Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

2024-2025

Contents

Part – I: General Information

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

VIEW

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)   VIEW

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 & Humanities	04/01/2019
b.	Three Senior teachers of HEI	Member 1	Dr.A.Duraisamy Dean	Science & Humanities	16/09/2021
		Member 2	Dr.Shivganesh Bhargava Dean	Management	27/02/2023
		Member 3	Dr.C.Lakshmi HoD	Engineering & Technology	20/02/2021
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr.S.Tamilarasi HoD	Commerce	16/09/2021
		Member 5	Dr. S. Albert Antony Raj Deputy Dean i/c	Computer Application	16/09/2021
		Member 6	Dr. A.R.Krishnan HoD	Business Administration	16/09/2021
d.	External Expert -(International)	Member 7	Mr.Nick Hutton Regional Director-Asia D2L,Singapore	Educational Technology	21/05/2024

	Two external experts - (National) of ODL and /or Online Education	Member 8	Dr. S.Aravindhan Director	Distance Education	20/02/2021
		Member 9	Dr. S.Subramanian Director	Distance Education	21/05/2024
e.	Officials from department of HEI ● Administration ● Finance	Member 10	Dr.D.Antony Ashok Kumar Deputy Registrar	Administration	20/02/2021
		Member 11	Mr.Ponnusamy P Assistant Registrar	Accounts	20/02/2021
f.	Director,CIQA	Member 12	Dr.Manoranjan Pon.Ram Director	Online & Distance Education	04/06/2020
		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)   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 7	06.06.2024	3	VIEW	VIEW
Meeting 8	04.02.2025	3	VIEW	VIEW

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

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

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territori al 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.

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

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

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/ Regulatory authority(if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction */Off Campus	Number of students admitted (Male/Female/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 Jul 2024	3	99	Pass in 12th STD / 10th STD + Dip (3 years)	6000	DEB UGC F.No.74-2/2018 (DEB-I) dated 8 May 2019	Headquarter	9	13	0	33
2	BBA Jul 2024	3	98	Pass in 12th STD / 10th STD + Dip (3 years)	6000			4	29	0	33
3	BCA Jul 2024	3	113	Pass in 12 or diploma, with Mathematics / Statistics as one of the subjects.	10000			33	7	0	40
4.	B.COM Jan 2025	3	99	Pass in 12th STD / 10th STD + Dip (3 years)	6000	**DEB UGC F.No.74-2/2018 (DEB-I) dated 8 May 2019**	Headquarter	Kept in abeyance (with the approval from Academic Council)			
5.	BBA Jan 2025	3	98	Pass in 12th STD / 10th STD + Dip (3 years)	6000			Kept in abeyance (with the approval from Academic Council)			
6.	BCA Jan 2025	3	113	Pass in 12 or diploma, with Mathematics / Statistics as one of the subjects.	10000			Kept in abeyance (with the approval from Academic Council)			

*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 Jul 2024	2	64	Any graduate.	8,000	DEB UGC F.No.74-2/2018 (DEB-I) dated 8 May 2019	Headquarter	15	20	0	35
2	MBA Jul 2024	2	102	A graduate with 50% marks and 45% marks for SC/ST.	30000			156	136	0	292
3	MCA Jul 2024	2	80	Any graduate with minimum 50% in UG , with Mathematics / Statistics as one of the subjects	30000			48	25	0	73
4.	M.COM Jan 2025	2	64	Any graduate.	8,000	DEB UGC F.No.74-2/2018 (DEB-I) dated 8 May 2019	Headquarter	Kept in abeyance (with the approval from Academic Council)			
5.	MBA Jan 2025	2	102	A graduate with 50% marks and 45% marks for SC/ST.	30000			48	38	0	86
6.	MCA Jan 2025	2	80	Any graduate with minimum 50% in UG , with Mathematics / Statistics as one of the subjects	30000			12	7	0	19

*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 primary objective of SRMIST Open and Distance Learning (ODL) is to deliver personalized learning assistance, recognized as a cornerstone of delivering exceptional educational services. To cultivate a nurturing and conducive learning atmosphere, students are encouraged to utilize both academic advisors and mentors, in addition to engaging in individual virtual interactions with instructors. To cater to the diverse needs and individual learning paces of each student, a wide array of educational resources are made available, including interactive modules, video tutorials, and electronic books, all of which can be customized to accommodate various learning preferences. Moreover, collaborative learning is promoted through the implementation of online discussion forums and group-based projects, fostering a sense of community and peer-to-peer support. Student progress is further enhanced through the utilization of comprehensive assessment methods, which include quizzes, projects, examinations, and assignments, all of which are supported by clear and detailed grading criteria and constructive feedback. This multifaceted approach to learning support ensures that each student receives a tailored and effective educational experience, maximizing their potential for academic achievement. The variety of tools and support structures ensures that no student is left behind.	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 framework facilitates the discovery of innovative concepts, optimizes operational workflows, and aligns educational strategies with evolving teaching methodologies, thereby establishing a dynamic system of ongoing enhancement that ensures adaptability to student requirements. To uphold quality standards across all program facets, SRMIST ODL is actively engaged in the revision of self-learning materials, adhering to the established SLM Policy and refining the SLM Format, as part of a continuous improvement initiative and in accordance with the UGC-DEB ODL Regulations-2020. The quality of these self-learning materials is subject to rigorous monitoring by the SRMIST ODL's Continuous Internal Quality Assurance (CIQA) mechanisms. Moreover, in a commitment to providing a contemporary and flexible academic structure, SRMIST ODL has successfully implemented the Choice Based Credit System (CBCS) design for all undergraduate and postgraduate programs, employing a semester-based organizational model. This integration of innovative practices and adherence to regulatory standards underscores SRMIST ODL's dedication to delivering high-quality, relevant education.	Click Here
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	To establish and maintain quality in Open and Distance Learning (ODL), a comprehensive and collaborative approach is essential, involving a broad spectrum of contributors. This process necessitates the integration of diverse perspectives and expertise. Specifically, academic professionals, encompassing both faculty and instructors, furnish their deep subject knowledge and refined pedagogical strategies, which are crucial for developing effective online teaching methodologies and ensuring the	Click Here

		alignment of curriculum with precise learning goals. The pursuit of a personalized and accessible learning environment is greatly enhanced by the incorporation of student feedback, which provides valuable insights into course materials, instructional delivery, and support services, thereby facilitating the identification of both strengths and areas for potential enhancement. Furthermore, instructional designers, operating in close collaboration with faculty, employ established instructional design principles to craft engaging and learner-focused course content, directly contributing to the achievement of optimal learning outcomes. Operational efficiency and organizational stability are upheld by administrative staff, who diligently manage procedural workflows and address logistical challenges. Quality assurance specialists, through the development of robust assessment frameworks, the execution of thorough audits, and the analysis of pertinent data, guide continuous improvement initiatives. Finally, the strategic utilization of educational technology, facilitated by expert technologists, significantly elevates instructional quality and fosters greater student engagement, ensuring the program's overall effectiveness.	
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)	SRMIST ODL's instructional methods are designed to mirror conventional classroom teaching while strictly conforming to University Grants Commission (UGC) mandates, ensuring a minimum of 80% alignment with standard curriculum content. A core principle of this approach is the prioritization of student autonomy, cultivated through engaging interactive learning strategies and the strategic integration of instructional design principles within all course resources. This pedagogical framework is constructed to empower learners, promoting self-directed study and fostering a dynamic educational experience that is both relevant and aligned with established regulatory standards. By blending established teaching practices with innovative, student-focused techniques, SRMIST ODL aims to provide a comprehensive and effective learning environment that meets the diverse needs of its student body.	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.	SRMIST ODL has implemented a comprehensive mechanism for addressing student concerns through the creation of a Student Grievance Redressal Cell, a dedicated division focused on the thorough investigation and resolution of diverse student issues. Learners are provided with multiple avenues for submitting grievances, including electronic submission via email and direct, in-person filing. Furthermore, the institution actively seeks to gather feedback from employers, students, and other stakeholders concerning institutional procedures related to quality assurance. This feedback loop is instrumental in establishing and refining quality benchmarks for both administrative and academic operations within SRMIST ODL. To ensure continuous improvement and alignment with best practices, the institution gathers and analyzes data pertaining to a wide range of quality standards, metrics, and assurance strategies employed by other universities. Moreover, SRMIST ODL ensures that diverse perspectives are incorporated into its governance by including representatives from various university constituencies, such as students, alumni, faculty, and industry experts, within its numerous governing bodies.	Click Here

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	To elevate the quality of Open and Distance Learning (ODL) programs, enhance student learning outcomes, and solidify the institution's position as a premier ODL provider, a set of strategic initiatives is proposed. ● A sustained focus on faculty development is essential, involving the provision of continuous training and professional growth opportunities. This empowers faculty members to refine their online teaching competencies, adapt seamlessly to evolving technological landscapes, and remain abreast of cutting-edge ODL methodologies. ● The implementation of rigorous instructional design principles is crucial for developing exceptional course architecture. By ensuring that online courses are interactive, engaging, and centered around the learner, the institution can maximize educational impact. Academic personnel should be encouraged to design courses that incorporate a diverse array of learning resources and consistently align with clearly defined learning objectives. These actions collectively contribute to a robust and effective ODL framework.	Click Here Click Here
7.	Implementation of its recommendations through periodic reviews	To ensure continual enhancement of its educational offerings, SRMIST ODL maintains a robust framework designed to gather and integrate feedback from its diverse stakeholder community. The institution conducts periodic internal assessments, utilizing the findings to refine operational procedures, pedagogical practices, and overall program effectiveness. The Enterprise Resource Planning (ERP) system plays a crucial role, providing learners with the capability to access fee receipts, complete online transactions, and submit inquiries seamlessly. Simultaneously, administrative staff leverage the ERP's advanced reporting features to monitor Self-Learning Material (SLM) dispatch status, thereby ensuring timely delivery. To fortify both administrative and academic operations, SRMIST ODL employs a system of rotational assignments, distributing tasks and responsibilities among various coordinators. In response to the evolving educational landscape post-COVID-19, the institution has prioritized the resumption of virtual instruction, aiming to maximize participation in Personal Contact Programs (PCPs). Furthermore, SRMIST ODL actively engages a select group of external specialists and encourages the inclusion of guest lecturers to enrich knowledge dissemination. The National Digital Library (NDL) resources are extensively utilized to bolster the entire program, facilitating comprehensive information access and supporting the institution's commitment to continuous improvement.	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.	To ensure excellence in course delivery and enhance student success, ODL faculty at SRMIST are provided with targeted professional development. These training initiatives, primarily conducted through webinars and workshops, focus on several key areas. Firstly, educators are equipped with the skills necessary to comprehensively understand and address the unique needs and expectations of students engaged in remote learning environments. Secondly, emphasis is placed on the development and implementation of instructional strategies that demonstrably improve student performance and foster active engagement. This includes the integration of active learning techniques, such as collaborative group projects, interactive discussion forums, and real-world case study analyses. Thirdly, faculty are provided with a thorough orientation to ODL course delivery methodologies, with a specific focus on incorporating the perspectives and experiences of remote learners. Complementing this, support staff receive specialized training on ODL operational capabilities, effective customer service interactions, meticulous record management, and the latest technological advancements. Moreover, to further enrich their professional expertise and stay abreast of evolving best practices, faculty members are strongly encouraged to participate in workshops, seminars, and symposiums hosted by reputable academic and industry organizations. These multifaceted training efforts collectively contribute to a robust and effective ODL program.	Click Here
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	To foster a truly impactful educational experience, it is imperative to shift from an institution-focused paradigm to a learner-centered approach. SRMIST ODL is committed to this transition, facilitated by the proactive dissemination of quality assurance information to all stakeholders through our dedicated help desk and student support division. Moreover, we are dedicated to the continuous development and implementation of pioneering practices across key operational areas, all aimed at elevating the quality of services provided to our learners. To ensure comprehensive quality across all initiatives, SRMIST ODL utilizes a range of strategic methodologies. The academic achievements of our students serve as a clear indicator of the efficacy of our instructional framework, which is why we meticulously revise our curriculum based on both student feedback and performance data. Furthermore, SRMIST ODL provides students with opportunities for transformative learning, cultivating personal growth and enabling the practical application of classroom knowledge in real-world scenarios. This comprehensive strategy ensures that the learner remains at the heart of all our endeavors.	Click Here
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	SRMIST ODL undertakes the coordination of its accreditation and recognition processes, concurrently producing a comprehensive annual report that meticulously documents its quality assurance initiatives. The Continuous Internal Quality Assurance (CIQA) cell plays a pivotal role in this process, gathering, synthesizing, and disseminating reliable data concerning program quality to the University Grants Commission (UGC) via the Distance Education Bureau (DEB) portal, as well as to internal institutional stakeholders,	Click Here

		through active participation in meetings and the implementation of recommended remedial actions. Detailed annual reports, outlining the organization's activities, are submitted to the relevant statutory authorities and internal quality assurance bodies. Student perspectives are actively solicited through an online interface, providing feedback on ODL program operations, procedural efficacy, and other pertinent aspects. Subsequent to a thorough analysis of this feedback, targeted quality improvement and enhancement strategies are developed and implemented. To ensure transparency and accessibility, pertinent information regarding ODL programs and processes is disseminated through a variety of channels, including the institutional prospectus, official website, newsletters, and announcements across multiple platforms. This multi-faceted approach underscores SRMIST ODL's commitment to maintaining rigorous quality standards and fostering continuous improvement.	
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	SRMIST ODL ensures that every program delivered through its open and distance learning platform is underpinned by meticulously crafted Programme Project Reports (PPRs), which undergo continuous review and revision to incorporate valuable stakeholder insights. These PPRs serve as comprehensive blueprints, encompassing critical program details, including the program's overarching aims and mission, its relevance to contemporary needs, the identification of its intended student demographic, and its appropriateness for delivery via open and distance learning methodologies, specifically in relation to the development of targeted skills and competencies. They further detail the program's instructional design, the admissions protocols, curriculum delivery and assessment strategies, the necessity for laboratory resources and library support, the projected budgetary considerations, the implemented quality assurance framework, and the anticipated program outcomes. Following a thorough evaluation by the Continuous Internal Quality Assurance Cell (CIQAC), these PPRs are presented to and approved by the University's Academic Council, ensuring alignment with institutional standards. To facilitate informed decision-making, comprehensive program information is made readily accessible to prospective students and other interested parties through the official SRMIST ODL website, promoting transparency and accessibility.	Click Here
12.	Mechanism to ensure the proper implementation of Programme Project Reports	The execution of the Programme Project Report is meticulously managed through a combination of robust learner support initiatives and a clearly defined academic schedule. The accessibility of the program project report on the official website plays a pivotal role in empowering students to fully grasp their academic responsibilities by providing comprehensive insights into the curriculum structure, course delivery standards, assessment methodologies, and instructional techniques. Furthermore, the streamlined online admission procedure enables prospective students to readily ascertain their eligibility and complete the	Click Here

		application process with ease. To accurately measure the attainment of learning objectives, a dual assessment approach is employed, combining end-of-semester examinations with ongoing internal evaluations. This integrated system of support, transparent information dissemination, and rigorous assessment ensures that the program's objectives are realized and that learners receive a high-quality educational experience.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	To advance the central mission of distance education, enhance the educational experience for learners, and facilitate strategic expansion, SRMIST ODL meticulously plans its annual activities, integrating both academic and administrative considerations. Each year, the Directorate of Distance Education generates a comprehensive annual report, which serves as a detailed chronicle of all undertaken initiatives and provides a critical foundation for evaluating the efficacy of the year's programs. This report not only documents past achievements but also informs future improvements. During formal statutory meetings, specific areas for enhancement within each activity are identified and prioritized, ensuring a process of continuous refinement. This systematic approach allows SRMIST ODL to maintain a dynamic and responsive educational framework, ensuring that its distance education programs consistently meet the evolving needs of its learners and stakeholders.	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 guarantee its educational offerings align with the national economic landscape, mirror the institution's overarching strategic vision, and deliver a superior, enriching educational journey, SRMIST-ODL employs a robust and thorough academic development framework. The university maintains ample physical resources, a dedicated auxiliary workforce, and a qualified faculty to facilitate the continuous modernization of its educational content and the successful accomplishment of its intended outcomes. In response to the evolving demands of contemporary professional sectors, the university integrates specialized data science elective courses and cutting-edge programming proficiencies into its academic structure, thus ensuring that students acquire the most pertinent and up-to-date knowledge and abilities. This meticulous approach to program planning and delivery underscores SRMIST-ODL's commitment to providing a truly valuable educational experience that is both relevant and impactful.	Click Here
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Recognizing the geographical dispersal of its student body, a student-focused educational approach is paramount within the sphere of distance learning. The governing body diligently strives to cultivate learning environments that prioritize the student experience, accomplishing this through meticulous analysis of diverse scholarly investigations and insights gleaned from internal operational mechanisms. To inform subsequent developmental initiatives and drive impactful revisions, the institution relies heavily on feedback collected from students, academic mentors, and a specialized panel of experts who evaluate the Self-Learning Materials. By leveraging these insights, an active learning framework is implemented, incorporating innovative pedagogical	Click Here

		methodologies and a substantial reliance on technological resources to amplify student involvement. Moreover, the integration of technology within the instructional setting is utilized to foster student participation and guarantee academic achievement. This technological infusion expands the educator's toolkit, providing access to a broader range of resources for student enrichment. Rather than being confined to traditional textbooks, students are granted access to online platforms, facilitating connections with subject matter authorities and enabling access to contemporary information directly from primary sources, thereby enriching the learning experience.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	A specialized team has been established by the administrative body to function as Internal Quality Assurance Cell (IQAC) coordinators, ensuring that all operational protocols are aligned with the National Assessment and Accreditation Council (NAAC) guidelines. To uphold the standards and stipulations mandated by accrediting entities, a combination of both qualitative and quantitative evaluation tools are employed. Furthermore, the Center for Internal Quality Assurance (CIQA) conducts supplementary quality audits to ensure the continuous enhancement of quality practices. To facilitate adherence to established benchmarks in all endeavors, nodal coordinators are provided with comprehensive guidance and procedural knowledge through their interactions with IQAC personnel. The nodal coordinators then take on the crucial role of verifying that each individual within their purview is performing optimally, thus driving overall institutional effectiveness and maintaining high quality standards. This deliberate structure and process ensures consistent quality control and improvement.	Click Here
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	Through the collaborative efforts of its internal Internal Quality Assurance Cell (IQAC) coordinators, the administrative body undertakes recurring assessments of its organizational and educational activities. Additionally, a yearly internal quality evaluation is performed, adhering strictly to the directives established by the governing regulatory authority. This audit plays a vital role in substantiating the directorate's quality assurance strategies and affirming the attainment of its overarching institutional goals. To foster a culture of continuous improvement and strive for superior performance across all dimensions of advanced learning, the feedback and recommendations generated from this evaluation process are meticulously analyzed and integrated into subsequent operational adjustments. This commitment to regular review and feedback ensures the organization remains aligned with best practices and consistently enhances the quality of its educational delivery and administrative effectiveness.	Click Here
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	Adhering to stipulated regulatory guidelines, SRMIST ODL has successfully incorporated and refined the functionalities of the Center for Internal Quality Assurance (CIQA). To uphold and sustain established benchmarks, departmental Internal Quality Assurance Cell (IQAC) coordinators collaborate closely with the central institutional quality assurance unit. The departmental IQAC coordinators are tasked with a multifaceted role, encompassing the	Click Here

orchestration of quality assurance and accreditation procedures, the meticulous maintenance of comprehensive records, documentation, and reports for streamlined central accessibility, the scheduling of both internal and external audits to evaluate academic and administrative operations, and the overarching responsibility of ensuring continuous quality enhancement across all directorate endeavors. Their duties further extend to guaranteeing the prompt, efficient, and progressive execution of academic, administrative, and financial responsibilities. Moreover, they are instrumental in fostering a learner-centric teaching and learning environment that effectively addresses student requirements. To promote innovation within the classroom, these coordinators facilitate the proficient utilization of educational technology by faculty members. Lastly, they are responsible for the strategic planning and implementation of a diverse array of workshops and seminars, ultimately contributing to the establishment of a superior learning atmosphere.

| 19. | Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices. | In order to maintain a consistent level of excellence within its remote education offerings, the institution of advanced learning has formulated a structured set of standards that govern the academic processes involved in its distance learning initiatives. These standards are implemented through a series of guiding principles, applied rigorously across all stages of the program lifecycle. Specifically:

1. **Program Formation based on Verified Criteria:**
The programs are delivered in a manner that mirrors established, conventional educational practices.
Official endorsement of each program is secured from the relevant governing bodies.
All mandatory regulatory requirements are fully met by each program.
The length and naming conventions of each program align with the specifications outlined in the University Grants Commission (UGC) degree specification notification of 2014.
2. **Curriculum Design:**
The curriculum and its associated regulations adhere to the norms of traditional educational programs.
The Learning Outcomes-based Curriculum Framework (LOCF) architecture is adopted to facilitate a modular curriculum design.
A framework is implemented that provides clear rationale, establishes interconnections, and outlines instructional strategies adaptable to diverse learning settings, including comprehensive evaluation methods.
Adherence to ODL regulations concerning credit distribution requirements is strictly enforced.
3. **Development of Learning Materials:**
The effectiveness of remote learning is contingent upon the quality of self-study resources, making the caliber of information paramount.
Resources are designed for autonomous learning, incorporating simplified visual aids and tools for self-assessment of knowledge retention. | PCP schedule

Click Here |

		Learning theories and interactive learning techniques are incorporated. A modular approach is employed, with concise summaries of essential content. Quality standards and review processes, based on instructional design principles, are consistently upheld. **4. Program Execution:** All necessary legal requirements are met, and official permissions are secured before program commencement. The UGC ODL 2020 guidelines are followed regarding academic advising, evaluation procedures, and student involvement.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The Center for Internal Quality Assurance (CIQA) will oversee the implementation of quality control measures across a wide spectrum of operational domains by conducting comprehensive institutional quality evaluations, fostering a culture of quality assurance, and expanding the scope of the directorate's activities. This oversight will encompass the following key areas: ● Infrastructure Resources: Ensuring the sufficiency and efficient utilization of both physical infrastructure and information and communication technology (ICT) infrastructure. ● Program Development and Approval Process: Overseeing the systematic creation and authorization of academic programs. ● Program Delivery: Managing the standards for course delivery, content distribution, class conduct, laboratory assistance, project work, internships, and student feedback mechanisms. ● Assessment and Evaluation: Implementing diverse assessment tools in accordance with formative assessment and term-end examination standards, including grading protocols. ● Admission Process and Learner Support Services: Supervising the student admission process and the provision of comprehensive learner support services. ● Technology Support: Ensuring robust and reliable technology assistance for all stakeholders. ● Arranging Conferences, Workshops, Faculty and Student Training Programs: Facilitating the organization of conferences, workshops, and training programs for faculty and students. ● Conduct of Internal Audit and Incorporating the Suggestions: Performing internal audits and integrating feedback to drive continuous improvement. ● Develop & practicing best practices: Fostering the creation and implementation of superior operational procedures.	Click Here
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.	To ensure transparency and accountability, the administrative body overseeing distance education provides comprehensive reports, including those from the Center for Internal Quality Assurance (CIQA) and annual operational summaries, to the governing board of higher education for their review and subsequent ratification. This practice of regular submission and scrutiny facilitates a process of continuous improvement, enabling the directorate to refine both its administrative and educational methodologies. Consequently, this commitment to rigorous reporting and oversight allows the organization to uphold and enhance standards of	Click Here

		excellence and quality in all facets of its operations, guaranteeing a consistently high level of performance across the board. The detailed reporting mechanism allows the higher authorities to have full visibility of the directorate's activities, thus solidifying the trust and confidence in the institute's operations.	
	(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.	Following the precise formatting guidelines mandated by the regulatory commission, the institution has formally presented its yearly operational summary for official ratification. This submission, adhering strictly to the commission's prescribed structure, ensures that the comprehensive overview of the organization's activities is presented in a manner that facilitates efficient review and approval. This rigorous adherence to the commission's instructions underlines the institution's commitment to transparency and compliance, demonstrating a dedication to providing a clear and accurate account of its yearly performance. The presentation of the report in the requested form enables the commission to effectively assess the institution's progress and adherence to established standards.	Click Here
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 Center for Internal Quality Assurance (CIQA) is entrusted with a range of key duties, all aimed at maintaining and enhancing the quality of distance learning programs. These responsibilities include: ● **Policy Implementation:** Guaranteeing that all policies established by SRM Institute of Science and Technology (SRM IST) pertaining to distance learning are consistently and effectively put into practice. ● **Self-Learning Material (SLM) Development and Approval:** Overseeing the creation of superior-quality Self-Learning Materials for every program offered, and further, securing official endorsement of these materials, ensuring they comply with the stipulated guidelines issued by the University Grants Commission (UGC) regarding SLM preparation. ● **UGC Guideline Adherence:** Confirming that all facets of Open and Distance Learning (ODL) operations within SRM IST are conducted in strict accordance with the regulations and directives set forth by the UGC, thereby upholding the integrity and standards of the institution's distance education initiatives. This ensures that every operation is aligned with the highest standards, and that the students receive the best possible education.	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	To maintain consistency and ensure optimal learner engagement, a standardized structural and stylistic framework for instructional design quality has been implemented for the creation of Self-Learning Materials (SLM). This comprehensive framework encompasses the following key elements: ● **Content Overview:** Incorporating a succinct summary of the material's scope to provide learners with a clear understanding of the subject matter. ● **Logical Sequencing:** Arranging content in a coherent and sequential manner, aligning precisely with the established learning objectives and desired outcomes.	Click Here

		● **Accessible Language and Interactive Style:** Employing straightforward language and fostering an active dialogue to promote learner engagement and comprehension. ● **Consistent Typography:** Establishing uniform font names and sizes for content titles, level indicators, and headings to ensure visual clarity and professionalism. ● **Structured Presentation:** Constructing well-defined paragraphs, bullet points, numbered lists, and organizational layouts to enhance readability and information retention. ● **Visual Emphasis:** Utilizing strategic highlighting, alignment techniques, and spacing to draw attention to crucial information and improve overall visual appeal. ● **Visual Aids:** Integrating tables, diagrams, images, and listings to enhance visual comprehension and make the learning experience more engaging. ● **Note-Taking Support:** Providing a dedicated column for learners to record key insights, personal learning tips, and reflective notes. ● **Regular Quality Reviews:** Conducting periodic evaluations of the SLM from the perspective of quality enhancement and learner support, ensuring continuous improvement and adaptation to learner needs.	

24.	Promoted automation of learner support services of the Higher Educational Institution	Recognizing the critical role of technology in modern education, SRM Institute of Science and Technology (SRMIST) established a dedicated Information Technology and Knowledge Management (ITKM) directorate, operating independently from its distance education division, to effectively manage the institution's comprehensive technological requirements. The ITKM directorate utilizes an enterprise resource planning (ERP) software system, which serves as a fundamental element in facilitating a fully automated, end-to-end process across various operational areas. This integrated system supports:
		● **Student Lifecycle Management:**
		   ● Applicant registration, admission, and enrollment procedures.
		   ● Management of financial transactions.
		   ● Assignment of academic counselors and mentors.
		   ● Storage of learner personal and fee payment information (Feekart).
		   ● Tracking of learner performance and examination outcomes.
		   ● Implementation of a feedback collection system.
		   ● Monitoring of Self-Learning Material (SLM) delivery status.
		   ● Distribution of electronic SLM (E-SLM) through the Learning Management System (LMS).
		   ● Online submission of assignments and assessments.
		   ● Provision of dashboard and reporting functionalities.
		This robust ERP system is designed to provide:
		● **Inter-Module Data Flow:** Smooth and uninterrupted data transfer between various system modules.
			Click Here

		● **Role-Based Access Control:** Secure login credentials and access permissions tailored to individual user roles. ● **Software Integration:** Compatibility and integration with other essential software platforms, including the LMS, Academic Bank of Credits (ABC), and DigiLocker. ● **Data Security and Preservation:** Reliable backup and archival capabilities to ensure data integrity and long-term storage. This system's creation ensures that all information is handled in an efficient and secure manner.	
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	To elevate the caliber of academic procedures employed in distance education, the institution strategically incorporates the expertise of external professionals at numerous critical junctures. These experts contribute significantly to various aspects of the educational framework, including the operations of the Center for Internal Quality Assurance (CIQA), the delivery of academic coursework and examinations, the meticulous review of Self-Learning Materials (SLM), the enhancement of students' skill sets and exposure to real-world professional environments, the verification of annual strategic plans, and the execution of comprehensive annual performance evaluations. When external experts deliver academic courses, their involvement extends to all facets of the instructional process, encompassing the provision of direct instruction, the implementation of evaluation methodologies, the collection and analysis of student feedback, the facilitation of skill development workshops, and the guidance of students in test-taking strategies. This deliberate integration of external expertise ensures that the institution's distance learning programs remain current, relevant, and aligned with the highest standards of academic excellence, benefiting students with enhanced learning outcomes and a broader professional perspective.	[Click Here](#)
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	In accordance with the mandates established by the University Grants Commission (UGC) panel, a designated external body will conduct comprehensive academic and administrative evaluations at five-year intervals, scrutinizing a range of essential operational areas. The academic assessment will delve into the effectiveness and professional applicability of the curriculum, the thoroughness of academic planning, the degree of active student engagement, the rigor of assessment and evaluation methodologies, the provision of student training programs, the facilitation of career development initiatives, and the strength of industry partnerships. Conversely, the administrative audit will focus on evaluating the directorate's growth trajectory, employing a Strengths, Weaknesses, Opportunities, and Challenges (SWOC) analysis, assessing the efficacy of strategic planning processes, verifying the availability of staff and facilities in compliance with established standards, examining the soundness of financial management practices, and ensuring the meticulous maintenance of records. These periodic external audits are	Will be carried out during the academic year 2025-26 [Click here](#)

		designed to provide an objective and in-depth analysis of the institution's performance, driving continuous improvement and ensuring adherence to the highest standards of quality and accountability across all its academic and administrative functions.	
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Under the collaborative guidance of both departmental and institutional Internal Quality Assurance Cell (IQAC) personnel, along with the Center for Internal Quality Assurance (CIQA) members, the creation of the self-evaluation document, destined for submission to accreditation and assessment organizations, is meticulously executed. This process involves a comprehensive evaluation of supporting evidence, encompassing both numerical and descriptive measures. These individuals convene regularly to engage in discussions concerning the ongoing projects and initiatives of the Directorate of Distance Education, ensuring that student-centered approaches are consistently implemented to maximize the efficacy of the learning experience. The collaborative nature of the drafting process ensures that all aspects of the directorate's activities are thoroughly examined, and that the report accurately reflects the institution's commitment to quality and continuous improvement. By prioritizing learner-centric strategies, the institution ensures that educational offerings are tailored to meet the needs of its students.	Click Here
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	In a collaborative effort, the SRM Institute of Science and Technology (SRMIST) Directorate of Learning Development and the Directorate of Distance Education coordinate their activities to seamlessly incorporate teaching, learning, active learning methodologies, and other associated academic pursuits. This synergistic approach extends beyond a narrow focus on mere student academic performance, aiming instead to foster a vibrant and inclusive intellectual environment that encourages students to actively participate and engage. The primary objective of research into student involvement is to cultivate a sense of belonging within a multifaceted academic community, inspiring individuals to become integral members of a diverse intellectual collective. This integrated strategy ensures that students are not only academically successful, but also develop a strong sense of community and become lifelong learners. The collaboration between these two directorates is crucial to provide a holistic educational experience.	Click Here
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	Furthermore, the committee is comprised of highly experienced professionals who possess extensive expertise in their respective domains, enabling them to provide valuable and informed critiques. These seasoned individuals contribute significantly by offering insightful feedback on the structure and development of the curriculum, conducting comprehensive evaluations of program quality, which encompass a thorough examination of the syllabus, the content's relevance, and the achievement of intended learning outcomes, and providing crucial support in the design and	Click Here

| | | delivery of skill development training initiatives. Their collective experience and specialized knowledge allow them to offer a multifaceted perspective, ensuring that the institution's educational offerings are not only academically rigorous but also aligned with current industry standards and the evolving needs of learners. The committee's contributions ensures that the students get the most up to date and relevant education. | |

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 a. Management b. Strategic Planning c. Operational Plan, Goals and Policies	a) SRM Institute of Science and Technology (SRMIST) demonstrates a high level of attentiveness and meticulousness in its planning processes, focusing on maximizing the effective utilization of available resources. The organizational framework of its Open and Distance Learning (ODL) division is clearly defined and documented. b) Administrative Leadership: The institution exemplifies effective administrative leadership through the broad delegation of authority to its personnel at all levels. Specifically, faculty members who assume the additional role of Academic Coordinator are responsible for overseeing the entirety of academic counseling activities and for supervising operations related to the seamless functioning of the academic infrastructure. Within each department, a senior faculty member is designated as the Program Coordinator, who undertakes specific responsibilities at various stages of the program lifecycle, including the program's initial launch, the commencement of each semester, the ongoing activities during the semester, the conclusion of the semester, and the post-semester evaluation and planning. c) Strategic Vision: The central objectives of the institution's strategic planning initiatives are to facilitate a progressive expansion of operational capabilities and to continuously enhance the quality of teaching and learning methodologies. This is achieved by aligning the curriculum with the National Education Policy (NEP) 2020, implementing innovative Teaching, Learning, and Pedagogy (TLP) approaches, and contributing to the increase of the Gross Enrollment Ratio (GER). d) Operational Framework:	Click Here Click Here

| | | The operational plans, goals, and policies of SRMIST are meticulously aligned with its overarching strategic vision, ensuring that they are practical, measurable, and attainable. These operational guidelines are effectively communicated to all relevant stakeholders, fostering transparency and shared understanding. Both academic and administrative activities are comprehensively addressed within these operational plans and policies, ensuring a holistic and integrated approach to institutional management. This thorough planning and communication ensures the institution's success. | |
| 2. | Articulation of Higher Educational Institution Objectives | **SRMIST DDE Vision**

● To become a globally recognized center for knowledge acquisition and skill enhancement.

● To deliver higher education to a wide section of the population through an innovative, learner-focused educational model.

● To ensure that distance education remains socially meaningful, aligned with industry needs, and inclusive in every aspect.

SRMIST DDE Mission

● To attain recognition as a premier institution in the field of distance learning.

● To provide flexible and easily accessible education for a broad base of adult learners.

● To enable learners to achieve outstanding academic success and value their lifelong association with SRMIST.

● To build an internationally relevant and high-quality knowledge base.

● To lead in the development of human capital by encouraging autonomy, innovation, creativity, and empowerment. | Click Here |

| 3. | Programme Development and Approval Processes
a. Curriculum Planning, Design and Development
a. Curriculum Implementation

b. Academic Flexibility

c. Learning Resource

d. Feedback System | a) Educational Framework: Planning, Structure, and Development:
The guidelines governing the provision of degree programs through Open and Distance Learning (ODL) are predicated on a credit-based system, applicable to both undergraduate (UG) and postgraduate (PG) courses, with program durations conforming to the University Grants Commission (UGC) notification on the specification of degrees, issued in 2014.
The institution maintains strict adherence to the Learning Outcome-Based Curriculum Framework (LOCF), ensuring that targeted learning outcomes are achieved through modular design and are aligned with national competency standards.
The Directorate of Distance Education (DDE) actively promotes collaborative learning methodologies to enhance the educational experience.
b) **Curriculum Execution:**
Program Introduction/Orientation: Learners receive a comprehensive overview of the course structure, prerequisites, completion objectives, and assessment procedures. Registered students are provided with detailed information regarding course completion requirements during the orientation phase.
Personal Contact Program (PCP): The counseling schedule is communicated during the orientation session or at the commencement of each semester. Qualified counselors conduct guided instructional sessions.
c) **Educational Adaptability:**
Students are granted the opportunity to request extensions for assignment submissions, quiz completions, course registrations, tuition fee payments, and examination fee payments on a case-by-case basis. The institution considers the validity of prior approvals granted to students.
d) **Educational Resources:**
Self-Learning Material (SLM): Recognizing the distinct nature of distance learning, where students often lack direct interaction with peers and instructors, the institution emphasizes the development of self-reliance, motivation, and organizational skills in learners. Given the self-directed nature of distance education, the quality of content becomes paramount. The creation of an effective SLM is essential to support the autonomous learning process. SRMIST-DDE ensures that all students across all programs receive high-quality SLM.
e) **Feedback Mechanism:**
Program coordinators conduct semesterly evaluations based on feedback gathered from all relevant stakeholders. The curriculum review committee analyzes and implements user suggestions to maintain program quality and consistency. This proactive approach to feedback ensures that the institution remains responsive to the evolving needs of its students. | Click Here
Click Here |

4.	Programme Monitoring and Review	To maintain the quality and relevance of its educational offerings, the SRM Institute of Science and Technology's (SRMIST) Directorate of Distance Education (DDE) conducts periodic assessments of its course materials and evaluates the degree to which students are fulfilling their predetermined educational objectives. The Program Coordinator and the Academic Coordinator at SRMIST-DDE are responsible for the ongoing monitoring of distance learning programs, a practice that is implemented to ensure the optimal and economical utilization of all available resources. This continuous monitoring process also serves to determine the extent to which the programs are effectively influencing learners and achieving the desired learning outcomes. The primary aim of this evaluation process is to confirm that the educational experience is both meaningful and impactful for the students, and to identify areas where improvements can be made. By consistently evaluating the effectiveness of their programs, the directorate ensures that it is providing a high-quality educational experience for its students.	[Click Here](#)
5.	Infrastructure Resources	To comply with the stipulations outlined in the University Grants Commission (UGC) guidelines published in 2020, the SRM Institute of Science and Technology's (SRMIST) Directorate of Distance Education (DDE) maintains a dedicated operational space that meets the minimum requirement of 20,000 square feet of usable floor space, as evidenced by the accompanying documentation. This allocation of space ensures that the directorate possesses the necessary physical infrastructure to effectively carry out its educational and administrative functions. The provision of this specified area is a critical component of the institution's commitment to adhering to the regulatory standards set forth by the UGC, thereby ensuring a conducive and compliant environment for the delivery of its distance learning programs. The adherence to the guidelines demonstrates the institutions commitment to providing the necessary resources for its students and staff.	[Click Here](#)
6.	Learning Environment and Learner Support	To ensure the ongoing enhancement of pedagogical methods and student educational outcomes, a robust framework of learner support services has been implemented, designed to facilitate superior counseling, capacity-building workshops, educational programs, and interactive teaching-learning experiences. The directorate actively leverages cutting-edge technological tools to cultivate a cohesive and student-centric learning environment. This comprehensive support system commences with pre-admission guidance for prospective learners, and extends beyond the academic sphere to encompass career counseling and alumni network development. By providing a diverse array of services, including orientation sessions, academic advising, student retention strategies, academic integrity promotion, grievance resolution, placement assistance, and efficient learner support center operations, these services effectively cultivate meaningful connections among geographically dispersed learners. The specific services offered to students of SRMIST-DDE are as follows:	[Click Here](#)

		Pre-admission Counseling: Providing prospective students with thorough guidance to assist them in making informed decisions regarding program enrollment. **Admission Support:** Offering assistance with all aspects of the admission process, including application processing. **Learning Resource Provision:** Disseminating information about learning materials, coordinating the delivery of Self-Learning Materials (SLM), and facilitating access to electronic content. **Academic Guidance:** Offering academic counseling, including advisory services and support in navigating learning modules. This ensures the students are always supported in their academic journey.	
7.	Assessment and Evaluation	To ensure a reliable and comprehensive evaluation of student learning, the institution meticulously adheres to established assessment and evaluation procedures, aligning with the principles of formative assessment and term-end examinations, including a standardized grading system. This rigorous approach guarantees the accurate measurement of learning outcomes through the deployment of diverse assessment tools. SRMIST DDE employs a variety of instruments, tailored to address distinct learning objectives, encompassing both formative and summative evaluation methods. These instruments include objective-type questions, concise and extended descriptive inquiries, assignments, project work, case study analyses, and oral presentations. The academic performance of each learner is assessed through a combination of formative, or in-semester continuous internal assessment (CIA), and summative, or end-semester term-end examinations. The distribution of weightage across these assessment components is as follows: - Formative graded/Continuous internal assessment (in-semester): Minimum 30% - Summative assessment/End-semester examination: Minimum 70% The internal evaluation process is carefully structured and implemented, including: - The dissemination of the CIA schedule, coinciding with the publication of the semester's academic calendar. - The distribution of assignment questions to learners. - The enforcement of submission deadlines within a stipulated timeframe. Evaluators meticulously assess student work and provide constructive feedback, designed to facilitate further improvement and enhance the learner's understanding. This structured and feedback driven approach ensures that the students' learning is constantly monitored and improved upon.	[Click Here](#) [Click Here](#)
8.	Teaching Quality and Staff Development	To uphold the highest standards of instructional quality and ultimately ensure the academic success of distance learners, faculty members engaged in remote education delivery are mandated to participate in a series of comprehensive training programs. These	[Click Here](#)

training initiatives are designed to equip educators with the necessary skills and knowledge across a spectrum of crucial areas, including:

- **Outcome-Based Education (OBE), Learning Outcomes-based Curriculum Framework (LOCF), and Flexible Choice-Based Credit System (CBCS):** Providing in-depth understanding of these contemporary educational paradigms.
- **Distance Learner Understanding:** Developing insights into the unique needs, expectations, and challenges faced by distance education students.
- **Self-Learning Material (SLM) Development and Instructional Design:** Equipping educators with the skills required to create effective SLM and apply sound instructional design principles.
- **Active Learning Integration:** Training on the successful incorporation of active learning strategies into remote teaching methodologies.
- **Learning Management System (LMS) Proficiency:** Providing training on the effective utilization of the LMS platform for e-content uploading and maintenance.
- **Open and Distance Learning (ODL) and Online Course Delivery Orientation:** Focusing on the specific perspectives and requirements of remote learners in ODL and online course delivery. This ensures that the instructors are well equipped to handle the unique challenges of distance learning.

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	Actiontaken in respect of ODL	Upload relevant document
1.	Academic Planning	To ensure clarity and organization for both students and faculty, the institution provides structured schedules, including: ● **Yearly Academic Calendar:** A comprehensive timetable outlining the key academic dates and events for the entire academic year. ● **Personal Contact Program (PCP) Schedule:** A detailed, class-specific schedule outlining the times and locations for all Personal Contact Program sessions. This ensures that students are well informed and can plan accordingly. The distribution of these schedules allows for effective planning and execution of all academic activities.	Click Here Click Here

2.	Validation	To ensure the integrity and accuracy of institutional processes, a system of verification is implemented through the operation of an internal auditing body. This committee is responsible for conducting thorough reviews and assessments, thus confirming the validity and reliability of various organizational activities. The internal audit committee meticulously examines procedures, records, and practices, providing an independent appraisal that helps to maintain accountability and identify areas for potential improvement. This validation process is crucial for upholding institutional standards and ensuring that operations are conducted in a transparent and effective manner. The audits are a key part of the institution's commitment to quality control.	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 administrative division is tasked with the comprehensive planning, execution, coordination, and oversight of operational activities and quality assurance measures for all Open and Distance Learning (ODL) programs. This responsibility includes the implementation of a rigorous external audit process, to be conducted at the culmination of every five-year period, in strict accordance with established regulatory standards. This systematic approach ensures that all programs consistently meet the highest levels of quality and operational effectiveness, and that they are subject to periodic, independent scrutiny to maintain accountability and drive continuous improvement. The external audit functions as a key component of the directorate's commitment to transparency and adherence to best practices, and allows for an independent assessment of the programs' efficacy.	Will be carried out during the academic year 2025-26

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	Professor	Ph.D	01-09-2022	16.8 LPA	Department of Computer Applications-DDE
2	Dr. G Babu	Assistant Professor	Ph.D	22-09-2021	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. M. Daniel Rajkumar	Assistant Professor	Ph.D	09-09-2019	9.6 LPA	Department of Business Administration-DDE
6	Mr. Chandran Subramani	Assistant Professor	M.Tech MBA	09-09-2019	5.89 LPA	Department of Computer Applications-DDE
7	Dr. P. B. Govindarajan	Assistant Professor	Ph.D	10-10-2018	9.6 LPA	Department of Business Administration - DDE
8	Mr. R. Seetharaman	Assistant Professor	MBA	09-09-2019	9.6 LPA	Department of Business Administration - DDE
9	Dr.N.Radhakrishnan	Assistant Professor	Ph.D	14-10-2022	5.40 LPA	Department of Business Administration - DDE
10	P. Praveen Kumar	Assistant Professor	MA-JMC	10-10-2018	4.41 LPA	Department of Journalism and Mass Communication - DDE
11	Ms.Jerlina I	Assistant Professor	MA-JMC	09-09-2019	5.45 LPA	Department of Journalism and Mass Communication - DDE
12	Dr.A. Jalaludeen	Assistant Professor	Ph.D	10-10-2018	6.72 LPA	Department of Commerce - DDE
13	V. Lavanya	Assistant Professor	M.com	09-09-2019	4.52 LPA	Department of Commerce - DDE
14	Dr. Akila Batakrishnan	Assistant Professor	Ph.D	10-10-2018	5.40 LPA	Department of Commerce - DDE
15	Dr.G. B. Sakthi Prasad	Assistant Professor	Ph.D	10-10-2018	4.39 LPA	Department of English - DDE
16	Ms.Åmi Femila	Assistant Professor	MA English	10-10-2018	5.66 LPA	Department of English - DDE
17	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	2	2	Yes	-
B. Com & M. Com	3	3	Yes	-
BBA & MBA	3	6	Yes	-
BCA & MCA	3	3	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	Mr.P. Praveen Kumar	Assistant Professor	PhD MAJMC MA JMC	8 years	Regular	10-10-2018	Click Here
			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	12 years	Regular	10-10-2018	Click Here
			Ms.V. Lavanya	Assistant Professor	Ph.D	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.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	

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 Click Here Click Here Click Here Click Here	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution	**YES** **Click Here**	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
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	
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**	

SNo.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	**Upload Process** 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 at the examination centre

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 at the examination centre.
	(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 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** **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** **Click Here** **Click Here**	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	**Click Here** **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	details to be provided
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.	Yes 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	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

Not applicable for 2024-25

4.4 Result and Student Progression For UG,

PG and PGD programmes **Click Here**

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.					

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 **Programme Project Report (PPR)** serves as a self-declared document intended to introduce and outline a new academic program. It must be approved by the designated authorities, who will also establish a system for monitoring its effective implementation. The PPR typically comprises the following elements:

- **Mission and Objectives of the Program**: These should align with the institution's strategic goals and academic vision, while also responding to industry trends and learner needs.
- **Justification for Offering the Program in ODL Mode**: The report must establish the significance of delivering the program through Open and Distance Learning, highlighting its role in fulfilling identified goals.
- **Profile of the Target Learners**: This section should define the characteristics, needs, and diversity of the intended learners, ensuring that inclusive education practices are considered.
- **Program Suitability and Quality Assurance**: The program must ensure that it equips learners with relevant academic knowledge, practical skills, and professional competencies. It should also include transferable and generic skillsets to enhance employability.
- **Instructional Design**: This includes curriculum structure, course content, delivery methods, evaluation criteria, program duration..
- **Support Resources**: Guidelines should be provided for access to library resources.
- **Admission Process and Cost Structure**: The report should outline the admission criteria, along with estimated costs, to assess and support learner readiness for the program .

Upload samples and authority approval

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.

- Audio-video and simulation materials should supplement the Self Learning Material (SLM) and align with defined learning outcomes.
- The presentation style and language must be simple, clear, free from academic jargon, and suitable for self-learning.
- Content should include extempore speech delivered slowly for better understanding.
- A streaming server must be available to accommodate learners with limited internet data access.
- Ensure that all necessary media players are easily accessible for viewing or interacting with the materials.
- Sessions must be coherent, with interactive content using relevant graphics, animations, and simulations to enhance learner engagement.
- All including graphics, animations, images, audio, and video — must be original or properly licensed with appropriate permissions.
- The e-SLM creator must provide 25–35 slides, relevant images, and a storyboard that indicates where animations or images are needed.
- Text transcripts for all audio-video content and alternate text for images should be included for accessibility.

Upload samples and authority approval

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.

The Self Learning Material (SLM) is designed by integrating various learning theories to address the needs of diverse learners. It incorporates learning objectives, modular activities, and assessments aligned with those objectives. Cognitive higher-order learning is achieved through classification, content conceptualization, and problem-solving techniques. Constructivist learners are engaged with case studies and complex real-life scenarios to explore new concepts.

Upload samples

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
1	UG BA-English B.A-JMC B. Com BBA BCA	Online/ Campus SRMIST, KTR	Online/ Campus	130 93 466 523 457	1679	80-90% on an average per PCP
2	PG MA-English MA-JMC M.Com MBA MCA	Online/ Campus SRMIST, KTR	Online/ Campus	24 9 239 1343 417	1964	80-90% on an average per PCP
3	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.	Not Applicable									
N.	Not Applicable									

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 the 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.	Not Applicable						
N.	Not Applicable						

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 2024 and January 2025)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	24th April 2024 (for July 2024) & 12th Dec 2024 (for January 2025)	30th April 2024 (for July 2024) To 20th Dec 2024 (for January 2025)	YES YES
Audio-Video Material	6th May 2024 & 27th Dec 2024	6th May 2024 & 27th Dec 2024	YES YES
Online Material	6th May 2024 & 27th Dec 2024	6th May 2024 & 27th Dec 2024	YES YES
Computer based Material	6th May 2024 & 27th Dec 2024	6th May 2024 & 27th Dec 2024	YES 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)
NOT APPLICABLE							

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 ClickHere ClickHere	

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 Click Here	
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 2025-2026

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, which shall be in consonance with the resources	YES
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	YES
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	YES
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	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 purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	YES
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	YES
14.	No Higher Educational Institution shall, issue or publish a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	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
72	72

9.2   Complaint Handling Mechanism

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

Also, mention details of Nodal Officers.

"Senior members Dr.M.L.Gnanadasan of the Grievance Redressal Committee handle learner queries and resolve them at regular intervals."

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

In addition to the weekly lecture that is provided for students, peer teaching has also been implemented. Students are better able to comprehend and grasp information when they are able to articulate it in a clear manner. When the students want to give a presentation, they memorize the material in advance and make their presentation verbally. However, when they want to educate their classmates, they want to have a complete understanding of the subject or problem. Learners take the initiative in this activity by selecting the aspect of the subject that most piques their interest. Students are better able to create a sense of ownership over the subject matter when they are given this kind of liberty. The next step is to receive input from peers. Learners are required to acquire fundamental abilities such as the ability to provide and receive constructive feedback while maintaining an open mind and proper manners.

10.2   Best Practices of the HEI

SRM DDE implements optimal learner support services to provide equitable learning and enhancement.
 • Learners acquire information regarding not only Open and Distance Learning (ODL) but also all activities at SRM IST, fostering a sense of belonging to a substantial institution.
  • The website serves as a repository of essential information for prospective learners to facilitate informed decision-making.
  • Learners are assigned a unique email address associated with SRM IST, ensuring comprehensive monitoring and documentation of all learner activities.
  • An effective Enterprise Resource Planning (ERP) system captures all learner data, which is utilized to enhance Learner Support Services and other operational practices.
 • Utilizing social media for peer group engagement and teacher-student connection

10.3   Details of Job Fairs conducted by the HEI

SRMIST Online Education adheres to the conventional approach; the placement, training, and career development center is integrated with the centralized infrastructure. The activities have been programmed in conjunction with the conventional mode.

10.4   Success Stories of students of ODL mode of the HEI

Our distance learners are involved in publishing and presenting technical papers in the reputed Journals.

10.5   Initiatives taken towards conversion of SLM into Regional Languages

> Students enrolled in undergraduate programs such as B.C.A, B.B.A, and B.Com have expressed a strong preference for receiving Self-Learning Materials (SLM) in their native language, as it significantly enhances their understanding of concepts and facilitates clearer participation in practice sessions. In response to this feedback, SRMIST Directorate of Distance Education (DDE) will provide the SLM in both English and Tamil, thereby promoting more effective and accessible learning for all students.

10.6   Number of students placed through Campus Placements

> Although most students are already employed, SRMIST encourages learners to participate in campus placements if they seek to change careers, transition to different sectors, or pursue higher salary packages.

10.7   Details of Alumni Cell and its activity

> The Alumni Association of SRMIST continues to play a vital role in supporting academic initiatives, student development, and resource mobilization—both financial and non-financial.
>
> In particular, non-financial contributions have included:
>
> - Interactive sessions with current students
> - Mock personal interviews to prepare students for recruitment
> - Discussions on business and entrepreneurship opportunities
>
> During these interactions, alumni have emphasized the importance of staying updated with current market trends and have provided valuable guidance on career opportunities across various fields. They have also shared their personal experiences, offering insights and motivation to help students navigate their academic and professional journeys.
>
> The institution deeply appreciates the continued involvement and support of its alumni community.

10.8   Any other Information

> SRMIST DDE has initiated the implementation of virtual lab sessions for practical training in BCA and MCA programs.

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/OL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes)

Signature of the Director

Name: Dr. Manoranjan Pon Ram

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

Signature of the Registrar

Name: Dr. S. Ponnusamy

Seal :
Registrar
SRM Institute of Science and Technology
SRM Nagar, Kattankulathur - 603 203
Chengalpattu Dist, Tamil Nadu, India.

Date: 19.08.2025

Date: 19.08.2025