INTRODUCTION: CRITICAL QUESTIONS
The following are critical questions that should guide deliberations as participants deliberate on issues relating to their assignments at the workshop. These questions form the basis of the quality assurance parameters of the Distance Education Council. They are derived from carefully considered performance indicators, benchmark statements and their evidences in all aspects of an institution’s functioning.

You would agree with me that such issues, which relate to standards, are very good at the beginning of setting up a distance learning center because they help stakeholders focus on points of convergence. This document is to be used together with the brainstorming document as resource materials for the workshop. The document is to be used in conjunction with the draft ODL policy of LAUTECH and the brainstorming document. Each section is to be produced separately for the relevant workgroup as resource materials. In some cases, additional supplementary materials shall be provided.

WE NEED TO ANSWER THE QUESTION: HOW DO WE ORGANISE AND RUN A DISTANCE LEARNING OPERATION THAT WILL RESPOND TO THE QUESTIONS OUTLINED BELOW.

DISTANCE EDUCATION COUNCIL
The Accreditation by the DEC is of two types, namely, the Institutional Accreditation, and Programme Accreditation.

The Institutional Accreditation will comprise of the following framework of reference regarding distance and online education offerings. Performance
indicators, benchmark statements and their evidences in all aspects of the institution’s functioning.

- Program Design and Development
- Programme Transaction and Delivery
- Student Assessment and Evaluation
- Research, Consultancy and Community Engagement
- Learner Support Services and Progression
- Infrastructure and Learning Resources
- Governance Structure and Leadership
- Internal Quality Assurance Processes
- Innovative Practices

In *Programme Accreditation*, the focus will be on understanding Programme outcomes through the effective use of ODL.

**Criteria for Assessment in Accreditation**

The following six criteria shall serve as the basis of assessment of ODL institutions for accreditation:

**CRITERION I**

INFRASTRUCTURE & HUMAN RESOURCE CAPABILITIES

a. Physical Infrastructure  
b. Facility & Its Maintenance  
c. Decentralized Support Units  
d. Human Resource Capabilities

**CRITERION II**

ACADEMIC PROGRAMMES AND LEARNING RESOURCES

a. Nature and types of programmes  
a. Development of Curriculum and Instructional Design  
b. Development of SLMs  
c. Production of Materials  
d. Academic Audit

**CRITERION III**

LEARNER SUPPORT SERVICES

a. Administrative Support Services  
b. Academic Support Services  
c. Personal Support Services
CRITERION IV
RESEARCH AND CONSULTANCY & EXTENSION
   a. Professional Development of Teachers / Academics
   b. Research Projects
   c. Publications of the University
   d. Activities organized by the Institution
   e. Research Undertaken by Students
   f. Research and Collaboration
   g. Consultancy
   h. Miscellaneous

CRITERION V:
GOVERNANCE
   a. Vision & Mission & Vision
   b. Leadership
   b. Organizational Structure
   c. Administration
   d. Finance
   e. Special Cell

For the purpose of this sensitization workshop, we shall have the following ten (10) workshop groupings to discuss these criteria during the breakout sessions:

1. Organisational Structure / Governance
2. Finance and Revenue Sharing
3. ODL Policy Framework for LAUTECH
4. Course Material Development
5. Technology Options and Infrastructure
6. Learner Support
7. Staffing, Human Resources and Professional Development
8. Quality Assurance
9. Academic Programmes, Regulatory Adjustments and Learning Resources
10. Partnership Models/ Stakeholder Relationships
WORKGROUP 1

Organisational Structure/Governance

a. Vision & Mission
Does the institution have a vision and mission statements and a vision?
   1. Does the mission statement define ODL?
   2. Are the institutional vision and mission goals in conformation with the Act/MoA of its existence?
   3. Does the mission statement define the institution’s distinctive characteristics in terms of addressing the needs of the society?
   4. Are the goals and objectives of the institution made known to the various stakeholders?
   5. Are the future plans of the institution in conformation with its vision statement?

b. Leadership
   1. Is the leadership system well established in the institution with clear cut functions and powers vested in the head of the institution?
   2. Are there various statutory bodies to decide policy matters of the institution such as recruitment, promotion, approval of the programs and their implementation?
   3. Is there provision in the statutes in terms of frequency of meetings to be held of such statutory bodies?
   4. Does each statutory body along with others; have representation from society, faculty, students etc.?

c. Organizational Structure
   1. Does the institution have an organizational structure based on the systems and subsystems of the ODL system?
   2. Does the institution follow a decentralized system of functions?
   3. Have the roles, functions and powers of all systems been clearly defined?
   4. Are there internal monitoring and coordination mechanisms among various systems and subsystems?
   5. Does the institution have an academic calendar and is there a monitoring mechanism to realize it?
d. Administration

1. Are the roles and responsibilities of head of the institution / Registrar / Director / Officers of the institutions clearly defined?
2. Is the multifaceted role of the teachers and academics in the ODL system properly defined in the Act/MoA?
3. Does the institution have a policy with regard to the ratio of academic, non academic and technical staff?
4. Are the role and responsibilities of non-academic and technical staff clearly defined?
5. Does the institution have a clearly stated policy in place for undertaking social welfare activities and is there a separate full-fledged department?
6. Do the social welfare activities of the institution enlist enthusiastic involvement and response from the society in general and neighborhood in particular?
7. Does the institution have a perspective plan for institutional development?
8. Are the various Departments/Divisions involved in the process of implementation of the plan?
9. Does the institution have a separate Planning and Development Department?
10. Are monitoring mechanisms developed for evaluating the implementation of the perspective plan of the institution?

WORKGROUP 2

Finance and Revenue Sharing

1. Is there is a proper system for maintaining income and expenditure statements for each financial year?
2. Does the institution have a policy with regard to allocations of funds under difference heads?
3. Is the operating budget of the institution adequate with reference to its infrastructure and learning resources?
4. Are there any mechanisms for mobilizations of funds from other agencies?
5. Are the various sources of income systematically recorded?
6. Is there a time frame for processing bills and amount to be recouped and disbursed?
7. Are there proper accounting procedures followed by the institution?
8. Are the accounting procedures computerized?
9. Are the accounts been audited regularly?
10. Does the institution have a mechanism for internal and external audit?
11. Is there a system of investments for short term financial gains?
12. Are fee receipts and funds disbursement computerized?
13. Are there norms for proper fee structures?
14. Is there any provision of scholarship fee for reimbursement for disadvantaged groups?
15. Does the fiscal policy of the institution give due consideration to financial support schemes for economically disadvantaged learners?
16. Does the institution maintain systematic records regarding the different funding schemes?
17. Is there ample evidence indicating that a large number of learners have benefited from the financial aid schemes implemented by the institution?

WORKSHOP GROUP 3

ODL Policy Framework for LAUTECH
1. Is the Institution using different academic standards and admission requirements for ODL?
2. Is the Institution using any policy on ODL course material development and delivery?
3. What is the policy of the institution on laboratory and library access for ODL courses?
4. What is the policy of the institution on open educational resources (OER)
5. What is the policy of the institution on learner support
6. What is the policy of the institution on staff development
7. What is the policy of the institution on student assessment and evaluation techniques?
WORKSHOP GROUP 4

Course Materials Development

Development of Student Learning Materials (SLM)

1. Is there a house style, with regard to adoption of terminology, length of course and unit, number of credits and design of the unit?

2. Does the design include ample advance organizers/ access devices, learner activities, illustrations and explanations for the learners to progress through the course smoothly and achieve autonomy in managing his/her learning?

3. Have the contents been arranged in a sequence and presented using appropriate media that optimizes learning?

4. Has sufficient study guidance given to enable the learner to smoothly navigate through the course materials?

5. Are there learning objectives clearly stated in behavioral terms for each program, course and unit?

6. Does each Block and Unit have its own structure?

7. Is the layout design uncluttered and visually attractive?

8. Is there sign posting?

9. Is the tone and style friendly and informal?
10. Is the text readable, fluent and unambiguous?
11. Is it relevant to the needs of the learners?
12. Is the tone ‘involving’ wherever possible, through the use of active language like “I”, You”, “We”, etc.?
13. Is the material broken down into manageable chunks?
14. Has the content been sequenced properly from simple to complex?
15. Are there sufficient illustrations to make the materials visually interesting?
16. Are all the illustrations self-explanatory with proper captions or properly labeled?
17. Are they directly connected / linked to the text?
18. Are they useful for the learner by simplifying difficult concepts?
19. Is there an introduction to each module (block) as well as to each unit?
20. Does the introduction alert students to the way the materials are designed?
21. Is the introduction interesting and stimulating / helping the learner recall his/her prior learning?
22. Are there clear and useful summaries or reviews?
23. Are there dedicated spaces for learners to write things into the material/notes?
24. Are there sufficient Self-Assessment Questions (SAQs)?
25. Are there other activities?
26. Are there responses to SAQs and activities?
27. Are instructions given for answering the SAQs?
28. Is it a multimedia package including print, audio, video, CD, computer etc.? \ 
29. How is the learner expected to use the various media?
30. Does the learner know how and when to use the multimedia?
31. Is it enjoyable / interesting for the learner to watch / listen / use it?
32. How useful is it to the learners in achieving the program objectives?
33. How is its usage planned i.e., through individual profession or through usage in groups at study centers?
34. Is evaluation built into the material at appropriate places?
35. Are the tasks clear and unambiguous?
36. Are the questions and tasks inviting and application oriented?
37. Has learner evaluation been planned for both formative and summative evaluation to ensure achievement of desired knowledge levels, skills and competencies?
38. Is there enough time given to the students to attempt the assignments?
39. Collectively do the various methods of evaluation collectively test the student’s achievement of the desired objectives?
40. Are the assignments being used for two-way communication and feedback on progress through fixation of a turn around time?
41. Are the SLMs (print, audio, video, etc.) ready before the program has been announced?
42. Have the mechanisms for material distribution been worked out?
43. Have the study centers been identified?
44. Have the academic counsellors been identified and appointed?
45. Have publicity measures been finalized before launching of the program?
46. Have the modes of publicizing the program been identified?
47. Have the student registration details been finalized?

Production of Materials
2. Are there clear policy guidelines for production of study materials?
3. Is there coordination among academic and other Schools/Branches for developing and producing materials?
4. Is there a separate Division/Branch for production of materials/learning resources?
5. Is there suitable infrastructure for storage of materials before dispatch?
6. Is the technical equipment/infrastructure updated from time to time?
7. Are there guidelines and procedures for identifying of printers or other production personnel like web designers audio/video production professionals etc?
8. Are there well-planned schedules for the stages of the production process?
9. Are the schedules planned and communicated well in time?
10. Are the personnel trained to carry out the production process?
11. In the case of printed materials is there a policy for selection and procurement of paper?
12. Are the guidelines for printing related to format and layout?
13. Are Distance Education principles kept in mind while deciding format and layout?
14. Does the institution have own printing facility or is it outsourced?
15. Is there a policy for empanelment of printers?
16. Are there norms laid down for payment of print production?
17. Are there guidelines for development and production of audio/video programs in-house/outsourcing?
18. Are there guidelines for development and production of web based programs?
19. Are there accepted standards for cover design for different levels of programs?
20. Is there a graphic design unit or the task is outsourced?
21. Is preview/pilot testing carried out before production of learning resources/materials?
22. Does the institution have mechanisms for monitoring the pre and post production processes?

WORKSHOP GROUP 5

Technology Option and Infrastructure

ICT Facility & Its Maintenance
1. Is the institution utilizing appropriate technology for; administrative purposes; academic purposes; providing instruction, supporting its target audience and office management?
2. Is there a system for maintenance of computers and other such equipment of ICT?
3. Has the institution made provision for distance learners to use ICT and other technology?
4. Are sufficient funds allocated for procuring and maintaining infrastructure and equipment?
5. Are guidelines framed by the institution for procurement and purchase of equipment?

Technology Enabled Teaching Learning Practices

1. Has the institution developed curriculum for equipping the learners with IT skills to make them global citizens?
2. Has the institution adopted technologies for promoting teaching – learning and supporting the learners?
3. Has the institution provided technological interface to enhance the learning capabilities of the learners?
4. Has the institution connected all its offices through LAN/WAN, etc and developed strong databases to support online operations and decision making?
5. Has the institution developed technology based learning resources to augment the learning?
6. Has the institution taken initiatives for technology based: admissions, curriculum transaction, evaluation, and learner support?

**Infrastructure**
1. Is the institution well endowed in terms of physical infrastructure?
2. Are infrastructure facilities available for administrative, academic, co-curricular activities, production, storage, housing etc?
3. Has the institution augmented its infrastructure to keep pace with academic growth?
4. Are the buildings user-friendly particularly for the differently disabled?
5. Is there a separate department for maintenance and repair of infrastructure and equipment?
6. Is the infrastructure optimally used?
7. Are the infrastructural facilities suitable / adequate from the point of view of delivery of programmes on offer and reaching out to the target audience?

**WORKSHOP GROUP 6**

**Learner Support Services**

a. **Administrative Support Services**

Public Information
1. Does the institution have comprehensive up-to-date publicity materials?
2. Does the institution have well documented profiles with facts and figures, demographic profile of learners, success rates etc?
3. Does the institution have detailed separate prospectus for each program?
4. Does the institution have an academic calendar for each academic program?
5. Is there provision for communication of the learner satisfaction index in the public domain?
6. Are there adequate mechanisms for the use of multiple media for information dissemination in place?
7. **Does the institution have its own interactive website?**

**Registration**
8. Are the criteria for admission to the different academic programs in keeping with mandate of the institution?
9. Does the institution have a policy for providing learner mobility across institutions at the State, national and international levels?
10. Are there appropriate mechanisms to ensure that registration activities adhere to pre-determined time schedules and are widely publicized?
11. Is there provision for walk-in/spot admission?
12. Are admission procedures simple and learner friendly?
13. Does the institution give due consideration to ‘openness’ and ‘flexibility’ in the admission process?

**Delivery of SLMs**
14. Is the information regarding dispatch of course materials clearly communicated to the learners?
15. Is a complete inventory of the course materials to be dispatched to learners available?
16. Are updated records regarding requirements and actual material deliveries executed, maintained by the institution?
17. Are monitoring systems in place for ensuring adherence to a schedule with regard to material dispatch?
18. Are appropriate mechanisms available for replacement of faulty/damaged materials?
19. Are multiple channels for delivery of SLMs (including web based delivery) in place, taking into account learner’s convenience?

**Support at HQs, Regional Centres and Study Centres**
20. Are help desk services, inquiry counters, information kiosks etc. available at all times at HQs/Regional/Study Centres?
21. Are the learners clearly informed in advance about the counselling schedules at the Study Centres?
22. Are physical facilities (furniture, laboratories, equipment, rooms, seating arrangements, etc.) provided to the learners at the Study Centres in accordance with the norms prescribed by the institution?

23. Are the technological support offered to the learners (computers, internet facilities, A/V viewing, etc.) as per the requirements specified by the institution?

24. Does institution ensure optimum utilization of the infrastructural facilities provided to the learners?

Conduct of Examinations

25. Does the institution prepare an examination schedule at the beginning of the academic session?

26. Does the institution take special steps to ensure fair, smooth and timely conduct of examinations and declaration of results?

27. Are arrangements made at all the delivery points for learners to get the required information/documents (e.g. Hall tickets, Seat Nos., etc.) prior to the conduct of an examination?

28. Are the seating arrangements and appointment of examination supervisory staff strictly as per the norms prescribed by the institution?

29. Is the use of computerized and other technological support adequately demonstrated in all the examination-related processes?

30. Are arrangements made to ensure timely and error-free results and to communicate these through different modes (e.g. on the web, through SMS, etc.)?

31. Are there security features in the degree/diploma/certificates to avoid forged certification?

32. Is the Convocation held as an annual feature and learners are provided with facilities for issue of need-based provisional certificates, migration certificates, etc. in a timely manner?

Record Maintenance

33. Is appropriate and suitably designed computer software in place for maintaining accurate and updated learner data?

34. Are all important documents pertaining to learners (e.g. registration information, progress records, attendance records, finance-related information, important inquiries / suggestions / complaints, etc.) systematically maintained?
b. Handling of Financial Matters

1. Has the institution a well-developed system for monitoring the financial transactions between the learners and the institution?
2. Is the mode of payment required from learners one that is simple and easy to operate. (E.g. Use of bank receipts, online payment facilities, etc.)?
3. Are the learners informed well in advance regarding the financial procedures to be followed?
4. Are queries regarding fees, payment of dues, etc. from learners promptly resolved?

C. Academic Support Services

Academic Counselling

1. Has the criteria for the selection / appointment of academic counsellors been clearly laid down and followed by the institution?
2. Do the learners have easy access to competent counsellors at the Study Centres?
3. Are counselling strategies planned on the basis of sound pedagogic considerations?
4. Are counselling schedules carefully planned based on learner convenience?
5. Are mechanisms for monitoring the academic counselling services at the Study Centres in place?
6. Are group based and individual based (including web based) interactive tutor support facilities provided to the learners?

Hands-on exposure / skill training (Field Visits, Lab. Experiments, Projects, Mock exercises, etc.)

7. Are there norms and procedures for the conduct of practicals?
8. Are manuals provided to the academic counsellors for the conduct of practicals?
9. Are infrastructural requirements (including human resources) for the conduct of practicals clearly defined?
10. Are schedules for the conduct of practicals prepared and intimated to the learners well in advance?
11. Are mechanisms for monitoring of practicals at the respective Study Centres in place?
d. **Technology-based learner support**  
(Non-print, offline learning (Audios, videos, CDs, CBTs, etc.), Web-based online learning (Discussion Forums, Chat groups, etc.) and satellite-based learning support (Using EduSat), mobile learning (e.g. sms, im))

1. Does the institution have a clearly documented policy regarding technology-based learning?
2. Are the personnel adequately sensitised and oriented towards the use of technology?
3. Does the institution utilize the latest technology based resources and does it regularly update them?
4. Are the academic counsellors at the Study Centres fully equipped and well-oriented to provide technology-based learning support to the learners?
5. Are learners encouraged to use different modes of learning for maximum benefit from multi-channel learning?

---

e. **Evaluation Services** (Tests, assignments, quizzes, examinations, etc.)

1. Does the institution have a well-developed learner evaluation policy document and manual?
2. Are there mechanisms to monitor the progression of learners?
3. Is the evaluation methodology, evaluation scheme and schedule made clear to the learners at the start of the academic programme?
4. Does the institution implement examination reforms from time to time (e.g. use of question banks, inclusion of continuous assessment, grading, on demand, online examinations etc.)?
5. Is importance given to the development of reliable and valid evaluation tools (tests, assignments, examinations, etc.) that match the programme objectives and the learner level?
6. Are procedures and criteria for the appointment of paper setters, examiners and moderators clearly laid down and are strictly followed?
7. Are special steps (e.g. model answers/keys, marking schemes, moderation mechanism) taken to ensure objective assessment of performance of learners?
8. Is the use of ICTs made an integral component of the learner evaluation system?

9. Are mechanisms for giving prompt formative feedback to learners in place?

10. Are adequate measures taken for keeping a minimum turn around time for assignments evaluation and providing feedback to the learners?

f. Allied academic support services
   1. Is remedial instructional support provided for the weak learners?
   2. Is provision for the development of self-learning skills, soft skills, employability skills, etc. made available to the learners?
   3. Are alternative facilities (e.g. opportunity for listening to recorded sessions, etc.) provided to learners who miss some face-to-face counselling sessions?

g. Library facilities
   1. Are the learners provided with adequate library facilities and reading room services at HQ/RCs/SCs?
   2. Are the resource materials available in the libraries systematically arranged and properly catalogued?
   3. Is special care taken to ensure that library facilities are easily accessible to the learners based on their convenience?
   4. Are the resource materials available in the library relevant, academically useful and regularly updated?
   5. Do the library services made available to learners use computerized system and the latest technologies (e.g. e-library services)?

h. Training
   1. Are detailed Guides or Handbooks developed and provided to the academic counsellors?
   2. Does the university have a separate training unit for capacity building of learner support staff?
   3. Are orientation, refresher, and specialized professional training programmes regularly held for learner support staff at Study Centres and Regional Centres?
4. Are induction / Orientation programmes for orienting the learners to the Distance Education system regularly held at the Study Centres?

i. **Personal Support Services**
   **Pre-admission Counselling and Career Guidance**
   1. Has the institution a well-conceived system for providing pre-admission counselling to potential learners?
   2. Are appropriate materials and trained human resources available to take care of pre-admission counselling?
   3. Is the general public properly informed about the pre-admission counselling services provided by the institution?
   4. Has the institution taken proactive steps to offer guidance to learners regarding career choice?
   5. Is there adequate evidence indicating that pre-admission counselling and career guidance facilities are being used by a large number of learners?

**Grievance redresses**
6. Has the institution a formally established Grievance Redresses Cell?
7. Are policies and procedures for handling learner complaints well-defined?
8. Are all documents pertaining to Grievance Redresses carefully maintained?
9. Are grievances handled within the prescribed time frame?
10. Are mechanisms for monitoring the activities of the Grievance Redresses Cell in place?

**Support to Learners with special needs (visually impaired, physically handicapped, etc.) and marginalized learner groups (rural and tribal learners, women, prison inmates, etc.)**
11. Has the institution a well-framed policy for expressing social sensitivity to learners with special needs and marginalized groups?
12. Are the socially-oriented schemes well-advertised so as to provide the maximum possible learning support to those in need?
13. Is there a large number of beneficiaries for the socially-oriented schemes implemented by the institution?
Development of special talents and skills (Sports, cultural events, etc.)
14. Are special incentives (awards, scholarships, etc.) provided to give recognition to outstanding achievements in sports, extra-curricular activities, etc?
15. Are proactive measures taken by the institution to provide opportunities for skill / talent development in specialized areas?

Alumni Association activities
16. Does the institution have a formally established, officially registered Alumni Association?
17. Does the Alumni Association meet at regular intervals and undertake a number of drives and initiatives?
18. Are the contributions made by alumni for the overall development of the institution recorded?
19. Is an exhaustive database of past learners maintained by the Alumni Association?
20. Are the success stories of the Alumni regularly published?
21. Are the activities of the Alumni Association coordinated and monitored by a specially designated official and is a separate office for the same available?

Placement Services
22. Does the institution have a formally established Placement Cell?
23. Does the Placement Cell have full-fledged staff and facilities to take care of placement requirements?
24. Has the institution developed linkages/tie-ups with industry / potential employers, etc?
25. Does the Placement Cell motivates learners towards self-employment and undertakes initiatives like holding special camps for placements?
26. Has the institution ample evidence of successful placements of its learners?

j. Equity & Access
1. Has the institution taken special measures/strategies to reach out to the disadvantaged, women, SC/ST/OBC, weaker sections, marginalized sections, differently-abled etc?
2. Has the institution developed a policy for assessment of prior learning?
3. Has the institution provided bridge courses to the educationally disadvantaged?
4. Has the institution adopted inclusive practices to provide access to students from the socially and economically backward sections of the society, residents of rural, remote, backward and tribal areas?
5. Have any specific strategies been adopted for facilitating the learning of the marginalized/weaker sections, disadvantaged, women differently-abled etc?
6. Has the institution adopted any specific strategy to promote the development of the persons from rural tribal and remote areas?
7. Has the institution taken any special measures to achieve gender balance amongst staff/learners?

k. Special Cells
1. Does the institution have special cells for SC/ST/OBC, Physically Challenged, Sexual Harassment against Women, Defence personnel, etc?
2. Are these cells located at the HQs and also at Regional Centres and Study Centres as well?
3. Is there Grievance Redress Cell for employees and learners? How effective is it?
4. Is there a Welfare Cell for learners and employees? How effective is it?

WORKSHOP GROUP 7

Staffing, Human Resources and Professional Development

1. Is the institution well endowed with the required qualified faculty at different levels and disciplines?
2. Is there adequate technical/skilled non-academic staff or, at different levels?
3. Does the institution follow the government policy with regard to recruitment of persons from different sections of society?
4. Are the UGC norms being followed with regard to recruitment and pay scales?
5. Are the staff members adequately trained in ODL methodology?
6. Have the staff members both academic and non-academic been trained in the use of various technologies including ICT?
7. Is a policy for staff development being followed?
8. Is there a separate department for training and staff development?
9. Does the institution provide library and lab facilities for its faculty?
10. Does the institution provide special facilities to the SC/ST/OBC, Women and differently-abled / physically challenged employees?
11. Does the institution have a self appraisal method of evaluation of performance of its faculty and staff?
12. Does the institution provide any incentive to the staff for professional growth and self development?

WORKSHOP GROUP 8

Quality Assurance

Academic Audit
1. Is there a quality assurance Division/Centre in the institution?
2. Is there a formal policy for academic audit?
3. Are there procedures in place for academic audit?
4. Is there a prescribed shelf life for programs?
5. Is there a policy for revision and updating of programs?
6. Are there mechanisms for obtaining feedback from different stakeholders?
7. Has the feedback been used for making changes in the curriculum and program design?
8. Has the academic audit been used for improving the methodology of teaching, learning and evaluation?

Quality Assurance System & Practices
1. Has the institution taken any special/specifc quality enhancement measures with reference to: curricular aspects, learner support services, research extension and consultancy, governance, infrastructure and human resources?
WORKSHOP GROUP 9

Academic Programmes, Regulatory Adjustments and Learning Resources

Nature and Types of Programmes

1. Have the programmes been developed keeping in mind:
   - Mission/Goals of the institution
   - Linkage with industry and the world of work
   - Special target groups
   - Knowledge and Enrichment
   - Social Needs & Community Development
   - Rural Development
   - National Development
   - Globalization
   - Skill Development/Training

2. Have the programmes been developed:
   - In-house Developed
   - Adopted
   - Adapted
   - Translated
   - Transcreated

3. Do the programmes follow?
   - Modular Approach
   - Multi-disciplinary approach
   - Hands-on training/skill based approach
- Work place based approach
- Bridge course approach
- Mix of the above

4. Do the programs have flexibility with regard to:
   - Entry and exit
   - Time and pace
   - Place of study
   - Choice of courses

5. Do the programs have scope for?
   - Horizontal mobility
   - Lateral Entry
   - Credit Transfer
   - Credit Accumulation

6. Do the programs conform to the nomenclature prescribed by NUC and other regulatory bodies?
7. Are the programs approved by apex statutory bodies/councils?
8. Is there a policy and mechanism for identifying new programs?

b. Development of Curriculum and Instructional Design
1. Are there well laid out processes/mechanisms for design and development of academic programs?
2. Does the process have the provision for inclusion/involvement of external experts/agencies?
3. Has the institution conducted need analysis before introducing new programs?
4. Are the academic standards laid down for the development of programs in keeping with the expected outcomes and matching with the level of the programs?
5. Are the academic benchmarks laid down/ prescribed by the statutory/apex bodies met?
6. Have the programmes been developed in collaboration with outside agencies / organizations / collaborating institutions?
7. Do the programs follow a credit-based system as prescribed by NUC?
8. Does the policy for transfer of credits follow NUC norms?
9. Are the principles of instructional design followed?
10. Are there clear provisions for funding, human and infrastructural resources for different design elements?
11. Is the instructional design learner-centered with adoption of appropriate media for providing instruction as well as learner support?
12. Is the curriculum for various programs up-to-date?
13. Does the curriculum reflect the spirit of “think globally and act locally”?
14. Have the programs been systematically devised in terms of courses and units covering both theory and practicals?
15. Has lab work, field work, hands-on training, work place based training, projects, seminars, etc. been incorporated to fulfil the intended outcomes of the programs?
16. Is there adequate coverage of content in accordance with the level of the program?
WORKSHOP GROUP 10

Partnership Models/ Stakeholder Relationships

Stakeholder Relationships
1. Does the institution have a mechanism to involve stakeholders in planning, implementing and evaluation of its academic programmes?
2. Has the institution taken up any special measures to elicit the support and development of its neighborhood communities?
3. Has the institution made special efforts to promote social responsibility and citizenship roles amongst its learners?

Decentralized Support Units (Regional Centres & Study Centres)

1. Does the institution follow a definite policy of establishing decentralized support units?
2. Are there guidelines for establishing decentralized support units like Regional Centres and Study Centres?
3. Are the administrative and academic structures at these units clearly defined?
4. Is the minimum infrastructure at the units clearly defined?
5. Are the activities of the decentralized support units clearly spelt out?