INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
TAMIL NADU OPEN UNIVERSITY
U-0482

Chennai
Tamil Nadu
600015

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION		
1.Name & Address of the institution:	TAMIL NADU OPEN UNIVERSITY Chennai Tamil Nadu 600015	
2.Year of Establishment	2002	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	11	
Departments/Centres:	32	
Programmes/Course offered:	231	
Permanent Faculty Members:	41	
Permanent Support Staff:	67	
Students:	17286	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Its only state open state university with UGC 2f and 12B recognition and imparting education to underprivileges and diverse learners of whole state. 2. Good infrastructure facilities in the heart of state capital 3. The university is imparting vocational education and skill development programs through 140 Community colleges.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 19-07-2023 To : 21-07-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RANJAN KUMAR BAL	Vice Chancellor,ASBM University
Member Co-ordinator:	DR. HARSHA PATADIA	FormerProfessor,THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
Member:	DR. SANJAY TIWARI	Vice Chancellor,Madhya Pradesh Bhoj Open University
Member:	DR. MUJAHID AHMAD	Dean,Cluster university
Member:	DR. RAJSHREE VAISHNAV	Professor,PGTD Education RTM Nagpur university Nagpur
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

Section II:CRITERION WISE ANALYSIS	

Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curriculum Planning Design and Development
1.1.1 QlM	Relevance of curricula planned, designed and developed/adopted
1.2	Academic Flexibility
1.2.4 QlM	**Enabling provision for modular approach - Provision for modular approach for flexible exit to the learners**
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula
1.4	Feedback System

Qualitative analysis of Criterion 1

The University offers Open and Distance Learning (ODL), within the jurisdiction of state of Tamilnadu. The curriculum is framed as per State and UGC mandate. It has the culture of academic freedom and flexibility to cater local and regional need. TNOU has a method for designing, making, and checking the quality of curricula. Before starting a new programme preliminary meeting is held to figure out its market feasibility.

The curriculum of majority of program is designed following OBE approach with flexible exit opportunity. The program outcomes and course outcomes are identified and incorporated in course material. The curriculum has designed considering the issues like gender equity, environmental values and sustainable development and issues as per the local and global needs.

Online tracking system of SLM delivery is also provided through student portal. The academic activities are disseminated though unversity mobile app and student portal of the university website. The queries of learners on academic, administrative and examination related issues are attended through online and offline help desk. The grievances of learners are timely redressed at Headquarter, Regional Centres and Learning Support Centre. The university is conducting many placement drives for creating employment opportunities to the learners.

The university develops Self learning materials for different courses, keeping in mind POs, PSOs, and COs. The courses cater to the needs of the underprivileged and marginalized sections of society. The university has a well-defined procedure for the introduction and development of programs following all norms. However, there is need to improve course outcomes of the programmes.

The University offers 231 programs that includes 24 Ph.D, 13 M.Phil, 38 PG Programs and 44 UG Programmes , 46 Diploma, 45 Certificate and Awareness programs and 19 short term programs. The program outcomes, course outcomes and program objectives etc. are mentioned in the program Guides each School of Studies. The Programme guide are available in the printed form as well as e-copy on the university website. Curriculum focuses on professional and academic development of learners. The course ensure specialization in the chosen fields of the learners. Majority of programmes are conducted in local language. The new

program/course is introduced by need analysis through network of LSCs as per the needs of the aspirants. The schools design and develop their curricula, teaching-learning resources and feedback systems through the statutory bodies and other expert committees. Self-Learning Materials are developed with the focus on self-explanatory, self-contained, self-motivating and self-evaluating mechanisms. Curricula developed and implemented has relevance to the local, national, regional, and global needs. These are visible in programs specific outcomes and course outcomes offered by university. The university is following the norms of regulatory bodies.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Learner Enrollment
2.1.2 QlM	**Efforts for reaching the unreached** Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education
2.2	Catering to Learner Diversity
2.3	Teaching- Learning Process
2.3.1 QlM	**Development of Self-Learning Material (SLM) in Print**
2.3.5 QlM	**Institutional Mechanism to provide academic counseling support**
2.4	Teachers and other Academics- Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination
2.5.2 QlM	**Examination related Grievances** Mechanism of the Institution to deal with examination related grievances in a transparent manner
2.5.3 QlM	**Formative Assessment** Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution
2.6	Learner Performance and Learning Outcomes
2.6.1 QlM	**Programme Outcomes** The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process
2.7	Learner Satisfaction Survey

Qualitative analysis of Criterion 2
The University, offers around 208 programmes ranging from Certificate, Diploma, Graduate, PG-Diploma, Postgraduate and Ph.D. The university has its offerings of programmes in four major languages Tamil, Hindi and English. The courses of the programmes are related to the local, national, regional, and global issues like environment, sustainability, human values, gender, professional ethics, etc. The academic programmes, like M.B.A. B.Ed. and B.Ed (Special Education) have approval from its respective Statutory regulatory authority.   The university has developed quality SLM in self-explanatory mode and available in print and e copy form on university website. The teaching-learning in TNOU is a judicious mix of self-learning materials, face-to-face counselling, and counselling through ICT Tools, and virtual meets. The academic counsellors, who provide face-to-face academic support at the LSCs, are identified and empaneled. The learning outcomes of all the programmes are integrated into the assessment process. The schools of study design their curricula, teaching-

learning resource materials, and feedback systems with approval of the Board of Studies, Academic Council and Syndicate. The Teaching-Learning-Evaluation process is given meticulous attention. Academic Counselling Schedules are prepared by the Student Support Service Division of the university.

Teaching-Learning Process includes Self Learning Materials, Audio-visual materials, ICT based blended learning, teaching materials in the form of e-repository, etc. University Information Management System, learning management system and e-resources are used to ensure that course objectives are met.

The University also permits lateral entry in different programmes by Credit Transfer System and direct entry or lateral entry to second year. The Academic Planner is drawn on time and communicated to the learners, RCs and LSCs through the University website.

The two level assessment process from learner evaluation is followed by the University that is, formative assessment and summative assessment . The formative assessment is done through various mechanisms like assignments, project work, field work, lab work, seminars, internships, etc. The valuation system has clearly stated SOPs.

Learner Performance and Learning Outcomes are measured through the of attainment of POs and COs. Evaluation process and reforms are transparent and objective. Examination system is fully automated through in-house developed ERP solution. The process of digitization of answer scripts is in process. Results are declared within the stipulated time after the conduct of examination. University conducts a Learner Satisfaction Survey and analyses the feedback so that appropriate action may be taken. All learners' grievances regarding examination and evaluation are redressed on priority.

The university has constituted the Students' Grievance Redressal Committee (SGRC) as per UGC regulation to investigate and resolve grievances related to examinations and these grievances are addressed by statutory committee. The learners may submit their grievances through online and offline mode either directly to the Vice-Chancellor or Controller of Examinations. The grievances are addressed with due care. The learners are provided information under RTI Act 2005. Also, grievances sent by mail are also redressed.

 The examination division takes due care for preparation of the question papers, starting from the setting of the question paper to the printing the same. The question papers for Home Assignments are set by the approved paper-setters which are moderated by a Program Coordinator. The answer papers are submitted to the LSCs concerned within the given date. The schedule is prepared by the Controller of Examination office and accordingly the learners are informed. The examiners are engaged by the Learner Support Centers (LSCs) concerned to evaluate the assignment answer scripts. As the submission of assignment is the pre-condition to appear at the Term-End examination of a particular course, the learner has to follow the dates printed in the assignment question paper. The optimum time for an assignment is four-six weeks so that the assignments do not lose their specificity and relevance. Online portal is provided by the University for making entries of the marks of the assignment papers. Once the learners get their assignment marks, they become eligible to fill in the Examination Form. The marks of formative assessment through assignment are reflected in the mark sheet and the progress report.

The University has established 12 Regional centres , 210 Learner support centers , 140 Community colleges across the state of Tamilnadu. The community colleges offer skill development /vocational courses at Short Term, Certificate, Vocational Diploma and Advanced Vocational Diploma levels. Further there are four community colleges (for tribal) already at the Regional centre and need to establish more on community colleges for tribals. In all Vocational Diploma Programmes, the Life Coping Skills and Communication Skills

are offered as core courses to enhance employability.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QlM	**Policy for promotion of research** The Institution has a well defined policy for promotion of systemic and discipline based research. Also, explain the assigned budget for research and its utilization, methods for implementation and monitoring.
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QlM	**Innovative initiatives of the Institution** Institution has taken initiatives for creating an ecosystem for Innovation by establishing Innovation Centre/Cell. The institution has also taken innovative initiatives by providing access to diversified learner groups
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QlM	**Consultancy Policy** The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency
3.6	Extension Activities
3.6.1 QlM	**Extension activities** The impact of the extension activities of the Institution in sensitizing the learners and other stakeholders to social and sustainable development issues leading to inclusive society over the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

The University has a well-defined policy for research in consonance with UGC guidelines. The university encourages its faculty members to carry out research projects in different subjects through government/ research institutions, viz ICSSR,. PMUBA, PMMMNMT T Scheme/MHRD/GOI and TADHCO. It has a well-defined policy for promotion of systemic and discipline-based research. However there is a need to focus more on community based research for welfare of society.

The faculty members are encouraged to participate in seminars, conferences, and workshops to promote research culture and heir professional development.

 "Tamil N?du Open University (TNOU) Ph.D. Regulations 2020" has been framed in compliance with the UGC) (Minimum Standards and Procedures of Award of M.Phil./Ph.D. Degrees) Regulations, 2016 and (Minimum Standards and Procedures of Award of M.Phil./Ph.D. Degrees) (1st amendment) Regulations, 2020 to pursue research degree program in discipline specific areas under the TNOU in regular mode. The faculty members are engaged in research supervision. The Research Mobilization Policy is framed to promote the research activities. The University provide research fellowship to research scholars, and majority of research scholars are women.

The research papers are regularly published by the faculties in refereed journal, edited volumes at both national and international levels. The faculty members have published research papers in ISSN approved journals, books/chapters in edited volumes, 205 units of SLM are developed by the faculty. The faculty members are engaged in inhouse design and development of SLM.

The university has well defined policy of consultancy services with provision of sharing of revenue for university supported and private consultancy services. However, there is a need to motivate faculty members to undertake consultancy services.

A number of extension activities viz Unnat bharat Abhiyan,,CRE program have been carried out during the period of assessment. Awards have been conferred for invaluable services of the faculties and the university. A total of 32 MoUs have been signed with various institutions and industries respectively for sharing of knowledge and skills.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**Facilities available at Institution Headquarters and Regional Centres** Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.
4.2	IT Infrastructure
4.2.4 QlM	**Frequency of updating of IT facilities –** Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc
4.2.8 QlM	**Automation systems** The level of automation of different aspects of Institution including the features of Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs)
4.3	Learning Resources
4.3.1 QlM	**Provision of Learner Support Services** Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)
4.3.3 QlM	**Academic counselling sessions held-**Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year
4.3.5 QlM	**Library Automation** Library is automated in using Integrated Library Management System (ILMS) • Name and features of the ILMS software • Nature and extent of automation (full or partial) • Year of commencement and completion of automation

Qualitative analysis of Criterion 4
The university has a three-tiered structure: Headquarters, Regional-Centres and Learner-Support-Centres . The infrastructure comprises of HQs, 12 RCs and 210 LSCs across the state. Total area of land owned by the university is 1.94 acre having three separate buildings namely Administrative Building, Academic Building and Material Storage and Dispatch Building. . The Administrative Building is a seven storied (G+7) building with a built-up plinth area of 7632 sq.mt. It houses the various administrative Product distribution division building of the University. It consists of a Reception, Students waiting lobby, Admission section, the Tapal

section, SSSD and CIQA. The University has adequate infrastructural facilities like the Vice Chancellor's Office, conference room, board rooms, a visitors' lounge, pantries, common washrooms on each floor, Finance Division, Centre for Electronic Media Production and Research (CEMPR), Centre for Online Learning (COL) and the Centre for University Informatics (CUI). Various cells are functioning in the administrative building.

The infrastructural facilities common to all campuses; Buildings are constructed along with elevator(s) and/ or ramp specially for the disabled learners Eco-friendly/ green generators have been set-up Measures for fire safety have been duly provided The headquarters and the examination department are under the CCTV surveillance All schools are equipped with ICT facilities including computers, photocopiers, scanners, printers, telephone /internet connections. Special attention has been given to green spaces in all the campuses. The Academic Block is a five storied (G+5) building with a built area of 8495 sq.mt. The Academic Block houses the various Schools of Study, library, Students Registration and Evaluation Division (SRED) including   controller of Examinations, the Central Valuation Hall and Convocation Hall. Villupuram RC, with own building, also houses a Constituent Community College.

Help Desk and Learner Facilitation Centres have been set up to facilitate learning. The academic information dissemination and student support services to the learners are provided through mobile app and student portal. The university has WiFi campus with 1Gbps of fiber Optic internet connection under NKN project. The university has well equipped language laboratory, Ramanujam computer laboratory and smart classrooms.

University has Centre for Electronic Media Production and Research (CEMPR) with facility of virtual classroom studio for conduction of online classes. Academic Counselling helps the learners to acquire more effective and efficient study skills. The Coordinators of the LSCs prepare and publish counselling schedules which are held on Saturday and Sunday for all programs. They also send the copies of the schedules of the counselling sessions to the headquarters for record. The schedules of the PCPs for the all the programs are prepared by the respective Schools and published on the website. The time allotted for the face-to-face sessions is systematically worked out in accordance with the nature and type of the programme.

Criterion5 - Learner Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Learner Support
5.1.1 QlM	**Promotional Activities for Prospective Learners** The Institution promotes its programmes for the prospective learners through various activities
5.1.2 QlM	**Pre-admission Counseling Services** Activities undertaken by the Institution for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support Centers
5.1.3 QlM	**Online Admission and Related Activities** The status and process of online admission including payment of fees
5.1.4 QlM	**Dispatch of Study Material and related grievance handling mechanisms** Strategy followed by the Institution for dispatch of study material to learners and mechanisms to resolve grievances related to Dispatch of Study Material
5.1.8 QlM	**Special Learner Support Centres –** Reaching out to special learners like persons with disabilities, prison inmates, employees of defense or security forces, transgenders, SC / ST, minorities, women; learners from rural and remote areas etc
5.2	Learner Progression
5.3	Alumni Engagement
5.3.1 QlM	**The Alumni Association**- The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services over the last five years

Qualitative analysis of Criterion 5
The LSCs maintain the liaison between the University and the aspirants of higher education. regarding admission, programs available, duration, eligibility, fees, etc. The potential learners get first-hand information at the LSCs nearest to their place of residence. All the LSCs/ RCs and the Headquarters have well organised Help Desk to respond to the queries. The Help Desk also responds to the phone calls during the working hours of the LSCs/ RCs and the Headquarters. The LSCs organize pre-admission counselling programmes during the admission period through a dedicated counter to help the participants get acquainted with the programs, duration, eligibility, job opportunity, etc. The University publishes the admission notification in the leading newspapers, University website, etc. The admission notification includes eligibility, details of fees, list of the LSCs along with the names of the programmes and the process of admission. The prospectus/ e-prospectus/ brochure are also published online. The University takes the full advantage of the digital media like web portal.

The University take efforts to reach out these students. In the last few years, the approach and strategy for reaching out to learners is modified in addition to traditional ways as promotional tours, displays, and ads in newspapers. University also use, social media and the internet have become more popular in addition to promotional tours, displays, and ads. Through the Regional Centres or the student Support Centres, the Learner Support Service Division at the University's headquarters run special campaigns to let people know about the different academic programmes offered by the University and the flexible ways to take admission in those programmes from home or work. The university has made special provision of fee waiver for the differently abled persons, jail inmates, destitute widows and transgender and SC/ST students. |

The university assist students to get Govt scholarship to learners of socially backward community as per state govt. rules. The university has registered alumni association but there is need to strengthen its activities.

For admission purpose, the University has an exclusive web portal through which all the information relating to admission, programmes, etc., are made available. To reach the mass, announcements on various issues, achievements and recent developments in the teaching-learning process are communicated through the University website. Some of the promotional activities includes-Learners' Help Desk at the LSCs/ RCs, publicity through the digital media like website etc, publicity through the promotional video, social media like twitter and publicity through the newspapers.

The induction programme as per UGC mandate are organized at the LSCs to acquaint the freshly enrolled learners about the organization structure and functioning of the university ODL system and the role and responsibilities of a learner of the University. The faculty members attend such meetings to give a brief idea about the course objectives and the methodology of the teaching-learning process in the ODL system. They also explain to the learners as how they should study the SLMs.

The university offers courses at different levels of programmes with prior approval of the regulatory bodies. In every academic year, the TNOU conducts online admission for the UG/PG . For the new academic session, the University releases the admission notification which includes eligibility, details of fees, list of the LSCs with the names of the courses and admission process. The admission is done through a separate web portal. The learners do collect their SLMs by post at thier door step. . The important point is the timely dispatch of the SLMs to help the learners attend their counselling sessions effectively. To make the dispatch of SLMs more effective and operationally simple, the SLMs are sent to the the learners. The SLMs are being dispatched by the Indian post/ courier who has been selected by following the financial rules of the State Govt. Similarly, the printers responsible for printing the SLMs have also been selected by following the e-tendering process as specified by the State Govt. The University maintains its warehouse of the SLMs at its RC and the materials are being dispatched by the authorized indian/post courier.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	**Governance in accordance with Mission and Vision-**The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance, perspective plans and stakeholder's participation in the decision making bodies leading to institutional excellence
6.1.2 QlM	**Decentralization and participative management**-Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.
6.2	Strategy Development and Deployment
6.2.1 QlM	**Perspective / Strategic plan and deployment -** The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables
6.2.2 QlM	**Organizational structure of the Institution** - Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc
6.3	Faculty Development or Empowerment Strategies
6.3.1 QlM	**Welfare measures for teachers, other academics and non-academic staff-** The institution has effective welfare measures for teachers, other academics and non-academic staff
6.3.6 QlM	**Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff** Institution has performance appraisal system for teaching, promotion for teachers, other academics and non-academic staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Regular internal and external financial audits** Institution conducts internal and external financial audits over the last five years
6.4.2 QlM	**Mobilization and utilization of resources** Institutional strategies for mobilization of funds and optimum utilization of resources
6.5	Internal Quality Assurance System
6.5.2 QlM	**Reforming institutional processes** - Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc

Qualitative analysis of Criterion 6
The university has a well-defined system of governance and leadership that is based on its Acts, Statutes, Ordinances, and regulations. There is a clear organization structure to create a process for making decisions that involve everyone and has a decentralized structure. All the Statutory committees i.e. the decision-making bodies of the University are constituted with members from government, internal and external nominated members, so that everyone can have a say in how decisions are made. The most important authorities/bodies of the University are Syndicate, , Academic Council, Board of Studies, Finance Committee, Building Committee, etc. As the vision and mission is defined the governance of the university is carried in accordance

with its vision and mission. The Statutory Committees are formed with internal and external members from Govt. Dept. / HEIs/ industry etc. strategic plans are prepared, and their execution monitored during the meetings of all Statutory Bodies. As per the statutes and ordinances various committees are formed. The leadership in the University is reflected in delegation and decentralization processes. The present system of management of the University is described as a bottom-up approach. The decentralization in academic administration is reflected in the creation of eleven different Schools in Arts, Science ,language,management and Commerce streams. The university encourages participatory management by involving the stakeholders at all levels. The process of decentralization has significantly touched upon the administration of LSCs. The TNOU has a three-tier system in which the LSCs support and execute the academic and administrative services.

The university has Students Grievance Redressal Cell which provides appropriate solutions to the learners within stipulated period. It ensures students and stakeholders participation in the system. Academic staff are allowed to attend OP/ RC/ short term courses for their career advancement. TNOU is adhering to the UGC mandate, i.e., the standardized Academic Performance Indicators or the API which is the Performance-based Appraisal System (PBAS) followed for the Career Advancement Scheme (CAS) as framed by the UGC as an objective appraisal tool. The TNOU follows the same mechanism for teacher appraisal as applicable through the Government Order (GO). The financial proposals, bills/tax invoices and payment vouchers are primarily checked by the concerned staff and then scrutinized by the concerned officer and finally passed by the Finance Officer according to the Finance Rules and Guideline of Purchase and Tender Committee. This process of checking and scrutiny has been introduced to monitor the financial activities through a mechanism of internal checking.

The vision of the university is to improve learning outcomes, the quality of education, and create a learner centered environment that gives all learners the chance to learn and improve their skills throughout their lives by using new technologies and methods. The mission is to educate and empower learners, giving them the right mix of knowledge, skills, employability, and values so that they can serve the society. The University has a strategic plan for development. Continuous critical self-assessment is done for all departments. There is regular review and audit to make sure of quality Key positions like that of the Registrar, Librarian and controller of examinations are yet to be filled. These responsibilities are at present being carried out by faculty members. Faculty members are encouraged to attend national or international conferences.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	*Measures initiated by the Institution for the promotion of gender equity during the last five years.*
7.1.3 QlM	**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste** • **Solid waste management** • **Liquid waste management** • **Biomedical waste management** • **E-waste management** • **Waste recycling system** • **Hazardous chemicals and radioactive waste management**
7.1.8 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities**
7.1.9 QlM	*Sensitization of Learners and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*
7.1.11 QlM	Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	Best Practices
7.2.1 QlM	**Describe any four Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in two areas distinctive to its priority and thrust.**

Qualitative analysis of Criterion 7
The University emphasizes on women empowerment and "Women Studies". The University provides opportunities in all activities for the women employees and students. The women student enrollment is 55% during the last five years which is higher than the male student enrollment, in almost all the programmes. The Women Cell looks after the empowerment of women especially in issues related to gender. The safety and security of the women employees is made sure by a lot of monitoring and other measures. As a way to be fair to both men and women, the University gives women PhD students Maternity Leave as per UGC provisions. The University Act and Statute make sure that women are well represented in different Statutory bodies. Learners' Charter is made to create and support an academic environment that is progressive and open to everyone. The updated University website has all relevant information pertaining to its learners and serves as an authentic online Helpdesk 24x7. The TNOU has an exclusive web portal through which all the information relating to admission, programme details, etc., are made available. Waste disposal includes the activities and actions required to manage waste from its inception to its final disposal. The awareness programmes are conducted related to the proper waste management practices including E-waste through lectures and advertisement on notice boards, in the campus. The University provides an inclusive environment with tolerance and harmony towards cultural, regional, linguistics, communal, socio-economic and other diversities. It conducts awareness campaigns and

constitutional obligations of universal values, national values, and regional integration at Headquarters / Regional Centres / LSCs. The university commemorates the birth / death anniversaries of great Indian personalities for which many chairs have been created. It adopts an innovative and flexible skill training for the unemployed and employed, which encourages rural learners.

Section III:OVERALL ANALYSIS based on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)
Overall Analysis

Strength:

The administrative strength of the University is the structure through well-defined policy measures which are governed as per University Act, Statutes, Ordinances and Regulations. The Academic and Administrative bodies have representation from varied segments.

• All the programmes offered including the research programmes are recognized by the DEB-UGC and other statutory regulatory authorities as AICTE, NCTE ,RCI where required through Distance Mode. . As all the programmes are recognized, they enjoy parity, legality, validity and credibility for not only progression but also career.

• Obtained 2(f) and accorded with 12 B Status approval of UGC

• Qualified teachers have been appointed as per the UGC rules and State Government. Majority of the faculty members (87%) are doctoral degree holders.

• Possessing Quality SLMs, affordable programme fee and Wide network of LSCs throughout the State. SLMs are also produced in Regional Language.

• State of art infrastructure facilities including buildings, computers, internet connectivity, language lab, audio-video lab and auditorium.

• Collaborations with Commonwealth of Learning and Commonwealth Educational Media Centre for Asia, and other Universities

• Offering University Research Fellowship for Research Scholars.

• Network of Regional centers, Learner support centers with qualified academic counsellors

• Offering free education to the transgender, jail inmates and persons with disabilities.

• Student portal and mobile app for various academic and administrative functions including grievances redressal.

• Registered alumni association to support the university activities.

Weaknesses:

Absence of collaborative system with the industry/ institution restrains the university from utilizing their

capability/ infrastructure/ skill in academic delivery system.

• Not achieved 100 per cent e-governance to strengthen the data base management to address dropouts effectively.

• The development of the university both horizontally and vertically depends mainly on the students' fee which restricts adequate faculty and non-teaching recruitment.

• Lack of optimum utilization of resources of alumni.

• Abscence of employer Feedback analysis

• Challenge in promoting research projects and studies.

• Placement activities for the Learners of the University need to be strengthened in addition to the Alumni association.

Opportunities:

Being the only state Open University in Tamilnadu state, the TNOU can create a big learners base and play a leading role in enhancing GER and creating prosperity in society.

• As per Industry 4.0, the University seeks to build and strengthen the industry-academy interface to fill the skill gap and requirement gap in learners in the future through new job-oriented skill based multidisciplinary courses viz Certificate / Diploma/PG Diploma courses for upskilling, reskilling and enhancing employability.

• Recruiting faculty members and non-teaching staff members as per the man power requirements after obtaining approval from the Statutory and Regulatory Authorities and managing finance for it.

• The study materials in digital form may be delivered to the students through, youtube channel, university radio. In a bid to broadcast the services to the whole state , a separate FM channel needs to be established in the campus. Evaluation system is also digitalized form notification till award of certification.

• Vibrant academic programmes can be launched with the support specialized technical institution/ company through collaborative system.

• The university may use MOOCs to help improve the Open Learning Community

• Most of the students are from rural background who lacks soft skill. Finishing school system will be adopted to enhance key soft abilities. Students are imparted focused education to broaden communication abilities, presentation competencies, quiz and group discussion which is important job selection process both in private and public sector.

• Imparting Vocational education to the learners hailing from socially and economically weaker and providing avenues for skilling, up- skilling and re-skilling to lead better livelihood.

• Looking at the significance of research and its impact on society, the University focuses on nurturing

culture for innovation, consultancy and research and encourages its faculties.

•   Focus to collaborate with international institution for knowledge exchange and faculty exchange programme utilizing ICT facilities and research activities

•   Adopting New and emerging technologies for delivering the academic programmes

Challenges:

Dependency on rendering academic services from Learner Support Centres in all aspects. Redressal of grievances of various issues from all the stakeholders on time

•   Technology is not static but dynamic. The university has to embrace latest technology periodically in academic, administrative, student support services.

•   Clearing doubts regarding the age-old stigma for Open and Distance Learning (ODL) mode of education from the public psyche.

•   Pedagogy needs constant updation to meet international standards and also the availability of technology with the learners

•   Developing quality SLMs at the stipulated period while going for CBCS for all academic programmes.

•   To enrich the audio and video contents and MOOCs for creation of knowledge repository.

•   Changing as per the current educational technologies to deliver the courses and provide necessary services to a large number of learners.

•   Facing problems in making e-documentation and records for administrative purpose. Hurdles in using ICT based intervention in the programme delivery mechanism.

•   Taking steps to reduce the dropouts and enhance GER

•   Applying the new and emerging technologies in conducting examination and evaluation system for transparency.

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Implementation of NEP 2020 and multidisciplinary programs skill-based courses need to be introduced. The academic programs should be started at Headquarter in addition to RCs and LSCs.

- The university needs to improve pedagogy with extensive use of ICT-enabled pedagogical tools to match international standards and learner expectations.

- The university should fill up permanent qualified teaching and non-teaching positions at various levels.

- Establish wellness center for counselling and mentoring of students and faculty.

- Strengthen alumni engagement for popularization of academic programs and placement.

- Center for online learning on own LMS must be established as per the requirements of UGC ODL and online regulations 2020

- Upgradation of laboratory facilities in science and other programs at headquarter, RCs and LSCs.

- Efforts need to be made to blend curriculum with the needs of the industry and requirements of academia and establish startup and incubation center.

- Capacity building programs for development of SLM/Academic Counsellors be strengthened further.

- More extensive extension programmes may be organized in areas inhabited by weaker and disadvantages sections of society especially in rural areas.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. RANJAN KUMAR BAL	Chairperson	
2	DR. HARSHA PATADIA	Member Co-ordinator	
3	DR. SANJAY TIWARI	Member	
4	DR. MUJAHID AHMAD	Member	
5	DR. RAJSHREE VAISHNAV	Member	
6	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date

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