it is traced through the return of study material to the University or by learners' applications in this regard.

Therefore, in such type grievances, the study material is made available through our regional centres by calling learners personally.

File Description	Document
Any other relevant information	[View Document](#)
Material dispatch related activities	[View Document](#)

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

learners' queries include:

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

Response: B. Any 6-7of the above

File Description	Document
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other	[View Document](#)

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

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

Response: A. Any 8 or more of the above

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

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: 96.42

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
1351	1415	1532	1622	2099

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
1257	1362	1484	1580	2049

File Description	Document
As per Data Template	<u>View Document</u>
Any other relevant information	<u>View Document</u>
Web link to Grievance Redressal Mechanism Committee for learners	<u>View Document</u>

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:

In the concern of reaching out to special learners like persons with disabilities, prison inmates, employees of defense or security forces, transgender, scheduled castes/scheduled tribes, minorities, women; learners from rural and remote areas etc, the University has been putting its best efforts to reach out to all needy and

unprivileged learners across the whole Chhattisgarh state since the commencement of the University. Per capita income in Chhattisgarh was 97000 per annum for financial year 2019 and the income of rural people is too low. The total literacy rate was 70.28% and female literacy rate was 60.24% as per census 2011. Enrollment of students in higher education is very dissatisfying, and most importantly, Chhattisgarh is affected by and facing Naxalism since long. Therefore, on the socio-economic parameters of development or of fair living, earlier there were not appreciable conditions in the Chhattisgarh state. There was a considerable amount of backwardness in terms of education, health, employment, etc. but the state is growing gradually and the development in Chhattisgarh is noticeable. And in this journey of development, the Pt. Sundarlal Sharma (Open) University Chhattisgarh is contributing by disseminating higher education at the door of the learners by offering an alternate for higher education through open & distance mode in front of conventional mode.

The majority of our learners belong to unprivileged and weaker sections of society; the reason behind the whole socio-economic profile of Chhattisgarh state. Therefore, our every learner support center is very special to us and the university is providing special privilege and advantage to the learners of rural and remote areas. For this purpose, the university is providing the grace and relaxation to run Learner Support Centers /Study Centers in rural and semi-urban areas. Executive Council as apex body of the University has approved the number of learners to run SCs/ LSCs for urban areas: 90-100, rural / scheduled tribes: 65-75 and semi urban area: 75-85. So, as per this provision, the university is running 138 Learner Support Centers through its 6 Regional Centers and 1 Sub-Regional center. At present, there are 75 leaner support centers in rural areas out of total 138 learner support centers. In Naxal affected regions under Jagdalpur & Kanker regional centers, there are 9 LSCs in rural areas and 9 LSCs in urban areas. Our Learner Support Centers facilitate each special learner, like the person with a disability with required means. Almost every LSC is equipped with basic infrastructure for special learners like separate toilets for male and female, toilets for handicapped, railing and ramp.

Moreover, some of the study centers have been identified with the status of different special categories likely special women study centers, naxal affected study centers, study centers for differently abled learners and study centers for SC/ST/Deprived group.

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: 8.13

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: 4484

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

Response: 55169

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: 97.27

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: 13597

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

Response: 13979

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: 100

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: 97.75

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](#)
Any other relevant information	[View Document](#)
Web-link of examination schedule	[View Document](#)

5.2.4 Percentage of learners passed out term end examination

Response: 89.66

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](#)
Any other relevant information	[View Document](#)
Web-link of examination schedule	[View Document](#)

5.2.5 Placement services provided to the learners

Response: 1

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
1	0	0	0	0

File Description	Document
Reports of the campus placement drives	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

5.3 Alumni Engagement

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

Response:

Alumni Association

An active alumni association can contribute in academic matters, learner support and mobilization of resources, both financial and non-financial, for the institution. The university has made efforts to create channels that facilitate closer ties between the alumni, students and the university. The alumni association of the University has been recently registered in October 2021.

Our alumni are our international ambassadors. Alumni associations are mainly organized around universities or departments of universities. An alumni association is an association of graduates or, more broadly, of former students (alumni). The association often organizes social events, publishes newsletters or magazines, and raises funds for the organization or the institution and provides a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates. The contribution of the alumni association is mostly in the following sectors:

1. The alumni support the students by mentoring them regarding career opportunities in the industry. They also create meaningful internship opportunities for ongoing or pursuing graduates. The alumni also support the institution in identifying placement opportunities for the graduating students.
2. The alumni often interact with students and play an important role in helping them to prepare for the selection and recruitment processes through workshops, mock interviews and mentorship processes.
3. The alumni constantly provide feedback on curriculum in order to strengthen the programme and to stay updated with the emerging working ethos of the field.
4. The alumni contribute as guest faculty, participate in committees (ex. IQAC), and as workshop

facilitators at the university. Through formal and informal interactions between alumni and current students that take place during networking events, guest lectures, seminars and workshops, students are able to make more informed choices about their careers and are better prepared for the workplace.

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: 0.34

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

Response: 45

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

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

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

Response: A. Any 4 or more 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 online networks	[View Document](#)
Web-link to Alumni Registration Portal	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Governance in accordance with Mission and Vision

The academic and administrative governance of Pandit Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur is in accordance with its following Objectives, Vision, Mission and Core Values which is duly approved by the statutory bodies of the University.

1. Objectives :

- to advance and disseminate learning and knowledge by different means, including the use of any communication technology;
- to provide opportunities for higher education to a larger segment of the population and to promote the educational well-being of the community in general;
- to encourage the open University and distance education systems in the educational pattern of the state;

2. Vision:

To provide seamless access to sustainable and learner-centric quality education, skill upgradation by using innovative technologies and methodologies to ensure convergence of   existing systems for massive human resource required for promoting national development and global understanding; to determine and maintain standards and promote Distance   Education.

3. Mission:

    With the motto "Education at Doorstep" the mission of the University entails imparting innovative and contextually relevant education to its learners through excellence in education,   research and innovation. The University, accordingly, envisages formulating its academic programmes in such a way so as to attract learners from all the sections of the society, with   focus on the disadvantaged and marginalised and -

- to fulfil the demands of the Learners to develop to their fullest potential in tune with the requirements of the twenty-first century; Provide specific need-based education and training opportunities for continuous professional development and skill upgradation to in-service professionals, and to enable the learners to compete and excel in their areas of interest
- Strive towards continuous development of methods and strategies for Research and Development for knowledge generation in frontier areas, including open and distance learning
- Develop networks using emerging technologies and methods with global reach for effective programme delivery,

- to achieve synergy between academic, corporate and social areas to benefit all the stakeholders in general and students in particular and promote community participation for local development through life-coping skills
- To provide education in vernacular language and making it available at low cost to all the learners
- To enhance participative administration and management for all the stakeholders in academic and administrative governance

4. Nature of Governance:

The University follows participative and representative democracy in its governance which allows all its stakeholders to actively participate in its administration. This leads to the maximum   utilization of resources to achieve its Mission. Right from top to bottom both Teaching as well as non-Teaching staff play an important role not only in determining the Institutional policies   but also in implementing them.

5. Stake-holders participation in the Decision-Making Bodies leading to Institutional Excellence:

The governance of the University is done equally by teaching & non-teaching faculty by efficient participation in academic & administrative bodies.

All such initiatives help in fulfilling the motto "taking education to the doorstep" and make education affordable and accessible for all.

Thus, the governance of PSSOU is directed towards achieving the Vision & Mission of the University.

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

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

Response:

6.1.2	Decentralization & Participative Management
Table showing extensive delegation of authority from top to bottom indicating decentralization & participat	

Executive Council (EC)		
delegates powers to	**1 Academic Council (AC)**	**Board of Stu**
	○ principal academic body comprising cross sections of representations of both internal & external members	○ BOS subje
	○ it places the decisions taken by it before the EC.	○ It app the ac
	○ all the decisions on the programs, courses, admission, evaluation methods, academic standards are taken by it	**Departments**
		○ **Acad**
		act as a ch personnel, ar foster excel professional a
		SLM develop Contact Clas assessment research gui capacity deve
		○ **Depa (DRC** regard of res
	2 Planning Board (PB)	○

- principal academic body comprising cross sections of representations of both internal & external members
- it places the decisions taken by it before the EC.
- It prepares short- & long-term plans of the University covering all academic, administrative & financial aspects of the University

3 Finance Committee (FC) – It works for the smooth functioning of all the financial affairs of the University.

4 Examination Department-

The Examination Department mainly deals with the appointment of paper setters, Examiners, Moderators, senior supervisors, preparation and publication of schedule of examinations, conduct of examinations, to get performance of the candidates at the examinations properly assessed and timely declaration of results.

It gets program evaluation scheme approved from EC as per recommendations of AC.

5 Centre for Internal Quality Assurance (CIQA) - Constituted as per norms of UGC (ODL), It monitors quality aspects of academic & administrative aspects

6 Selection Committee – works to make appointment of teachers & deal with their promotion

7 Purchase & Tender Committee – deals with matters related to purchase & tender of the University

8 Library Committee- this committee takes decisions regarding proposals for improvement & expansion of the University Library Services

Participative Management

In order to follow the participative principle, the University ensures that the academic and administrative st governing bodies. For example, among academic staff, all the assistant professors are given membership of acade per seniority. Regional Director represents the study centres as he is the member of planning board and centre re both teaching & non-teaching staff from top to bottom exercises its powers in decision- making for Institutional ex

Review and monitoring are done on regular basis to ascertain the progress. The process of dece
upon administration of the University. The University maintains a strict vigilance throughout the process. This h
the system.

Thus, University promotes the culture of participative management.

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

6.2 Strategy Development and Deployment

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

Response:

Perspective/Strategic Plan and deployment

The University is growing day by day since its establishment & is working continuously to reach to its Vision. To achieve the Institutional Mission, it has developed Strategic Plans which is constantly reviewed.

Following are the Strategic Plan of the University in place to help it develop in a systematic, well-thought-out, and phased manner

Teaching-Learning for Learners.

1. Strengthen Student Support Mechanism
2. 24x7 learner Support Service
3. Explore the feasibility of starting Short Term Courses based on Employability for Courses like Tailoring, Beautician, Electrician & Plumbing and establishing their Training Centres in Campus under entrepreneurship development cell
4. Development of e-content
5. Audio & Video Lectures covering major subjects of maximum courses
6. Online Examination Process
7. Strengthening Parent-Teacher Association
8. Implementation of OER Policy

Academic Departments.

1. Start Courses under MOOCs through SWAYAM
2. Adapting semester pattern for programmes
3. Establishment of departments under Self-Finance Scheme
4. Equip Science Labs
5. Establishing Language Labs

6. Creation of OER Repository
7. Starting Certificate level Online-Courses
8. Greater use of ICT

Accreditations/Rankings.

University has a plan to go for following accreditations/rankings gradually-

1. 12 (B) recognition from UGC
2. NBA Accreditations
3. ISO Certifications
4. NIRF Ranking

Research.

1. Collaborations with Research Institutes
2. Hosting Faculty Development Sessions
3. Publication of Research Journal
4. Completing on-going research projects & getting more of them
5. Increasing number of publications of research papers of faculty & scholars

Seminars/Workshops.

1. Organize seminars on academic & socio-cultural issues
2. Organize workshops with hands-on-practice relevant to research scholars & professionals
3. Get grants/funds from statutory bodies like ICSSR, UGC, CGCOST, AICTE etc. for seminars/workshops.

Financial Management.

1. Apply grants from government and non-government sources
2. Automation in Financial System

Physical Infrastructure.

1. Construction of Education Department Building whose approval is pending under state government.
2. Construction of Auditorium Building in the campus
3. Installation of CCTV cameras at more & more study centres
4. Construction of Regional Centre Building at Raipur
5. Installation of Lift in Academic Block
6. Power Back up in Academic Block
7. Introduction of complete automation in operational activities
8. Renovations to revive ageing infrastructure
9. Parking shade in between academic & library buildings
10. Developing Studio for recording of Video Lectures
11. Establishing CRECHE (Jhulaghar) in the campus for children of female academic & non-academic staff & children of female learners during face-to-face contact class

Automation & Digitalization.

1. Digitalizing more and more study centres
2. Increasing present 20mbps speed to enhance the operation of website

Functional Aspects.

1. Opening of Learner Support Centres at Remote Areas
2. Recruitment of Academic & Administrative staff
3. Apply for more posts from the State Government
4. Opening of more of Regional Centres
5. Develop Community Mechanism through linking with reputed NGOs
6. More and More MOUs/Collaborations with Academic & Corporate Sectors
7. MOUs with universities for Student & Faculty exchange
8. Making our centres & campus more disabled friendly
9. Strengthening Grievance Redressal Mechanism

Eco-Friendly Campus.

1. Pollution Free
2. Develop garden and lawn area in front of each block
3. Initiatives for Clean & Green Campus
4. Installation of Solar Panel in Buildings for electricity

　　　Thus, University has a well-placed mechanism for developing strategic plan, its deployment, monitoring & assessment of the plan.

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

6.2.2 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:

Organizational Structure of the University

Functioning of the Governing Bodies of the University as evidenced by the policies: -

　　　　　The University is governed by its act which is called the Pandit Sundarlal

Sharma (Open) University Chhattisgarh Adhiniyam 2004 (Chhattisgarh Act. No. 26 of 2004). Ordinances and Statute are made under this Act. All the Officers & Bodies function as per the powers which are delegated to them by the University Act.

Authorities of the University: -

The authorities of the University are, Executive Council, Academic Council, Planning Board, Departments, Board of Studies, Finance Committee & such other authorities as may be declared by the Statute to be the authorities of the University. Work flow of the University is in the accordance of the University Act.

Administrative Set Up

The administrative set up of the University consists of Vice Chancellor office, Registrar Office, Regional Service Division (which is having 6 Regional, 1 Sub-Regional & 138 Study Centres), Finance Section (which is having Bill, Account & Internal Audit Sections), Examination Section (which is having Confidential, Enrolment, Exam & Degree Sections), Academic Section, Library (which is having Accession, Catalogue, Reference, Issue & Maintenance Sections) Engineering Section (Electrical & Maintenance sections), Other Office of the University like Self Learning Material division ,Material Production & Distribution Division ,Web Cell, Placement Cell, Vehicle Cell, Store, Right to Information Cell.

Functioning of the Various Bodies: -

All the bodies of the Universities functions as per the powers & functions defined in the University Statute 1-18 under Chhattisgarh Act. No. 26 of 2004.

Appointments, Service Rules & Procedures: -

The University Statute No.13 under Chhattisgarh Act. No. 26 of 2004 defines the Universities policies regarding conditions of service for university employees, classification of posts appointment and tenure, residential accommodation, leave, suspension, penalties, and disciplinary authority & other miscellaneous provisions made for the employees of the University.

Grievance Redressal Mechanism: -

There are several Grievances Redressal Mechanism in the University as Grievances Redressal Committee for persons with Disabilities, Students Grievances Redressal Cell, Anti-Ragging Cell, Anti-Discrimination Cell, Sexual Harassment Redressal Cell, Gender based Violence Redressal Cell, Women Harassment Grievances Redressal Cell, Gender Harassment Redressal Cell, Code of Conduct Monitoring Committee, Right to Information Cell

Effectiveness and efficiency of functioning of the statutory bodies of the University can be seen in the above delegation of authorities. The main features of effectiveness of the statutory bodies are reflected in the decisions taken by them, for example, implementation of all the UGC policies, regulations, amendments. Collaborating with social, corporate, and industrial sectors, creation of new posts and courses ap per the need of the University and students respectively etc.

The organizational structure of the University is as per the statutory provisions, and it ensures effective and efficient functioning of all the sub-systems of the larger unit which is the University.

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](#)
Any other relevant information	[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:

Welfare means for teachers, other academic and non-academic staff

University has effective measures in place for its teaching and non-teaching staff. The various welfare measure are as follows-

- Creation of Employee Emergency Fund under Teacher Employee Beneficiary Scheme (TEBF) –

University facilitates its employees by providing financial assistance in form of loans for various purposes to the needy with the help of committee who monitors and supervises this under finance department.

- Contribution to National Pension Scheme (NPS) –

The University makes contribution to government sponsored National Pension Scheme for both Permanent & Temporary employees.

Gratuity and other benefits like leave encashment

- Contribution to Provident Fund –

University also makes contribution of its share to the Employee Provident Fund (EPF) for higher authorities of the University.

- Financial Assistance for Career Advancement
- Funding of Research Projects of Teaching Faculty
- Staff Quarters for Professors, Assistant Professors, Class III and Class IV employees
- Medical Reimbursement
- Leave –

University follows norms of the State Government to grant leave to its employees, which are

- Academic Leave for Teaching Staff
- Study Leave for Teaching Staff
- Maternity Leave for Female employees of both Teaching and Non-Teaching Staff
- Casual Leave to both Teaching and Non-Teaching Staff
- Earned Leave to both Teaching and Non-Teaching Staff
- Medical Leave to both Teaching and Non-Teaching Staff
- Commuted Leave for both Permanent & Temporary Staff
- Leave not due for Permanent Staff
- Special Disability Leave in case of injury at work
- Other leaves as per norms of the State Government
- Workshops, Seminars, Conferences are arranged and managed by the faculty members with the help of the administrative staff
- Concession of Fee if any staff takes admission in any course of the University
- Summer and winter vacation for faculty members
- Skill Development courses for non-teaching staff to enhance their skills in work environment
- Free/Subsidized Transport facility
- Equal Opportunity Cell
- Health Check Up Programs
- Blood Donation Camps
- Safe & Secured campus with CCTV Surveillance & 24-hour Security Guards deployed at all buildings/blocks

Following facilities are also provided to employees for efficient functioning:

- Psychological Counselling

- Internet and Wi-Fi Facility
- canteen
- Day Care facility
- University has a multicultural environment in the campus, which ensures the celebration of all the festivals together
- All the staff members are treated on par with each other in obtaining benefits from the University
- Women Development Cell is established for creating venues for women members to flourish and gain momentum
- Sports, Cultural activities, Anand Mela, Musical Chairs, Rangoli, Mehndi Competition, Chess Competitions
- Bramharishi Vasith Yog Arogya Centre for in campus Yoga Classes
- Human Rights Awareness Programme
- Festival Advance

Future Plan for Employees Welfare:

- Group Insurance & Health Insurance
- Correspondence with the State Govt. for approval of new posts.

The staffs are encouraged to give suggestions and regular feedback to improve and initiate the welfare measures in the University. In a nutshell, the University strives hard to keep our staff happy and healthy.

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: 19.23

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
00	00	02	00	13

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
Any other relevant information	View Document

6.3.3 Average number of programmes organised for professional development

Response: 5.4

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
03	07	04	06	07

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

6.3.4 Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)

Response: 29.49

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
03	08	07	04	01

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](#)
Any other relevant information	[View Document](#)

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

Response: 2.13

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
01	01	00	00	00

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
20	19	19	18	18

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](#)
Any other relevant information	[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:

Performance Appraisal System for Teaching & Non-Teaching Staff

University has effective Performance Appraisal System for Teaching & Non-Teaching Staff which mainly focus on-

- To establish and communicate performance standards
- To Measure performance & compare actual performance to performance standards
- To derive maximum results on the competencies and capabilities of the employees working within the University
- Gain advantage in meeting the mission and objectives of the University in a result-oriented manner and
- Support in creating a good work atmosphere thereby upholding the job-satisfaction and self-respect of every employee.

To ensure that an effective Performance Appraisal System is in place, the University and the employee ensure that the job responsibilities, requirements, and performance expectations are understood and interpreted in the right manner.

The performance of each employee is assessed annually after completion of one academic year on the basis of-

- UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, with all amendments made therein time to time, for its teaching and non-teaching staff.
- Teaching Direct Recruitment/Promotion/ time –scale rules 2021, adapted by the University in accordance with the UGC regulations.

Mechanism of Performance Appraisal System for Teachers and other academics

The performance of the teachers is measured on UGC mandate, i.e., the standardized Academic Performance Indicators or the API which is the Performance-based Appraisal System (PBAS) followed for the Career Advancement Scheme (CAS) as framed by the UGC as an objective appraisal tool. The University follows the same mechanism for teacher appraisal. 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) Co-curricular, Extension & Professional Development Activities

3) Research and Academic Contributions.

Each category consists of a group of questions seeking specific responses from the teachers and weightage is given against each question in that category with a maximum API Score as indicated. The teachers' promotion, through the model of performance appraisal, ensures that the teachers' academic activities are continuously evaluated. While giving Promotions, a Screening Committee is constituted, and a performance report of the candidate is submitted before the Screening Committee to consider for

promotion under the CAS.

Mechanism of Performance Appraisal System for Non-Teaching Staff

The performance of non-teaching staff is also accessed through annual confidential reports & performance appraisal.

The performance for staff members is assessed mainly under departmental abilities, capacity to do work, character, habits discipline, reliability, relations with the staff and students, efficient organization of documents, technical abilities etc.

On satisfactory performance further promotions, financial up gradation etc. is granted.

Best Employee Award

To appreciate and motivate its employees University has developed a tradition of presenting best employee award to Two non-teaching staff, on the University Foundation Day Celebration Ceremony every year. Under this, a trophy, certificate, and award money are presented to both the selected employees. For selecting the best employee, nominations are invited from each department. Duly appointed selection committee selects two employees based on recommendations/nominations received.

Thus, the Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees in motivating them, analysing their strengths & weaknesses, and ensuring better performance.

File Description	Document
Any other relevant information	[View 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:

Regular Internal and External Financial Audits

Audit Mechanism of the University

University conducts Audit regularly. It has a full-time Finance Department headed by duly appointed Finance Officer of the University (by the state govt.) who functions as per the State

Government rules and Statute No 12 of the University , to ensure maintenance of annual accounts and audits.

Before the beginning of each financial year recommendations and requirements regarding proposed expenditure are given by the heads of the departments and other sections of the University. On the basis of this recommendations finance department prepares draft of the annual budget. Budget includes both recurring as well as non-recurring expenses. The Estimated draft is placed before the Finance Committee of the University for consideration and preparation of the budget. Prepared budget draft is placed before the Executive Council for approval. Approved budget is implemented for the upcoming financial year. The expenses are made as per the allotted budget which is monitored by the finance department and the Executive Council. After the end of financial year Audit is conducted by the University for the previous year.

The following agencies conduct regular financial audit in the University-

1. **Internal Audit:** Internal Audit is conducted by

* The Finance Department of the University.

This audit is conducted as per the finance rules of the Government under the supervision of the Finance Officer of the University. This mainly includes pre-audit of major receipts and payments. Internal Auditor also pre-checks salary fixations, pension and all and final payments.

2. **External Audit**: External Audit is conducted by

* Local Fund Audit
* Chartered Accountant

Local Fund audit is done as per the finance rules of the Government, which includes scrutiny of the all receipts from fee, donations, grants, contributions, interest earned, returns on investments and all payments to staff, vendors, contractors, students and other service providers. While, Chartered Accountant conducts regular accounts audit, revenue and expenditure audit and certifies Annual Financial Statements

Audit-Objection Settling Mechanism of the University

University has well placed audit-objection settling mechanism which works as follows-

Mainly two types of audit-objections are found, which are

○ **During Audit-Objections**

This type of objections appears during ongoing audit process. Objections whatsoever are communicated in form of queries. These queries are sorted by the concerned department or staff and are sent back with required

answers/documents/reports through finance department of the University. If the Auditor is satisfied with the furnished answer, objections get settled.

○ **Post Audit Objections**

This type of objection appears after the completion of audit process. If the auditor is dissatisfied by the replies submitted during audit, he raises queries in the form of Annual Audit Report. University replies with the compliance report having parawise replies along with relevant documents and this way, objections are settled.

The University strictly abides by the financial rules laid down by the State Government and the Finance Committee of the University, to ensure financial compliances.

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

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

Response:

Mobilization and Utilization of Resources

University policy on Mobilization and Utilization of Resources

The University is a self-sustained Institution which generates most of its financial resources of its own majority of which comes from the fee of the students besides development grants received from the government bodies.

- **Procedures for Resource Mobilization**

In accordance with the policy following are the procedures through which the University mobilize funds and utilize the resources-

- The University arranges and maintains for all the two types of resources which are Human, Academic, Financial, and Equipment.
- Funds are provided to meet the infrastructure requirement of the University while starting new programmes and opening new study centres.
- Adequate funds are allocated for effective teaching-learning practices as well as for participating and organizing faculty development programmes.While organizing Faculty Development Programs revenue is generated in the form of registration fees, donations received etc.
- The grant-in-aid received from state government under Establishment Grant head is used for salary whereas the Development grants are used for Infrastructure Development.
- The University utilizes some part of student fees, as per the rule, for meeting routine non-salary and other essential expenditures.
- Funds are allocated to each department as Imprest Money to meet out the routine expenses of the

department.

- TEBF is used for the welfare of Teachers and Employees
- Funds generated through activities conducted at/by the University are used as per the requirements.
- Admissions are done as per rules, fees are received on time and efforts are made to materialize inflow from fees and other planned resources.
- Exam fees are mobilized for the remunerations given for the confidential works, conduction of practical and other examination related works.
- SLMs are converted from printed to digital form. This has turned out into cost effective measures for learner as well as for the University.
- Alumni contributions will be used for developing alumni associations and strengthening placement cell and other student support services.
- Spends certain amount decided in the budget annually on Advertisements and Publicity to mobilize admissions effectively and attract maximum admissions.
- Contribution from Philanthropists for specific projects and programmes are used for the given purposes.

Funds Received from Government/Quasi-Government bodies are used for

- Improving Infrastructure
- Funding Research Projects

Under this University has sanctioned five Minor Research Projects till date for the teaching faculty (List Attached)

- Maintenance of Equipment's
- Construction and Maintenance of Laboratories
- ICT Maintenance
- Up gradation of Library
- Learner Support Services,
- Repairs and renovations of the ageing infrastructure etc.

- **Audit of the Grants**

After a stipulated period, the accounts for all the grants and funds sanctioned by the Government and Statutory Bodies are initially submitted for external audit. The audit report issued by the auditor with utilization certificate and all necessary accounts are submitted to the concerned sanctioning body.

- **Optimum Utilization**

Since most of the financial resources are generated internally, hence the University is committed towards optimum utilization of its resources. University works for the optimum utilization of its available space and other resources for the academic, social, cultural, monetary, and other causes as per the external demands and internal requirements.

- **Monitoring**

The implementations and deviations from the plan are monitored. If required. Corrective measures are applied after the approval of Executive Council.

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

6.4.3 Percentage of Expenditure on Learner Support Services

Response: 20.32

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
184.00	308.00	221.00	253.00	330.00

File Description	Document
Statement of expenditure over the last five years	[View Document](#)
As per Data Template	[View Document](#)
Any other relevant information	[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: A. Any 4 or All 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](#)
Any other relevant information	[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:

Reforming Institutional Processes

PSSOU has taken various initiatives for quality improvement in all major areas of its operations like the learner performance, teaching-learning, assessment process, learning outcomes, feedback collection, administrative reforms, financial management etc.

To analyse some of the above-mentioned areas the University has developed a structured feedback mechanism. The feedbacks received are carefully analysed forming the basis of reforms in the institutional processes.

Recently the University has collected feedback from Learners, Academic Counsellors, Subject Experts, Teachers and Employees. The Impact Analysis of the feedback received has been carried out.[1] The main highlights of each feedback analysis are –

Academic Counsellors- Feedback

- Syllabus designed for the learners are as per the course and are serving learners needs and that aim and objectives of the designed syllabus is well defined and very much clear
- SLM's provided before the commencement of counselling sessions and they are clear in terms of communication, illustrations, and cases.
- Balance between theory and practical approach offered by the university.
- Lecture room provided for the counselling session is good and facilities like black/white board, chalk/pen, duster, dais etc. is provided during counselling session
- Generous behaviour and support services provided to the learners in the different study centres.
- Counselling sessions taken for the learners are adequate and class schedule are timely communicated to the learners
- Counsellor inspires the learners to have ethical behaviour and also motivates learners to access online resources provided by the university.
- Digitized course materials have the potential to replace the printed SLMs.

Learners Satisfaction Feedback

- Induction program and the counselling sessions conducted by the Learner Support Centre, were useful.
- The study material for the programme was comprehensive and easy to understand
- The assignments were very useful, fair and timely.
- The academic counselling provided at the Learner Support Centre facilitated the understanding of study material provided to
- The academic counsellors are qualified and were well prepared for conducting the counselling sessions
- The University adheres to schedule of admissions and term end examinations and results.
- The learner centric methods used by the institution to promote learning, enhanced problem-solving skills, employability skills, life skills and made learners ready for the world of work.
- Online services provided were easily accessible and useful and the University website/mobile app gave useful   information.
- Queries are promptly addressed by the institution and the grievance redressal mechanism of the University was effective.
- The academic program has all the requisite academic content to achieve the expected competency.
- Electronic media (Audio and Video including radio interactions) is supplementing the teaching learning process and academic counselling.
- Learners are receiving the Self Learning Materials (Printed blocks/modules) on regular basis and on time.

Subject Expert Feedback

- Basic elements of the course, Course content and the appropriateness of the Course Outline
- Assessment methods, grading policies and scale
- Learning objectives that are appropriately designed, measurable and are stated clearly and written from the learner's perspective.
- Learning activities promote the achievement of the stated learning objectives
- Instructional materials contribute to the achievement of the stated course objectives.
- Instructional materials connect learners to what they already know   and include real-world examples to which the learners can easily relate.

Teachers Feedback

- The current curriculum is as per requirement.
- The level of inclusion of relevant content in the curriculum is more   than good.
- The Curriculum is capable of serving the learning objectives.
- Flexibility level in the curriculum is more than good.
- The course material meets the need of the students and is properly reviewed.
- The course consist the level of employability offered by the University.

Employees Feedback

- Majority of the employees were committed to achieve the university's goals and objectives.
- Employees believe that the programme relevance are as per the needs offered by the university.
- Believed that their communication skill is clear and good.
- Believed that their competencies are good as per the course content.
- Employees are committed to complete all the tasks in time.

- Employees are inclined to take additional responsibilities.
- Believed that the course provided to the learners has a clear balance between theory and practical.

The continuous process of reforms is reflected in the following processes and developments over a period of time-

- ○ Improvements related to Curriculum planning, design, development and curriculum enrichment are active part of curriculum related activity of all programs which is duly addressed by the University on a continuous mode. Learner enrolment, teaching learning process, evaluation process and reforms, learner performance and learning outcomes are active part of academic improvement activities. University prioritizes all these essentials of the learners and makes the process easy, so as to maintain maximum feasibility for learning. And to achieve this, syllabus of different courses of study has been continuously updated, edited and reformed.
- ○ Physical facilities and ICT Infrastructure are continuously improved to facilitate all the stakeholders, ensuring participation of stakeholders.
- ○ Improvements in quality of teaching and research by regular inputs to all concerned departments on the basis of feedback received.
- ○ Many research papers are published by the faculty members to analyse the existing status of ODL and suggesting improvements therein.
- ○ Improvements has been done under Grievance Redressal Mechanism which has resulted in greater learner-satisfaction. Apart from the University online/offline grievance redressal mechanism, the Grievances are lodged on the UGC's 'Online Students Grievance Redressal Portal' also.
- ○ Automation of various activities of the University has also helped in bringing the reforms in admission processes, examination systems, financial management, administration, library and many other areas of operations and thus has helped in improvement.
- ○ LIS is a university's unique and benchmark initiative, which now manages data of all the learners' entries successfully. Along with this, different representative, such as admission, Regional Services Division, Examination Cell use the user interface. Admissions have LIS access to maintain admissions records while examination has LIS access for entry, exit of learners and other related information's.
- ○ All SLM's of PSSOU are also available to the learner through e-SLM. Recently e-SLM is also made available through Apps.
- ○ Interactive Audio Lectures, Teleconferencing, WhatsApp Groups, Online Classes, E-lectures are initiated to facilitate two-way communication between teacher and learner.
- ○ University has its duly approved OER policy.

File Description	Document
Any other relevant information	[View Document](#)
Relevant Reports/ Minutes approved by concerned Authorities	[View Document](#)
Documents / information on the process and results of Impact Analysis	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The University provides equal opportunities to female learners and employees at all levels. The University is highly concerned for women's safety and security at work place. It has implemented the provisions for the same.

The different measures taken for the purpose are as follows:

Safety and Security:

As a primary safety mechanism for female faculties, learners and employees, CCTVs (as mentioned in the university's IT policy) are installed at the administrative building and Examination Department of the University. Efforts for installation of the CCTV at other places in the University are in process and it will be implemented at the earliest. Apart from that, security personnel (guards) are also deployed at different places.

Sitting Arrangements:

Every female employee is provided with suitable sitting arrangement at work place appropriate for their safety and security. There is a separate sitting arrangement with attached toilet bathroom for female faculties. University has a hostel facility for the female learners from remote places. Considering gender sensitivity at workplace, there is availability of common room in the University for female employees and learners.

Pick and Drop Facility:

Transport of female employees from their home to the University campus and vice versa is carried out free of cost through the university bus during office hours.

Bathrooms and Toilets:

It is one of the necessary aspects regarding the safety and security of female employees. In all buildings at university campus, there is availability of separate bathrooms and toilets for the female employees and learners. Pink toilet is available in the Sihava academic building of the university for the female learners and female staff.

Day Care Centre:

The University provides toys and bicycles for the children of female employees and learners in its day care centre.

Maternity Benefit:

All maternity benefits under different provisions of state government are being provided to female employees by the University in the form of maternity leaves and other entitled benefits.

Establishment of Committees/Cells:

The University has created "Sexual harassment and Internal Grievance Redressed Cell" for resolution of all matters related to female discrimination and exploitation at the workplace. Also, the "Mahila Samagra Vikas Kendra" committee pertains to woman's security and concerned matters.

Seminars, conferences and events regarding gender sensitization:

The University organizes various seminars, conferences and events in the view of gender sensitization through which the participants are educated on the privileges offered by the law and how to access them. International Women's Day is celebrated every year on 08th March. National Seminar on women empowerment was organized at university campus on 31 Jan-01 Feb, 2020.

Initiatives for increased participation of females:

The University ensures reservation criteria for the women in admission and recruitment as per state government norms. The University has established women centric LSCs to increase female enrollment and participation.

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:

Solid waste management

Solid waste are the useless and unwanted products discarded from different activities. A solid waste refers to those wastes or materials which are abandoned and a material is abandoned if it is disposed of, burnt or incinerated. Solid waste like waste recyclable paper, cardboard plastic, glass and cans, biological waste and broken furniture etc. are generated continuously from daily activities of the university. Pandit Sundarlal Sharma (Open) University also have some methods and regulations regarding management of these solid waste. University believes in the idea of solid waste management for the healthier environment in the campus. University has its own dumping area in the campus where all the solid waste is dumped. Every day all the departments are cleansed and solid wastes are collected by the university workers, then they dump the collected wastes in the dumping area. An agro waste dumping area is also available in the university campus where unwanted grass, fallen leaves, wasted papers etc. are getting disposed of.

Liquid waste management

Liquid waste are harmful to human health and the environment. Improper disposal of waste water plays a role in the contamination of surface water as well as ground water, thereby posing health problems. University has some techniques and regulations regarding this liquid waste. University is structured in such a way that proper handling and treatment of all disposal liquid waste are taken care. All these liquid wastes are managed in the campus through pipe line system. Rain water is stored in the ponds and used for the purposes of irrigation and plantation. Rainwater harvesting mechanism is in place in the campus.

E- Waste management

E-waste or electronic waste are the discarded electrical or electronic devices. Different e-wastes are generated in the university such as defective computers, printers, projectors, Wi-Fi devices, fans, air conditioners, and defective switch boards etc. University facilitates the treatment of these electronic devices. University has allotted a particular room where all these defective electronic waste devices are stored. Electronic devices which are fully defective or damaged are disposed of and repairable parts are reused after due repairing.

Waste recycling system

Recycling aims to sustain the environment. In the university, waste or materials which can be recycled are converted into reusable materials accordingly. University has the facilities for the treatment of the waste. Waste papers i.e., one side printed paper or used papers generated from various departments are transferred to press department, and converted into usable ones such as notepad, register etc. Also, old answer sheets and old books which are defective or not in use are collected and sold to the vendors or external agencies.

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: A. Any 4 or all of the above

File Description	Document
Geo-tagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 *Green campus initiatives*-The institutional initiatives for greening the campus are as follows:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or all of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geo-tagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[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: A. Any 4 or all 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](#)
Any other relevant information	[View Document](#)

7.1.7 *The Institution has friendly, barrier free environment*

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Differently-abled friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for differently-abled persons (*Divyangjan*) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc.,**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities

Response:

The PSSOU took several initiatives to bring/maintain harmony in the society by contributing in cultural, regional, and socio-economic activities etc. The roots of the university is that "the university shall not discriminate against any citizen of India on grounds of religion, race, caste, sex, place of birth or language". Accordingly, the university conducts seminars, conferences, workshops and other programmes in order to bring awareness regarding social responsibilities, justice and equality on various themes such as Women Empowerment, International Women Day, Cleanliness Programme, Disability sensitization, Thoughts of Mahatma Gandhi, World Human Rights Day, Blood Donation Camp, Youth Day etc.

The university also provides scholarships to meritorious students every year by returning the 80% course fees paid by the students to the university. In addition, the scholarship offered by Chhattisgarh government is also given every year to all those students who belong to backward sections and communities. The university also initiated scholarship scheme for the B.P.L. (Below Poverty Line) candidates on merit basis. Also, the university started financial assistance for Divyang (PwD) candidates via exempting their programme fees. The scholarship cell of the university along with all the RCs and LSCs ensure that these scholarships are given to all the eligible and needy candidates. In the academic years 2017-18, 2018-19, 2019-20, 2020-21 and 2021-22, learners belonging to SC and ST were given Chhattisgarh state government scholarship. The university also provides benefits to the learners belonging to various reserved category (such as ST, SC, OBC, women, freedom fighter, disabled people, economic weaker section etc.) in some university programmes (such as B.Ed., D.Ed., and Ph.D. etc.) as per the norms of the Govt.

The university also conducts several seminars, conferences and workshops towards creating harmony in the society. The university conducted seminars on the topics such as Social Discrimination, Mahatma Gandhi's Thoughts and their applicability in today's context, Women Empowerment, Disability sensitization programme, etc. with an aim to inculcate values to bring harmony and tolerance among all the stakeholders. The university had conducted "Communal Harmony Mission" from 19th to 25th November 2018 in collaboration with National Foundation for Communal Harmony (NCFH).

Most of the LSCs of PSSOU are located in the tribal and remote areas to target the backward section and communities and provide appropriate support to them to uplift their lives and livelihood. Special support and counselling desk is constituted at all the RCs and LSCs to provide special support to the needy. The

university has established and marked various special learner study centers at remote areas for tribal, Divyang, and women learners in 2022. Also, the university has identified 04 LSCs at disturbed (Naxalite) tribal area as Naxalite-affected special LSCs.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 *Sensitization of Learners and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

Response:

The PSSOU's prime responsibility is to make good and responsible citizens through various teaching programmes and activities. The university programmes are also designed in such a way that these contain moral teachings for the learners and to generate critical thinking which helps in learning and practicing value in their respective careers.

In order to inculcate sensitization and develop values among learners and employees, the university celebrates and conducts various programmes such as Constitutional Day, Republic Day, Independence Day, International Women's Day, International Human Rights Day, Blood donation, Cleanliness programmes, Tree Plantation, etc.

In recent years, the university has made consistent efforts to create a mindset for communal harmony and social cohesion among all the stakeholders of the university. The university is committed to build improved human behaviour with morality and knowledge for the growth and development of the society. Aligning with these, the university celebrates Constitutional day on 26th November to recall the constitutional obligations among the university learners and employees, and inspire them to follow the principles of the Indian Constitution in daily life. The university also celebrates the day when Constitution of India came into effect i.e., 26th January, 1950; this day is celebrated every year in the remembrance as Republic Day. Moreover, to give respect to our nations' freedom fighters and to celebrate the independence of our nation, the university celebrates Independence Day on 15th august every year. International Human Rights Day, International Environment Day and International Woman's Day are also celebrated in the university on 10th December, 5th June, and 8th March respectively. These are celebrated with an aim to inculcate deeper values for the growth of individuals and society as a whole.

Under the "Swachchha Bharat Mission", the university took several initiatives with the formation of social responsibility cell. In recent years at the adopted villages, the university carried out Tree Plantation, Environment and Health awareness rally, Swachchhata rally, Yoga Shivir, and awareness programmes related to primary, secondary and higher education. In December 2019, the university carried out "Swachchhata Abhiyan Rally" in Baima and Birkona villages for the environment and cleanliness awareness. The university also organized Yoga shivir in Nirtu and Chilhati villages.

From 31st January to 2nd February 2020 the university conducted national seminar on 'Present Status of Women and the challenges for women empowerment' inspired from Gandhiji's Thoughts. On 21st February every year, the University celebrates International Matribhasha Diwas to enthuse the importance of mother tongue among all the stakeholders.

The university also organised 'Vigilance Awareness Week' from 28th 2019 to 2nd November 2019 as per the guidelines issued by the Central Vigilance Commission, in which all the stakeholders took a pledge to perform/follow rules for the benefit of society as well as country at large.

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: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of conduct and ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

The University is committed to promote ethics and values among the learners and faculty to celebrate national and international commemorative days, events and festivals. These days are organized to create sense of responsibility and duties towards the national and international culture among its stakeholders. The university ensures that every stakeholder get involved with these commemorative days and re-affirms his/her commitment to values attached with these events. Every year, the university celebrates national

festivals and the birth/death anniversaries of important Indian leaders. Staff and learners are enlightened about the significance of national integrity to the nation as a whole and their role in particular. The details of Events and Festivals organized by the university are as follow:-

1. **Independence Day (15th August):** It is celebrated annually on 15th August. The program begins with the hoisting of the national flag. On this occasion, various programs are organized to celebrate the day.
2. **Republic Day (26th January):** Every year on 26th January, Republic Day is celebrated by the university to commemorate the establishment of our constitution. On this day, a number of formal events are organized, such as flag-hoisting, march-past and constitutional awareness program.
3. **Mahatma Gandhi Jayanti (2nd October):** Mahatma Gandhi Jayanti is celebrated by the university on 2nd October to mark the commemoration of Mahatma Gandhi's birth. Cleanliness program was carried out by the Staff and employees of the university.
4. **International Yoga Day (21st June):** The University organizes 'International Yoga Day' on 21st June every year to disseminate awareness about the benefits of keeping the body and mind in sound health.
5. **International Human Rights Day (10th October):** The University celebrates World Human Rights Day on 10th October to inculcate the sense of human rights among its stakeholders.
6. **International Women Day (8th March):** The University celebrates International Women Day on 8th March to raise awareness about the status and dignity of women among the learners and in the society.
7. **Constitutional Day (26th November):** On November 26, the university organizes the 'Samvidhan Diwas' to commemorate 26th November 1949, when the Constituent Assembly of India adopted the Constitution of India, and it came into effect on 26th January 1950.
8. **International Matribhasha Diwas (21st February):** The university celebrates International Matribhasha Diwas on 21st February.
9. **World Environment Day (5th June):** The University celebrated world environment day on 5th June in which cleanliness programs and plantation was carried out by the university staff, employees and learners.
10. **Pt. Sundarlal Sharma Jayanti (21st December):** To honour the legendary personality after whom the university is named, Sundarlal Sharma Jayanti is celebrated on 21st December.

The university also celebrates many others events and festivals of national and international importance such as Unity Day, Youth Day, Hindi Diwas, and Parakram Diwas etc.

File Description	Document
Geo-tagged photographs of some of the events	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

7.2.1 Describe any four Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.

Response:

1.IMPLEMENTATION OF EXAMINATION REFORMS

The practise aims to implement the NEP 2020's pragmatic and comprehensive education. The University follows benchmark exam and results procedures. The university felt the necessity to modify the traditional exam pattern. This included several processes.

STEP I Test Format: The question papers were structured to prevent learners from wrote-memory technique and to compel them to study the complete curriculum without making guesses about exam questions. Exams have 24 questions in a question paper. The question pattern included five sections, A through E. Section A has one-word/objective questions, Section B has one-to-two-line questions, Section C has one-paragraph questions, and Sections D and E include long and extremely long questions.

STEP II Curriculum coverage: A course's question pattern covers the full curriculum.

STEP III Evaluation Pattern: Answer scripts are evaluated based on content and approach. Learners using a wrote-memory technique score worse than those using knowledge and understanding.

2.MULTIPLE LEARNER WELFARE PROGRAMS

Learners Support Services promotes services to university learners. To foster increased responsiveness and learning among learners, the university addresses their needs at their level. University designs several practises to increase learner efficiency and convenience. The university offers many learner-centric initiatives:

- **University Website**
- **Online Admission System**
- **Mobile App**
- **E-SLM**
- **Hostel Facility:** The University provides separate hostels for boys and girls at a low cost. This is rare in distance education.
- **Day Care Center Facility**
- **Returns of Programme fee to BPL Learners**
- **CCTV Cameras**
- **Psychological Counselling Center**
- **Yoga Arogya Kendra**
- **Online Payment System**
- **Model Laboratory Facility**

3.SLM IN LOCAL LANGUAGE AND ITS DISTRIBUTION SYSTEM

The university offers local and regional language study resources that comply with NEP 2020. SLMs are important to ODL learners. Most Chhattisgarh learners speak and read Hindi. Quality SLMs in regional languages are vital for local learners' academic enrolment and growth. Since learners are spread across the state, it was difficult to simplify SLM distribution to reach end users on time. For this reason, the university has signed a contract with postal railways to provide shipping of SLMs. MPDD daily packages

and ships SLMs via postal railways. This allows the learners to receive SLM within 10–15 days. Tracking is also done for effective postage. In 99% of cases, SLMs are delivered on schedule, while the remaining 1% are due to learners' incorrect addresses. Remaining SLMs are distributed through LSCs and RCs.

4.SUSTAINABLE PRACTICES FOR GREEN CAMPUS

PSSOU is an eco-friendly institution aiming to promote sustainable and eco-friendly practices in the campus. Following are eco-friendly initiatives:

I. Plantation Practices: Learners, teachers and other staffs regularly plant trees inside the on campus.

II. Energy Conservation:

- **Solar Panel Power Project:** The University has set up solar panels power project of 255 KW.
- **Solar Water Heater**
- **Usage of LEDs and CFL bulbs**
- **Rain Water Harvesting**
- **Pond:** Two ponds have been built in the university campus to store rain water.
- **Sensor Based Energy Conservation Mechanism in Campus Street lights.**
- **Water Controller Mechanism**

III. **Waste Management System:** The university has following waste management practices:

- **Liquid Waste Management**
- **Solid Waste management**
- **Electronic Waste (E-waste)**
- **Plastic waste management**

The details of the complete writeup for the above four best practices as per the template in the manual can be downloaded from the attachment provided in the any other relevant information of this matrix. (https://pssou.ac.in/NAAC_7.2.1)

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:

Landscaping the Campus:

Landscaping of the campus has duly been recognized by the University and it is given due importance. As a result, the campus of the institution has an aesthetic appearance.

1. **Location:** The university campus is spread over 70 acres of geographical area. This itself is one of the most distinctive feature of the university as most of the open universities in India do not have higher land infrastructure. The university area is recorded and approved by the state government.
2. **Planned Architecture and gradual expansion:** Development of infrastructure of the University consists of planned architecture. All the infrastructures are based on adequate space and connectivity, with scope for further expansion. The campus of the university is surrounded by a boundary wall to provide safety to its employees, teachers and learners. Gradual development and planned mechanism of expansion adds to its distinctive features.
3. **University Buildings:** Different buildings have been constructed say Sirpur Administrative Building, Mahamaya Pariksha and Mulyankan Building, Sihava Academic Building and Vivekanand Library. All these are located in such a manner that easy and fast movement from one building to the other can be possible.
4. **Hostel and Guest House:** University also has Arpa Guest House which facilitates for accommodation of guests. A hostel of the capacity of 130 (Each 65 for both girls and boys) is located in the campus to facilitate accommodation to learners during their stay for contact/counselling classes. This is regarded as one of the key distinctiveness as it facilitates and encourages learners to participate at the time of their contact and counselling classes with a minimum expenditure. Most of the institutions across India in open mode do not have such facilities.
5. **University's Residential Buildings:** these buildings include Vice chancellors Bungalow, Registrar's Bungalow, Professor's Quarters, Assistant Professors' Quarters, and residence of class three employees and residence for class four employee in the University campus.
6. **Additional Facility:** The landscaping of the campus also promotes additional facilities in the campus. i.e. banks, press and canteen.
7. **Sitting Arrangements:** There are rest-points at various places in the university.
8. **Ponds:** Two ponds are built near the entrance of the university gate which serve the purpose of water conservation and harvesting. It also adds to the aesthetic beauty of the campus.
9. **Forest Cover:** The University has approximately 90% of its land under forest cover. The area under forest cover includes variety of herbs, shrubs and trees which are spread across the length and breadth of the campus.
10. **Plantation:** Plantation in the University campus is a routine phenomenon where new plants are planted and the old ones are taken care of. Approximately 5000 plants have been planted in the university campus over a period of last two years.
11. **Solar Panel:** The university has solar panel of 255 KW located in the premises. The use of renewable source of energy is another feature of institutional distinctiveness.
12. **Scope for Expansion:** The entire landscape of the campus in integrated in such a way that it facilitates future planned expansion.

Penetration into the Remote, Tribal and Disturbed Areas:

In academic session 2021-22, the University has a total of 138 LSCs and 7 RC spread throughout the State of Chhattisgarh. The university headquarters is situated in the Bilaspur district of the state. One of the

regional centers of the university is located at Raipur, which is State Capital. It connects the state with other states of the country by air and rail transport. Durg, Raipur, Kanker, Jagdalpur and Bilaspur regions are most irrigated areas and located on the shores of rivers. Many LSCs are in the rural/remote areas of the State. This is a conscious effort by the institution to live the expectation of its tag line 'Uchcha Shiksha, Aapke Dwar".

1. **Policy to establish study centers in rural/tribal areas:** Establishment of LSCs involves decisions to open centers across various locations of Chhattisgarh. In order to Open LCS at remote area the minimum learner's requirement is 30 as against 50 set criteria for the urban LSCs. The LSCs are located in the rural segment spread across the geography of the state, especially in the backward areas. Some of these are located in the Naxalite affected tribal areas i.e., Dantewada, Bastar, Narayanpur etc. 57 Learner Support Centers (LSCs) are located in the tribal belt of the state. Four Learners study centers are identified and recommended as Naxalite affected special learner study centers by the university in the year 2022. Four Learners study centers are identified and marked as Tribal area special learner study centers by the university in the year 2022.

2. **Establishment of regional centers in the tribal areas:** Besides, the University has established six regional centres in Ambikapur, Bilaspur, Durg, Jagdalpur, Jashpur, Raipur and one sub regional centre at Kanker. Kanker and Jagdapur Regional Centers are Naxalite affected tribal areas and located in the southern region of the state. Many LSCs in southern remote areas are under these regional centers. Ambikapur and Jashpur Regional Centers are also tribal area and located in the northern region of the state. Many LSCs in northern remote areas are under these regional centers.

3. **Recognition of special study centers:** The University has also recognized 10 LSCs for the Women, Tribals and Naxal affected (disturbed) area in the state as special LSCs.

4. **Distribution of students:** In the academic session 2021-22, total 28421 learners were enrolled in the university out of which, 8441 learners were from the urban areas and 19980 learners were from the rural areas.

5. **Facilities for SC and ST Students:** In order to give privilege to the weaker section of the society i.e. SC and ST students scholarship scheme is provided, which is aligned through the initiative of the state government.

6. **Facilities for BPL students:** In order to facilitate and promote the learners of below poverty level category the institution has provisions for fee return of 80% of total programme fee.

7. **Facilities for handicap students:** Learners belonging to the disable category are also provided admission with fee of Rs. 1000 (only).

The details of the complete writeup can be downloaded from the attachment provided in the matrix. (https://pssou.ac.in/NAAC_7.3.1)

File Description	Document
Appropriate webpage in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

Since the inception of the university, it has come across phases of development which makes it more distinct, especially in terms of its infrastructure expansion. Initially the university was started in the year 2005 in a temporary building with few facilities in Bilaspur. Seven years later in 2012, it could manage to find its own land and was operative with administrative and library building only. Since 2017 to date, the university could manage to expand its infrastructural facilities by having its own Examination and Evaluation building, Academic building, Class I, II, III & IV staff quarters, Hostel for boys and girls, Guest house, VC and Registrar bunglow, Helipad, etc. in its 70 acres (approx.) of landscape. This transformation in the span of time proves to be worthy for spread of open and distance learning in the state.

The university logo encrypts Bhoramdeva Temple, which is located in Kawardha district in the state of Chhattisgarh. The temple is one of the oldest heritages which is built across 7th to 11th century. The mono is also surrounded by 36 petals each of which represents a 'Guna' which symbolically represents "36 Garh". The temple in the logo is surmounted by Chhattisgarh state. Thus, the mono represents the ancient architecture which is the heritage of the state.

The Kulgeet of the university was written by late (Dr.) Arvind Sharma in the year 2008 which precisely explains the vision of disseminating wisdom across the world. It also spells out the punch line of the university logo "Swadhya Param Tapa" which means "Self-Study is Austerity." Thus, Kulgeet clearly explains the cause of existence of the university through its value-based architectures initiated as per ancient Indian knowledge.

Concluding Remarks :

1. The university operated in year 2021-22 through its 7 RCs and 138 LSCs which adheres to the rules of territorial jurisdiction of the state. Naturally, all the examination centers are also located inside the state. It suffices about the goodwill of the university created out of its adherence to rules, regulations, and norms, etc.
2. All of the operations that are carried out by the university adheres to the principle of openness which signifies transparency in approach. Every action has been so transparent that the stakeholders never had to worry about knowing the relevant systems or procedures.
3. University admission and examination cycles are operative as per predetermined time specified by academic calendar. University convocations are held every year to discharge its degree.
4. In order to discharge its social obligations, the university adopted 05 villages, and the staff and learners of the institution strive hard to create rapport with the residents of these villages thereby creating relationships.
5. The university promotes research among learners and faculty members. There are well defined policies in practices which enhances research-based environment.
6. The university offers an inclusive and positive learning environment for distant learners including tribal and rural learners. During contact/counselling classes of learners, tribal and rural learners including boys and girls can avail the hostel facility available in the headquarter.
7. Exam related reforms has been made in the university which makes significant contribution in the

development and growth of the learners. The initiative is distinctive as it restricts rote learning method, and promotes understanding-based education among learners.

8. SLM distribution to every learner's doorstep is another example of distinctiveness in which learners receive their study material in their doorstep and can continue learning. Access to E-SLM from the university official website is also provided to the learners to ensure learning anytime from anywhere. The university have also uploaded study related videos as per their discipline to clear their doubts and enhance their knowledge.

9. In order to become sustainable educational institution, the university continuously working towards making the campus clean and green. Different policies have also been made to ensure its implementation. Plantation, cleanliness programmes and activities are done every year. As a result, several green campus award and certificates has been received by the university. Also, green campus audit has been done in the university.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 2.2.2.1. Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
11679	14058	13261	10761	13978 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
11484	13862	13023	10544	13838	 Remark : DVV has made the changes as per shared report of learners admitted against SC/ST/OBC and other reserved categories by HEI.
2.4.5	**Recognition earned by full time teachers and other academics** Answer before DVV Verification : Answer After DVV Verification :2 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
---	---	---	---	---
0	1	1	1	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
0	1	1	0	0	 Remark : DVV has not consider shared Best paper awards/
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
03	06	05	05	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	06	05	05	04

Remark : DVV has made the changes as per shared report by HEI.

3.5.3	**Revenue from training/ seminars/ conferences/ etc. –** Revenue generated through sponsored training programmes/ seminars/ conferences sponsorship, etc. Answer before DVV Verification : Answer After DVV Verification :8.68869 3.5.3.1. Revenue obtained as sponsorship by the Institution for conducting training programmes/seminars/ conferences (INR in Laksh) Answer before DVV Verification : 8.68869 lakhs Answer after DVV Verification: 8.68869 lakhs Remark : DVV has converted the value into lakhs.

3.6.2	**Recognition of extension activities** Answer before DVV Verification : Answer After DVV Verification :00 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
03	00	01	02	02

Answer After DVV Verification :

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

Remark : DVV has given the input 0 as same documents provided in SSR level and same provided by HEI.

3.6.3	**Collaborative extension and outreach Programmes** Answer before DVV Verification : 01 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
02	00	03	03	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	03	03	00

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
807	243	556	1155	590

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
807	243	556	1145	589

Remark : DVV unable to convert the value into lakhs maybe some technical issue.

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

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
138	111	123	102	134

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
138.00	111.00	123.00	102.00	134.00

Remark : DVV has convert the value into lakhs only.

6.4.3	**Percentage of Expenditure on Learner Support Services**

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
184	308	221	253	330

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
184.00	308.00	221.00	253.00	330.00

Remark : DVV has converted the value into lakhs.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of Programmes offered by the institution during the last five years Answer before DVV Verification: **Table:** 2021-22: 26, 2020-21: 30, 2019-20: 30, 2018-19: 28, 2017-18: 27 Answer After DVV Verification: 2021-22: 24, 2020-21: 30, 2019-20: 30, 2018-19: 28, 2017-18: 27
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) Answer before DVV Verification: 2021-22: 33, 2020-21: 33, 2019-20: 32, 2018-19: 28, 2017-18: 27 Answer After DVV Verification: 2021-22: 24, 2020-21: 30, 2019-20: 30, 2018-19: 28, 2017-18: 27
2.1	Total expenditure excluding salary Answer before DVV Verification: 2021-22: 1106, 2020-21: 1521, 2019-20: 1330, 2018-19: 1179, 2017-18: 1250

For ID 1.1 before DVV:

2021-22	2020-21	2019-20	2018-19	2017-18
26	30	30	28	27

For ID 1.1 after DVV:

2021-22	2020-21	2019-20	2018-19	2017-18
24	30	30	28	27

For ID 1.2 before DVV:

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	32	28	27

For ID 1.2 after DVV:

2021-22	2020-21	2019-20	2018-19	2017-18
24	30	30	28	27

For ID 2.1 before DVV:

2021-22	2020-21	2019-20	2018-19	2017-18
1106	1521	1330	1179	1250

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1106	1521	1330	1170	1250