HEI ID: HEI-U-0476   **Name of HEI: SASTRA   Type of HEI:**

Annual Report
OF

CENTRE FOR INTERNAL QUALITY ASSURANCE
(CIQA)

PROGRAMMES UNDERONLINE
MODE

2021-2022

HEI ID: HEI-U-0476   **Name of HEI: SASTRA**   **Type of HEI:**

Contents

Part – I: General Information – 2021 to 2022

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

Upload PDF

1.2 Details of Director, CIQA
- Name : Dr. S. Gopalakrishnan
- Qualification: M.Sc., MCA, M.Tech., Ph.D.
- Appointment Letter and Joining Report: Upload (PDF)

1.3 Details of CIQA Committee:
   a. **Composition as per Regulations**

S. No.	Designation	Nominationas	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr.S.Vaidhyasubramaniam	Management	02-12-2018
b.	Three Senior teachers of HEI	Member 1	Dr.R.Chandramouli	Mechnical	02-12-2018
		Member 2	Dr.V.Badrinath	Management	02-12-2018
		Member 3	Dr. A.Umamakeswari	Computing	02-12-2018
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr.V.S.Shankar Sriram	Computing	02-12-2018
		Member 5	Dr.P.R.Naren	Chemistry	02-12-2018
		Member 6	Dr.G.Dhinakaran	Civil	02-12-2018
d.	Two External Experts of ODL and/or Online Education	Member 7	Sri.Anantharaman, TBI		
		Member 8	Sri.Seshadri, TCS		
e.	Officials from departments of HEI	Member 9 Administration			

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
	• Administration • Finance		Shri. Ganapathysubramanian		
		Member 10 Finance	Shri. S. Kalyanasundaram		
f.	Director, CIQA	Member Secretary	Dr.S. Gopalakrishnan		

b.   **Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)**
If No, reason thereof

1.4 Number of meetings held and its approval:

a. **No. of meetings held every year:**

b. **Meeting details: Content Review Meeting**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1			Upload	upload
Meeting 2			Upload	upload

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)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.		**NA**									

N.											

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 ofUGC(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)	Number of students admitted (Male/Female/Trans- gender)			
								M	F	TG	Total
1.		**NA**									
N.											

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 perCommission 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	Number of students admitted (Male/Female/Trans- gender)			
							M	F	TG	Total
1.	**NA**									
N.										

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

1.8 Number of programmes started at Under-graduate Degree Programmes as per Commission Order:

From <July*, 2021 & Jan, 2022*>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans- gender)			
							M	F	TG	Total
1.	BCA	3 YEARS	120	10 AND 12TH PASSED	15000	F-1-1 / 2020	50	23	0	73
2.	BCA	3 YEARS	120	10 AND 12TH PASSED	20000	F-1-1 / 2020	131	73	0	204
3	BCOM	3 YEARS	120	10 AND 12TH	20000	F-1-1 / 2020	213	270	0	483

4	BCOM	3 YEARS	120	PASSED 10 AND 12TH PASSED	20000	F-1-1 / 2020	39	23	0	62

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

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

From < July*, 2021 & Jan, 2022>*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	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MCA	2 YEARS	108	10 +2, and UG any decipline	22500	F-1-1 / 2020	107	70	0	177
2	MCA	2 YEARS	108	10 +2, and UG any decipline	22500	F-1-1 / 2020	209	188	0	397
3	MBA	2 YEARS	72	10 +2, and UG any decipline	20000	F-1-1 / 2020	22	16	0	38
4	MBA	2 YEARS	72	10 +2, and UG any decipline	30000	F-1-1 / 2020	21	18	0	39

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

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

2.1 Action taken on the functions of CIQA:-

S.No	Provisions in Regulations	Details of Actiontaken by CIQA and Outcomethere of (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	Maintaining quality in the services provided to learners is crucial for ensuring their satisfaction, engagement, and overall educational experience. Here are some key aspects and practices that contribute to maintaining quality in learner services: 1. Support and guide learners to help them navigate their educational journey successfully Clear Communication Channels: Establish clear and accessible communication channels between learners and service providers. This includes providing multiple modes of communication (e.g., in-person, email, online platforms) and ensuring prompt and responsive communication. Communicate service offerings, processes, and timelines to avoid confusion and provide transparency. 2. Provide learners with convenient, well-staffed, and responsive services.Qualified and Trained Staff: Employ skilled and trained staff members who are knowledgeable about the services provided to learners. Staff should have a strong understanding of the institution's policies, procedures, and resources. Provide ongoing professional development opportunities to enhance staff members' skills and keep them updated on best practices in student services. 3. Efficient service delivery: Ensure that services are delivered efficiently and effectively. Minimize wait times, streamline processes, and automate where possible. Use technological solutions such as online portals or self-service options to improve convenience and accessibility for learners. Regularly evaluate service delivery mechanisms to identify opportunities for improvement and implement necessary changes. 4. Continuous feedback mechanisms: implement feedback mechanisms to solicit learners' opinions on the quality of services. These may include surveys, suggestion boxes, focus groups, or feedback sessions. Actively listen to learner feedback, address their concerns, and improve based on their suggestions. Communicate actions taken as a result of feedback to demonstrate your responsiveness and commitment to improvement. 5. Evaluate the effectiveness of services: Regularly	

		evaluate the effectiveness of services for learners. Use quantitative and qualitative data to assess learner satisfaction, outcomes, and perceptions of services. Analyze service utilization data, feedback, and performance indicators to identify strengths and areas for improvement. Use this information to continuously improve and develop services. 6. Collaboration with faculty: Encourage collaboration between learning services and faculty members to ensure a holistic approach to supporting learners. Involve faculty in thinking about the services and resources that would most benefit learners the most. Collaborate on initiatives such as orientation programs, academic support workshops, and mentoring activities to create a seamless learning experience. 7. Compliance with regulations and standards: Ensure that learner services comply with relevant regulations, policies, and standards. Keep abreast of legal and ethical requirements related to student privacy, accessibility, and fairness. Adhere to accreditation and quality assurance frameworks to ensure high standards of service delivery. 8. Regular Program Reviews: Review learner services to assess their effectiveness and alignment with institutional goals. This may include conducting comprehensive program evaluations, soliciting external feedback, or engaging in benchmarking exercises. Use the results of these reviews to inform strategic planning, resource allocation, and improvement initiatives.	
2.	Self-evaluative Educational Institution	1. Implemented an online feedback system and self-assessment questionnaire to assess the level of the dissemination of processes and procedures among all stakeholders. 2. Self-evaluation practices are used to study the performance of all stakeholders that are being captured using questionnaires. The weekend tests are considered a self-promoting tool for the students' performance besides the fortnight online interactive sessions. Learners' subject doubts are clarified during these classes.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	1. Study programs: Each programme and course is identified with a set of Programme objectives and course objectives. Each module in the course is recognised with study duration and the outcomes. These are being incorporated into the entire Programme and Course structure in the form of a curriculum, and the same is being distributed to the students well before the commencement of the Programme/Course. 2. Programme rules & regulations are being notified to the students well before the start of the programme. 3. Quality and adequacy of the development of learning	

		capsules are being ascertained with the external auditing procedures. 4. Assessment modules are also audited.	
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	In the conventional teaching mode of education brings, both teachers and students have face-to-face interactions while learning with a rigid schedule, and the teachers have direct access to analyse every student's learning techniques and behavioural pattern and thereby keep a hawk-eye on each student and monitor the responses and immediately address them when and where needed. SASTRA follows the 4Q format approach with a versatile Learning Management System, SWAYAM, to simulate such a scenario online. The interaction between the learners and educators is effectively happening with available features like communities, chatting facilities and sharing information in various file formats. It is the best learning mode and helps students learn subjects faster with flexible timings. The learners at the **"Anytime, Anywhere and Any device"** model can access the recording lectures and related documents.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	SASTRA has implemented the following mechanisms for interacting with learners and other stakeholders to obtain feedback: 1. Surveys and Questionnaires: Distributing questionnaires to learners to gather their opinions 2. Community, an Online discussion forum, one of the features of LMS through which the learners are encouraged to participate actively, share their thoughts, ask questions, and provide feedback, is an effective way to engage a larger learner community. It also promotes peer-to-peer interaction. 3. Providing learners with feedback forms online allows them to provide specific feedback on different aspects of the learning experience. 4. Created Social Media platforms such as Facebook, Telegram, and WhatsApp groups; these enabled learners to share their feedback and engage in conversations. These channels provide a space for ongoing feedback, discussions, and interactions among learners.	

| 6. | Measures suggested to the authorities of Higher Educational Institution for improvement | 1. Established and followed Clear Quality Standards and benchmarks for various aspects of the institution, such as content development in 4Q format, interactive teaching, student support services, and governance. These standards were aligned with national and international accreditation frameworks to ensure comparability and recognition.
 2. Encouraged faculty and staff to engage in continuous professional development activities to enhance their teaching skills, subject knowledge, and research expertise. Provide resources and opportunities for faculty to attend workshops, conferences, and training programs to stay updated with the latest field advancements.
 3. Student-Centric Approach: Foster a student-centric environment by actively involving students in decision-making processes and incorporating their feedback into institutional policies and practices.
 4. Enhance Teaching and Learning Practices: Promote innovative and effective teaching and learning practices within the institution. Encouraged and trained the faculty members on using technology-enabled learning tools, interactive teaching methods, and experiential learning opportunities. Provide support and resources for faculty to develop and enhance their teaching methodologies.
 5. SASTRA has signed MoUs with industries to foster strong collaborations with them and other external stakeholders to align the academic programme with their current needs.
 6. Improve Infrastructure and Learning Resources: Invest in state-of-the-art infrastructure for courseware development and virtual laboratories, online libraries, and digital resources to support teaching, research, and learning activities. Ensure that students and faculty access up-to-date technology, relevant academic resources, and a conducive learning environment. | |

		7. Quality Assurance Mechanisms: Implemented robust quality assurance mechanisms, such as internal audits and external peer reviews. Regularly assessed and monitored the quality of programs, faculty, and support services.	
7.	Implementation reviews	1. A review committee was established comprising relevant stakeholders, including faculty members, administrators, student groups, and external experts. This committee has diverse expertise and knowledge to evaluate different aspects of the institution comprehensively.	
		2. Identified mechanisms for developing course content in digital form and recommended and suggested quality improvement based on the measures outlined as per the SWAYAM regulations.	
		3. Allocate Resources: Determine the necessary resources, such as funding, personnel, and infrastructure, needed to implement the recommendations effectively. Allocate resources strategically to prioritize areas that require immediate attention and potentially have a significant impact.	
		4. Established a monitoring and tracking system to assess the progress of implementation regularly. Set milestones and key performance indicators to measure the actions' effectiveness, including regular progress reports, review meetings, and data analysis.	
		5. Stakeholder Engagement: Engage relevant stakeholders throughout the implementation process. Communicate the recommendations, implementation plan, and progress updates to faculty, staff, students, and other stakeholders. Encourage their active participation, feedback, and suggestions to ensure a collaborative approach.	
		6. Conducted Periodic Review meetings to review and evaluate the outcomes that impact the implemented measures.	

8.	Workshops/ seminars/ symposium organizedon quality related themes, ensure participation of all stakeholders, and disseminate thereports of such activities among allthe stakeholders in Higher Educational Institution.	We regularly conduct Faculty Induction Program and Faculty workshops	
9.	Developed and collated best practices in all areas leading to quality enhancement in services to thelearners and disseminate the same all concerned in Higher Educational Institution	We constantly develop the course plan & keep improving interactive classroom sessions & preparation of e-Learning materials	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Collated accurate examination results. Internal discussion on learning outcomes based on reliable statistics to improve the quality of Programmes	
11.	Measures taken to ensure that Programme Project Report for each programme is according to thenorms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	To ensure that a Programme Project Report (PPR) adheres to the norms and guidelines prescribed by the UGC DEB and other regulatory authorities, some of the following measures are regularly taken and monitored: 1. To familiarize ourselves with the guidelines, we thoroughly reviewed the regulations and understood the norms and policies set by the DEB UGC. Several internal meetings are convened to prepare PPR. 2. Implemented a robust review process for the PPR involving multiple stakeholders, including Deans, Programme Coordinators, teaching resources and domain experts.	

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12.	Mechanism to ensure the proper implementation of Programme Project Reports	1. Conducted regular CIQA meetings to assess adherence to regulatory norms and guidelines throughout the program. 2. Maintained proper documentation of all compliance-related activities, including evidence of adherence to prescribed norms and guidelines. 3. Regular communication with higher-level authorities of SASTRA and maintained relevant files with suitable clarifications	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	1. Documentation and Storage: Create a centralized system or database to store all the Annual Plans and Annual Reports of the institution. This can be a digital repository or a physical filing system, depending on your preferences and resources. Ensure that the documents are properly organized and easily accessible. 2. Review Schedule: Establish a review schedule to periodically assess the Annual Plans and Annual Reports. This schedule can be aligned with the academic calendar or strategic planning cycles. Clearly define the frequency of reviews, such as quarterly, biannually, or annually, based on the institution's needs. 3. Review Process: Design a structured review process to evaluate the Annual Plans and Annual Reports. This process should involve relevant stakeholders, such as administrators, faculty members, and department heads. Assign responsibilities and timelines to ensure the reviews are conducted efficiently. 4. Key Performance Indicators (KPIs): Define a set of KPIs that align with the institution's goals and objectives. These KPIs can cover various aspects, including academic performance, student outcomes, financial management, faculty development, infrastructure, and community engagement. Ensure that the KPIs are measurable and relevant to the institution's mission. 5. Data Collection and Analysis: Gather relevant data and information to assess the performance and progress of the institution. This may involve analyzing academic records, student feedback, financial reports, faculty evaluations, and other relevant data sources. Use appropriate analytical tools or software to facilitate data analysis. 6. Actionable Reporting: Generate actionable reports based on the review findings and data analysis. These reports should highlight strengths, weaknesses, and areas for improvement. Include specific	

		recommendations and action plans for addressing identified issues and enhancing performance. 7. Follow-up and Implementation: Assign responsibilities for implementing the recommended actions and improvements identified in the reports. Ensure that there is a clear timeline for implementing the changes and allocate necessary resources. Monitor the progress of implementation and track the outcomes. 8. Continuous Improvement: Foster a culture of continuous improvement within the institution. Encourage feedback from stakeholders, conduct periodic evaluations, and incorporate lessons learned from previous reviews into subsequent Annual Plans. Continuously refine the review process and reporting mechanisms based on the institution's evolving needs. 9. Compliance and Accountability: Ensure that the institution adheres to regulatory requirements and accreditation standards. Regularly review the Annual Plans and Annual Reports to verify compliance and maintain necessary documentation for audits or assessments. 10. Communication and Transparency: Share the actionable reports with relevant stakeholders, such as the management team, faculty, staff, and governing bodies. Encourage open dialogue, discussions, and collaboration to foster transparency and collective ownership of the improvement process.	
14.	Inputs provided to the Higher Educational market.	1. SASTRA has signed MoU with IT and other industries specifically to admit their employees in the Online Programmes. Engage industry representatives in regular dialogue and consultation to understand their expectations. The curriculum of various programmes SASTRA offers is modified and updated based on job-specific/skill-based requirements. We Seek their input on curriculum design, internships, apprenticeships, and other practical learning opportunities to bridge the gap between education and employment. 2. Members of the Board of Studies of various programmes comprising experts from relevant industries were regularly consulted, and curriculum development workshops were also organized based on the discussions the curriculum has been restructured by including industry-relevant content. 3. Alumni have been engaged regularly to get	

| | | their feedback on the curriculum, how well the program prepared them for employment, and any areas where improvements can be made. Leverage their experiences and insights to enhance the curriculum and align it with current job market requirements.
4. Since most of the registrants of various OL programmes of SASTRA are working, employees' Internships and Industry Exposure are inherent activities/practices of the learners.
5. Conduct regular reviews of the program curriculum to ensure it is current, reflects industry needs, and incorporates emerging technologies and practices.
6. Soft Skills and Employability Training: Emphasize the development of essential soft skills, such as communication, teamwork, problem solving, and adaptability. Integrate employability training into the curriculum, including resume building, interview skills, and networking techniques. Provide career-counselling services to support students' job search and professional development.
7. SASTRA encourages learners to acquire Professional Certifications and Industry-Recognized Credentials while pursuing the programme, and these activities will enhance their skill set and enable them to go for higher promotions and also enable them to change their verticals based on the acquired skill set. | |
| 15. | Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system. | 1. Conduct a detailed study to understand the needs, expectations, and aspirations of learners and collaborating industries. These can include studying the needs of the collaborating enterprises/institutions and analyzing feedback from learners, identifying areas where the current system may not effectively cater to these needs, and exploring strategies to address them.
2. Programmes offered online explore the innovative pedagogical approaches that prioritize learners' online engagement and motivate them to participate actively and virtually through personalized, collaborative learning—incorporating modern and technology-based pedagogical practices into the existing system to create a learner-centric environment.
3. Teachers trained in conventional face-to-face teaching approaches are fine-tuned towards virtual delivery mechanisms, which warrants professional development programs that enhance instructional practices and learner-centric online teaching | |

		pedagogy by leveraging relevant technology in education and exploring strategies for providing teachers with ongoing support, training, and resources to facilitate the implementation of learner-centric approaches.	
		4. Technology Integration and training for all the stakeholders are essential activities for promoting an online learner-centric environment. Investigating the effectiveness of digital tools, online learning platforms, adaptive learning systems, and educational apps in promoting personalized learning experiences is vital for modern teaching-learning environments.	
		5. Curriculum design emphasizing flexibility, relevance, and learner choice is vital for the online teaching-learning environment besides assessment and feedback mechanisms.	
		6. Community creations are vital for collaborative learning, and these community networks will promote knowledge sharing, innovation, and dissemination of best practices in learner-centric education.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	We are a Category 1 University with the NAAC accredited score of 3.76 IQAC also consistently monitor the quality of the Online Programme	
17.	Measures adopted to institutionalisation enhancement	1. Developing documents and framework for Internal Quality assurance framework in line with National Accreditation and Assessment Council quality framework. This framework should define the goals, objectives, and processes for maintaining and improving quality standards in all life cycles of Quality.	
		2. Self-Assessment and Internal Reviews: Conduct regular self-assessments and internal reviews to evaluate the institution's adherence to quality standards defined in the Institutional Quality Framework and identify areas for improvement. These assessments can be conducted using self-evaluation tools, checklists, or internal audit mechanisms.	
		3. We are developing action plans based on the findings from self-assessments and internal reviews. Identify specific areas for	

		improvement and outline strategies, initiatives, and timelines to address the identified gaps.	
		4. Quality Enhancement Cells or Committees: Establish dedicated cells or committees responsible for overseeing quality enhancement practices within the institution. These bodies can be comprised of faculty, administrators, and quality assurance professionals. Their role includes monitoring progress, coordinating improvement initiatives, and ensuring the institutionalization of quality practices. Foster a culture of Quality and continuous improvement throughout the institution.	
		5. Staff Development and Training: Provide professional development and training opportunities for faculty and staff members to enhance their understanding of quality enhancement practices. Offer workshops, seminars, and training sessions on quality assurance, accreditation standards, assessment methodologies, and continuous improvement techniques.	
		6. Engaging in external peer reviews or audits to obtain objective feedback and validation of quality practices. Invite external experts or peer evaluators to assess the institution's programs, processes, and quality enhancement initiatives. These reviews provide valuable insights and recommendations for improvement.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	1. Established Communication Channels between Commission and HEI that can include designated contact persons and email communication for sharing updates, queries, and feedback. 2. Seek Clarification and Guidance: If there are any ambiguities or doubts regarding the interpretation or implementation of the Commission's guidelines, seek clarification directly from the Commission.	
19.	Information obtained from otherHigher Educational Institutions on various quality benchmarks or parameters and best practices.	1. Formed WhatsApp and Telegram communities to enable networking activities and established active participation. 2. Attend conferences, seminars, workshops, and meetings where representatives from different HEIs come together. These events provide opportunities to interact, exchange ideas, and learn from the experiences of others. 3. Participated in collaborative meetings to know the best practices	

		of other HEIs 4. Participate in collaborative research projects with other HEIs focusing on quality enhancement. Institutions can share expertise, exchange ideas, and uncover innovative practices through joint research initiatives.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	1. The Centre for Internal Quality Assurance (CIQA) is committed to ensuring and enhancing the quality of education the institution provides. This annual report aims to provide an overview of the activities undertaken by the CIQA during the reporting period to fulfil its quality assurance responsibilities. 2. Curriculum Evaluation: A comprehensive evaluation of the institution's curriculum was carried out by the CIQA. This evaluation involved gathering feedback from students, faculty, and industry representatives to assess the curriculum's relevance, currency, and alignment with the intended learning outcomes. Based on the evaluation findings, recommendations were provided for curriculum revision and improvement. 3. Student Feedback Mechanisms: The CIQA implemented and monitored student feedback mechanisms to ensure students' voices are heard and considered in quality enhancement processes. Online surveys, focus groups, and suggestion boxes were utilized to collect feedback on teaching quality, learning resources, support services, and overall student satisfaction. The feedback was analyzed, and necessary actions were taken to address areas of concern. 4. Faculty Development: Recognizing the importance of faculty development in maintaining quality standards, the CIQA organized various training programs and workshops for faculty members. These sessions focused on enhancing teaching methodologies, incorporating learner-centred approaches, utilizing assessment strategies aligned with the intended	

		learning outcomes, and promoting continuous professional development. 5. The Centre for Internal Quality Assurance has made significant efforts during the reporting period to uphold and enhance the quality of education provided by the institution. The activities undertaken, including internal audits, curriculum evaluation, program assessment, student feedback mechanisms, faculty development, external collaboration, and robust documentation, have contributed to continuous improvement in quality assurance processes. The CIQA remains committed to fostering a quality culture and driving excellence in education.	
21.	(a) Submitted Annual Reports to theStatutory Authorities or Bodies of the the end of each academic session.	Annual day report for 2021-22	
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved bythe statutory authorities of the Higher Educational Institution annually to the Commission.	Annual day report for 2021-22	

| 22. | Overseen the functioning of Centrefor Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes | Center for Internal Quality Assurance (CIQA): the CIQA works within the educational institution and is responsible for implementing and monitoring quality assurance processes at the operational level. It works closely with faculty, staff, and students to ensure that quality standards are met in daily operations. CIQA typically collects data, conducts assessments, and prepares reports on the effectiveness of quality assurance systems and processes.
The following CIQA activities are continuously monitored
1. Developing and implementing quality assurance procedures.
2. Collecting and analysing data on quality indicators and performance
3. Conducting internal audits and reviews.
4. Facilitating feedback and improvement processes.
5. Collaborate with various departments which offers Online programmes or units to resolve quality issues.
6. Prepare reports on the effectiveness of quality systems and processes.
7. Making recommendations to improve quality and address identified areas for improvement. | |
| 23. | Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes | 1. A clear understanding of the philosophy and principles of online learning outlined in the UGC DEB regulations and knowledge of the guidelines, policies, and frameworks established for online education within the institution are critical prerequisites for adopting the instructional design requirements.
2. Identify the specific instructional design requirements consistent with the philosophy of online learning. These requirements could include developing course content focusing on the learner, engagement, interactivity, accessibility, assessment strategies, and multimedia integration.
3. Organize training for faculty to inform them about course design requirements and how to implement them in their courses effectively.
4. Establish a review process to evaluate course designs against the instructional design requirements and the philosophy of online | |

		learning. This may include establishing a review committee or working closely with existing quality assurance committees within the institution. Provide feedback and guidance to faculty on improving their course designs. 5. Continuously monitor the implementation of course design requirements in online classes.	
24.	Promoted auto mation of support servi ces of	SASTRA has identified specific areas within the learner support services that can be automated to streamline processes and to improve service delivery. These service areas include providing access to students in "Students' Corner", a web-based online facility through which students can see and download activities pertaining to enrolment and registration processes, admission processes, sharing of the programme schedule, results of assessment components, examination schedule and dissemination results. These can reduce paperwork and improve accessibility for students.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validationand annual review of its in-house processes	SASTRA coordinates with external subject experts, agencies, and organizations to validate various activities to ensure the quality and effectiveness of internal processes from time to time.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	As and when necessary, the Academic content will be subject to the third party assessment for the quality improvement	
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The DODE is part of NAAC / NIRF data submission and SSR preparation	

28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	DODE closely works with reputed Edtech platforms / Individual experts for Continuous improvement	
29.	Facilitated	SASTRA has identified relevant Industries and Institutions that align with our online programs and disciplines offered and signed MoUs with them to offer our Online programmes to their employees. The curriculum of the respective programmes is realigned with their requirement to improve their domain knowledge, inculcate knowledge on other relevant fields of their work, and make them ready to change their verticals.	

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 online programmes	Upload relevant document

HEI ID:		Name of HEI:		Type of HEI:
1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	Dedicated organization structure in place for Online Education to manage, govern & implement operational plans		
2.	Articulation of Higher Educational Institution Objectives	SASTRA Deemed University aims at providing an alternative informal channel through online learning mode for those who seek higher education, supplements the efforts of campus-based conventional higher education system. It also provides a "Second Chance" to those who are not able to pursue higher education earlier. Online programme facilitate updated knowledge and skills to those who are already employed, including in-service teachers. Through Online mode, innovative programmes are identified and designed to meet the local and global workforce needs.		
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	The curriculum design & plan get approved by Academic Council on a Periodic basis. The Curriculum design adopt proper strategies for imparting Academic flexibility		
4.	Programme Monitoring and Review	CIQA along with IQAC of the university constantly analyse the progress of the learner's outcomes		

		thus direct or in-direct methods where ever necessary the corrective measures are taken for improvement or processes	
5.	Infrastructure Resources	Separate Infrastructure for Online Education has been created. e-Learning have been provided to the students	
6.	Learning Environment and Learner Support	SWAYAM Platform is being used for providing a seamless learner centered environment	
7.	Assessment and Evaluation	Formative, Summative & Project based examinations are used for assessment & evaluation	
8.	Teaching Quality and Staff Development	Regular training Program for DODE resources to constantly upgrade technology & creating Pedagogy using various tools available	

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

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	The Curriculum & Syllabus has been designed with relevant to National Economy & Market requirements from time to time.	
2.	Validation	The Programmes are designed with Academic standards & Industry Learning exposure that offer Learners the best opportunity to Learn	

| 3. | Monitoring, Evaluation and Enhancement Plans
 a. Reports from Examination Centres
 b. External Auditor or other External Agencies report
 c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels
 d. Reporting and Analytics by the Higher Educational Institution
 e. Periodic Review | AI enabled proctored Exams are conducted for Online Education thus provides detailed Quality report
 Time to time periodic review has been conducted to improve the self-assessments, systems, processes & final quality of Programmes | |

HEI ID: **Name of HEI:**   **Type of HEI:**

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 timededicated, not below the rank of an Associate Professor

3.2 Name and details of Deputy Director of Centre for Distance and OnlineEducation (Dual Mode

> Mention details such as Regular Employee, Designation, Qualification, Salary
>
> (Attach appointment letters and joining report)
>
>   *Dr.S.Srinivasakumar, M.Com.,M.Phil., Ph.D.*

    University) - Full time or contractual basis, atleast Associate Professor

            Or

        Name and details of Deputy Director of Centre of Online Education - Full timeor contractual basis, not below the rank of an Associate Professor

3.3 Name and details of Assistant Director of Centre for Distance and Online Education (Dual

> *Mention details such as Regular Employee, Designation, Qualification, Salary*
>
> *(Attach appointment letter and joining report)*

    Mode University) - Full time or contractual basis, not below the rank of an Assistant Professor

            Or

        Name and details of Assistant Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Assistant Professor

> *Mention details such as Regular Employee, Designation, Qualification, Salary*
>
> *(Attach appointment letter and joining report)*
>
>   *Dr.V.Anand, MCA., M.Phil., Ph.D*

3.4 Compliance status in respect of Human Resource – 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, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Insert box

Faculty details enclosed

i. **Programme name: BCA**
   a. **Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Dr. M. Raja	Ph.D	Teaching: 196 Months	Regular	05/07/2004

   b. **Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	BCA	**Sri L. Prabaharan (AP-II)**	MCA, M.Phil., M.Tech.	Teaching: 112 Months Industrial: 20 Months	Regular	14/06/2006

   c. **Course mentor**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme

HEI ID:		Name of HEI:		Type of HEI:	

1	Dr. V. Anand	Ph.D	Teaching: 268 Months	Regular	22/06/1998

Any other details

3.5 Details of Administrative staff

a. Number of Administrative staff available exclusively for Online programmes

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	2
Computer Operator	2	2
Multi Tasking Staff	2	2

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

b. Number and details of Technical Support for Online Programmes as perAnnexure - IV:

i. Technical Team for Development of e-Content as Self-Learning e- Modules:

Post	Required	Available
Technical Manager (Production)	1	Out Sourced
Technical Associate (Audio-Video recording and editing)	1	Out Sourced
Technical Assistant (Audio-Video recording)	1	Out Sourced
Technical Assistant (Audio-	1	Out Sourced

1

Video editing)		

ii. **For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Centre)	Sri. C. Bharathy
Technical Assistant (LMS and Data Management	2	Sri. G. B. Venkatraman Sri. D. Suresh

iii. **For Admission and Examination for Online mode:**

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1 (per Centre)	Sri. P. Madhav Sharma (C2378)
Technical Assistant (Admission, Examination and Result)	2	Sri. V. Muthuraman (N240) Smt. K. Vaishnavi (N858)

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

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	Whether complied Yes/No	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 Online 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.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	YES	
4.	The examination centre must be centrally located in the city, with good connectivity fromrailway station or bus stand, for the convenience of the students.	NA	
5.	The number of examination centres in a city or	NA	

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

4.2 Compliance of facilities required for the conduct of Online examination foronline programmes

S.	Provisions in Regulations	Whether	If No,

1

No.		being complied Yes/No If yes, please provide details and upload relevant documents	Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	NA	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	NA	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	NA	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iv) of Annexure II)	YES	

4.3 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15and 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 shalladopt the guidelines issued by the Commission for the conduct of proctored examinations.	**YES**	
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of	**YES**	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	learners enrolled through Online mode and their certification.		
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 Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.	YES With safeguards to maximize learning outcomes	
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 online mode shall be evolved by adopting same standards as being followed in conventional	YES	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		
5.	The weightage for different components of assessments for Online 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.	**YES**	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	YES	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	**YES**	
8.	A Higher Educational Institution offering a Programme in Online 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	**YES**	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	that no part of the syllabus is left out of study by a learner.		
9.	The examination of the programmes in Online 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.	AI enabled Remote Proctoring Exams	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	AI enabled Remote Proctoring Exams	
	(b) Availability of biometric system	AI enabled Remote Proctoring Exams	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners	AI enabled Remote Proctoring Exams	
	(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	AI enabled Remote Proctoring Exams	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	centre to the Higher Educational Institution		
11.	The Higher Educational Institution shallretain all such Closed- Circuit Television recordings in archives for a minimum period of five years	AI enabled Remote Proctoring Exams	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	AI enabled Remote Proctoring Exams	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	AI enabled Remote Proctoring Exams	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either usingtechnology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	Yes	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which arerecognised to enroll international learners shall endeavour to conduct proctored	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason there of
	examinations for such learners		

15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode 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.
		Degree yet to be awarded	

	(b) Each award shall also be uploaded on the National Academic Depository	Will be done	
16.	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 ofdelivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	**Degree yet to be awarded**	

4.4Result and Student Progression
For UG, PG and PGD programmes

Semester beginning	Programmen ame	No. of students	No. of students	No. of students	% of student	% of students

		admitted	appeared in exams	progressed to next year	s passed	passed in first class
<July, 2021>	1. BCA	**73**	**73**	70		
	2. B.Com	**483**	**483**	456		
	3. MCA	**177**	**177**	172		
	4. MBA	**38**	**38**	35		
<Jan, 2021>	1. BCA	**204**	**204**	192		
	2. B.Com	**62**	**62**	60		
	3. MCA	**397**	**397**	350		
	4. MBA	**39**	**39**	38		

Part – V: Programme Project Report (PPR) and e-LearningMaterial (e-LM)

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.

We prepare detailed Learning outcomes / Syllabus for each & every Programme

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.

INSERT TEXT BOX

Upload samples and authority approval – SWAYAM Guidelines

5.3 Compliance status in respect of e-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.

YES (https://online-degree.swayam2.ac.in/)

Part – VI: Programme Delivery through Learning Platform

6.1 Details of Learning Platform
Please provide link and details of Learning Platform opted by HEI.

- *In case of SWAYAM Learning Platform, In case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for - Learner Authentication, Learner Registration, Payment Gateway and Learning Management System*

https://online-degree.swayam2.ac.in/

- *In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online programmes including all the required components of Online education and compliance to all the provisions of the regulations*

NA

6.2 Compliance status in respect of the Programme delivery
HEI shall mention mechanism followed to ensure the learner's participation at least for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching- Learning scheme (as per table 3, Annexure – VII)

YES (https://meet.google.com/dhu-uzko-xtb)

6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N
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)
1	BCA	Environmental Studies	SWAYAM	Ministry of Education, Govt. of India	12 Weeks	4	7%
2	B.Com	Environmental Studies	SWAYAM	Ministry of Education, Govt. of India	12 Weeks	4	6%

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

HEI ID: **Name of HEI:**   **Type of HEI:**

Part – VII: Self Regulation through disclosures, declarations andreports

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	
	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 Online mode	YES	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	YES	
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	
5.	Programme-wise information on syllabus, suggested readings, contact points for	YES	

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	counselling/mentoring, programmestructure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	YES	
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	YES	
8.	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 Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	YES	
9.	Information regarding all the programmes recognised by the Commission	YES	

	HEI ID:	Name of HEI:	Type of HEI:

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yet to be awarded	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	YES	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	YES	
13.	List of the 'Examination Centres'alongwiththe number of learners in each centre, for Online programmes	Remote Proctoring Exams	
14.	Details of proctored examination in case of end semester examination or term endexamination of Online programmes	YES	
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	
16.	Reports of the third party academic audit to be undertaken every five years and internal	YES	

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	academic audit every year by Centre forInternal Quality Assurance		

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.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	NO
2.	A Higher Educational Institution shall, for admission in respect of any programme in online 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
3.	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
4.	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	NA

	the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shallnot engage in commercialisation of education in any manner whatsoever, ands hall provide for equity and access to all deserving learners	
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher EducationalInstitution which shall be solely responsible for final approval relating to admissions or registration of learners	YES
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Governmentidentifier(s) of Indian learner and Passport for anInternational Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records fora 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 calledupon to do so by any statutory authority of the Government under any law for the time being in force.	YES
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online 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 online 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 online 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, whereso 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	YES

	admission to each programme of study and theamount of fee to be paid for the admission test	
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 categoryof 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 accessibleby learners on being admitted to the HigherEducational Institution	NA
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 tobe 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	YES

	in the Commission Order	
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation feeor demand any donation, by way of consideration foradmission 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, forobtaining admission to any seat or seats in a programme in Online 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 orother document deposited with it by a person for the purpose of seeking admission in such HigherEducational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any feeor 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 online 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 withinsuch time as notified by the Commission and mentioned in the prospectus of such Higher	YES

	Educational Institution	
14.	No Higher Educational Institution shall, issue orpublish- (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 itsacademic facilities or of its faculty or standard ofinstruction 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

8.2 Whether Higher Educational Institution provided the details of all International learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission: Yes/No: YES

If No, reason thereof:

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.

Students can reach out to office@dde.sastra.ac.in or mbasupport@dde.sastra.ac.in for any grievances. The Online office will co-ordinate & resolve the queries.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
150	150

9.3 Complaint Handling Mechanism
HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers.

The student can escalate to dde@sastra.edu (Nodal Officer)

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)
Not Received		

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

We constantly develop the course plan & keep improving interactive classroom sessions & preparation of e-Learning materials

10.2 Best Practices of the HEI

Adopt new technologies & bringing new best practices from Industry Experts

10.3 Details of Job Fairs conducted by the HEI
Course yet to be completed

10.4 Success Stories of students of Online mode of the HEI
Batch1 yet to be Graduated

10.5 Initiatives taken towards conversion of e-LM into Regional Languages
Currently contents are available in English only.

10.6 Number of students placed through Campus Placements
Batch1 yet to be Graduated

10.7 Details of Alumni Cell and its activity
Batch1 yet to be Graduated

10.8 Any other Information

HEI ID: **Name of HEI:**   **Type of HEI:**

DECLARATION

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

Signature of the Director: Signature of the Registrar:
Name: Dr. S. Gopalakrishnan   Name: Dr. R. Chandramouli
Seal: Seal:
Date: Date:

Note: Kindly take the print out of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.