Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

2023-2024

Contents

Part – I: General Information

1.1   Date of notification of the Centre (attach a copy of the notification):

Click Here

1.2   Details of Director, CIQA

- Name   Dr. Manoranjan. Pon. Ram
- Qualification: Ph.D   B.E., PGDM, MMM., Ph.D.
- Appointment Letter and Joining Report: Upload (PDF)
  (Appointment Order) &   (JR)   Click Here

1.3   Details of CIQA Committee:

    a.   Composition as per Regulations

S.No	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. C. Muthamizhchelvan Vice Chancellor ,SRMIST	Science & Humanity	04/01/2019
b.	Three Senior teachers of HEI	Member 1	Dr.A.Duraisamy Dean	Science & Humanity	16/09/2021
		Member 2	Dr. Shivganesh Bhargava	Management	20/05/2023
		Member 3	Dr.C.Lakshmi HoD	Engineering & Technology	20/02/2021
		Member 4	Dr.Rajagopal Advisor	Distance Education	04/01/2019
c.	Head of the three departments	Member 5	Dr.S.Tamilarasi HoD	Commerce	16/09/2021
		Member 6	Dr. S. Albert Antony Raj Deputy Dean i/c	Computer Application	16/09/2021
		Member 7	Dr. A. R Krishnan HOD	Department of Business Administration	16/09/2021

d.	Two external experts of ODL and /or Online Education	Member 8	Dr. S.N. Geetha Director	Distance Education	20/02/2021
		Member 9	Dr. S.Aravindhan Director	Distance Education	27/02/2023
e.	Officials from department of HEI	Member 10	Dr.D.Antony Ashok Kumar Deputy Registrar	Administration	20/02/2021
f.	Administration Finance	Member 11	Mr.V.Ramanujam Assistant Registrar	Accounts	20/02/2021
g.	Director,CIQA	Member 12	Dr.Manoranjan Pon.Ram Director	Online & Distance Education	04/06/2020
h.	Additional Member	Member 13	Prof. G. Augustin Pandian Dean	IQAC	04/01/2019

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

If No, reason thereof

Yes

1.4   Number of meetings held and its approval: 02

a. No. of meetings held every year:02

b. Meeting details:

Meetings	Date-Month- Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	12 – 12-2023	2	Uploaded	Uploaded
Meeting 2	6-06-2024	2	Uploaded	Uploaded

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

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

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-	No. of Learner Support Centre	Number of students admitted (Male/Female/Trans-gender)

							MM-YYYY) of HEI/Regulatory authority (if required)	Operationalized as per territori al jurisdiction*/ Off Campus	M	F	TG	Total
1.	-NA-											

*Not for Private University

Note: Mention details separately for ‹M*onth, Year*›academic session, as applicable, as above.

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

From ‹M*onth, Year*› academic session:

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

*Not for Private University

Note: Mention details separately for ‹M*onth, Year*›academic session, as applicable, as above.

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

From ‹M*onth, Year*›academic session: TO BE EXTRACTED FROM WEBPORTAL

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

*Not for Private University

Note: Mention details separately for ‹M*onth, Year*›academic session, as applicable, as above.

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

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

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.) P.A	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	B.COM-G	3	99	Pass in 12th STD / 10th STD + Dip (3 years)	6000			22	14	-	36
2	BBA	3	98	Pass in 12th STD / 10th STD + Dip (3 years)	6000	**DEB UGC F.No.74-2/2018 (DEB-I) dated 8 May 2019**	Headquarter	84	27	-	111
3	BCA	3	113	Pass in 12 or diploma, with Mathematics / Statistics as one of the subjects.	10000			70	27	-	97

*Not for Private University

Note: Mention details separately for <M*onth, Year*>academic session applicable, as above.

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

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

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	M.COM	2	64	Any graduate.	8,000	**DEB UGC F.No.74-2/2018 (DEB-I) dated 8 May 2019**	Headquarter	25	22	-	47
2	MBA	2	102	A graduate with 50% marks and 45% marks for SC/ST.	30000			563	367	-	930
3	MCA	2	80	Any graduate with minimum 50% in UG , with Mathematics / Statistics as one of the subjects	30000			121	42	-	163

*Not for Private University

Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

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

    2.1   Action taken on the functions of CIQA:-

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	The goal of SRMIST ODL is to provide individualized learning support, which is regarded as essential to high-quality services. Therefore, it is recommended to have access to academic advisers or mentors in addition to having one-on-one virtual contacts with instructors in order to create a supportive learning environment. In order to meet the unique demands and speed of each learner, a variety of learning tools are offered to them, including interactive modules, videos, and e-books that may be tailored to suit different learning styles. Furthermore, peer cooperation is sparked through discussion boards and group initiatives. Learner progress is fuelled by rigorous assessments, including as quizzes, projects, exams, and assignments, which are backed by precise grading guidelines and helpful feedback.	Click Here
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	The SRMIST ODL process makes it easier to identify novel ideas, streamline administrative procedures, and match educational practices with changing pedagogical trends. These provide an environment of continuous improvement by guaranteeing a flexible response to the needs of the learners. The SRMIST ODL is updating the self-learning materials in compliance with the SLM Policy and redesigning the SLM Format as part of continuous improvement and in compliance with the UGC-DEB ODL Regulations-2020 in order to attain quality in all aspects. The SLM's quality has been monitored by SRMIST ODL's CIQA. Furthermore, SRMIST ODL implemented the CBCS design for all undergraduate and graduate programs, employing a semester-based framework.	Click Here
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	The standard in the field of Open and Distance Learning (ODL) is determined through a cooperative effort including several parties. In order to create successful teaching strategies appropriate for online learning environments and match curriculum content with learning objectives, faculty members and instructors contribute their subject expertise and pedagogical insights. In order to ensure a customized and inclusive	Click Here

		learning experience, learners' insightful feedback on course content, instructional techniques, and support services is crucial in identifying strengths and areas for development. Furthermore, by using instructional design principles to provide interesting and learner-centered course materials, instructional designers work in tandem with faculty members to achieve successful learning outcomes. Administrative staff streamlines procedures and upholds organization while managing operational concerns. Experts in quality assurance create assessment frameworks, carry out audits, and analyze data to guide improvement plans. The experience of educational technologists in utilizing technology to improve instructional quality and student engagement is valuable.	
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	The teaching pedagogy is comparable to traditional teaching and adheres to UGC guidelines to maintain at least 80% of the regular curriculum's relevance. It emphasizes a student-centered approach that fosters learner independence through interactive teaching strategies and instructional design techniques embedded in course materials.	Click Here
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	The SRMIST ODL established a Student Grievance Redressal Cell to address the various kinds of student complaints. A branch of inquiry dedicated to addressing and resolving student issues has been formed by the SRMIST. Pupils can choose to email or file concerns in person. Make arrangements for employers, students, and other stakeholders to provide input on institutional processes linked to quality. Establish quality criteria for the administrative and academic operations of the SRMIST-ODL. Obtain data on various quality standards, metrics, and best practices for quality assurance from other universities. Various university bodies include representation from students, alumni, faculty, business experts, etc.	Click Here

| 6. | Measures suggested to the authorities of Higher Educational Institution for qualitative improvement | The following actions are recommended to raise the caliber of ODL programs, improve students' educational experiences, and establish the college as an ODL leader. Ongoing Faculty Education: Give faculty members ongoing training and chances for professional development so they may improve their abilities to teach online, adjust to new technology, and keep current with ODL best practices. Superior Course Architecture: Make sure your online courses are dynamic, interesting, and learner-centered by applying strict instructional design standards. Encourage academic staff to create courses that integrate a variety of learning tools and are in line with learning objectives. | Click Here |
| 7. | Implementation of its recommendations through periodic reviews | In order to keep improving its programs, SRMIST-ODL has a solid structure in place for obtaining input from stakeholders. The SRMIST-ODL conducts self-evaluations on a regular basis, and the outcomes are utilized to improve the protocols, practices, and ultimately the program's quality. The ERP has the ability to download fee receipts, process payments online, and submit inquiries at the leaner end. The office workers can download more dynamic reports and see the SLM dispatch status to guarantee prompt delivery. To strengthen the overall administrative and academic activities, different coordinators are allocated tasks and responsibilities on a rotating basis. After COVID-19, online instruction resumed in an effort to increase PCP participation. A small percentage of external experts are involved, and guest lecturers are encouraged to advance knowledge. The NDL library's resources are heavily utilized to support the entire program in order to gather more information. | Click Here |

8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	ODL faculty members receive specialized training in order to uphold high standards in course delivery and thereby improve student achievement. The following topics are the main emphasis of the webinars and training: Recognizing the needs and expectations of students enrolled in remote education Teaching strategies that promote student achievement and engagement ● Active learning integration, such as group projects, forums, and case studies ● An orientation to ODL course delivery that emphasizes the viewpoints of distant learners Additionally, training on ODL capabilities, customer service interactions, record maintenance, and technological advancements was given to the supporting staff. Furthermore, it is recommended that faculty members participate in workshops, seminars, and symposiums hosted by recognized institutions.	<u>Click Here</u>
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	Create a learner-centric environment rather than an institution-centric one. With the aid of the help desk and student support division, we are sharing information for quality assurance with all stakeholders. Develop and implement innovative practices in major areas that lead to quality enhancement in services to the learners. Furthermore, SRMIST-ODL employs the techniques listed below to guarantee quality across the board in all of its endeavours. The results of the students are unquestionably evidence of how well our educational system teaches them. As a result, the curriculum is revised in response to student comments and performance. ● SRMIST-ODL gives its students the chance to learn new things since it helps them develop personally and helps the students to apply their knowledge gained in the classroom in real time.	<u>Click Here</u>
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the	Coordinate SRMIST-ODL accreditation and recognition while maintaining an annual report detailing quality assurance procedures. Through participation in meetings and suggested	<u>Click Here</u>

	programme(s).	corrective activities, the CIQA gathers, compiles, and disseminates accurate, comprehensive, and trustworthy statistics about the quality of the programs to the UGC through the DEB portal and to the institution. The statutory authorities or entities of the Center for Internal Quality Assurance receive annual reports detailing the organization's activities. Students provide feedback via the interface on the operations of ODL programs, its procedures, and other elements. Based on the analysis of the feedback, the appropriate quality-improvement/enhancement measures are subsequently carried out. Relevant information is provided through the prospectus, website, newsletter, announcements on many channels, etc.	
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	All of the programs offered through open-distance learning have programme project reports that have been developed and are regularly assessed for modifications that take stakeholder feedback into account. The Programme Project Reports (PPRs) prepared for ODL programs contain the following information: The program's goals and mission; its applicability; the nature of its potential target audience; its suitability for open and distance learning in order to acquire particular skills and competencies; its instructional design; the admissions process; curriculum transactions and evaluations; the need for laboratory support and library resources; the program's estimated cost and related expenses; the quality assurance mechanism; and the anticipated results of the program. PPRs are accepted by the university's Academic Council after being examined by CIQAC. Information about programs is available for prospective students and other interested parties on the official SRMIST ODL website.	Click Here
12.	Mechanism to ensure the proper implementation of Programme Project Reports	Learner support activities and the academic timetable are used to carefully implement the Programme Project Report. The website's distribution of the program project report helps students comprehend the expected academic	Click Here

		obligations because it provides comprehensive information on the curriculum, standards for course delivery, assessment procedures, and methods of instruction. They may easily map the eligibility requirements and finish the online admission process thanks to the admission method. Exams at the conclusion of the semester and internal assessments are used to gauge the learning objectives.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	In order to strengthen the overall major agenda of distance education, enrich the teaching and learning process, and grow its operations, the SRMIST ODL plans its annual activities in accordance with academic and administrative elements. Every year, the Directorate of Distance Education releases an annual report that serves as a record of all its actions and the foundation for assessing the success of its annual programs. During statutory meetings, the necessary improvements for each activity are listed in order to be further enhanced.	Click Here Click Here Click Here
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	To ensure that the programs it offers are relevant to the country's economy, represent the institution's strategic orientation, and offer a high-quality, value-added learning experience, SRMIST-ODL has an efficient and comprehensive academic planning procedure in place. The institution has enough infrastructure, other support staff, and teaching personnel to ensure that the curriculum is kept up to date and that its goals are realized. Data science electives and modern programming skills are added to to meet the demands of the today industry.	Click Here
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Due to the learners' remote location, learner-centred pedagogy is essential in distance learning. The directorate continuously works to create learner-centric environments by examining a range of research studies and internal system inputs. Feedback from students, academic advisors, and the SLM review expert group provides the foundation for future study aimed at making changes. The active learning paradigm is implemented with creative practices and a heavy reliance on technology tools to enhance learner engagement, all based on the inputs. Furthermore,	Click Here

		we use technology in the classroom to engage students and ensure their success in learning. Technology gives educators more resources to provide to their students. Apart than depending solely on the textbook for information, computers can offer internet access to subject matter experts and current data sourced directly from the original source.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The directorate has designated a dedicated staff to serve as IQAC coordinators and has synchronized its operations with the criteria of the NAAC. A collection of qualitative and quantitative metrics are used to implement the standards and requirements of certification authorities. To guarantee the improvement of quality, CIQA conducts additional reviews of the quality implementation. Through their interactions with the IQAC members, the nodal coordinators learn about the guidelines and procedures that must be followed in order to meet the benchmark in every task. The nodal coordinator makes sure that each member is operating at their best.	Click Here
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	With the aid of internal IQAC coordinators, the directorate conducts periodic reviews of its administrative and academic operations. Also, in accordance with the regulations set forth by the regulatory commission, an annual internal quality audit will be conducted. The audit supports the fulfillment of the directorate's objective and validates the quality assurance plans. In order to pursue excellence in all facets of higher education, the comments and suggestions regarding the procedure are taken into consideration.	Click Here
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	In accordance with regulatory criteria, the SRMIST ODL has integrated the features of CIQA and developed it well. Furthermore, in order to maintain the standards, department-level IQAC coordinators work with the institution-level quality assurance cell. The department's IQAC coordinator is responsible for organizing quality assurance and accreditation activities, maintaining all records, documents, and reports for centralized access, setting up internal and	Click Here

		external audits for academic and administrative purposes, and making sure that quality is improved in all directorate activities. Making sure that academic, administrative, and financial tasks are completed in a timely, effective, and progressive manner. Building a teaching-learning environment with the needs of the learner in mind. Facilitating the effective use of educational technology by faculty members to foster creativity in the classroom. ▪ Planning a range of workshops and seminars to promote a high-quality learning environment.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The higher education establishment establishes the quality standards for the academic procedures of the activities related to distant learning using a set of guidelines. 1. Developing academic programs with a set of validated parameters ● The program is delivered in a traditional manner ● The regulatory authority has approved the program ● The program satisfies all regulatory compliance requirements ● The program's duration and nomenclature are in line with the UGC notification on degree specification, 2014. 2. Creating curriculum ODL's curriculum and rules adhere to the conventional program. To achieve modularization, the curriculum uses the LOCF architecture. ● The implementation of a framework, justification, connections, and plan for instructional strategies that are aligned with a variety of learning environments and thorough evaluation techniques; ● The compliance of ODL rules on credit delivery requirements 3. Creating educational resources ● The efficacy of self-study resources is what makes remote learning successful, and the	PCP schedule Click Here Click Here

		caliber of the information is crucial. ● Self-directed using simple illustrations and self-evaluation on knowledge acquisition ● Adoption of learning theories and active learning engagement ● Modularized approach and summary of important features ● Uphold the instructional design principles' quality criteria and review procedure. 4.Program implementation: Complied with legal requirements and obtained necessary approvals before going live; followed UGC ODL 2020 guidelines for academic counseling, assessment, and learner engagement	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The quality monitoring across many broad sectors will be implemented by CIQA through performing institutional quality audits, promoting quality assurance, and expanding the list of directorate operations. ● Infrastructure resources to ensure adequacy & optimal use of physical and information & communication technology (ICT) infrastructure ● Programme development and approval process ● Program delivery deals with the norms of course delivery, content sharing, and conduct of classes, laboratory support, project, internships and student feedback. ● Assessment and evaluation using varied assessment tools as per the norms of formative assessment and term-end examination including grading ● Admission process and Learner support services. ● Technology support ● Arranging conferences, workshops, faculty and student training programs ● Conduct of internal audit and incorporating the suggestions ● Develop & practicing best practices	<u>Click Here</u>
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	The directorate of distant education submits CIQA reports and annual reports detailing its operations to the legislative authority of higher education institutions for examination and approval. As a result, the directorate consistently enhances the administrative and academic	<u>Click Here</u>

		processes. This helps us to ensure excellence and quality in every aspect of our business.	
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Submitted a copy of the annual report for approval in the required format as instructed by the commission.	
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The following are some of the responsibilities of CIQA: ● Ensuring the application of all SRM IST policies related to distance learning; ● Producing high-quality SLM for each program and seeking approval of UGC guidelines in SLM preparation; ● Ensuring the application of UGC guidelines in all aspects of ODL operation in SRM IST.	Click Here
23	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	The uniform layout and format of the quality standards of instruction design implemented for SLM preparation includes: ● Including an overview of the content; ● Logical order in synch with learning objectives & outcomes; ● Employing simple language & active dialogue to engage the learner; ● Fixing font name & size for content title levels & headings; ● Drawing meaningful paragraphs, bulletins, numbering & arrangements; ● Utilizing highlights, alignments, and spacing; ● Using tables, diagrams, pictures, and listings for visual appeal; ● Providing a notes column for learners to record their learning tips; ● Conducting periodic reviews from the standpoint of improving quality and learner support.	Click Here
24.	Promoted automation of learner support services of the Higher Educational Institution	To handle the institution's IT needs, SRMIST developed a separate Information Technology and Knowledge Management (ITKM) directorate in addition to a distance education directorate. The ITKM enterprise resource planning (ERP) software is utilized for the	Click Here

subsequent end-to-end automated process, and it becomes an essential component of the directorate.

- Applicant registration, admission, enrollment process
- Finance management
- Academic counselor and Mentor mapping
- Learner personal and fee payment details (Feekart)
- Learner performance and examination results
- Feedback system
- SLM delivery status
- E-SLM posted in the LMS
- Submission of assignments/ assessments through online
- Dashboard and report facilities

With the capability of

- Seamless data flow between modules
- Login credentials and access as per the role
- Integration with other software like LMS, ABC, DigiLocker,
- Backup and archival facilities

| 25. | Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes | At various stages, external experts are brought in to enhance the quality of academic processes used in distance learning, such as CIQA member activities, the delivery of academic courses and exams, the SLM review process, skill development and exposure to the working world, validation of annual plans, and annual reviews. When academic courses are delivered by outside experts, they involve instruction, evaluation, student feedback, skill development, and test-taking. | Click Here |
| 26. | Coordinated with third party auditing bodies for quality audit of programme(s) | As per the directives of the UGC panel, an external entity would carry out academic and administrative audits every five years, covering the following aspects. The efficacy and employability of the curriculum, academic planning, active learner involvement, assessment and evaluation methods, student training, career advancement, and industry connections are all going to be examined in the academic audit. The administrative audit looks at the way the directorate has developed in terms of SWOC analysis, strategic planning, standard-compliant | Will be carried out during the academic year 2024-25 |

		staff and facility availability, financial management, and record keeping.	
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The self-appraisal report that is to be submitted to the accreditation and assessment bodies is prepared under the direction of the Department & Institutional IQAC members and the CIQA members. This entails evaluating the evidence in addition to the quantitative and qualitative metrics. The members get together on a regular basis to discuss the Directorate of Distance Education's ongoing initiatives and make sure that learner-centric strategies are being used to optimize learning.	Click Here
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	The SRMIST Directorate of Learning Development and the Directorate of Distance Education work together to integrate teaching, learning, active learning, and related academic activities. Rather than concentrating solely on student achievement, the goal of learner engagement research is to inspire individuals to become part of a diverse intellectual community.	Click Here
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	In addition, the committee members are seasoned professionals in the field who offer insightful feedback on curriculum design, program quality reviews that cover syllabus, content, and target attainments, and assistance with skill development training.	Click Here

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

Sr.No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document

| 1. | Governance, Leadership and Management:
a. Organisation Structure and Governance
b. Management
c. Strategic Planning
d. Operational Plan, Goals and Policies | a. SRMIST is very attentive and diligent in their planning to make the most use of the resources. The organization struuture of ODL is enclosed.

b) Management

The extensive delegation of authority to all the members in the institution is an example of this practice. The faculty member who is assigned with the additional portfolio as Academic Coordinator monitor all the activities of academic counseling and supervise the work related to the efficient functioning of academic system.. The senior faculty member in each department is identified as the Program coordinator who executes his/her duties at the launch of the program, beginning of the semester, during the semester, end of the semester and post semester.

C) Strategic Planning

The key goals of strategic planning are to expand operations gradually and improve teaching and learning in align with Curriculum alignment with NEP 2020, TLP innovations, and increased GER.

d. Operational Plan, Goals and Policies

The operational plan and goals, well aligned with the strategic plan and policies are practical, quantifiable, and achievable, and effectively communicated to all stakeholders. Both the academic and administrative activities are considered in operational plan and policies. | Click Here

Click Here |
| 2. | Articulation of Higher Educational Institution Objectives | SRMIST DDE Vision | Click Here |

- To emerge as a World – Class hub of knowledge acquisition and skill development.
- To provide Higher education to a vast majority of population with a unique learner-centric model of education.
- To make distance education socially-relevant, industry-oriented, and inclusive in all respects.

SRMIST DDE Mission
- To achieve the status of Centre of Excellence in Distance Learning arena.
- To be flexible and accessible to a vast majority of the adult learners.
- To make learners accomplish a high degree of academic achievement and cherish their association with the SRM IST forever.
- To develop a knowledge repository of international standard and to be relevant globally.
- To be in the forefront in building human resources by fostering freedom, empowerment, creativity and innovations.

| 3. | Programme Development and Approval Processes
a. Curriculum Planning, Design and Development
b. Curriculum Implementation
c. Academic Flexibility
d. Learning Resource
e. Feedback System | a) Curriculum Planning, Design   and Development
● The norms for offering degree programs through ODL is based on credit system for both UG and PG programs and its duration is as per UGC notification on specification of Degree, 2014.
● The institution adheres to the Learning Outcome-Based Curriculum Framework (LOCF), ensuring that the desired learning outcome is obtained in modules and that it is relevant to the national competency requirement.
● The DDE encourages collaborative learning methodology. | Click Here |

b) Curriculum Implementation

Program induction / orientation

The general structure of the courses, prerequisites, course completion goals, and assessment methodology will all be explained to the learners. The registered applicants are informed about the requirements for completing the courses during induction.

Personal Contact Program (PCP): During the orientation meeting or at the start of the semester, the counselling schedule is disclosed. Counsellors with the necessary qualifications lead guided classes.

C) Academic Flexibility

Permission to request an extension of time for submitting assignments, taking quizzes, registering for classes, paying tuition fees, or paying for exams is granted on a case-by-case basis. The legitimacy of students who have received past approvals will be taken into consideration.

d) Learning Resource
a. Self-Learning Material

In contrast to traditional education, distance learners do not have direct interactions with peers or instructors; instead, they are encouraged to assume self-responsibility, self-motivation, and self-organization in their pursuit of knowledge. Since distant learning is by its very nature a self-learning mode, the quality of the content is even more crucial, and SLM preparation is crucial to supporting the autonomous learning process. Therefore,

SRMIST-DDE guarantees that all students for all courses receive high-quality SLM.

e) Feedback system

The coordinators of the program evaluate it each semester after receiving input from all relevant parties. The curriculum review group considers and implements user proposals to guarantee program quality and consistency.

4.	Programme Monitoring and Review	The SRMIST-Directate of Distance Education regularly evaluates our courses and the degree to which students meet the goals of their education. The Program Coordinator and Academic Coordinator at SRMIST-DDE keep an eye on the distance learning programs on a regular basis. Ensuring the most effective and efficient use of resources is the goal, as is assessing the degree to which the program is impacting learners in the desired way.	Click Here
5.	Infrastructure Resources	In adherence to the UGC guidelines 2020, the total built-up area for SRMIST-DDE activity comprises a minimum 20,000 sq.ft carpet area as presented below.	Click Here
6.	Learning Environment and Learner Support	In order to continuously improve teaching and learning, learner support services have a well-established structure that supports high-quality counseling, capacity-building workshops, programs, and interactive teaching-learning. The directorate uses more advanced technology to create a seamless environment that is learner-centered. The learner support services begin with pre-admission counseling and go beyond career counseling and support to fortify the network of alumni. By offering a wide range of services like orientation, academic counseling, retention, academic integrity, grievance redress, placement aid, and learner support center operations, learner support services foster connections amongst remote learners. The services provided to the students of SRMIST-DDE are listed below.	Click Here

		● Pre-admission counseling for prospective learners to take a decision on joining a specific program ● Support for admission related matters such as aiding in processing their application. ● Details of learning material, arrangement to ensure the delivery of SLM and access to e-content ● Academic counseling including advising and cope with learning module	
7.	Assessment and Evaluation	In accordance with the guidelines for formative assessment and term-end exams, including grading, assessment and evaluation procedures are carefully followed to guarantee accurate assessment of learning outcomes utilizing a variety of assessment instruments. In order to meet the various learning objectives, SRMIST DDE uses a variety of instruments for both formative and summative assessment, such as objective-style questions, short- and long-form descriptive questions, assignments, projects, case studies, and presentations. The academic performance of the learner is evaluated based on formative or in-semester continuous internal assessment (CIA) & end-semester - term-end examinations. The weightage for different components of assessment as follows: ● Formative graded / Continuous internal assessment (in-semester): Min 30 % ● Summative assessment / End semester examination: Min 70 % The process of internal evaluation involves ● Announcement of CIA schedule along with Academic Schedule of Semester ● Distribute the assignment questions to the learners	<u>Click Here</u> <u>Click Here</u>

		● Submission within the stipulated time Evaluators assess and provide constructive feedback to the learner for further improvement.	
8.	Teaching Quality and Staff Development	The faculty members in distance delivery are expected to undergo series of training for the purpose of maintaining quality course delivery and thereby enhancing learner success. The training is provided on the following topics: ● Outcome based education (OBE), LOCF & flexible CBCS ● Understanding distance education students, their needs and expectations ● Preparation of SLM, instructional design. ● Incorporation of Active learning ● Training on usage of LMS for e-content upload & maintenance ● ODL & online course delivery orientation with the focus of remote learner perspectives	<u>Click Here</u> <u>Click Here</u>

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

Sr.No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Academic Planning	● Academic Schedule of year ● PCP schedule class-wise	Click Here Click Here
2.	Validation	● Validation is carried out through internal audit committee.	Click Here
3.	Monitoring, Evaluation And Enhancement Plans Reports from Learner Support Centres (for Open and Distance Learning programmes) Reports from Examination Centres External Auditor or other External Agencies report Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels Reporting and Analytics by the Higher Educational Institution Periodic Review	The directorate shall plan, implement, coordinate and monitor the operationalization and quality assurance of the programs in ODL with external audit at the end of fifth year as per the norms. ●	NA -

Part – III: Human Resources and Infrastructural Requirements

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

Or

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

SI. No	Name of The Faculty	Designation	Qualification	Date of Joining at DDE	Salary	Department - DDE
1	Dr.H.Srimathi	Associate Director and Professor	Ph.D	01-09-2022	16.8 LPA	Department of Computer Applications-DDE
2	Dr. G Babu	Assistant Professor	Ph.D	22/9/2021	6 LPA	Department of Computer Applications-DDE
3	Dr.Thirumurthi Raja A	Assistant Professor	Ph.D	27-10-2022	6.36 LPA	Department of Computer Applications-DDE
4	Dr. R Krishnaraj	Professor	Ph.D	10-10-2021	16.8 LPA	Department of Business Administration- DDE
5	Dr.G.Venugopalan	Associate Professor	Ph.D	10-10-1018	11.4 LPA	Department of Business Administration- DDE
6	Dr. M. Daniel Rajkumar	Assistant Professor	Ph.D	09-09-2019	9.6 LPA	Department of Business Administration- DDE
7	Mr. Chandran Subramani	Assistant Professor	M.Tech MBA	09-09-2019	5.89 LPA	Department of Computer Applications-DDE
8	Dr. P. B. Govindarajan	Assistant Professor	Ph.D	10-10-2018	9.6 LPA	Department of Business Administration - DDE
9	Mr. R. Seetharaman	Assistant Professor	MBA	09-09-2019	9.6 LPA	Department of Business Administration - DDE
10	Dr.N.Radhakrishnan	Assistant Professor	Ph.D	14-10-2022	5.40 LPA	Department of Business Administration - DDE

11	Dr. Gladson Clifford Joe	Assistant Professor	Ph.D	10-10-2018	5.70 LPA	Department of Journalism and Mass Communication - DDE
12	P. Praveen Kumar	Assistant Professor	MA-JMC	10-10-2018	4.41 LPA	Department of Journalism and Mass Communication - DDE
13	Ms.Jerlina I	Assistant Professor	MA-JMC	09-09-2019	5.45 LPA	Department of Journalism and Mass Communication - DDE
14	Dr. V. Nithyananthan	Assistant Professor	Ph.D	05-09-2019	7.05 LPA	Department of Yoga- DDE
15	Dr. K. Usha	Assistant Professor	Ph.D	18 /04/2022	5.40 LPA	Department of Yoga- DDE
16	Dr.A. Jalaludeen	Assistant Professor	Ph.D	10-10-2018	6.72 LPA	Department of Commerce - DDE
17	V. Lavanya	Assistant Professor	M.com	09-09-2019	4.52 LPA	Department of Commerce - DDE
18	Dr. Akila Batakrishnan	Assistant Professor	Ph.D	10-10-2018	5.40 LPA	Department of Commerce - DDE
19	Dr.G. B. Sakthi Prasad	Assistant Professor	Ph.D	10-10-2018	4.39 LPA	Department of English - DDE
20	Ms.Åmi Femila	Assistant Professor	MA English	10-10-2018	5.66 LPA	Department of English - DDE
21	Dr. R.Latha	Associate Professor	Ph.D	14-12-2022	7.56 LPA	Department of English – DDE

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

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

Faculty details furnished below as per the norms.

Programmes	No. of Faculty required	No. of Faculty appointed	Complied Yes /No	If no. reason thereof
B.A English & M.A English	3	3	Yes	-
B.A Journalism & Mass Communication	3	3	Yes	-
B.Com & M.Com	3	3	Yes	-
BBA & MBA	3	7	Yes	-
BCA & MCA	3	3	Yes	-
M.sc Yoga & Diploma in Yoga	2	2	Yes	-

S.no	Programme Name	No. of Full time-Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/month	Date of joining programme and joining report	
1	B.A English & M.A English	4	Dr. R.Latha	Associate Professor	PhD MA English	25 years	Regular	14-12-2022	Click Here
			Dr.G. B. Sakthi Prasad	Assistant Professor	PhD MA Englsih	10 years		10-10-2018	
			Ms.Åmi Femila	Assistant Professor	PhD	8 years		10-10-2018	
2	B.A JMC & MA JMC	3	Dr. Gladson Clifford Joe	Assistant Professor	PhD MAJMC MA JMC	10 years	Regular	10-10-2018	Click Here
			Mr.P. Praveen Kumar	Assistant Professor		8 years		10-10-2018	
			Ms.Jerlina I	Assistant Professor		8 years		9-9-2019	
3	B.Com & M.Com	3	Dr.A. Jalaludeen	Assistant Professor	Ph.D M.com Ph.D	12 years	Regular	10-10-2018	Click Here
			Ms.V. Lavanya	Assistant Professor		10 years		9-9-2019	
			Dr. Akila Batakrishnan	Assistant Professor		10 years		10-10-2018	

4	BBA & MBA	7	Dr. R Krishnaraj	Professor	PhD	29 Years	Regular	10-10-2021	Click Here
			Dr.G.Venugopalan	Associate Professor	Ph.D	25 years		10.10.2018	
			Dr.M.Daniel rajkumar	Assistant Professor	Ph.D	18 years		9-9-2019	
			Mr. Chandran S	Assistant Professor	MBA	18 years		9-9-2019	
			Dr.PB.Govindarajan	Assistant Professor	Ph.D	12 years		10-10-2018	
			Dr.N.Radhakrishnan	Assistant Professor	Ph.D	10 years		11-10-2022	
			Dr.R.Seetharaman	Assistant Professor	Ph.D	12 years		9-9-2019	
5	BCA & MCA	3	Dr.H.Srimathi	Associate Direcor & Professor	Ph.D	25 years	Regular	1-9-2022	Click Here
			Dr. G Babu	Assistant Professor	Ph.D	25 years		9-9-2019	
			Dr.Thirumurthi Raja A	Assistant Professor	Ph.D	10 years		27-10-2022	
6	M.sc Yoga & Diploma in Yoga	2	Dr. V. Nithyananthan	Assistant Professor	Ph.D	10 years	Regular	5-9-2019	Click Here
			Dr.K.Usha	Assistant Professor	PhD	10 years		18-4-2022	

3.3   Details of Administrative staff

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

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	1	YES
Assistant Registrar	1	YES
Section Officer	1	YES
Assistants	3 (2 for DM Universities)	YES
Computer Operator	2	YES

Multi-Tasking Staff	2	YES

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

Note:

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

Part – IV: Examinations

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

S.No.	Provisions in Regulations	YES	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	YES	
2.	For ensuring transparency and credibility, the full time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	YES	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	YES	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	YES	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	YES	
6.	Building and grounds of the examination centre must be clean and in good condition.	YES	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	YES	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	YES	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	YES	
10.	Safety and security of the examination center must be ensured	YES	
11.	Restrooms must be located in the same building as the examination center, and restrooms must be clean, supplied with necessary items, and in working order	YES	
12.	Provision of drinking water must be made for learners	YES	
13.	Adequate parking must be available near the examination centre	YES	
14.	Facilities for Persons with Disabilities should be available	YES	

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

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Upload guidelines Click Here	
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	YES	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:

Provided that no semester or year-end examination shall be held unless:

i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted;

ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each | YES

Click Here

Click Here | |

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution		
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	YES Click Here	
5.	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Upload sample question paper Click Here	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	YES Click Here	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Upload sample Click Here	
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	YES Click Here	
9.	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Upload list Click Here	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	YES Click Here	
	(b) Availability of biometric system	NO	Taken attendance manually by receiving the signature of the examinees individually

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	NO	Verify the physical presence of the examinees with their ID card and Hall ticket.
	(d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	All exam halls are under CCTV surveillance Click Here	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Upload Sample and list Click Here	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Upload details of Observer assigned Click Here	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Upload Observer Report Click Here	
13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted		

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	through proctored examination (pen- paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.	YES Click Here	
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	YES	
14.	The Examination Centre shall be located in Government Institutions like KendriyaVidyalaya(s),NavodayaVidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	YES	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	YES	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	YES	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Upload samples Click Here	
	(b) Each award shall also be uploaded on the National Academic Depository	YES Click Here	
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all Examination Centres	Upload samples Click Here	

4.3   Whether any examination held through online mode.

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

INSERT TEXT BOX

Not applicable for 2023-24

Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
<Month, Year>	1.					
	N.					
<Month, Year>	1.					
	N.					

4.4 Result and Student Progression For UG,

PG and PGD programmes Click Here

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

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

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

A Program Project Report (PPR) is a self-disclosure document prepared to introduce a new program. This shall be approved by the appropriate authorities, which shall put in place a monitoring mechanism of its proper implementation. The PPR includes details of

- Program mission and objectives, which shall reflect the strategic direction and the academic goals aligned with industrial / learners' demand.
- Relevance of the program to be offered through ODL mode and will prove as major contributing factor in its achievement
- Nature of target group of learners shall identify the learners need and consider the diverse class & inclusive education
- Appropriateness of the program with quality assurance for acquiring specific skills shall include the academic knowledge, professional and occupational standards of the field. The learning outcomes should incorporate generic transferable skills and competencies
- Instructional design includes curriculum design, detailed syllabi, course delivery norms, evaluation system, program duration, instructional delivery mechanism and multimedia delivery system
- There shall be provision of laboratory and library resources guidelines along with practical book for the learners
- The procedure of admission and cost estimates of the program shall indicate the learner preparedness

Upload samples and authority approval

Click Here   Click Here

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

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

- o   The audio-video & simulation material shall supplement the SLM and conform to the learning outcomes
- o   The level and style of presentation and language shall be simple, free from pedagogic jargon and appropriate to aid in self-learning
- o   There shall be extempore speech based on the content with slow delivery
- o   There shall be provision of streaming server to address issues of internet data plan access
- o   The easy availability of required players to be ensured to access the material
- o   There shall be coherence within the sessions and content need to be interactive with appropriate use of graphics, animations, simulation etc., to keep the learners engaged
- o   It is to be ensured that none of the graphics, animations, images, sound clips, video clips used are plagiarized or cited without formal permissions from owners
- o   The e-SLM writer shall provide 25-35 slides, relevant images, storyboard with the mentioning of required animation and images.
- o   Include text transcripts for audio-video files & alternate text for images

Upload samples and authority approval

Click Here   Click Here

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

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

SLM was developed by combining many learning theories to support different types of learners. The learning objectives, modular activities, and assessment of learner behavior in relation to the stated objectives are all incorporated into the design of the material. Classification, content conceptualization, and problem solving are the methods used to accomplish cognitive higher order learning. Case studies and intricate real-world scenarios are given to the constructive learners so they can investigate new ideas.

Upload samples

Click Here   Click Here

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

6.1   Details of personal contact programmes implemented:

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

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	UG BA-English BA-JMC B.Com BBA BCA	Online	Online	200 200 400 280 200	227	80 – 90% on an average per PCP
	PG MA-English MA-JMC M.Com MBA MCA M.Sc Yoga	Online	Online	288 350 332 800 240 442	1893	80 – 90% on an average per PCP
	PGD	NA	NA	NA	NA	NA

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

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

Not Applicable

6.3   LSC wise enrollment details (Not for Private University)

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is LSC of how many HEIs? (No. and Names)	If yes,All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt(where LSC is established)	Name and Contact Details of Coordinato r and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Program-mes offered	Total Enrolled student.
1.										
N.										

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

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

6.4   Off campus details (For Deemed to be University)

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

6.5   Delivery of Self-Learning Material

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

Type	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	15th July 2023 (For July)	21st July 2023 (For July)	YES
	1st Dec 2023 (For January)	15th Dec 2023 (For January)	YES
Audio-Video Material	27th July 2023 (For July)	27th July 2023 (For July)	YES
	21st Dec 2023 (For January)	21st Dec 2023 (For January)	YES
Online Material	27th July 2023 (For July)	27th July 2023 (For July)	YES
	21st Dec 2023 (For January)	21st Dec 2023 (For January)	YES
Compute based Material	27th July 2023 (For July)	27th July 2023 (For July)	YES
	21st Dec 2023 (For January)	21st Dec 2023 (For January)	YES

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

Courses: Y/N   Not Applicable

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise – programmes wise)

b. Upload approval of statutory authorities of the Higher Educational Institution:

NA

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

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	YES Click Here	
Uploading of the following on HEI website (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	YES https://srmistdistanceeducation.in/moa-rules/	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	YES https://srmistdistanceeducation.in/ugc-recognition-odl-programs/	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	YES https://srmistdistanceeducation.in/program-details/	
5.	Suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Leaning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;	YES https://srmistdistanceeducation.in/mbapcp/	

6.	Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	YES https://srmistdistanceeducation.in/academiccalander/	
7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	YES SRM Student Portal (srmist.edu.in)	
8.	Information regarding all the programmes recognised by the Commission	YES Click Here	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	YES https://srmistdistanceeducation.in/program-wise-enrollment/	
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	YES Click Here	

11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	YES https://srmistdistanceeducation.in/faqs/	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	YES https://srmistdistanceeducation.in/examzonehome/	
13.	List of the 'Examination Centres'alongwith the number of learners in each centre, for Open and Distance Learning programmes	YES https://srmistdistanceeducation.in/exam-zone-examination-centers/	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	No	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	YES https://srmistdistanceeducation.in/academiccalander/	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	YES (Internal Audit Report) Click Here	The third party academic audit to be carried out in 2024 -25

Part – VIII: Admission and Fees

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

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved in take in conventional mode and incase of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	YES
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	YES
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	YES

4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	YES
5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, ands hall provide for equity and access to all deserving learners	YES
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	YES
7.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an	YES

	International Learner;	
	(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;	
	(c) exhibit such records as permissible under law on its website; and	
	(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment	YES
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	YES
8. (c)	The number of seats approved in respect of each programme of Open and Distance Learning mode,	YES

	which shall be in consonance with the resources	
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	YES
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	YES
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	The admission is based on qualifying examination at the entry level as per the eligibility norms.
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	YES
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	YES
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	YES

8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	YES
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	YES
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	YES
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	YES
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	YES
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the	YES

	purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	YES
14.	No Higher Educational Institution shall, issue or publish-any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (a) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	YES

Part – IX: Grievance Redressal Mechanism

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

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

> During the Induction day the Learners are oriented on the Grievance Redressal Mechanism

https://www.srmist.edu.in/policies/grievance-and-redressal-policy/

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
103	103

9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations.

Also, mention details of Nodal Officers.

> Grievance redressal Committee comprises senior members who respond to the queries submitted by the learners and resolve periodically .

https://ddesss.srmist.edu.in/   *Click here*

9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
0	0	NA

Part – X: Innovative and Best Practices

10.1   Innovations introduced during academic year

Peer teaching has been introduced in addition to weekly seminar for learners. Students understand and master knowledge better when they can explain it clearly. When the learners want to present, they by heart the content beforehand and speak aloud, but when they want to teach their peers, they want to understand the concept/ problem thoroughly. Learners take the lead in this activity by choosing the area of their interest within the subject. Giving students this kind of autonomy helps them to develop the ownership of the subject. This is followed by peer feedback. Providing and receiving constructive feed back with open mind and appropriate manners are essential skills learners need to learn.

10.2   Best Practices of the HEI

SRM DDE practices best learner support services to ensure learning equitable & enhancement.

- The learners receive information not only about ODL but also about all SRM IST activities that makes them feel part of a large institution

- The website is a repository of all vital information for a prospective learner to make a choice

- The learners are provided with a unique e-mail id pertaining to SRM IST and all the learner activities are well monitored and recorded

- A good ERP system where all the data about learners are captured and used for improvement of Learner Support Services and other delivery practices

- Using social media for peer group interaction and teacher- learner interaction

10.3   Details of Job Fairs conducted by the HEI

SRMIST Online Education complies with the regular mode, the placement, training, and career development center is collaborative with the centralized infrastructure. All the activities are set along with the regular mode.
          Click Here

10.4   Success Stories of students of ODL mode of the HEI

> Our learner Dr. R. Sivajothi Reg number DA2252305010505 of 2022 academic year from MBA program published various paper in some of the reputed Journals.
> Click Here

10.5   Initiatives taken towards conversion of SLM into Regional Languages

> Majority of the learners in M.Sc Yoga for Human Excellence preferred to have the SLM in their native language since they found it to be easy to understand the concept better. They had more clarity while taking part in practice sessions. Hence to facilitate the learners of YOGA, SRMIST DDE provided the SLM both in English and Tamil.

10.6   Number of students placed through Campus Placements

> Though majority of the students are already employed, yet SRMIST encourages the learners to take part in the campus placements if they wish to change their career or move to different verticals or for higher package

10.7   Details of Alumni Cell and its activity

> Alumni Association of SRMIST is contributing to academic matters, student support as well as mobilization of resources both financial and non-financial. The non–financial forms such as alumni interactions conducting mock personal interviews, discuss business and entrepreneurship opportunities. During the interaction, alumni highlighted the importance of current trends in the market and guided the students about career opportunities in different fields. They have also shared their personal experiences with students.
> Click Here

10.8   Any other Information

SRMIST DDE took the initiative of conducting virtual lab sessions for the practical sessions in BCA and MCA.

DECLARATION

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

Signature of the Director

Signature of the Registrar

Name: Dr. Manoranjan Pon Ram

Name: Dr.S.Ponnusamy

DIRECTOR
Seal DIRECTORATE OF ONLINE AND DISTANCE EDUCATION
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Registrar
Seal SRM Institute of Science and Technology
SRM Nagar, Kattankulathur - 603 203
Chengalpattu Dist, Tamil Nadu, India.

Date: 22.08.2024

Date: 22.08.2024