

Strategic Action Plan

on the basis of Vision Document: 2030 of KKHSOU

(Approved in the 65th Meeting of Board of Management of KKHSOU, held on 30th December, 2021)

Background and Introduction

Following the *Vision Document: 2030* of KKHSOU which was released in 2015, the preparation of a Strategic Action Plan is an obvious exercise. In that year, a framework developed by Asian Association of Open Universities in 2010 for Quality Assurance and Strategic Planning was adapted to meet the deliverables of KKHSOU Vision Document. NAAC released its Manual for Assessment and Accreditation (A&A) of Open Universities in 2019. A toolkit on Quality assurance was also released by CEMCA in 2019. The NAAC A&A Framework and the CEMCA Toolkit is in tune with the requirements of the AAOU Quality Framework as well.

The Tenth Meeting of the CIQA Committee held on 30th March, 2021 emphasized on having a Perspective Plan of the University to be inclusive of the all the major components, viz., academics, administrative, technology and infrastructure. The 63rd Board of Management Meeting held on 24.09.2021 urged the University to develop a perspective and long-term plan of the University with adequate emphasis on research component.

Accordingly, an exercise was undertaken to present the perspectives in the form of a draft Strategic Action Plan. A thorough review of the Vision Document 2030 of KKHSOU was made internally and contextualised the same with the New Education Policy, 2020, the NAAC Institutional Manual for Open Universities and the Quality Assurance Toolkit of CEMCA.

The draft Strategic Action Plan was discussed in the 11th Meeting of CIQA Committee held on 11th December, 2021. The same was also presented in the VC's presentation before the NAAC Peer Team on 16th December, 2021. The Peer Team appreciated the effort of the University in preparing the Vision document and the draft Strategic Action Plan.

The following emerged from the discussion in the CIQA Committee Meeting held on 10th December, 2021.

- a. The Perspective Plan of the University should be inclusive of all the components academics, administration, technology and infrastructure. In this regard, the meeting highlighted the importance of resource mobilization and use of resources.
- b. The University should plan for introduction of new Diploma and Certificate

programmes and revision of existing programmes. This should be a continuous process, CIQA should initiate the process of sensitization of the Diploma and Certificate programmes in a phased manner so that enrolment for programmes could be enhanced.

c. The thrust should be on preparation of some skill-based courses. The University needs to plan to embed the same in the Rani Campus for benefitting the learners.

d. The University should augment and intensify the current measures in terms of the following.

i) Strengthen the Model Study Centre in the City Campus by 2026 with

provisions for regular online and offline counselling and all modern facilities

ii) Focus on development of ICT infrastructure

iii) The Study centres needs to be sensitized to use technology for providing

Learner Support Services and submit reports to the University.

iv) Extensive use of social media

v) Research activities should be accorded a top

priority, more specially on systemic, discipline pedagogic and action based

research on the recent initiatives and practices of the University for providing

learner support services.

vi) Quality control mechanism needs to be developed for quality check and

quality improvement of Learner Support Services.

The NAAC Peer Team Report (Accreditation, Cycle 1 dated 18th December, 2021) also recommended for networking, collaboration, reaching the unreached in terms of contribution to improving GER, more programmes and courses for skill enhancement and augmentation of faculty strength and infrastructure.

In the preparation of the SAP, we have tried to visualise the Vision Document in juxtaposition of the overall Vision and Mission statements of the University. This was necessary to outline a strategic plan that would help this University to achieve all the benchmarks outlined in the Vision Document: 2030 and move beyond. We believe that the SAP would help the University to accumulate a permanency in a few parameters even when the philosophy of this SAP has been derived as *'Dynamism through Activism and Measured Performances'*. We believe that this SAP, when implemented in its letter and spirit, would help this University to emerge as a 'Transnational Dynamic Leader in Academic Excellence'. The permanency that we thrive to achieve centres around four pillars:

- a) Learner at the Centre-stage,
- b) Achieving Excellence in All We Do,
- c) Employee Involvement and Ownership and
- d) Inclusive Services and Community Involvement.

Guiding Principles

- 1 Excellence in all we do
- 2. Environmental sustainability
- 3. Partnership and collaboration
- 4. Appreciating diversity
- 5. Entrepreneurial spirit
- 6. Support mechanism (24X7)
- 7. Equality of access and opportunity
- 8. Social responsibility
- 9. Transparency

Key Areas of Intervention (KAI)

The following key areas of intervention have been identified.

- 1. Undertaking employee developmental activities to improve performance of employees (including those in the study centres).
- 2. Creating a force of motivated and engaging employees in KKHSOU as an ethical organization.
- 3. Promotion and nurturing the philosophy of lifelong learning and inclusivity among learners and other stakeholders.
- 4. Wider coverage of library and community services.
- 5. Engagement in the mission of social responsibility with appropriate work agenda.
- 6. Strategic Partnership.
- 7. The research agenda of the University will lay particular emphasis on having an impact beyond academia that yields economic, social and cultural benefits.
- 8. Emerging as Peoples' University of Choice.
- 9. Establishment, conduct and holding of
 - 9.1 Model Study Centre, 2021
 - 9.2 Fully Functional Library 2022
 - 9.3 Modern Infrastructure (City Centre 2022)

- 9.4 Modern Infrastructure(Auditorium and Seminar Halls 2024)
- 9.5 Complete automation of Examination Processes 2026
- 9.6 Pre admission and post admission counselling centres
- 9.7 Skill Development Centre, 2023
- 9.8 Agricultural Hub in Rani Campus, 2024
- 9.9 Staff quarters in Rani Campus 2024
- 9.10 Establishment of guest house and hostel (for boys and girls during the contact classes), 2024 (recommended by NAAC Peer Team)
- 9.11 Regional Centre Network (2026)

Strategic Action Plans based on the Key Areas of Intervention (KAI)

Key terminologies defined:

Based on the KAIs, the Strategic Action Plan (SAP) has been devised. The Strategic Action Plan (SAP) has the following components:

- *Key Task Area:* Under this head, the key areas/people/section to be involved has been identified. For example, in case of the KAI “*Employee Development and performance improvement (including those in the study centres)*”, the key task area (KTA) identified are the academic and non-academic staff of the University, counsellors at the study centres, the office staff at the study centres, question paper setters and evaluative staff (from outside the University).

Similarly, in case of the KAI, “Promotion and nurturing the philosophy of lifelong learning and inclusivity among learners and other stakeholders”, the KTA indicates the learners of the University.

Thus, KTA provides us the area/people/section surrounding which all our relevant activities of intervention would evolve around.

- *Detail Activities:* Under this head, the activities to be undertaken have been outlined.
- *Responsible Department/Section:* Under this head, responsible departments/sections that are responsible for the accomplishment of the task have been identified.
- *Key Indicators:* Under this head, a few key measurable indicators have been mentioned, so that the progress of the activities can be monitored.
- *Suggested time-line:* Under this head, a suggested time-line for completion of the KTA has been mentioned, so that the overall vision of the Vision Document: 2030 can be achieved within the stated time-frame. Certain activities would have to be undertaken on a routinely manner. In such cases, a specific time-line has not been mentioned.
- *Remarks:* Here, any relevant information relating to the KTA has been mentioned.

KAI 01: Employee Development and performance improvement (including those in the study centres)

Key Task Areas	Detail Activities	Responsible Departments	Key Indicators	Suggested time-line	Remarks
Teaching Staff (Regular and Non-regular)	<ul style="list-style-type: none"> ✓ Orientation Programmes (once in entire career) to be completed by all academic staff within 3 years of service. ✓ Refresher Courses, Capacity Building Programmes etc. from time-to-time (at least once in every two years). ✓ Other short-term programmes (2-4 days to less than two-weeks) (at least once in every two years). ✓ Participation in workshop, seminar, conferences etc. (at least once in every two years). ✓ In-house programmes like publication of working papers, research articles etc. (at least one in every year). ✓ Publication of text books/ research publications etc. (at least one in every two years). 	Dean, Academic	No. of academic staff undergoing: <ul style="list-style-type: none"> ✓ Orientation programme ✓ RC/ CBP. ✓ Other short-term programmes. ✓ Workshop/ Seminar/ Conference etc. (at least once in every two years). ✓ In-house publication (working papers, research articles etc. (at least one in every year). ✓ Publication of text books/ research publications etc. (at least one in every two years). 	Ongoing.	
Non-Teaching Staff (Regular)	<ul style="list-style-type: none"> ✓ Training and Development programmes conducted by UGC-HRDC or other Universities. ✓ In-house short-term programmes. (at least once in every two years). 	Registrar and CIQA	No. of non-teaching staff undergoing: <ul style="list-style-type: none"> ✓ Training and Development programmes conducted by UGC-HRDC or other Universities. ✓ In-house short-term programmes. (at least once in every two years). 	Ongoing.	
Non-Teaching Staff (Ad-hoc)	<ul style="list-style-type: none"> ✓ In-house short-term programmes, particularly relating to specific tasks and general official procedures, rules and regulations. 	Registrar and CIQA	No. of non-teaching staff undergoing:	Ongoing.	

			✓ In-house short-term programmes. (at least once in every two years).		
Counsellors at study centres	<ul style="list-style-type: none"> ✓ Training regarding philosophy and pedagogy of counselling (should be made compulsory to all counsellors) ✓ Assignment evaluation and writing comments on assignments etc. (at least once in every two years). 	Dean, Study Centres		Ongoing	
Office staff at study centres	<ul style="list-style-type: none"> Conduct of pre-counselling sessions Conduct of admission processes 	Dean, Study Centres		Ongoing	
Examination paper setters outside the University	<ul style="list-style-type: none"> ✓ Question paper setting with particular focus on coverage of syllabi, level of difficulty, level of understanding etc. ✓ Moderation of Question papers. 	Controller of Examinations and CIQA		Ongoing	
Evaluative Staff outside the University	<ul style="list-style-type: none"> ✓ Evaluation of answer scripts. ✓ Scrutiny of answer scripts. 	Controller of Examinations and Dean, Study Centres		Ongoing	

KAI 02: Creating a force of motivated and engaging employees.

Key Task Areas	Detail Activities	Responsible Departments	Key Indicators	Suggested time-line	Remarks
Teaching Staff (Regular and Non-regular)	<ul style="list-style-type: none"> ✓ Engaging the academic staff in the overall developmental activities of the University. ✓ Engaging the academic staff in linking with the greater community. ✓ Engaging the academic staff in study centre management. 	Office of the Registrar, Dean, Academic	<ul style="list-style-type: none"> ✓ Suggestions made for improvement in the activities of the Univ. ✓ Suggestions accepted and implemented. ✓ No. of community-related activities undertaken. ✓ No. of study centres visited. 	Ongoing	Year wise focus may be adopted 2018 : Exam Monitoring 2019 : Study Centre Monitoring Report 2021 : Study Centre Coordination

Non-Teaching Staff (Regular/Ad-hoc)	<ul style="list-style-type: none"> ✓ Engaging the non-academic staff in the overall developmental activities of the University. ✓ Engaging the non-academic staff in linking with the greater community. ✓ Engaging the non-academic staff in study centre management. 	Registrar Dean, Study Centre	✓ Same as academic staff.	Ongoing	
Stakeholders of the University	<ul style="list-style-type: none"> ✓ Other stakeholders of the University may also be engaged for the improvement in the functioning of the University. 	Registrar Dean, Study Centres		Ongoing	

KAI 03: Promotion and nurturing the philosophy of lifelong learning among learners.

Key Task Areas	Detail Activities	Responsible Departments	Key Indicators	Suggested time-line	Remarks
Learners of the University	<ul style="list-style-type: none"> ✓ Track records of the learners should be maintained. ✓ As the learner completes a course, appreciation letters should be sent. In the letter, learners should be advised on the future courses they should opt for either in the ensuing semester or in future. ✓ A feedback form along with a self addressed envelope should also be enclosed, so that the learners can give their feedback on the improvement of the programme delivery. ✓ The letter should be specific with reference to the course completed by the learner and the future courses suggested. ✓ This should be particularly followed for the modular courses. 	Dean, Academic Dean, Study Centre	<ul style="list-style-type: none"> ✓ No. of learners who after the completion of a course have taken subsequent admissions in other courses. 	2022.	Learners may be provided incentives like lower admission fee if they enrol in the subsequent programmes of the University.

KAI 04: Wider coverage of library and community services.

Key Task Areas	Detail Activities	Responsible Departments	Key Indicators	Suggested time-line	Remarks
Establishment of Book Bank, community libraries at the study centres	<ul style="list-style-type: none"> ✓ Supply of books and book shelves to the study centres. ✓ Provision should be made to make the books available to learners of the University. ✓ Those who are not learners of the University may also be offered conditional access of use at the library only. 	Dean, Study Centre. Dean, Academic Central Library, KKHSOU.	<ul style="list-style-type: none"> ✓ No. of community libraries established. 	2023	
Establishment of a North East Archival and Reference Cell	<ul style="list-style-type: none"> ✓ Establishment of a NE Archival of books and reports. ✓ In this library, all Government reports and books published on any issue of NE should be stored for archival purpose. ✓ It should be established as a separate entity. ✓ Outsiders, particularly research scholars should be allowed access to this library. ✓ This library should be named after a prominent personality of the regional and should have a regional appeal. 	VC's Office Bani Kanta Kakati Research Institute (BKRI) Dean, Academic	<ul style="list-style-type: none"> ✓ Establishment of a NE Archival and Reference Cell of KKHSOU. 	2025	Ministry of Home Affairs, GoI NE Council may be explored.

KAI 05: Engagement in the mission of social responsibility with appropriate work agenda

The University has already taken a no. of initiatives in this regard. These include: **Mother Teresa Social Welfare Mission, Abdul Kalam Mission, Village adoption programmes etc.** These activities should be pursued on routine manner and time-to-time monitoring (half yearly or annual) of activities would be undertaken for betterment of services.

KAI 06: Strategic Partnership

In line with the Vision Document, the University will try to build academic and research partnerships with like-minded institutions from the north eastern region, country and South Asia, South East Asia and the Pacific region.

KAI 07: Research Agenda

In formulating the research agenda of the University, emphasis will be laid on addressing local developmental needs as well as the regional developmental framework as outlined in the Act East Policy Framework of the Government.

The different schools of studies of the University will be encouraged to undertake specific research activities in collaboration with like-minded academic institutions with due approval from the University. Financial support will be provided by the University on merit basis.

KAI 08: Emerging as Peoples' University by Choice

(Achieving Excellence in all what we Do)

Key Agenda: A Quality Assurance Policy Framework

The University needs to institutionalise Quality Assurance and implement it to better the functioning of all the sections of the University. There are a number of Quality Assurance Frameworks, particularly meant for ODL institutions/Universities. The Asian Association of Open University Quality Assurance Policy Framework (AAOU QAPF) has outlined such a comprehensive framework. The framework consists of the following 10 basic components:

- 1) Policy and planning
- 2) Internal Management

- 3) Learners and Learners' profiles
- 4) Infrastructure, Media and Learning Process
- 5) Learner Assessment and Evaluation
- 6) Research and Community Services
- 7) Human Resources
- 8) Learner Support
- 9) Programme Design and Curriculum Development
- 10) Course Design and Development.

The above ten basic components have a number of sub-components. The University has undertaken an exercise to review where the University currently stands against these sub-components.

However, before that the sub-components of the AAOU framework have been analysed in terms of the NAAC Institutional Accreditation Manual for Open Universities and the broad guidelines of the NEP, 2020.

Table 1: Contextualisation of the ten components and the sub-components of AAOU Framework vis-a-vis the NAAC Institutional Accreditation Manual for Open Universities and the Broad Philosophical Statement of the NEP, 2020

Sl	Major Component	Sub-components	NAAC Institutional Manual for OU	Relevant Requirements of NEP, 2020
1	Policy and Planning	a) Vision and Mission b) Strategic Plan c) Operational Plan d) Goals e) Policies f) Monitoring and Evaluation g) Commitment to Learners	Metric: 3.1.1 Metric: 5.3.3 Metric: 6.1.1, 6.1.2 Metric: 6.2.1, 6.2.2, 6.2.3, Metric: 6.4.1, 6.4.2, 6.4.3 Metric: 6.5.2 Metric: 7.1.2, 7.1.7, 7.1.8, 7.1.10, 7.1.11, 7.1.12 Metric: 7.2.1	A ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment.
2	Internal Management	a) Marketing and Promotion System b) Management System for Institution c) Management System for Learning d) Communication System and decision making e) Student Services System f) Infrastructure and facilities g) Internal quality assurance system	Metric: 2.1.2 Metric: 2.2.3, 2.2.4 Metric: 4.1.1, 4.1.2, 4.1.3 Metric: 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8 Metric: 4.3.2 Metric: 5.1.1, 5.1.2, 5.1.3, 5.1.4 Metric: 6.5.1 Metric: 7.1.3, 7.1.4, 7.1.5, 7.1.6 Metric: 7.3.1	Substantial investment in a strong, vibrant public education system (As well as the encouragement and facilitation of true philanthropic private and community participation)
3	Learners and Learners’ Profiles	a) Learners’ awareness about the University b) Learners database c) Expectations of Learners d) Learners information e) Learners with different background and needs	Metric: 1.2.3 Metric: 1.3.4 Metric: 1.4.1, 1.4.2 Metric: 2.1.1 Metric: 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7 Metric: 2.7.1	Full equity and inclusion (As the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system)

		<ul style="list-style-type: none"> f) Learners' autonomy and inclusivity g) Close link between the institution and the learners h) Learners' participation in the decision-making system i) Learners' feedback j) Career counselling and placement support k) Alumni support 	<p>Metric: 5.1.5, Metric: 5.1.7, 5.1.8, 5.1.9 Metric: 5.2.5 Metric: 5.3.1, 5.3.2 Metric: 6.1.2</p>	
4	Infrastructure, Media and Learning Resources	<ul style="list-style-type: none"> a) Variety of media used to deliver learning materials b) Training and support related to the use of media for staff and students c) Research and development related to the use of new technology 	<p>Metric: 1.1.4, 1.1.5 Metric: 2.2.3 Metric: 2.3.2, 2.3.3, 2.3.4 Metric: 3.4.2 Metric: 4.3.1, 4.3.4, 4.3.5</p>	Extensive use of technology (In teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management)
5	Learner Assessment and Evaluation	<ul style="list-style-type: none"> a) Institutional policy on assessment b) Planning and production of assessment materials c) Assessment administration d) Assessment results processing e) Assessment results dissemination and utilization 	<p>Metric: 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5 Metric: 2.6.2 Metric: 5.2.1, 5.2.2, 5.2.3, 5.2.4</p>	Focus on regular formative assessment for learning (Rather than the summative assessment that encourages today's 'coaching culture')
6	Research and Community Services	<ul style="list-style-type: none"> a) Research support system b) Use of Research c) Guidelines for research d) Community service support system e) Participation by and benefit to the community f) Guidelines for community services 	<p>Metric: 2.3.2 Metric: 3.1.1, 3.1.2 Metric: 3.2.1, 3.2.2 Metric: 3.3.1, 3.3.2 Metric: 3.4.1 Metric: 3.5.1, 3.5.2, 3.5.3 Metric: 3.6.1, 3.6.2, 3.6.3, 3.6.4, Metric: 3.7.1, 3.7.2 Metric: 7.1.1, 7.1.9,</p>	Outstanding research (As a corequisite for outstanding education and development).

7	Human Resources	<ul style="list-style-type: none"> a) Selection and recruitment b) Shared vision and human resources principles c) Job description and job specification d) Training and Development e) Performance management system 	<p>Metric: 2.4.1, 2.4.2, 2.4.4, 2.4.5, 2.4.6</p> <p>Metric: 3.3.4</p> <p>Metric: 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7</p> <p>Metric: 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6,</p>	Teachers and faculty as the heart of the learning process (Their recruitment, continuous professional development, positive working environments and service conditions)
8	Learner Support	<ul style="list-style-type: none"> a) Tutorial b) Counselling 	<p>Metric: 2.2.5</p> <p>Metric: 2.3.2, 2.3.3, 2.3.4, 2.3.5</p> <p>Metric: 4.2.3</p> <p>Metric: 4.3.3</p> <p>Metric: 5.1.6</p>	Education is a public service (Access to quality education must be considered a basic right of every child).
9	Programme Design and Curriculum Development	<ul style="list-style-type: none"> a) Programme design b) Curriculum development 	<p>Metric: 1.1.1, 1.1.2, 1.1.3</p> <p>Metric: 1.2.1, 1.2.2, 1.2.4</p> <p>Metric: 1.3.1, 1.3.2, 1.3.3</p> <p>Metric: 2.4.3</p> <p>Metric: 2.6.1</p> <p>Metric: 3.3.3</p>	Flexibility. (So that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests)
10	Course Design and Development	<ul style="list-style-type: none"> a) Course design b) Course content and test/assignment c) Course objectives d) Student learning support e) Course evaluation f) Course team approach 	<p>Metric: 1.1.1</p> <p>Metric: 1.2.4</p> <p>Metric: 1.3.1</p> <p>Metric: 2.3.1</p> <p>Metric: 3.3.3</p>	Continuous review (Of progress based on sustained research and regular assessment by educational experts)

A brief description of the Metrics of NAAC Institutional Manual for OUs, 2019 has been presented in Appendix 1.

AAOU QAPF Component Analysis

Component 1: Policy and Planning

Sub-Components	Detail statements	Our Present Status
✓ Vision and Mission	The institution has a well-defined vision and mission statement, which incorporates the internal and external educational environment, its potential, national development agenda, and international trend in education.	We have it.
	The institution has vision and mission that are shared by all management and staff members.	We have it.
✓ Strategic Plan	The institution's vision and mission cascade down to the strategic plan which defines the specific objectives and goals of the institution.	We need to institutionalise.
✓ Operational Plan	The institution derives the operational plan from its strategic plan that defines targets and measures of the programs to be achieved by the institution.	We need to institutionalise.
	The institution uses the operational plan is used as a guideline for the annual planning of programs and activities.	We need to institutionalise.
✓ Goals	The institution has well-defined goals which are realistic and measurable.	We need to institutionalise.
✓ Policies	The institution has well-defined policies that are in line with its strategic plan and are realistic and achievable.	We have the policies. We need to institutionalise implementation.
	The institution has clearly stated guidelines in the implementation of its policies and plans.	We may have certain guidelines, but we don't have guidelines for each and every policy in place.
	The institution has an accountable and transparent system for its policies and planning that are well communicated to its stakeholders.	We need to institutionalise.
✓ Monitoring and Evaluation	The institution has a well-designed monitoring and evaluation system to assess the implementation of policy and plans in all hierarchies.	We have certain policies, which are reviewed as and when necessary. However, periodic monitoring and evaluation of the policies is not undertaken.
	The institution has a transparent system for communicating to all staff members the policies and plans, as well as documenting them in an accountable and effective manner.	We have it. Continuous introspection and improvement required.
	The institution has an explicit statement of commitment on the provision of service excellence to its students.	We have it. Continuous introspection and improvement required.

✓ Commitment to Learners	The institution has a clear policy statement of non-discrimination in genders and geographical/regional distributions for all the affairs and activities of the institution, including admissions, registration, and length of study.	We have it. Continuous introspection and improvement required.
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AAOU QAPF Component Analysis

Component 2: Internal Management

Sub-Components	Detail statements	Our Present Status
Marketing and promotion system	The institution conducts public relations activities through various media.	We have it. Continuous introspection and improvement required.
	The institution cooperates with relevant domestic and/or overseas organizations.	We have it. Continuous introspection and improvement required.
	The institution provides an efficient, equitable, and user-friendly enrolment and registration system.	We have it. Continuous introspection and improvement required.
Management system for institution	The institution maintains an efficient and secure student record system for providing academic and administrative services and support in decision making.	<ul style="list-style-type: none"> ✓ We do not have a comprehensive mechanism at present. ✓ Certain feedbacks were collected, but they have not been properly analysed. ✓ Systematic and period feedback collection and analysis should be undertaken.
	The institution has guidelines for the preparation, processing, and notification of the results of examinations and tests.	We have it.
	The institution conducts systematic evaluations of its programs.	<ul style="list-style-type: none"> ✓ Periodic revision of syllabi is undertaken. ✓ Systematic evaluation, reflecting learners' need and need of the hour should be followed.
	The institution has a system to ensure that the assessment and feedbacks on the assignments are promptly and fairly administered.	<ul style="list-style-type: none"> ✓ Assignments are provided to learners. ✓ We need to put in place a system to provide to the learners on their assignments. ✓ Feedbacks on assignments are not done as it should be followed in the ODL mode of delivery.
Management system for learning	The institution provides guidelines for the development, delivery, evaluation, and quality assurance of ODL programs and materials.	<ul style="list-style-type: none"> ✓ Certain measures are undertaken; however, we need to institutionalize

	The institution ensures that students can access the ODL programs and materials easily.	<ul style="list-style-type: none"> ✓ We have done it to a greater extent. ✓ We should move fast to adopt/design OER and MOOCs as early as possible to match current best international practices.
Communication system and decision making	The institution considers the interests and need of the students and staff members in the decision making process.	We have done it to a greater extent.
	The institution has an effective communication system for the current and potential learners, support staff members and counsellors of the study centres.	<ul style="list-style-type: none"> ✓ We have a well placed communication system for the learners. ✓ We need to have more interaction (including training and workshop) with the counsellors of the study centres.
Student services system	The institution ensures the equitable and non-discriminatory provision of scholarship and financial assistance for students.	We have done it to a greater extent. COL appreciated..
	The institution has clear guidelines for student services.	<ul style="list-style-type: none"> ✓ We have done it to a greater extent. ✓ Learners' Charter has been released in 2020
	The institution handles inquiries, applications for admissions, and complaints from potential and current students promptly.	<ul style="list-style-type: none"> ✓ We have done it to a greater extent. ✓ However, study centres' activities regarding Pre-Admission Counselling should be constantly monitored.
Infrastructure and facilities	The institution continuously improves its infrastructure and facilities.	Modern Infrastructure has been given top importance by 2022
	The institution has guidelines for the identification and procurement of its facilities.	KKHSOU follows Purchase Manual. GEM portal-based services being availed in 2021
	The institution ensures that staff members are trained to develop and deliver its programs, use the facilities and technologies, and continuously improve their performance.	✓ Periodic workshop/training programmes should be undertaken to update the staffs on technological advancements.
	The institution has an effective system for managing and maintaining its equipment and facilities.	✓ A comprehensive policy for utility, periodic maintenance of all office equipments, machineries should be put into place.
Internal quality assurance system	The institution has an effective system for soliciting feedbacks from the stakeholders regularly to improve its programs.	✓ A systematic feedback mechanism from all the stakeholders is not in place.
	The institution has an integrated quality assurance system for its programs and implementation units.	✓ CIQA and CIQA Committee has been established in 2017.

		✓ CIQA has Annual Action Plans and Perspective Plans
	The institution conducts self-assessments regularly and uses the results to improve its operations and programs.	✓ Periodic self-assessment is a regular practice

AAOU QAPF Component Analysis

Component 3: Learners and Learners' Profiles

Sub-Components	Detail statements	Our Present Status
Learner's awareness	The institution ensures that potential learners and the wider community are aware of its courses and programs on offer, its operational systems and the advantages of ODL.	<ul style="list-style-type: none"> ✓ Advertisement for Admission is undertaken through different media. ✓ However, to acquaint the learners regarding the operational system, we need to develop a Learners' Charter. ✓ Advantage of ODL may be highlighted in the Prospectus and the SLM Cover pages.
Learner's database	The institution maintains the confidentiality of information about its learners.	Regularly updated.
Expectation of learners	The institution conducts systematic and accurate assessments of its learners' expectation and satisfaction with various aspects of its services for policy making.	System is in place, needs to be strengthened
Learners' information	The institution uses information about its learners carefully when designing learner-centred programs and support services.	System is in place, needs to be strengthened
	The institution provides the tutors with easy access to information about its learners.	System is in place, needs to be strengthened
Learners with different backgrounds and needs	The institution provides support services for learners who are socio-economically, physically or psychologically disadvantaged, and have special learning needs and preferences.	<ul style="list-style-type: none"> ✓ For special learners (e.g., blind students) the University offers specific LSS. ✓ All other LSS are available equitably to all learners.
	The institution accommodates the various and different interests of the learners in regard to learning orientation, duration of study, and learning purposes.	✓ Lateral admission provisions are there
Learners' autonomy and inclusivity	The institution provides face-to-face or mediated tutorial support to all learners to minimize stress, frustration, failure and dropout.	Both F2F and online counselling provided

Close link between the institution and the learners	The institution provides formal and informal communications and other face-to-face provisions to maintain a close link with its learners.	<ul style="list-style-type: none"> ✓ The University offers social networking sites to link to learners/University. ✓ Singing Competition held annually among the learners of the University.
Learners' participation in decision-making process	The institution provides appropriate channels to its learners to participate in the decision-making processes of the institution.	<ul style="list-style-type: none"> ✓ Stakeholders' Meeting and Induction Meetings are regular practice
Learner's feedback	The institution ensures availability and utilization of regular feedback from various stakeholders to increase supports of them.	<ul style="list-style-type: none"> ✓ Stakeholders' Meeting and Induction Meetings are regular practice
Career counselling and placement support	The institution provides career counselling and placement services with the active participation of potential employers.	<ul style="list-style-type: none"> ✓ Career counselling and Placement Centre established in 2021 in Model Study Centre
Alumni Support	The institution conducts impact evaluations to follow up the progress of its graduates, and develops curricula in line with the changing needs and environment of the society.	<ul style="list-style-type: none"> ✓ Alumni Association was formed in 2018

AAOU QAPF Component Analysis

Component 4: Infrastructure, Media and Learning Resources

Sub-Components	Detail statements	Our Present Status
Variety of media used to deliver learning materials	The institution utilizes the appropriate media and technologies that match the course content in order to enhance and expand learning.	System is in place, needs to be strengthened further
	The institution utilizes the appropriate media and technologies according to the students' particulars, learning needs, and their circumstances.	System is in place, needs to be strengthened
	The institution utilizes media and technologies that are accessible, equitable and practical.	System is in place, needs to be strengthened
	The institution considers the costs and benefits to the institution and the learners when selecting the media and technologies to use.	System is in place, needs to be strengthened
Training and support related to the use of media for staff and students	The institution informs students of the potential impacts of media choices on student access, and develops alternative measures for those students who are unable to make effective use of the media chosen.	System is in place, needs to be strengthened
	The institution provides adequate training for staff members regarding the use of media.	System is in place, needs to be strengthened
	The institution provides adequate training for students regarding the use of media.	System is in place, needs to be strengthened

	The institution provides suitable and sufficient administrative and technical supports to both tutors and learners on the use of media.	System is in place, needs to be strengthened
Research and development related to the use of new technology	The institution undertakes systematic research and development on integrating new technologies into the academic and administrative services for students.	System is in place, needs to be strengthened
	The institution encourages research on new technologies so that it can make informed choices on the technologies to use.	System is in place, needs to be strengthened

AAOU QAPF Component Analysis

Component 5: Learner Assessment and Evaluation

Sub-Components	Detail statements	Our Present Status
Institutional policy on assessment	The institution has appropriate policies and procedures to ensure that assessment is timely, fair and of the right amount.	System is in place, needs to be strengthened
	The institution provides sufficient time, staffing and financial resources for assessing learners' performance.	System is in place, needs to be strengthened
Planning and production of assessment materials	The institution ensures that all academic staff members are conversant with formative and summative assessment procedures and their importance in the learning process.	System is in place, needs to be strengthened
	The institution ensures that the purposes of the assessment are clearly described in the course materials, and the learners are able to self-assess some of their assignments.	System is in place, needs to be strengthened
	The institution ensures that the assessment materials are valid and reliable.	System is in place, needs to be strengthened
	The institution ensures that the scheduling and use of media in the assessment are flexible.	System is in place, needs to be strengthened
Assessment administration	The institution has effective procedure to ensure that the assessment processes meet the institutional requirements.	System is in place, needs to be strengthened
	The institution has systematic procedures to recruit and train staff members who are responsible for assessment.	System is in place, needs to be strengthened
	The institution has an effective system to ensure the confidentiality and security of the assessment materials.	System is in place, needs to be strengthened
Assessment results processing	The institution has established guidelines for processing assessment results.	System is in place, needs to be strengthened
	The institution employs a sufficient number of qualified assessors.	System is in place, needs to be strengthened
	The institution has an efficient and effective system for recording and filling assessment results.	System is in place, needs to be strengthened
	The institution ensures that assessment results are delivered to students in a timely manner.	System is in place, needs to be strengthened

Assessment results dissemination and utilization	The institution has an effective system for the learner and the institution to provide feedbacks on the assessment results for improving the programs and courses.	System is in place, needs to be strengthened
	The institution has an effective system for learner and the institution to provide feedbacks on the assessment results for improving the programs and courses.	System is in place, needs to be strengthened

AAOU QAPF Component Analysis

Component 6: Research and Community Services

Sub-Components	Detail statements	Our Present Status
Research support system	The institution has clearly defined policies for research.	Yes
	The institution employs a sufficient number of qualified staff members to ensure that quality research works on ODL methodologies and technologies are carried out.	Yes
	The institution ensures that a sufficient number of research projects are carried out by qualified staff members.	System is in place, needs to be strengthened
	The institution provides the necessary time, staffing and financial resources to support the production of ODL research of good quality and quantity.	System is in place, needs to be strengthened
	The institution has dedicated research unit with qualified researchers.	System is in place, needs to be strengthened
Use of research	The institution disseminates the research findings regularly through various types of media.	System is in place, needs to be strengthened
	The institution encourages staff members to put research results into practical use.	System is in place, needs to be strengthened
Guidelines for research	The institution has clear guidelines for planning, conducting, and evaluating research activities.	System is in place, needs to be strengthened
Community service support system	The institution promotes its ODL programs to the public and communities regularly.	System is in place, needs to be strengthened
	The institution conducts sufficient mission-related activities for the community.	System is in place, needs to be strengthened
	The institution undertakes various types of activities suited to the needs of the community.	System is in place, needs to be strengthened
	The institution deploys a sufficient number of staff to conduct community service activities.	System is in place, needs to be strengthened
	The institution contributes to the local community through promoting and providing lifelong education.	System is in place, needs to be strengthened
Participation by and benefit to the community	The institution actively involves community members in its community service activities.	System is in place, needs to be strengthened
Guidelines for community service	The institution has clear guidelines for planning, implementing, and monitoring community service activities.	System is in place, needs to be strengthened

AAOU QAPF Component Analysis

Component 7: Human Resources

Sub-Components	Detail statements	Our Present Status
Selection and recruitment	The institution has clear guidelines and standard criteria for selecting, recruiting, and retaining qualified staff members, who are expected to perform the tasks in pursuit of the vision, mission, and goals of the institution.	Yes
	The institution reviews the composition of academic staff members and their qualifications regularly to ensure that they are appropriate for the operation of the institution.	Yes
	The institution employs a sufficient number of staff members to realize the institutional objectives and obligations to its students.	Yes
	The institution employs a sufficient number of qualified administrators and supporting administrative staff to handle all functional and educational support services.	Yes
Shared vision and human resources principles	The institution promotes its vision, mission, goals and expectations of the staff in its staff recruitment procedures.	Yes
	The institution has a well-defined performance management system, which is understood and accepted by all staff members as a toll to motivate them to develop their skills and knowledge; and to appropriately recognize and reward their achievements.	Yes
Job description and specification	The institution has well-defined job descriptions and specifications that provide information on the specific tasks to be performed by the staff members.	Yes
Training and development	The institution provides its staff members with a career development plan together with a reward system, and the plan and system are communicated to and acknowledged by the staff members.	Yes
	The institution develops, implements and monitors human resource development programs based on the specific needs of the staff members and requirements of the institution.	Yes
	The institution retrains staff regularly to update their job skills.	Yes
Performance management system	The institution has well-defined performance standards for the various duties of individual staff members.	Yes
	The institution selects and promotes staff members based on their performance.	Yes

AAOU QAPF Component Analysis

Component 8: Learner Support

Sub-Components	Detail statements	Our Present Status
Tutorial	The institution provides clear tutorial guidelines to tutors and learners.	Yes
	The institution has procedures to ensure that a sufficient number of qualified tutors are recruited for the courses.	Yes
	The institution selects tutors who meet the particular criteria for tutoring the courses.	Yes
	The institution provides appropriate training to tutors for tutoring the course.	Yes
	The institution has an effective system which ensures that the tutors give constructive feedbacks about the learners' learning progress to the learners and the institution.	Yes
	The institution provides orientation sessions to learners prior to tutorial activities.	Yes
	The institution has a mechanism for monitoring students' learning progress.	Yes
	The institution provides a variety of tutorial modes that are easily accessible by the students.	Yes
Counselling	The institution provides sufficient facilities for conducting tutorials.	Yes
	The institution has counselling guidelines for the counsellors and students.	Yes
	The institution ensures that the counsellors are aware of their roles in providing counselling.	Yes
	The institution provides both synchronous and asynchronous channels for the counsellors to communicate with the learners.	Yes
	The institution has an effective process of diagnosing student problems to determine the individual counselling needs of the learners.	Yes
	The institution has an effective mechanism for monitoring and evaluating student learning support services.	Yes

AAOU QAPF Component Analysis

Component 9: Programme Design and Curriculum Development

Sub-Components	Detail statements	Our Present Status
Program design	The institution designs programs based on assessments of learners' specific needs.	Yes
	The institution consults experts and considers the interests of stakeholders when designing programs.	Yes

	The institution evaluates its programs regularly.	Yes
Curriculum development	The institution has clear guidelines for curriculum development.	Yes
	The institution considers the capability of individual students in the curriculum development.	Yes

AAOU QAPF Component Analysis

Component 10: Course Design and Development

Sub-Components	Detail statements	Our Present Status
Course design	The institution designs courses through proper planning.	Yes
	The institution designs courses based on the needs of learners.	Yes
	The institution has a systematic schedule for course design and development.	Yes
Course content and test/assignment	The institution ensures that the course content is relevant to the goal of the study programs.	Yes
	The institution ensures that the course content and tests/assignments are consistent.	Yes
	The institution ensures that the course objectives are clear and informative to the learners.	Yes
Course objective	The institution employs media and technologies appropriate to the course objectives and the characteristics, learning needs and circumstances of its learners.	Yes
Student learning support	The institution designs courses with sufficient integration with the learning support services.	Yes
Course evaluation	The institution has an effective system for evaluating the course materials regularly for future improvement.	Yes
Counselling	The institution has counselling guidelines for the counsellors and students.	Yes
Course team approach	The institution provides sufficient time resources for staff members to give ODL course development the priority, commitment and quality input it requires.	Yes
	The institution provides sufficient professional and technical support for staff members engaged in designing, developing, delivering and evaluating ODL courses and materials.	Yes
	The institution provides appropriate training for staff members to ensure that they possess the knowledge and skills to design, develop, deliver, evaluate and assure quality in courses and materials.	Yes

Establishment of Select Organs of the University – Perspective Plan

Key Task Areas	Detail Activities	Responsible Departments	Key Indicators	Suggested time-line	Remarks
Model Study Centre, 2021	Facilities for LSS, coordination, ICT enabled classrooms, online, walk in counselling, career guidance and placement cell	Model Study Centre Committee	<ul style="list-style-type: none"> ✓ Number of classes, ✓ Placements ✓ Visitors and grievances redressed 	2021	Needs strengthening
Fully Functional Library	<ul style="list-style-type: none"> ✓ Seating and stacking arrangements ✓ Digital library ✓ Referencing ✓ Book Bank 	Library-in-charge	<ul style="list-style-type: none"> ✓ Records maintained ✓ Books/Journals procured ✓ Visitors 	2022	To be maintained
Modern Infrastructure (City Centre)	Eight storied four blocks with learner friendly facilities	Office of VC, Registrar and Finance Officer	Extent of use	2022	To be followed up
Modern Infrastructure (Auditorium and Seminar Halls)	State of the art equipment for benefiting learners and stakeholders	Office of VC, Registrar and Finance Officer	Extent of use	2024	To be followed up
Skill Development Centre	<ul style="list-style-type: none"> ✓ Functional skill Development Centre with monthly plan ✓ Residential facilities for 30 trainees 	Director, GPD School of Vocational and Interdisciplinary Studies	Transfer of learning	2024	To be followed up
Agricultural Hub in Rani Campus	<ul style="list-style-type: none"> ✓ Organic and integrated farming ✓ Nursery ✓ Extension to the adopted villages 	Director, GPD School of Vocational and Interdisciplinary Studies	Extent of use and extension	2025	To be followed up
Guest House in Rani Campus	Environment friendly construction	Registrar	<ul style="list-style-type: none"> ✓ Quality of construction ✓ Extent of use 	2025	To be followed up
Complete automation of Examination Processes	<ul style="list-style-type: none"> ✓ Proctored examination ✓ No offline examination ✓ Scale related advantages. 	Controller of Examinations	<ul style="list-style-type: none"> ✓ Extent of use ✓ Scale benefits ✓ Data base management 	2026	To be followed up

Regional Network	Centre	<ul style="list-style-type: none"> ✓ Procurement of land in select district headquarters ✓ Construction of Buildings with learner friendly infrastructure ✓ Provision of required manpower 	Registrar	Extent of use	2026	To be followed up
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APPENDIX 1

Brief Descriptions of Metrics of NAAC Institutional Manual for OUs

- Metric 1.1.1: Relevance of curricula planned, designed and developed/adopted.
- Metric 1.1.2: New Programmes introduced
- Metric 1.1.3: Revision of Programmes
- Metric 1.1.4: Courses being offered as MOOCs or using OERs.
- Metric 1.1.5: Electronic media and other digital components in the curriculum
- Metric 1.2.1: Programmes being adopted/adapted by other HEIs
- Metric 1.2.2: Implementation of CBCS / ECS
- Metric 1.2.3: Enabling provision for lateral entry for learners
- Metric 1.2.4: Enabling provision for modular approach
- Metric 1.3.1: Institution integrates crosscutting issues
- Metric 1.3.2: Awareness/ soft skills / life skills/value-added courses etc., on offer
- Metric 1.3.3: Learners undertaking fieldwork / projects / internships etc.
- Metric 1.3.4: Courses on employability/ entrepreneurship/ skill development
- Metric 1.4.1: Feedback for design and review of curriculum
- Metric 1.4.2: Action on feedback (feedback collection, analysis and action taken)
- Metric 2.1.1: Increases in enrolment
- Metric 2.1.2: Efforts for reaching the unreached
- Metric 2.2.1: Catering to rural population
- Metric 2.2.2: Reaching out to learners from socially backward categories
- Metric 2.2.3: Reaching out to Persons with Disabilities (PwD)
- Metric 2.2.4: Reaching out to women / transgender learners
- Metric 2.2.5: Reaching out to employed persons
- Metric 2.2.6: Reaching out to Learners from Special Target Group: prison inmates
- Metric 2.2.7: Reaching out to employed persons
- Metric 2.3.1: Development of Self-Learning Material (SLM) in Print
- Metric 2.3.2: Use of Radio for providing instruction
- Metric 2.3.3: Use of telecast / webcast for providing instruction
- Metric 2.3.4: Availability of digitized SLMs for the learners
- Metric 2.3.5: Institutional Mechanism to provide academic counseling support
- Metric 2.4.1: Full-time teachers and other academics in positions
- Metric 2.4.2: Full-time teachers and other academics with Ph.D.
- Metric 2.4.3: Programmes on offer through Collaboration
- Metric 2.4.4: Average percentage of participation of in-house faculty involved in preparation of SLMs
- Metric 2.5.1: Process of conduct of Term-end examination
- Metric 2.5.2: Examination related Grievances
- Metric 2.5.3: Formative Assessment
- Metric 2.5.4: Status of automation of Examination/ Evaluation processes
- Metric 2.5.5: Involvement of external experts in evaluation process
- Metric 2.6.1: Programme Outcomes
- Metric 2.6.2: Completion status of UG and PG degree programmes
- Metric 2.7.1: Online Learner Satisfaction Survey regarding teaching-learning process
- Metric 3.1.1: Policy for promotion of research
- Metric 3.1.2: Research facilities for teachers, other academics and learners
- Metric 3.2.1: Government and Non-government grants for research
- Metric 3.2.2: Research projects funded to teachers and other academics

Metric 3.3.1: Innovative initiatives of the Institution

Metric 3.3.2: Workshops / seminars conducted on innovative practices

Metric 3.3.3: Innovative content developed

Metric 3.3.4: Awards for innovation

Metric 3.4.1: Mechanisms to check malpractices and plagiarism in research

Metric 3.4.2: Ph.Ds and M.Phils awarded

Metric 3.4.3: Research publications per teacher and other academic

Metric 3.4.4: Books and Chapters in edited volumes etc.

Metric 3.4.5: Publications on Distance Education

Metric 3.4.6: Bibliometrics of the publications

Metric 3.4.7: h-index of the Institution

Metric 3.5.1: Policy on Consultancy

Metric 3.5.2: Revenue from consultancy

Metric 3.5.3: Revenue from training/ seminars/ conferences/ etc.

Metric 3.6.1: Extension activities

Metric 3.6.2: Recognition of extension activities

Metric 3.6.3: Collaborative extension and outreach Programmes

Metric 3.6.4: Participation in extension activities

Metric 3.7.1: Collaborative activities

Metric 3.7.2: Linkages with institutions/industries

Metric 4.1.1: Facilities at Institution Headquarters, Regional Centres and Learner Support Centres

Metric 4.1.2: Expenditure incurred for infrastructure augmentation

Metric 4.1.3: Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities

Metric 4.2.1: ICT enabled facilities at HQs

Metric 4.2.2: ICT enabled facilities at RCs

Metric 4.2.3: ICT enabled facilities at LSCs

Metric 4.2.4: Frequency of updating of IT facilities

Metric 4.2.5: Internet Bandwidth at the HQs and RCs

Metric 4.2.6: Facilities for media production

Metric 4.2.7: Transmission facilities at the Institution

Metric 4.2.8: Automation systems

Metric 4.3.1: Provision of Learner Support Services

Metric 4.3.2: Average number of Learners attached to LSCs

Metric 4.3.3: Academic counselling sessions held

Metric 4.3.4: Expenditure on Library

Metric 4.3.5: Library Automation

Metric 5.1.1: Promotional Activities for Prospective Learners

Metric 5.1.2: Pre-admission Counseling Services

Metric 5.1.3: Online Admission and Related Activities

Metric 5.1.4: Dispatch of Study Material to Learners

Metric 5.1.5: Attending to learners' queries

Metric 5.1.6: Academic counselling services

Metric 5.1.7: Addressing learners' grievances

Metric 5.1.8: Special Learner Support Centres

Metric 5.1.9: Financial Support to learners of disadvantaged groups

Metric 5.2.1: Submission of assignments

Metric 5.2.2: Newly enrolled learners registered for term end examination

Metric 5.2.3: Number of learners appeared for term end exam

Metric 5.2.4: Number of learners passed out term end examination
Metric 5.2.5: Placement services provided to the learners
Metric 5.3.1: Alumni Association Involvement
Metric 5.3.2: Facilities for Alumni Engagement
Metric 5.3.3: Contribution of the Alumni Association
Metric 6.1.1: Governance in accordance with Mission and Vision
Metric 6.1.2: Decentralization and participative management
Metric 6.2.1: Perspective / Strategic plan and deployment
Metric 6.2.2: Organizational structure of the Institution
Metric 6.2.3: Implementation of e-governance in different areas of operation
Metric 6.3.1: Welfare measures for teachers, other academics and non-academic staff
Metric 6.3.2: Financial support for faculty development
Metric 6.3.3: Organizing programmes for professional development
Metric 6.3.4: Teachers and other academics attended Professional Development Programmes (PDPs)
Metric 6.3.5: Non- academic staff attending administrative training Programmes
Metric 6.3.6: Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff
Metric 6.4.1: Regular internal and external financial audits
Metric 6.4.2: Mobilization and utilization of resources
Metric 6.4.3: Expenditure on Learner Support Services
Metric 6.5.1: Institutionalizing the quality assurance through CIQA
Metric 6.5.2: Reforming institutional processes
Metric 7.1.1: Initiatives for the empowerment of the marginalized and the weaker sections
Metric 7.1.2: Gender sensitivity at work place
Metric 7.1.3: Disabled friendly amenities
Metric 7.1.4: Green Practices
Metric 7.1.5: Green Campus
Metric 7.1.6: Quality audits on environment and energy
Metric 7.1.7: Code of conduct for different stakeholders
Metric 7.1.8: Core values displayed on website
Metric 7.1.9 Efforts for increasing consciousness about constitutional obligations
Metric 7.1.10: Promotion of universal values and fundamental duties
Metric 7.1.11: Celebration of national festivals etc.
Metric 7.1.12: Transparency in functioning
Metric 7.2.1: Best Practices
Metric 7.3.1 Areas of distinctiveness