HEI ID: U-0131
Name of HEI: Dr. Babasaheb Ambedkar Open University, Ahmedabad Gujarat
Type of HEI: State Open University

Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

<2023-24>

| **HEI ID:** U-0131 | **Name of HEI:** Dr. Babasaheb Ambedkar Open University, Ahmedabad Gujarat | **Type of HEI:** State Open University |

Contents

Part – I: General Information

1.1 Date of notification of the Centre (attach a copy of the notification): 24-05-2023

> **Download Document:**
> https://baou.edu.in/assets/downloads/CIQA-resolution-May-2023.pdf

1.2 Details of Director, CIQA
- 2.1.1 Name : Prof.(Dr.) Nilesh Modi
- 2.1.2 Qualification: MCA Ph.D.
- 2.1.3 Appointment Letter and Joining Report: Upload (PDF) (Download)

1.3 Details of CIQA Committee:

a. Composition as per Regulations

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Prof. Ami Upadhyay M.A. Ph.D.	English Literature	24-05-2023
b.	Three Senior teachers of HEI	Member 1	Prof. P N Gajjar, Head, Department of Physics, Gujarat University, Ahmedabad	Physics/ IQAC	24-05-2023
		Member 2	Prof. Yogendra Parekh, Head, Department of Gujarati, Dr. Babasaheb Ambedkar Open University, Ahmedabad	Gujarati	24-05-2023
		Member 3	Prof. Priyanki Vyas, Head, Department of Library and Information Science, Dr. Babasaheb Ambedkar Open University, Ahmedabad	Library and Information Science	24-05-2023
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Prof. Ajitsinh Rana, Director, School of Education, Distance Education and Educational Technology, Dr. Babasaheb Ambedkar Open University, Ahmedabad	Education	24-05-2023
		Member 5	Prof. Manoj Shah,	Commerce	24-05-2023

			Director, School of Commerce and Management, Dr. Babasaheb Ambedkar Open University, Ahmedabad		
		Member 6	Dr. Maheshprasad Trivedi, Director – Academic, Dr. Babasaheb Ambedkar Open University, Ahmedabad	Academics	24-05-2023
d.	Two External Experts of ODL and/or Online Education	Member 7	Prof. Manjulika Srivastava Director, Centre for Internal Quality Assurance, Indira Gandhi National Open University, New Delhi	Expert, ODL/OL Education, IGNOU	24-05-2023
		Member 8	Dr. Avani Trivedi Bhatt, Regional Director (Senior), IGNOU Regional Centre Ahmedabad, Indira Gandhi National Open University, New Delhi	Expert, ODL/OL Education, IGNOU	24-05-2023
e.	Officials from departments of HEI	Member 9	Dr. Ajaysinh K Jadeja, Registrar, Dr. Babasaheb Ambedkar Open University, Ahmedabad	Administration	24-05-2023
		Member 10	Mr. Ramanji Vaghela, Finance Officer, Dr. Babasaheb Ambedkar Open University, Ahmedabad	Finance Department	24-05-2023
f.	Director, CIQA	Member 11 Member Secretary	Prof. Nilesh K Modi, Director, Centre for Internal Quality Assurance, Dr. Babasaheb Ambedkar Open University, Ahmedabad	Computer Science and Applications	24-05-2023

b. **Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)**

The committee is reformed every two years as per the UGC DEB (ODL) Regulation - 2017

If No, reason thereof

1.4 Number of meetings held and its approval:

a. **No. of meetings held every year: 02**

b. **Meeting details:**

Meetings	Date Month-Year	No. of External Expert Present	Minutes	Approval of Minutes	Link to download the minutes
Meeting 1	21-06-2023	02	Upload	Upload	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
Meeting 2	17-01-2024	02	Upload	Upload	

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

From <M*onth, Year*> academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD- MM-YYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
									M	F	TG	Total
		-- NIL--										

*Not for Private University
Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

From <M*onth, Year*> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD- MM- YYYY) of HEI/ Regulatory authority(if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction */Off Campus	Number of students admitted (Male / Female / Transgender)			
									M	F	TG	Total
		-- NIL--										

*Not for Private University
Note: Mention details separately for <M*onth, Year*> academic session, as applicable, as above.

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:

From <M*onth, Year*>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Tot al
				--- NIL ---							

*Not for Private University
Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:

From <M*onth, Year*>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and Date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/	Number of students admitted (Male/Female/ Transgender)			
								M	F	TG	Total
1	Bachelor of Science (Hons) – Cyber Security	3	132	10 + 2 or equivalent or Diploma in Computer Engineering / Cyber Security shall be eligible for admission to the Bachelor of Science (Hons) – Cyber Security Programme	Rs. 7500/- Per Semester	F.No.13-14/2023 (DEB II) Dated 8th February, 2024	08	00	00	00	00

*Not for Private University
Note: Mention details separately for <Month, Year> academic session, as applicable, as above.

1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:

From <M*onth, Year*>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/	Number of students admitted (Male/Female/ Trans- gender)			
								M	F	TG	Total
1	Master of Computer Application	2	96	As per AICTE Norms https://baou.edu.in/courses/mca	Rs. 12,500/- Per Semester	F. No. 3O-30/2023 (DEB-II) Dated 11th September, 2023	11	64	49	00	113
2	Master of Business Administration	2	63	As per AICTE Norms https://baou.edu.in/courses/mba	Rs. 7,500/- Per Semester	F. No. 3O-30/2023 (DEB-II) Dated 11th September, 2023	11	283	113	00	396
3	Master of Science – Data Science	2	96	Graduates possessing any faculty from any statutory University	Rs. 15000/- Per Semester	F.No.13-14/2023 (DEB II) Dated 8th February, 2024	8	00	00	00	00
4	Master of Arts – Indian Knowledge System	2	64	Graduate Possessing any Statutory University	For Male Rs. 9800/- For Female Rs. 7800/-	F.No.13-14/2023 (DEB II) Dated 8th February, 2024	07	00	00	00	00
5	Master of Arts – Hindu Studies	2		Graduate Possessing any Statutory University	For Male Rs. 9800/- For Female Rs. 7800/-	F.No.13-14/2023 (DEB II) Dated 8th February, 2024	07	00	00	00	00

*Not for Private University
Note: Mention details separately for <Month, Year> academic session, as applicable, as above.

Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA:

S. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome there of (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	Automation Services related to Learner Support: ■ Services like registration, registration to subsequent year/semester, post-admission services, are all ensured online. The data is uploaded on the NAD/DigiLocker portal to make it safe and easily accessible. ■ Eklavya – Learner Support Portal allows the learners to track their registration, fees paid/pending, study material dispatch, library, hall-ticket, exam schedules, results, grade card status, it allows downloads for an exhaustive reservoir of academic E-Resources. ■ The University is practicing 'anywhere, anytime learning', and has initiated mobile applications, other web based services like Swadhyay TV, Swadhyay Radio, Academic counselling through web conferencing, Omkar-e, Omkar, Mobipaedia application, e-Resources, etc. ■ Online Grievance Management System/Online Grievance Redressal Management System: These portals allow the learners to submit grievances and track their redressals respectively.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	Continuous quality improvement is a critical aspect of any higher educational institution. Self-evaluative and reflective exercises are important tools used by institutions to identify areas of weakness and develop strategies to improve the quality of their systems and processes. Here are some examples of such exercises that can be undertaken: 1. Self-Assessment: The University conducts regular self-assessments to evaluate its overall performance against set goals and objectives. This exercise should involve all stakeholders, including students, faculty, staff, and external partners.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

		2. Feedback and Evaluation: University regularly collect feedback and evaluations from students, faculty, and staff to assess the quality of its systems and processes. This feedback can be used to identify areas of improvement and develop strategies to address them. 3. Benchmarking: University use benchmarking exercises to compare its performance against other similar institutions. This exercise can help identify best practices and areas where the institution can improve. 4. SWOT Analysis: University conducts a SWOT analysis to evaluate its strengths, weaknesses, opportunities, and threats. This exercise can help identify areas of improvement and develop strategies to address them. 5. Continuous Improvement Plan: University develops a continuous improvement plan that outlines specific goals, objectives, and action steps for improving the quality of its systems and processes. This plan should be regularly reviewed and updated based on the institution's performance and feedback from stakeholders. By undertaking these exercises, University continually improves the quality of its systems and processes and ensure that it provides the best possible education to its students.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Open and Distance Learning (ODL) institutions face unique challenges when it comes to maintaining quality in their educational programs. We as an ODL University consider following key areas to maintain quality: 1. Learning design and delivery: We follow rigorous process to maintain quality of course content, instructional design, and delivery mechanisms. We further ensure that courses are designed and delivered in a way that promotes student engagement, interaction, and learning outcomes. 2. Student support: We provide adequate support services to the students, including counselling, advising, and technical support. We ensure that their students have access to the resources and tools they need to succeed in their studies.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

		3. Assessment and evaluation: We maintain quality in assessment and evaluation practices. We use valid and reliable assessment methods and ensure that evaluation processes are fair, transparent, and consistent. 4. Faculty support and development: We provide faculty with adequate support and professional development opportunities. We ensure that faculty members are equipped with the skills and knowledge they need to effectively teach in an online environment. 5. Technology and infrastructure: We maintain quality in technology and infrastructure. We ensure that their learning management systems, online platforms, and other technologies are reliable, accessible, and user-friendly.	
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	Not Applicable	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Involving all stakeholders is essential for quality improvement in any educational institution. Here are some mechanisms that can be devised for interaction with and obtaining feedback from all stakeholders: 1. Learners: Regular feedback mechanisms such as surveys, focus group discussions, suggestion boxes, and online forums can be used to obtain feedback from learners. This feedback can be used to improve the quality of course content, instructional design, and delivery mechanisms. 2. Teachers: Teachers can provide feedback on the quality of institutional policies, practices, and resources through regular meetings, focus groups, and evaluations. This feedback can be used to improve teaching and learning processes, support services, and professional development opportunities. 3. Staff: Staff members can provide feedback on the quality of organizational processes, policies,	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

	and practices through regular meetings, surveys, and evaluations. This feedback can be used to improve administrative processes, support services, and working conditions. 4. Parents: Parents can be invited to provide feedback through parent-teacher meetings, surveys, and focus groups. This feedback can be used to improve parental involvement in the educational process and enhance the quality of support services for students. 5. Society: The institution can obtain feedback from the society through engagement mechanisms such as community meetings, town halls, and social media. This feedback can be used to improve community involvement in the educational process and enhance the institution's relevance and impact. 6. Employers: Employers can be invited to provide feedback on the quality of graduates and the relevance of educational programs through surveys, focus groups, and advisory committees. This feedback can be used to improve curriculum design, internship and job placement opportunities, and partnerships with industry. 7. Government: Government agencies can be invited to provide feedback on the quality of institutional policies, practices, and outcomes through evaluations, reports, and meetings. This feedback can be used to improve compliance with regulations, access to funding, and alignment with national priorities.	

| 6. | Measures suggested to the authorities of Higher Educational Institution for qualitative improvement | Here are some measures that have been suggested to the authorities of the University for qualitative improvement:
1. Develop and implement a comprehensive quality assurance plan that includes policies, procedures, and standards for all aspects of the institution.
2. Invest in technology and infrastructure that supports effective teaching and learning in the online environment, including reliable learning management systems, online platforms, and digital resources.
3. Establish clear and effective communication channels with students, faculty, and staff to promote engagement, feedback, and collaboration.
4. Provide regular training and professional development opportunities for faculty and staff to enhance their skills and knowledge in online education and technology.
5. Foster a culture of continuous improvement by encouraging feedback, reflection, and innovation among all stakeholders.
6. Implement effective student support services that address the unique needs of online learners, including counselling, academic advising, and technical support.
7. Ensure that the institution has adequate resources, including funding, staffing, and infrastructure, to support its mission and goals.
8. Develop strong partnerships and collaborations with other institutions, organizations, and stakeholders to enhance the quality and relevance of the institution's programs and services.
9. Monitor and evaluate the effectiveness of the institution's programs and services regularly, using data-driven approaches to identify areas for improvement and track progress over time. | CIQA Minutes:
https://baou.edu.in/minutes-of-the-meeting
APB Minutes:
https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb |
| 7. | Implementation of its recommendations through periodic reviews | Implementation of the recommendations mentioned above have been achieved through periodic reviews. Here are some steps that have been taken to ensure effective implementation through periodic reviews: | CIQA Minutes:
https://baou.edu.in/minutes-of-the-meeting
APB Minutes:
https://ciqa.baou |

		1. Establish a review cycle: Developed a review cycle that includes regular intervals for self-evaluation and external review. This review cycle have been informed by the institution's strategic plan, program goals, and quality assurance plan. 2. Conduct self-evaluation: Conducted self-evaluations at regular intervals to assess the effectiveness of the institution's programs, policies, and services. This self-evaluation is based on data and feedback collected from students, faculty, staff, and other stakeholders. 3. Conduct external reviews: Conducted external reviews by experts in the field of online education to provide an objective assessment of the institution's programs, policies, and services. These external reviews are conducted on a periodic basis and should be aligned with the institution's review cycle. 4. Develop an action plan: Developed an action plan based on the findings of the self-evaluation and external reviews. The action plan includes specific recommendations for improvement and a timeline for implementation. 5. Monitor progress: Monitored progress towards the goals identified in the action plan through regular reporting and evaluation. This monitoring have been informed by data and feedback collected from students, faculty, staff, and other stakeholders.	.edu.in/repository/minutes-of-meeting-type?type=apb
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	Following major quality related activities have been carried out by the CIQA Department. ▪ A State Open University Vice Chancellor's Forum On the theme: National Education Policy - 2020: Opportunities and Challenges for Open and Distance Learning Universities ▪ Three Days National Workshop on implementation of NEP - 2020 in the University. ▪ Workshop on E-Content development for Swayam and Swayam Prabha. ▪ One Day Faculty Development Programme on Development of MOOC/E-Content for Teaching and Learning	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

	▪ Student Development Programme (SDP): Mentoring Learners for Industrial Project Internship and Placement ▪ Faculty Development Programme to Prepare Programme Project Report (PPR) for various Programmes	
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	Dr. Babasaheb Ambedkar Open University (BAOU) can develop and collate best practices in all areas to enhance the quality of services provided to learners. Here are some recommended best practices: 1. Student-centered approach: Adopt a student-centered approach by focusing on the individual needs and learning styles of each student. This involves providing personalized support, continuous feedback, and access to diverse learning resources. 2. Quality course design and delivery: Ensure quality course design and delivery by adhering to industry standards, engaging experienced faculty members, and incorporating innovative teaching methods. 3. Technology-enabled learning: Utilize technology-enabled learning tools such as Learning Management Systems (LMS), Virtual Learning Environments (VLE), and Massive Open Online Courses (MOOCs) to enhance the learning experience and facilitate communication. 4. Collaboration and partnerships: Foster collaboration and partnerships with other universities, industry, and community organizations to create mutually beneficial opportunities for learners. 5. Quality assurance and evaluation: Establish a quality assurance and evaluation framework to ensure that the services provided meet the desired standards. This involves regular monitoring and evaluation of policies, procedures, and practices.	CIQA Minutes: https://baou.edu. in/minutes-of-the-meeting APB Minutes: https://ciqa.baou .edu.in/repositor y/minutes-of-meeting-type?type=apb
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme (s).	Collecting, collating, and disseminating accurate, complete, and reliable statistics about the quality of the programs offered by Dr. Babasaheb Ambedkar Open University (BAOU) is crucial to evaluate the effectiveness of the institution's	CIQA Minutes: https://baou.edu. in/minutes-of-the-meeting APB Minutes:

		educational programs. Here are some steps that BAOU follows to accomplish this: 1. Established a system for data collection: BAOU can establish a data collection system that includes all relevant stakeholders such as faculty, staff, students, and alumni. 2. Select appropriate data points: Select data points that are relevant to evaluating the quality of the programs offered. These can include student enrolment, retention rates, completion rates, student feedback, faculty qualifications, and employment outcomes. 3. Analyze data and identify trends: Analyze the data collected and identify trends that indicate areas of strengths and weaknesses. This helps in making informed decisions about program improvements. 4. Disseminate data: Disseminate the data collected through various channels such as the institution's website, social media platforms, and reports. This helps in increasing transparency and accountability. 5. Use data for program improvement: Use the data collected to improve the quality of programs offered by identifying areas that need improvement and making necessary changes.	https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	Dr. Babasaheb Ambedkar Open University (BAOU) takes several measures to ensure that Programme Project Reports (PPRs) for each program offered by the institution are in compliance with the norms and guidelines prescribed by the University Grants Commission (UGC) and other appropriate regulatory authorities. Here are some recommended measures: 1. Establish guidelines: BAOU follows guidelines for the preparation and submission of PPRs that are in line with the UGC and regulatory authority norms. These guidelines include information about the format, structure, and content of the report, as well as the timeline for submission. 2. Provide training and support: BAOU provides training and support to faculty members and staff responsible for preparing PPRs. This include workshops, seminars, and training	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

		sessions on how to prepare a high-quality report that meets the UGC and regulatory authority guidelines. 3. Review and feedback: BAOU can review and provide feedback on PPRs submitted by faculty members to ensure they are compliant with UGC and regulatory authority guidelines. This review process can include an internal review by the institution's academic committee, as well as an external review by subject matter experts. 4. Regular updates: BAOU can regularly update its PPR guidelines to ensure they remain in line with any changes made by the UGC or regulatory authorities. This helps to ensure that the reports submitted by faculty members are up-to-date and compliant with the latest guidelines. 5. Quality assurance: BAOU can establish a quality assurance framework for PPRs to ensure that the reports submitted are of high quality and meet the UGC and regulatory authority guidelines. This framework can include regular monitoring, evaluation, and feedback mechanisms to ensure continuous improvement.	
12.	Mechanism to ensure the proper implementation of Programme Project Reports	University has devised mechanism to ensure the proper implementation of PPR: 1. Establish a review process: Establish a review process for the PPRs that includes a thorough evaluation of the reports by internal and external reviewers. 2. Define review criteria: Define the criteria for the review of PPRs, which should include factors such as clarity of objectives, relevance to the program, methodology, data analysis, and implications for program development. 3. Set timelines: Set clear timelines for the review of PPRs and ensure that they are strictly adhered to. 4. Assign responsibility: Assign responsibility for the review of PPRs to designated personnel, such as program coordinators, faculty members, or administrative staff. 5. Seek feedback: Seek feedback from relevant stakeholders, such as program directors,	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

		faculty members, and learners, on the implementation of the PPRs and incorporate their suggestions and recommendations. 6. Monitor implementation: Monitor the implementation of the PPRs to ensure that the recommendations are being implemented in a timely and effective manner. 7. Conduct periodic assessments: Conduct periodic assessments of the effectiveness of the PPRs and their impact on program development. 8. Update the PPRs: Update the PPRs as necessary to reflect changes in program objectives, priorities, or strategies. 9. Maintain records: Maintain records of all PPRs submitted, reviewed, and approved, along with any feedback received and the actions taken. 10. Communicate results: Communicate the results of the PPRs and their implementation to relevant stakeholders, including program directors, faculty members, learners, and regulatory authorities.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Maintaining accurate records of annual plans and annual reports, reviewing them periodically, and generating actionable reports is critical for an Open University's effective functioning. To achieve this, the university has standardized templates for annual plans and reports, assign responsibility to designated personnel, set timelines, establish a review process, define review criteria, generate actionable reports, conduct periodic assessments, update templates, maintain records, and communicate results to relevant stakeholders. By following this process, the university ensures that annual plans and reports are well-organized, reviewed periodically, and lead to actionable recommendations for improving program development and performance. This results in better outcomes for learners, increased stakeholder satisfaction, and the achievement of program objectives.	CIQA Minutes: https://baou.edu. in/minutes-of-the-meeting APB Minutes: https://ciqa.baou .edu.in/repositor y/minutes-of-meeting-type?type=apb Annual Reports: https://baou.edu. in/annual-reports
14.	Inputs provided to the Higher Educational Institution for	Following inputs have been provided to the concern schools of study for restructuring of programs to make them relevant to the job	CIQA Minutes: https://baou.edu. in/minutes-of-

	restructuring of programmes in order to make them relevant to the job market.	market: 1. Industry partnerships: Develop partnerships with industry leaders and employers to better understand their workforce needs and tailor program offerings accordingly. 2. Labour market analysis: Conduct regular labor market analysis to identify job trends, skill gaps, and emerging industries. 3. Curriculum review: Review program curricula regularly to ensure they reflect current industry standards and best practices. 4. Skill-based learning: Emphasize skill-based learning that aligns with industry demands and equip learners with practical skills that can be applied on the job. 5. Flexible program delivery: Offer flexible program delivery modes that cater to working professionals, such as online, blended, or part-time options. 6. Internships and experiential learning: Provide opportunities for learners to gain hands-on experience through internships, co-op placements, and other experiential learning opportunities. 7. Continuous feedback: Regularly gather feedback from learners, employers, and industry partners to ensure that programs are meeting their needs and making a positive impact on job readiness. By incorporating these inputs, an Open University can restructure its programs to be more relevant to the job market, improve graduate employability, and meet the changing needs of industries and employers.	the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Dr. Babasaheb Ambedkar Open University (BAOU) has facilitated system-based research on ways of creating a learner-centric environment and bringing about qualitative change in the entire system. Here are some recommended steps that BAOU has taken to achieve this: 1. Established a research framework: BAOU can establish a research framework that outlines the objectives, research questions, methods, and expected outcomes of the research on creating a learner-centric environment.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

		2. Developed partnerships: BAOU can develop partnerships with other institutions, organizations, and experts to collaborate on research projects related to creating a learner-centric environment. 3. Collected data: BAOU can collect data through surveys, interviews, and focus groups to gain insights into the needs and expectations of learners and to identify areas for improvement in the current system. 4. Analyzed data: Analyze the data collected and identify trends and patterns that provide insights into the challenges faced by learners and the ways in which the system can be improved to become more learner-centric. 5. Implemented changes: Based on the findings of the research, BAOU can implement changes to create a more learner-centric environment. These changes can include revising curriculum, improving student support services, and enhancing technology infrastructure.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The University has completed the process of Assessment and Accreditation from National Assessment and Accreditation Council (NAAC). University, is **accredited with A++ Grade (with 3.55 CGPA on 4 Point Scale) by National Assessment Accreditation Council (NAAC)** in July 2022.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	Dr. Babasaheb Ambedkar Open University (BAOU) took several measures to ensure the internalization and institutionalization of quality enhancement practices through periodic accreditation and audit. Here are some recommended measures: 1. Established a Centre for Quality Assurance: BAOU established a Quality Assurance Cell named Centre of Internal Quality Assurance (CIQA) to oversee the implementation of quality enhancement practices and to conduct periodic audits of the institution's academic and administrative processes. The CIQA also ensures compliance with accreditation requirements.	

		2. Conduct regular self-assessment: BAOU conducts regular self-assessment of its academic and administrative processes to identify areas for improvement and implement measures to enhance the quality of education and services provided to learners. 3. Conduct peer review: BAOU conducts peer review of its academic programs, faculty, and research activities to obtain external feedback and identify areas for improvement. This can be done through collaboration with other institutions and organizations. 4. Seek accreditation: BAOU has initiated the process to seek accreditation from National Assessment and Accreditation Council (NAAC) to demonstrate its commitment to quality enhancement practices and institutionalize them in its academic and administrative processes. Accreditation will also help to benchmark the institution's performance against national and international standards. 5. Implement continuous improvement: BAOU implement a continuous improvement process to monitor and evaluate the effectiveness of its quality enhancement practices and make necessary changes to improve them.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	Dr. Babasaheb Ambedkar Open University coordinates with the University Grants Commission (UGC) for quality-related initiatives by regularly communicating with the UGC, participating in UGC meetings, aligning its quality enhancement practices with UGC guidelines, seeking UGC support, and collaborating with the UGC to develop and implement quality-related initiatives. These steps help to ensure that BAOU's quality enhancement practices are aligned with national standards and best practices, and that it is able to leverage the support and resources of the Commission to achieve its mission and goals.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Dr. Babasaheb Ambedkar Open University (BAOU) obtains information from other higher educational institutions on quality benchmarks and best practices through collaboration, professional associations, conferences, and publications. BAOU collaborates with other	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou

	institutions through research projects, faculty exchange programs, and workshops. It also participates in professional associations and attends conferences to stay updated on the latest trends and practices in quality enhancement. BAOU also gathers information from publications such as research papers, case studies, and reports to learn from the experiences of other institutions. By gathering information from other institutions, BAOU can benchmark its performance against national and international standards and adopt best practices to enhance its quality of education.	.edu.in/repository/minutes-of-meeting-type?type=apb
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	List of Activities are available on below given link: https://ciqa.baou.edu.in/upload/doc/f3de2fec802aa0bcfffd0dc07156703b.pdf	
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Centre for Internal Quality Assurance (CIQA) prepares and submits Annual Reports to Academic Planning Board (APB) the Statutory Authority of the university about its activities at the end of each academic session. The suggestions and recommendations are made by the committee members, which are being implemented.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Yes, Centre for Internal Quality Assurance (CIQA) prepares and submits Annual Reports to CIQA Committee and Academic Planning Board (APB) every year. Now, as per the Gujarat Public Universities Act 2023, Centre for Internal Quality Assurance (CIQA) prepares and submits Annual Reports to CIQA Committee and Academic Council every year.	
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	Dr. Babasaheb Ambedkar Open University oversees the functioning of its Centre for Internal Quality Assurance (CIQA) and approves the reports generated by the CIQA on the effectiveness of quality assurance systems and processes. The CIQA is responsible for monitoring and evaluating the quality of academic and administrative processes and systems, and providing feedback and recommendations for improvement. The CIQA generates periodic reports on its	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

		findings and submits them to the university's management for review and approval. By overseeing the CIQA and approving its reports, BAOU ensures that its quality assurance processes are effective and continuously improved to enhance the quality of education provided to its students.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	Dr. Babasaheb Ambedkar Open University has facilitated the adoption of instructional design requirements for its different academic programmes as per the philosophy of open and distance learning. The university's statutory bodies have decided on the instructional design requirements that are best suited for open and distance learning, taking into consideration the unique needs and challenges of this mode of education delivery. The instructional design requirements include the use of technology, multimedia resources, and interactive learning methods that enable self-directed and flexible learning. By adopting these requirements, BAOU ensures that its academic programmes are designed to meet the needs of its diverse student body and provide high-quality education that is accessible and effective.	CIQA Minutes: https://baou.edu. in/minutes-of-the-meeting APB Minutes: https://ciqa.baou .edu.in/repositor y/minutes-of-meeting-type?type=apb
24.	Promoted automation of learner support services of the Higher Educational Institution	The University has digitized most of its operations relating to Learners and Other Stakeholders as follows: **Automation Services related to Learner Support** ▪ Services like registration, registration to subsequent year/semester, post-admission services ▪ Eklavya – Learner Support Portal ▪ Online Grievance Management System **Automation Processes associated with RC and LSCs:** ▪ RCs and LSCs Portal ▪ Application and empanelment of Academic Counsellors ▪ Weekly meetings with RCs are held through Virtual Classroom facility, Google Meet, etc. **C) Automation of Academic-Administration:** ▪ Indigenously developed ERP application called University Management System	CIQA Minutes: https://baou.edu. in/minutes-of-the-meeting APB Minutes: https://ciqa.baou .edu.in/repositor y/minutes-of-meeting-type?type=apb

	D) **Automation Processes of Administration and Finance:**	
	- Purchase of products/services are made online through the GeM portal - Indigenously developed Human Resource Information System - University makes all kinds of collections of fees from learners and payments to all the stakeholders of the university are made online. - University has indigenously developed a portal for the recruitment process for academic and non-academic positions.	
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	Dr. Babasaheb Ambedkar Open University coordinates with external subject experts, agencies, or organizations to validate and conduct an annual review of its in-house processes. The university seeks the expertise of external subject experts to ensure that its processes align with national and international standards and best practices. The external experts also provide feedback on the effectiveness of the university's processes and make recommendations for improvement. By coordinating with external subject experts and organizations, BAOU ensures that its in-house processes are validated and reviewed regularly to maintain their quality and effectiveness in delivering high-quality education to its students.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
26.	Coordinated with third party auditing bodies for quality audit of programme (s)	Dr. Babasaheb Ambedkar Open University coordinates with third-party auditing bodies for the quality audit of its programmes. The university engages external auditors to conduct an independent and objective assessment of the quality of its programmes, processes, and systems. The third-party auditing bodies use standardized audit protocols and criteria to evaluate the quality of the university's programmes, taking into account the specific requirements of open and distance learning. The auditors provide feedback on the effectiveness of the university's quality assurance processes and make recommendations for improvement. By coordinating with third-party auditing bodies, BAOU ensures that its programmes are of high quality and meet the standards set by national and international accrediting bodies.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher	Dr. Babasaheb Ambedkar Open University oversees the preparation of its Self-Study Report (SSR) to be submitted to the assessment and accreditation agencies. The university ensures that the SSR is prepared in accordance with the guidelines and criteria set by the accrediting	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou

	Educational Institution	agency, with inputs from all stakeholders, including faculty, staff, students, and alumni. The SSR provides a comprehensive overview of the university's academic and administrative processes, highlighting its strengths, weaknesses, and areas for improvement. By overseeing the preparation of the SAR, BAOU ensures that the accreditation process accurately reflects its commitment to providing high-quality education to its students.	.edu.in/repository/minutes-of-meeting-type?type=apb
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	Dr. Babasaheb Ambedkar Open University (BAOU) has established partnerships with institutions and organizations to promote collaboration and association for quality enhancement of Open and Distance Learning (ODL) mode of education and research. The university has signed Memorandum of Understanding (MoU) with various universities, institutions, and organizations in India and abroad for academic collaboration, faculty exchange, joint research, and knowledge sharing. BAOU also conducts workshops, seminars, and training programs to enhance the skills and knowledge of ODL educators and researchers. These initiatives demonstrate BAOU's commitment to improving the quality of ODL education and research.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	Dr Babasaheb Ambedkar Open University has implemented various initiatives to facilitate industry-institution linkage for the learners, with the aim of providing them with exposure and enhancing their employability. These initiatives include internships, industrial visits, expert guest lectures, and collaborative research projects with industries. Through these activities, learners are exposed to real-world work environments, industry practices, and gain practical skills that can make them more employable. Additionally, the university also collaborates with various industries to design and offer industry-specific courses that cater to the evolving demands of the job market. These efforts by the university to foster industry-institution linkage have been instrumental in equipping learners with the necessary skills and knowledge to succeed in their careers.	CIQA Minutes: https://baou.edu.in/minutes-of-the-meeting APB Minutes: https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb

**2.2   Compliance of Quality Monitoring Mechanism – As per Annexure–I (Part V (2))
of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :**

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Governance, Leadership and Management: a. Organization Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	University has its well defined mechanism of governance as per the provisions of Act, Statutes, Ordinance and Regulation to achieve the vision, mission and objectives of the university. There is an explicit organization structure to evolve a participative and decentralized decision making process thereby creating a harmonious and inclusive organization culture.	https://ciqa.bao u.edu.in/reposit ory/minutes-of-meeting-type?type=bom
2.	Articulation of Higher Educational Institution Objectives	The objectives of the University is to advance and disseminate learning and knowledge by a diversity of means including the use of various communication technology, to provide opportunities for higher education to a larger segment of the population and to promote the educational well-being of the community, to encourage the Open University and distance education system in the education pattern of the State.	https://ciqa.bao u.edu.in/reposit ory/minutes-of-meeting-type?type=bom
3.	Programme Development and Approval Processes ▪ Curriculum Planning, Design and Development ▪ Curriculum Implementation ▪ Academic Flexibility ▪ Learning Resource ▪ Feedback System	University has well defined programme development and approval process, the policy document for the same is approved by statutory authority. Which includes ▪ Curriculum Planning, Design and Development ▪ Curriculum Implementation ▪ Academic Flexibility ▪ Learning Resource ▪ Feedback System	https://ciqa.bao u.edu.in/reposit ory/minutes-of-meeting-type?type=apb
4.	Programme Monitoring and Review	YES	https://ciqa.bao u.edu.in/reposit ory/minutes-of-meeting-type?type=apb
5.	Infrastructure Resources	YES	
6.	Learning Environment and Learner Support	YES	
7.	Assessment and Evaluation	YES	
8.	Teaching Quality and Staff Development	YES	

2.3 Compliance of Process of Internal Quality Audit – As per Annexure–I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Academic Planning	University has a separate academic coordination division, which in consultation with Schools of Studies plan, design, review and implement various courses and programmes.	https://ciqa.baou.edu.in/repository/minutes-of-meeting-type?type=apb
2.	Validation	Validation of the proposed Courses and Programmes are being done at two different levels. 1. By School Quality Assurance Committee (SQAC) 2. Centre for Internal Quality Assurance.	https://baou.edu.in/minutes-of-the-meeting
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or other External Agencies report d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels e. Reporting and Analytics by the Higher Educational Institution f. Periodic Review	University has well defined process of Monitoring, Evaluation and Enhancement plan for the activities of various divisions. ▪ At every quarter LSC submits monitoring report to LSSD at Headquarters. ▪ After the completion of term end examination, Centre for Examination and Evaluation (CEE) submits repot of the examination process and planning for the next term end examination. ▪ University has mechanism for academic audit of course content, study materials from domain specific external experts. ▪ University has well defined mechanism to evaluate and consider performance data at programme, faculty through CIQA. ▪ The report of CIQA is further evaluated by the statutory committee of the university.	https://baou.edu.in/minutes-of-the-meeting

Part – III: Human Resources and Infrastructural Requirements

3.1 Name and details of Director of Centre for Distance and Online Education (Dual
     Mode University) - Regular, full time, at least Associate Professor

                                         Or

     Name and details of Head for each school (for Open University) - Full time dedicated,
     not below the rank of an Associate Professor

Sr. No.	Name of School of Studies	Name of Head of School of Studies	Designation	Mobile No	Highest Education Qualification	Date of Joining	Appoint ment Letter
1	School of Humanities and Social Sciences	Prof. (Dr.) Ami Upadhyay	Professor and Director	9909973698	Ph.D. - English	01-07-2013	View
2	School of Computer Science	Prof. (Dr.) Nilesh K Modi	Professor and Director	9978404044	Ph.D. – Computer Science	30-01-2017	View
3	School of Commerce and Management	Prof. (Dr.) Manoj Shah	Professor (CAS) and Director	9909970689	Ph.D. - Accountancy	11-06-2013	View
4	School of Education, Distance Education and Educational Technology	Prof.(Dr.) Ajitsinh Rana	Professor and Director	7434852686	Ph.D. - Education	01-02-2017	View

3.2 **Compliance status of "Human Resource and Infrastructural Requirements" – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

HEI shall mention compliance details against the requirements in terms of Staffing norms and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

> The requirements of "Human Resource and Infrastructural Requirements" – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020 is complied.

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
Under Graduate				
Bachelor of Arts (BA)	03	03	Yes	---
Bachelor of Commerce (B.Com.)	03	03	Yes	---
Bachelor of Business Administration (BBA)	03	03	Yes	---
Bachelor of Computer Application (BCA)	03	03	Yes	---
Bachelor of Library and Information Science (BLIS)	03	03	Yes	---
Bachelor of Education (B.Ed.)	03	03	Yes	---
Bachelor of Education – Special Education (B,Ed.SPL)	03	03	Yes	---
Bachelor of Science (Hons) – Information Technology (BSCIT)	03	03	Yes	---
Bachelor of Science (Hons) – Cyber Security (BSCCS)	03	03	Yes	---
Bachelor of Social Work (BSW)	03	03	Yes	---
Post Graduate				---
Master of Arts – English (MEG)	03	03	Yes	---
Master of Arts – Gujarati (MGT)	03	03	Yes	---
Master of Arts – Sociology (MSO)	03	03	Yes	---
Master of Arts – Hindi (MHD)	03	03	Yes	---
Master of Library and Information Science (MLIS)	02	02	Yes	---
Master of Arts – Journalism and Mass Communication (MAJMC)	03	03	Yes	---
Master of Arts – Indian Knowledge System (MAIKS)	03	03	Yes	---
Master of Arts – Hindu Studies (MAHS)	03	03	Yes	---
Master of Social Work (MSW)	03	03	Yes	---
Master of Computer Application (MCA)	02	02	Yes	---
Master of Science – Information Technology (MSCIT)	02	02	Yes	---
Master of Science – Cyber Security (MSCCS)	02	02	Yes	---
Master of Science – Data Science (MSCDS)	03	03	Yes	---
Master of Business Administration (MBA)	02	02	Yes	---
Master of Commerce –(MCOM)	02	02	Yes	---

S. No.	Programme Name	No. of Fulltime Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/month			Date of joining programme and Joining report
							Type	Gross salary/ month	Contract period	Upload pdf
1	Master of Arts - English	3	Prof.(Dr.) Ami Upadhyay	Professor & Director	PhD	25	Regular/ GR			01/07/2013
			Dr. Reena Vaishnav	Assistant Professor	PhD	5	Contract/ 40000			22/10/2018
			Dr. Ushma Bhatt	Assistant Professor	PhD	7	Contract/ 40000			01/07/2022
2	Master of Arts - Gujarati	3	Dr. Yogendra Parekh	Professor	PhD	22	Regular/ GR			13/05/2013
			Dr. Hetal Gandhi	Assistant Professor	PhD	12	Regular/ GR			06/10/2013
			Dr. Jagruti Maheta	Assistant Professor	PhD	6	Contract/ 40000			21/06/2022
3	Master of Arts - Sociology	3	Dr. Sanjay Patel	Assistant Professor	PhD	10	Regular/ GR			17/05/2013
			Dr. Paresh Chauhan	Assistant Professor	PhD	9	Contract/ 40000			01/07/2022
			Dr. Bhagyashree Rajput	Assistant Professor	PhD	5	Contract/ 40000			28/07/2022
4	Master of Arts – Hindi	3	Dr. Archana Mishra	Assistant Professor	PhD	6	Regular/ GR			27/01/2017
			Dr. Girish Banjara	Assistant Professor	PhD	2	Contract/ 40000			13/11/2020
			Dr. Sunil Parmar	Assistant Professor	PhD		Contract/ 40000			17/05/2022
5	Master of Library & Information Science	3	Dr. Priyanki Vyas	Associate Professor	PhD	15	Regular/ GR			27/01/2017
			Dr. Chetana Shah	Assistant Professor	PhD	20	Contract/ 40000			28/07/2022
			Mr. Rohit Parmar	Assistant Professor	NET/ SET	02	Contract/ 40000			18/07/2022
6	Master of Social	3	Dr. Nitu Saini	Associate	PhD	5	Contract/			13/11/2020

No	HEI		Name	Designation	Qual.	Exp.	Type / Salary	Date
	work			Professor			60000	
			Dr. Jigar Pandya	Assistant Professor	PhD	5	Contract/ 40000	18/07/2022
			Dr. Vijay Mishra	Assistant Professor	PhD	5	Contract/ 40000	18/07/2022
	Master of Science – Information Technology (MSCIT)		Prof. Nilesh Modi	Professor & Director	PhD	20	Regular/ GR	30/01/2017
			Dr. Himanshu Patel	Assistant Professor	PhD	11	Regular/ GR	05/06/2013
			Mr. Nilesh Bokhani	Assistant Professor	MCA, SET	8	Regular/ GR	20/08/2020
	Master of Science – Cyber Security (MSCCS)	3	Dr. Preeti Baser	Associate Professor	PhD	9	Contract/ 40000	10/03/2021
			Dr. Devsena Mudaliar	Assistant Professor	PhD	6	Contract/ 40000	8/3/2021
			Dr. Angira Patel	Assistant Professor	PhD	3	Contract/ 40000	8/3/2021
	Master of Arts – Journalism and Mass Communication (MAJMC)		Dr. Awa Shukla	Assistant Professor	PhD	12	Regular/ GR	27/01/2017
			Dr. Akhilesh Upadhyay	Assistant Professor	PhD	3	Contract/ 40000	27/06/2022
			Dr. Ramku Bheda	Assistant Professor	PhD	03	Contract/ 40000	27/06/2022
	Master of Commerce – (MCOM)		Dr. Manoj Shah	Professor & Director	PhD	18	Regular/ GR	11/6/2013
			Dr. Dhaval Pandya	Assistant Professor	PhD	15	Regular/ GR	27/01/2017
			Ms. Mansi Khatik	Assistant Professor	NET/ SLET	02	Regular/ GR	30/06/2022
7	Bachelor of Commerce	2	Mr. Ankit Joshi	Assistant Professor	NET/ SLET	05	Contract/ 40000	01/07/2022
			Dr. Jayshree Koshti	Assistant Professor	PhD	05	Contract/ 40000	22/3/2021
8	Bachelor of Library & Information Science	3	Ms. Nisha Maharaj	Assistant Professor	NET/SLET	8	Regular/ GR	29/08/2020

No.	HEI		Name	Designation	Qual	Exp	Type/Salary	Date
			Mr. Shivam Moradia	Assistant Professor	PhD	6	Contract/ 40000	05/08/2022
9	Bachelor of Business Administration	3	Dr. Ruma Pal	Associate Professor	PhD	12	Contract/ 60000	07/01/2020
			Dr. Neelam Pandya	Assistant Professor	PhD	6	Contract/ 40000	09/07/2022
			Ms. Pragati Kachhi	Assistant Professor	MCom/ NET	2	Contract/ 40000	09/07/2022
10	Bachelor of Business Administration - Air travel management	3	Dr. Neela Multani	Associate Professor	PhD	12	Contract/ 60000	28/01/2022
			Dr. Pooja Sharma	Assistant Professor	PhD	10	Contract/ 40000	28/11/2020
			Dr. Komal Raval	Assistant Professor	PhD	10	Contract/ 40000	28/02/2020
11	Bachelor of Computer Applications	3	Dr. Vrutik Shah	Associate Professor	MCA, PhD	12	Contract/ 60000	04/06/2020
			Dr. Harshadkumar Prajapati	Assistant Professor	MCA, PhD	8	Contract/ 40000	08/06/2020
			Dr. Hemant Patel	Assistant Professor	MCA, PhD	8	Contract/ 40000	10/06/2020
12	Bachelor of Computer Applications- Multimedia	3	Dr. Ashish Parejiya	Associate Professor	PhD	10	Contract/ 60000	01/06/2020
			Dr. Neha Mistri	Assistant Professor	MCA, PhD	8	Contract/ 40000	10/06/2020
			Dr. Neha Thakkar	Assistant Professor	MCA, PhD	6	Contract/ 40000	05/06/2020
13	Bachelor of Education	3	Prof.(Dr.) Ajitsinh Rana	Professor & Director	PhD	20	Regular/GR	1/2/2017
			Dr. Meena Rajput	Assistant Professor	PhD	15	Contract/	16/5/2007
			Dr. Jayshree Gurjar	Assistant Professor	PhD	14	Contract/	2/4/2007
14	Bachelor of Education - Special Education	3	Dr. Nigam Pandya	Assistant Professor	PhD	8	Regular/GR	17/04/2017
			Dr. Neetu Singh	Assistant Professor	PhD	4	Contract/	18/07/2022
			Dr. Hina Raval	Assistant	PhD	5	Contract/	16/07/2022

	HEI		Name of				Type of	
				Professor			40000	
15	Bachelor of Arts	18	Dr. Leela Swami	Associate Professor	PhD	25	Contract/ 60000	01/07/2022
			Dr. Kruti Chhaya	Assistant Professor	PhD	13	Regular/GR	17/06/2013
			Dr. Sonal Chaudhari	Assistant Professor	PhD	8	Regular/GR	30/1/2017
			Dr. Mukesh Ahir					
			Dr. Dharmendrasinh Gohil					
			Dr. Diptiba Gohil	Assistant Professor	PhD	6	Regular/GR	31/1/2017
			Mr. Digish Vyas	Assistant Professor	NET/SLET	5	Regular/GR	31/1/2017
			Dr. Swati Shah	Associate Professor	PhD	10	Contract/ 60000	01/01/2021
			Dr. Vinod Majirana	Assistant Professor	PhD	5	Regular/GR	15/07/2021
			Mr. Paresh Dodiya	Assistant Professor	NET/SLET	4	Contract/ 40000	25/03/2021
			Dr. Jagruti Maheta	Assistant Professor	PhD	7	Contract/ 40000	05/11/2020
			Mr. Vikram Suryavanshi	Assistant Professor	NET/SLET	3	Contract/ 40000	23/03/2021
	Bachelor of Science (Hons) – Information Technology (BSCIT)	02	Dr. Alpaba Rajput	Assistant Professor	PhD	10	Contract/ 40000	21/10/2019
			Dr. Darshana Dalwadi	Assistant Professor	PhD	3	Contract/ 40000	10/3/2021
	Bachelor of Social Work (BSW)	02	Dr. Christina Parmar	Assistant Professor	PhD	3	Contract/ 40000	126/05/2020
			Dr. Jaysukh Dabhi	Assistant Professor	PhD	3	Contract/ 40000	01/06/2020

3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs

Admin Staff	Required (up to 5,000 students)	Available
Registrar	1	01
Deputy Registrar	1	01

HEI	Name of	Type of
Assistant Registrar	1	04
Section Officer	1	01
Assistants	3 (2 for DM Universities)	05
Computer Operator	2	06
Multi-Tasking Staff	2	52

(Attach duly attested photocopy of appointment letter with salary details)

Note:
1. In case of the enrolment higher than 5,000 the number of positions in the Centre for Distance and Online Learning may be increased by the HEI appropriately.
2. Private University eligible to offer ODL programmes through its Head Quarters only and duly recognized off-campus centres; not through any Learner Support Centre.

Part – IV: Examinations

4.1   Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

S. No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.	Yes	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	Yes	
4.	The examination center must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre.	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

4.2 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	**Upload guidelines**	
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	**Upload mechanism**	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution	Yes	
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes	
5.	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) Continuous or formative assessment (in semester):	**Upload sample question paper** **(Assignment Paper)**	

	Maximum 30 per cent. (ii) Summative assessment (end semester examination or term end examination): Minimum 70 per cent.	**(Term-End Exam Paper)**	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	**Upload sample**	
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	**Upload Process**	
9.	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	**Upload list**	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	
	(b) Availability of biometric system	Yes	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	Yes	
	(d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	Yes	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	**Upload Sample and list**	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	**Upload details of Observer assigned**	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	**Upload Observer Report**	
13.	(a) All end semester examinations or term end	Yes	

	examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen-paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.		
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Yes	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	Yes	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	**Upload samples**	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the	**Upload samples**	

programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all Examination Centres		

4.3 Whether any examination held through online mode.

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination

> **No, university never conducted examination through online mode.**

4.4 Result and Student Progression For UG, PG and PGD programmes

Semester Beginning	Programme Name	No. of Students Admitted	No. of Students Appeared in exams	No. of Students Progressed to next year	% of Students Passed	% of Students passed in first class
2023-24	B.A.	63148	51778	37397	72.23	3497
	B.COM.	6769	5541	3718	67.10	386
	BLIS	577	350	113	32.29	40
	BED	1072	1031	1015	98.45	445
	SPBED	295	285	243	85.26	82
	BBA	1723	968	909	93.90	137
	BBAAT	465	396	393	99.24	75
	BBAHT	41	27	22	81.48	3
	BCA	1951	1082	996	92.05	149
	BSCIT	290	247	195	78.95	0
	BSW	707	382	366	95.81	0
	BCADES	52	50	49	98.00	0
	BCAMUL	92	28	28	100.00	2
	MEG	2981	2396	1885	78.67	335
	MGT	3521	2841	2150	75.68	155
	MHD	803	665	596	89.62	102
	MSO	6230	5154	3801	73.75	554
	MLIS	110	75	15	20.00	10
	MJMC	112	95	67	70.53	1
	MCOM	2627	2257	1611	71.38	90
	MBA	111	86	83	96.51	0
	MCA	50	44	41	93.18	0
	MSCCS	302	246	182	73.98	16
	MSCIT	634	438	378	86.30	30

MSW	4126	2366	2355	99.54	571
PGDBA	55	38	36	94.74	17
PGDCA	140	85	75	88.24	11
PGDCL	9	6	6	100.00	4
PGDCS	21	16	13	81.25	2
PGDF	28	22	22	100.00	14
PGDHR	60	48	48	100.00	24
PGDM	16	13	12	92.31	2
PGDMAD	4	2	2	100.00	0

Part – V: Programme Project Report (PPR) and Self-Learning Material (SLM)

5.1   Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

Centre for Internal Quality Assurance (CIQA) gave orientation to all the Faculties and the Programme Coordinators of the University for preparing the Programme Project Report (PPR) As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020.

The Programme Project Report (PPR) of each programme were prepared by the Programme Coordinators of different Schools which is reviewed and recommended by the Academic Council of concern Schools of Studies and approved by statutory bodies of the university which is in accordance with the UGC (ODL Programmes and Online Programmes) Regulations, 2020 circulated by the CIQA. A Programme Project Report is required to be prepared before introducing any new programme duly approved by its highest academic authority. The main contents of the Programme Project Report are as follow, University follows all the all the norms for preparation of Learner Support Centre as stated below: Programme's mission and objectives Relevance of the program with HEI's Mission and Goals Nature of prospective target group of learners Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence Instructional Design Procedure for admissions, curriculum transaction and evaluation Requirement of the laboratory support and Library Resources Cost estimate of the programme and the provisions Quality assurance mechanism and expected programme outcomes.

Link to download Sample PPR and its Approval:
https://ciqa.baou.edu.in/upload/doc/5a1ffad38f9e5afb59a0530111711ba6.pdf

5.2   Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy' – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

The University has a mechanism of design and development of Programmes offered through Open and Distance Learning mode. As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020, the University has framed the policy for the Development of Self-Learning Material which has been approved by the Academic Planning Board of the University. University has also framed Policy on Quality Mechanism. The Programme Project Reports (PPRs) of various programmes offered by the University have been approved by the School Academic Council and Academic Planning Board of the University. The University started following the UGC (DEB) Regulation – 2017 for achieving excellence in offering programme through ODL mode.
Link for Policy Documents: https://ciqa.baou.edu.in/repository/policy-documents

5.3   Compliance status in respect of Self-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

The university has developed a policy for design and development of SLMs as per "Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy" – Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020 and also approved by the Academic Planning Board and Board of Management of the university. The policy document for preparation of SLMs is made available on the university website under CIQA section.
The University has the adequate teaching and academic staff at HQ and the Regional Centres for offering programme in ODL mode as per UGC norms.

Link for Self-Learning Material: https://baou.edu.in/eresources

Part – VI: Programme Delivery through Learner Support Centre (LSC)

6.1   Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes

S. No.	Programmes Name	No of Centres	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
1	UG	246	246	1753	50353	40153
2	PG	213	213	864	14715	9860
3	PGD	84	84	24	6	6

6.2   Compliance status of 'Learner Support Centre' – As per Annexure – VIII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

University follows rigorous process for identification of LSC and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. Status of 'Learner Support Centre' – As per Annexure – VIII of UGC (ODL Programmes and Online Programmes) Regulations, 2020 is fully complied.
For establishing the LSCs, the University has framed the "Guidelines for Establishment of Learner Support Centres" in accordance with the UGC (Open and Distance Learning) Regulation, 2017. These Guidelines elaborately explain the mode of establishments and the activities of the LSCs.
University follows all the all the norms for establishment of Learner Support Centre as stated below: General Procedure for Establishment of Learner Support Centre or Study Centre Territorial Jurisdiction for Establishment of Study Centres or Learner Support Centres Admission and Programme Fees Norms for Empanelment of Academic Counsellors and Counselling Sessions Norms for Contact Programmes

6.3 LSC wise enrollment details (Not for Private University)

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is LSC of how many HEIs? (No. and Names)	If yes, All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt(where LSC is established)	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Program- mes offered	Total Enrolled student.
1.	Please download from the link https://ciqa.baou.edu.in/upload/doc/8150bd237477f121d7afb994a5627273.pdf https://ciqa.baou.edu.in/upload/doc/cf0beeec94e4a7c403afb3989c41cb65.xlsx									
N.										

Note: In case of Science Programmes, programmes shall be offered from the Head Quarters and/or only from such Learner Support Centres which are offering same programme under conventional mode atleast for seven years.

Whether LSC is offering same programme under conventional mode	If Yes, then years since when being taught in conventional mode	No. of years	7 years condition complied Yes/No
No	-NA-	-NA-	-NA-

6.4 Off campus details (For Deemed to be University)

Sr. No.	Name & Address of Off campus (Pin Code)	Approval of Govt. of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.	-NA-	-NA-	-NA-	-NA-	-NA-	-NA-	-NA-
N.							

6.5 Delivery of Self-Learning Material

Delivery of Self Learning Material to learners for ODL programmes as defined in Annexure-VI and Annexure-VII of Regulations

Type	Date of Admission (for July and January)	Date of Delivery of SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	1st July, 2023	10th July, 2023	YES
Audio-Video Material	Made available on University Website	Made available on University Website	Made available on University Website
Online Material	Made available on University Website	Made available on University Website	Made available on University Website
Computer based Material	Made available on University Website	Made available on University Website	Made available on University Website

6.6 Whether any course in a particular programme was allowed through OER/ Massive Open Online Courses: Y/N

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise –programmes wise)
1	Bachelor of Arts (BA)	No	NA	NA	NA	NA	NA
	Bachelor of Library and Information Science (BLIS)	No	NA	NA	NA	NA	NA
2	Bachelor of Computer Application (BCA)	No	NA	NA	NA	NA	NA
3	Bachelor of Science (Hons) – Cyber Security (BSCCS)	No	NA	NA	NA	NA	NA
4	Bachelor of Commerce (B.Com.)	No	NA	NA	NA	NA	NA
5	Bachelor of Business	No	NA	NA	NA	NA	NA

	Administration (BBA)						
6	Bachelor of Education (B.Ed.)	No	NA	NA	NA	NA	NA
7	Bachelor of Education – Special Education (B.Ed.-SPL)	No	NA	NA	NA	NA	NA
8	Master of Arts – English (MEG)	No	NA	NA	NA	NA	NA
9	Master of Arts – Gujarati (MGT)	No	NA	NA	NA	NA	NA
10	Master of Arts – Sociology (MSO)	No	NA	NA	NA	NA	NA
11	Master of Arts – Hindi (MHD)	No	NA	NA	NA	NA	NA
12	Master of Library and Information Science (MLIS)	No	NA	NA	NA	NA	NA
13	Master of Social Work (MSW)	No	NA	NA	NA	NA	NA
14	Master of Arts – Journalism and Mass Communication (MAJMC)	No	NA	NA	NA	NA	NA
15	Master of Arts – Indian Knowledge System (MAIKS)	No	NA	NA	NA	NA	NA
16	Master of Arts – Hindu Studies (MAHS)	No	NA	NA	NA	NA	NA
17	Master of Computer Application (MCA)	No	NA	NA	NA	NA	NA
18	Master of Science – Data Science (MSCDS)	No	NA	NA	NA	NA	NA
19	Master of Business Administration (MBA)	No	NA	NA	NA	NA	NA
20	Master of Commerce (MCom)	No	NA	NA	NA	NA	NA

b. Upload approval of statutory authorities of the Higher Educational Institution:
   Not Applicable

Part – VII: Self-Regulation through disclosures, declarations and reports

7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020 – Self-regulation through disclosures, declarations and reports

S. No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website? https://ciqa.baou.edu.in/upload/doc/222568ccd95e0fb53f9c09d0dd3c04fe.pdf	Yes	
	Uploading of the following on HEI website **(Mention link)**		
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode https://baou.edu.in/university-act-statute-ordinance	Yes	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities UGC: https://baou.edu.in/deb NCTE:https://ciqa.baou.edu.in/upload/doc/233d59c12ce63d5467fef301d4df4f14.pdf RCI:https://ciqa.baou.edu.in/upload/doc/7706b8752a81104c9196a7f455dca7a2.pdf AICTE:https://ciqa.baou.edu.in/upload/doc/c9e7d41c90d214b5fd8ec9e6a4bbd5e1.pdf	Yes	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure https://baou.edu.in/eresources https://baou.edu.in/programmes-offered	Yes	
5.	Programme-wise information on syllabus, suggested readings, contact points for counseling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting	Yes	

	staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counseling (for Open and Distance Learning mode) Schedule; https://baou.edu.in/eresources https://baou.edu.in/programmes-offered https://baou.edu.in/learner-support-centers http://jyotirmay.baou.edu.in/lsc/0001		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc. https://baou.edu.in/admission-student https://baou.edu.in/examination-student https://baou.edu.in/assignment https://baou.edu.in/result-related-link https://baou.edu.in/stakeholders-feedback	Yes	
7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any https://baou.edu.in/stakeholders-feedback	Yes	
8.	Information regarding all the programmes recognized by the Commission https://baou.edu.in/deb	Yes	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded https://baou.edu.in/notification-of-admission	Yes	
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes; https://baou.edu.in/eresources	Yes	
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes https://baou.edu.in/faqs	Yes	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	Yes	

	https://baou.edu.in/learner-support-centers http://jyotirmay.baou.edu.in/		
13.	List of the 'Examination Centres along With the number of learners in each centre, for Open and Distance Learning programmes https://baou.edu.in/examination-centers	Yes	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes https://baou.edu.in/examination-student	Yes	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc https://baou.edu.in/academic-calendar	Yes	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance. https://baou.edu.in/CIQA	Yes	

Part – VIII: Admission and Fees

8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S. No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved in take in conventional mode and incase of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	Yes
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the Enrolment invalid	Yes
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) Only by way of online transfer, bank draft or pay order directly in favor of the Higher Educational Institution.	Yes
4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kinds of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes
5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, ands hall provide for equity and access to all deserving learners.	Yes
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Headquarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a learner to any	Yes

	programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	
7.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) Maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) Exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of Open and Distance Learning mode, which shall be in consonance with the resources	Yes
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also	Yes

	indicating therein whether such member is employed on regular or contractual basis or any other	
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher	Yes

	Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	

Part – IX: Grievance Redressal Mechanism

9.1   Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.

University has rigorous Grievance Redressal mechanism is in place. BAOU has separate Student Grievance Redressal and Management System, an automated IT solution is an integrated, centralized and web-based for the learners. Nodal persons are identified at each RC/School/Division/Centre/Unit, thereby establishing/ strengthening linkages in the Grievance Redressal Network of the University. University has indigenously developed a web based solution, Grievance Redressal Management System to reduce response turnaround time to student grievances. The Learner Support Section replies the queries and redresses student grievances that are received either in person or via regular post, e-mails/SMS, WhatsApp, telephone calls and online portals. Recently the all the student grievances have been linked to Grievance Redressal Management System of the university to redress their grievances more transparently and efficiently. Students are advised to submit their query/grievance on the Grievance Portal at http://digital.baou.edu.in/grievance   The Learner Support Section, categorises the grievances and forwards queries and grievances to respective section heads, and takes follow up with concerned division/unit/cell/regional centre and monitors information and notification alerts on Grievance Portal on regular basis. From July 2019 the University has addressed a total of 5243 queries received through emails, post which have been resolved immediately. The Right to Information Act, 2005, implemented by BAOU, provides yet another way of the resolution of information-based grievances of all stake holders. All faculty members, officials and staff of the university at HQs, RCs have been assigned the responsibility of time bound resolution of learner grievances and problems.

9.2   Details of Grievance received at Headquarters

Numbers of Grievance Received	Numbers of Grievance Resolved
03	03

9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers.

The Learner Support Service Section replies to the queries and redresses student grievances that are received either in person or via regular post, emails/SMS, WhatsApp, telephone calls and online portals. Recently all the student grievances have been linked to the Grievance Redressal Management System of the university to redress their grievances more transparently and efficiently. Learners are advised to submit their query/ grievance on the Grievance Portal at http://digital.baou.edu.in/grievance

The Student Support Section, categorizes the grievances and forwards queries and grievances to respective section heads, and takes follow-up with concerned division/unit/cell/regional centre and monitors information and notification alerts on Grievance Portal on regular basis.

The BAOU is committed to provide a safe, fair and harmonious learning and work environment.

The Right to Information Act, 2005, implemented by BAOU, provides yet another way of the resolution of information-based grievances of all stakeholders. All faculty members, officials and staff of the university at HQs, RCs have been assigned the responsibility of time bound resolution of learner grievances and problems.

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

In order to maintain transparency in the case of dissatisfaction about evaluation, learners can apply for rechecking/reassessment.

The University has further constituted an Examination Committee to take various decisions related to the examination process and corresponding activities.

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

9.4 Details of Complaints Received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
28	28	YES

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

Dr. Babasaheb Ambedkar Open University is the pioneer amongst all state open universities, to introduce various innovative teaching-learning practices like OMKAR, OMKAR-e, Swadhyay TV, Swadhyay Radio, Virtual Classroom, Mobipaedia, Educational Apps, Vande Gujarat Educational Channel, etc.

All the services are offered through various web and mobile based applications which provide device independent learning experience.

The University has brought in more transparency through a Digitisation of functions of all the departments. All the process related to learners from Admission, Dispatch of Material, Submission and Evaluation of Assignment, Filling of Examination Form, Appeared for the examination with fully transparent and secured examination system, declaration of results and convocation process etc have been digitised and learners can keep track of each activities. The university has indigenous developed web application to provide all the services related to learners from a single platform called "Eklavya – Student Support Portal" which allow the learners to track their registration, dispatch of study material, library related services, hall-ticket, examination schedules, results, grade card status, download section for assignments, e-resources etc. University has indigenously developed a web based solution, Grievance Redressal Management System to reduce response turnaround time to learners' grievances. The Learner Support Section replies the queries and redresses student grievances that are received either in person or via regular post, e-mails/SMS, WhatsApp, telephone calls and online portals. Recently the all the student grievances have been linked to Grievance Redressal Management System of the university to redress their grievances more transparently and efficiently. Learners are advised to submit their query/grievance on the Grievance Portal at http://digital.baou.edu.in/grievance. BAOU has marked its active presence with @BAOUGujarat on major Social Media platforms which includes Facebook, Twitter, Instagram, Youtube, Telegram etc. Learners are made aware about all the initiatives of the university by publicising the details on these platforms.

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

10.2 Best Practices of the HEI

Dr. Babasaheb Ambedkar Open University believes in education for all,.at their time, pace and their door step. To meet these belief university is providing counselling services to the learners by various means. University has subscribed to Sugamya Pustakalaya, a repository of over 3.45 lakh books and journals accessible to the blind and print disabled learners. Information Brochure in Sign Language benefits students with hearing impairment. University financially sponsors higher education of the wives and children of Indian Army martyrs by exempting their fees for any of the courses of the University. All

the E-Learning Material have been implemented with the four quadrant approach; as per UGC (Credit Framework for online learning courses through SWAYAM) Regulations, 2016 like Quadrant-I e-Tutorial; Quadrant-II e-Content; Quadrant-III Discussion forum, Quadrant-IV Assessment. Research Grants - Special funding for faculties to conduct Minor and Major Research Projects; and encouraging researches in various fields. The University funds researches from its own fund, as it doesn't get grant from either UGC or RUSA. Publication Grants for promoting scholarly publications, University has taken a decision to award Rs. 5000/- to the faculty on publication of Research Article/Paper in SCOPUS or CARE listed Journals by UGC.

Following are the major best practices of the university:

1. E-Governance
2. Globalized Content
3. Innovative Pedagogies
4. Technology enabled Learner Support
5. Penetration into Remote and Tribal Areas
6. Content in Regional languages
7. Enhancing Research and Innovation
8. Social Responsibility Endeavours
9. Secure Databases
10. Modern Infrastructure Facilities
11. Landscaping the Campus
12. National/ International Recognition

10.3 Details of Job Fairs conducted by the HEI

University has strong and vibrant industry – institute interface with a number of functional MoUs with industry partners and impressive placement of students.

10.4 Success Stories of students of ODL mode of the HEI

- The digitization of admission process and awareness activities of various programmes in both urban and rural areas of the state has resulted in a drastic increase in the yearly enrolment.
- University put lots of effort into enrolling defence personnel, ex. Servicemen, war widows which has resulted in triple the admission count.
- University put efforts and created awareness amongst Jail Inmates which has resulted in increase in yearly enrolment from 361 to 950 learners in the last five years.
- The yearly enrolment of Disabled Learners has also increased to a remarkable number.

University has been recognized by various agencies for its contributions to the society
- Significance contribution towards **Aatma Nirbhar Bharat** by TV 9
- Leading Open & Distance Education University **Gyan Ratna Award** by News18
- Innovation **in Distance Learning** by CIMA

- *Most Innovative Government University* by National Education Awards-2019
- **Drona Award for Best Open Education University** by VTV News
- **Best Government Distance Learning University** by CIMA
- **Best ICT enabled University** by ICT 4SD
- **Education Leadership Award** by World Education Congress
- **Emerging start-up Incubator of the year**- MSME Recognition for making Aatma Nirbhar Bharat
- *A first-ever effort made to offer free education to Transgenders* by World Records India

10.5 Initiatives taken towards conversion of SLM into Regional Languages

Dr Babasaheb Ambedkar Open University (BAOU) University offers majority of the programmes in regional language, some of the professional programmes are being offered in English.

Some of the specific initiatives taken by BAOU include:

1. Translation of study materials: University has undertaken several initiatives to convert study materials into regional language Gujarati. These initiatives are aimed at making education more accessible to students who are not proficient in the English language.
2. Audio-visual aids: BAOU has also developed audio-visual aids such as videos and lectures in regional languages. These resources can help students understand complex concepts more easily and effectively.
3. Regional language support: BAOU has provided support for students who prefer to communicate in regional languages. The university has set up regional language help desks to address the queries and concerns of students who are not fluent in English.
4. Online support: BAOU has developed online resources and support for students who prefer to learn in regional languages. The university's website is available in several regional languages, and online courses and materials are also available in these languages.

10.6 Number of students placed through Campus Placements

Total 127 Students placed by the university through on campus and off campus placement drives

10.7 Details of Alumni Cell and its activity

The university has a registered Alumni Association for building strong bonds between alumni and present students. The alumni supports the students through interaction, financial funding, guidance and placement.

The Alumni Association of the university is called as BAOUAA i.e. Dr. Babasaheb Ambedkar Open University - Alumni Association. It is registered under Societies Act XXI of 1860 with Registration No. F/21414/Ahmedabad in 2021. http://jyotirmay.baou.edu.in/alumni/

The office headquarters of BAOUAA is in the premises of Dr. Babasaheb Ambedkar Open University, 'Jyotirmay' Parisar, Sarkhej-Gandhinagar Highway, Chharodi, Ahmedabad - 382 481.

The mission of the Alumni Association is to foster a mutually beneficial relationship between the university and its alumni.

Objectives: The Alumni Association of the Dr. Babasaheb Ambedkar Open University was established with the following objectives:

- To encourage and promote close and mutually beneficial relations between the Institution and its alumni and as well as amongst the alumni themselves.
- To provide and disseminate information regarding their Alma Mater, its graduates, faculties and students, to the alumni.
- To initiate and develop programs for the benefit of the alumni.
- To assist and support the efforts of the university in obtaining funds for development.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.
- To organize and coordinate reunion activities of the Alumni.To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater.

Activities and Contributions:

- Alumni have donated funds to assist the needy & Merit students of the Institution.
- Distinguished alumni are included as members in the Board of Studies of various departments.
- They are invited for meetings to have their valuable inputs. .
- Several alumni delivered guest lectures to the existing learners on some contemporary technological developments and career guiding areas.
- The University keeps receiving feedback from the alumni from time to time, the valuable feedback received from the alumni guide the university in different directions.
- Alumni utilize various platforms such as Vande Gujarat Educational Channel to reach out to other students and fellow alumni to mentor and counsel them.

10.8 Any other Information

University has established an Extension Activities Cell – This cell is established for various extension activities in urban and rural belts of Gujarat; such as adoption of villages, awareness campaigns, identifying and undertaking need-based projects for children and youth, conducting professional training programmes, and more. Dr. Babasaheb Ambedkar Open University believes in education for all. at their time and their door step. To meet the belief university is providing various kinds of services to the learners through online by using ICT based innovations.

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

Signature of the Director:

Name: Prof. (Dr.) Nilesh K Modi

Seal:
    Director
Centre for Internal Quality Assurance (CIQA)
Dr. Babasaheb Ambedkar Open University
Ahmedabad

Date: 29.08.2024

Signature of the Registrar:

Name: Dr. A K Jadeja

Seal:
    Registrar
Dr. Babasaheb Ambedkar Open University
Ahmedabad.

Date:

Note: Kindly take the printout of duly filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer to provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.