

Datta Meghe Institute of Medical Sciences

Centre for Internal Quality Assurance Assessment (2018-19)

A. Summary

Assessment	Total Marks	Marks Obtained
System Assessment	77	67
Expert Assessment	323	150.5
Total	400	217.5

B. Criteria-wise Marks

Sr No.	Domain	Marks	Percentage
1	LSC	13 out of 40	3.25 % out of 10%
2	Faculty	80 out of 80	20 % out of 20%
3	SLM + PPR	20 out of 60	5 % out of 15%
4	Website Info	22 out of 40	5.5 % out of 10%
5	CIQA functioning	9.5 out of 40	2.38 % out of 10%
6	Examination	42 out of 80	10.5 % out of 20%
7	Innovative Practices	4 out of 20	1 % out of 5%
8	Admission and Fees	20 out of 20	5 % out of 5%
9	Grievance	7 out of 20	1.75 % out of 5%
	Total	217.5 out of 400	54.38 % out of 100%

C. Marks – Grade Correlation

% Score	Grade
>= 90	Outstanding
>= 80	Excellent
>= 70	Very Good
>=60	Good
>=50	Average
>=40	Satisfactory
< 40	Unsatisfactory

Part - 1: Centre Details and Initiatives

1.1 Notification of Centre:

Date of the notification: 29-05-2019	Copy of the notification: View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_notification_2143.pdf)
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1.2 Composition of Centre:

Sr No	Nomination as	Name	Designation	Specialization	Start Date	End Date
1	Head	Dr. Alka Rawekar	Dean, Allied Health Sciences	Physiology	09-10-2019	10-10-2024
2	Member	Dr. Swanand Pathak	Director SHPER	Pharmacology	09-10-2019	10-10-2024
3	Member	Dr. Abhay Gaidhane	HOD	Community Medicine	09-10-2019	10-10-2024
4	Member	Dr. Sonali Chaudhary	Professor	Community Medicine	09-10-2019	10-10-2024
5	Member	Dr. Abhishek Ingole	Associate Professor	Community Medicine	09-10-2019	10-10-2024
6	Member	Mr. Ahmendra Jain	Lecturer	MHA	09-10-2019	10-10-2024
7	Member	Mrs. Rupali Naik	Lecturer	MHA	09-10-2019	10-10-2024
8	Member	Dr. Amit Reche	Assistant Professor	Community Dentistry	09-10-2019	10-10-2024

1.3 Number of meetings held and its approval:

Sr No	Meeting	Name of Statutory Authority	Meeting Date	Approval Date	View Minutes
1	1	Director CIQA	01-10-2019	09-10-2019	View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_meeting_282.pdf)

1.4 Details of actions taken based on Objectives and Functions of CIQA:

Sr No	Function	Action taken by HEI	Marks
1	Maintenance of Quality in the services provided to the learners	Quality in assignments, webinars and contact session programmes	1 out of 2
2	Continuous improvement	Feedback over assignments, webinars and contact session programmes	1 out of 2
3	Identification of the key areas in which the HEI should maintain quality	Webinars, assignments	1 out of 2
4	Dissemination of information on quality assurance	was done to all ODL course in-charges	1 out of 2
5	Mechanisms for interaction and obtaining feedback	feedback forms circulated	1 out of 2
6	Measures for qualitative improvement	working over feedback and suggestions from stakeholders	0 out of 2
7	Ensuring Implementation of its recommendations through regular monitoring	by monitoring mechanism	0 out of 2
8	Ensuring Participation of stakeholders	review and feedback of stakeholders for each courses	0 out of 2
9	Preparation of Programme Project Report and Information regarding any new programmes launched	PPR prepared for each ODL course started under ambit of Category 1 university, its information and admissions reported timely to UGC	1 out of 2
10	Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programmes	started as per reports of feedback taken	0 out of 2
		Total Marks	6 out of 20

1.5 Quality Assurance:

Sr No	Objective	Yes/No	View	Marks
1	Whether the CIQA prepared a Programme Project Report for each programme as per norms and guidelines of the UGC?	Yes	View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_assurance_549.pdf)	0.5 out of 1.5
2	Whether the Programme Project Report for each of the implemented programmes approved by the appropriate authority of the HEI; prior to its launch?	Yes	View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_assurance_550.pdf)	1.5 out of 1.5
3	Whether a monitoring mechanism was put in place to ensure the proper implementation of Programme Project Reports?MvcHtmlString.Create(Yes	View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_assurance_547.pdf)	0 out of 1.5
4	Whether annual plans for quality enhancement were prepared and their implementation ensured?	No	-	0 out of 1.5
5	Whether a mechanism was put into place to collect feedback from students and undertake its analysis and corrective actions thereof?	No	-	0 out of 1.5
6	Has the CIQA organized workshops or seminars on quality related themes and Disseminated proceedings of such activities?	No	-	0 out of 1.5
7	Whether all the learning centres were operationalized with prior approval of CIQA?	No	-	1.5 out of 1.5
8	Whether the admission criteria and pass/fail criteria of ODL programmes is exactly identical to conventional programmes?	Yes	View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_assurance_551.doc)	0 out of 1.5
9	Whether the HEI has ensured compliance to the territorial jurisdiction norms as per Annexure IV of the UGC(ODL) Regulations, 2017	No	-	0 out of 1.5
10	Whether the details of faculty in School or Centre for Distance Education of the Higher Educational Institutions and in the Learner Support Centres are declared on the website of the HEI and linked to Aadhaar details or other Government identifiers, as per Regulations 9(5) of the UGC (ODL) Regulations, 2017 (Provide explicit link address also)	No	-	0 out of 1.5
			Total Marks	3.5 out of 15

1.6 Describe the mechanism implemented to ensure that the quality of ODL programmes matches with the quality of relevant programmes in conventional mode:

Academic planner formulated and review of events is done in monthly meetings of School Council		
Mechanism Implemented	Total Marks	0 out of 5

1.7 Describe the details of personal contact programmes implemented:

Sr No	Centre Name	Implemented Date	Student Attended
1	MPH	01-01-2019	16
2	MHAM	01-01-2019	4
3	Diploma in Medical Education	01-07-2019	1

Details of programmes	Total Marks	3 out of 3
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1.9 Describe the details of in-semester and end semester assessments/examinations conducted with the actions taken to ensure sanctity of the examinations:

Sr No	Objective	Yes/No	Marks
1	Whether examination centre centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students	Yes	1 out of 1
2	Whether the number of examination centres in a city or State are proportionate to the student enrollment from the region	Yes	1 out of 1
3	Whether building and grounds of the examination centre are clean and in good condition	Yes	1 out of 1
4	Whether the examination centre have an examination hall with adequate seating capacity and basic amenities	Yes	1 out of 1
5	Whether fire extinguishers are in working order, locations well marked and easily accessible. Further, are emergency exits clearly identified and clear of obstructions	Yes	1 out of 1
6	Whether the examination centre provides adequate lighting, ventilation and comfortable seating. Further, is the safety and security of the examination centre ensured	Yes	1 out of 1
7	Whether restrooms located in the same building as the examination centre, and restrooms are clean, supplied with necessary items, and in working order	Yes	1 out of 1
8	Whether the provision of drinking water is made for learners	Yes	1 out of 1
9	Whether adequate parking is available near the examination centre	Yes	1 out of 1
10	Whether facilities for Persons with Disabilities are available	Yes	1 out of 1
		Total Marks	10 out of 10

1.10 Total Students enrolled & fees during Academic Session 2018-19 :

Sr No	Academic Session	Level	Name of Program	Number of students	Programme Fee (Rs.)
1	January	PG	Master of Public Health	16	40000
			Total	16	

Part - 2: Programme Recognition and Admission Details

2.1 Number of programmes recognized during Academic Session 2018-19:

Number of programmes recognized from July, 2018 academic session and a copy of the UGC recognition letter:	
Number of programmes: 1	Copy of the UGC recognition letter: View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_projul_2158.PDF)
Number of programmes recognized from January, 20 19 academic session and a copy of the UGC recognition letter:	
Number of programmes: 2	Copy of the UGC recognition letter: View (/Uploads/ODL/HEI-U-0295/CIQA/2018-19_projan_2146.PDF)

2.2 Number of programmes started as per clause 1(v) of Regulation 8 of UGC(ODL) Regulations, 2017:

Sr No	Academic Session	Level	Name of Program	Duration	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authorities	UGC Recognition Letter No. and date	No. of Learning Support Centres Operationalized	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	January	PG	Master of Public Health	2 Years	15-02-2018	No. F. 1-1/2018(CPP/I/DU)	0	0	0	0	

2.3 LSC wise enrolment details

1 . Name of College/institute where LSC is established: Nil

Address of College/institute where LSC is established: nil

Name of HEI to which College/institute is affiliated (where LSC is established): nil

Whether the College/institute is private or Govt (where LSC is established): Private

Coordinator Details: --- (--) and Contact: --

Programmes offered: Master of Public Health

Total enrolled student: 16

No. of Counsellors: 1

Sr No	Counsellor Name	Qualification	Contact Details
1	Rupali Sarode	MA PHD	9960079791

LSC wise enrolment details	Total Marks
College or Institute affiliated to a recognized university(other than a Private University)	0 out of 5
Qualified Co-ordinators	0 out of 5
Qualified Counsellors	5 out of 5
LSCs within territorial jurisdiction	0 out of 5
Total Marks	5 out of 20

Total enrolled students per counsellor (100:1)	Total Marks	5 out of 5
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Part - 3: Results and Student Progression

Sr No	Academic Session	Level	Name of Programme	No. of students admitted	No. of students appeared in exams	No. of students progressed to next semester	% of students passed	% of students passed in first class
1	January	PG	Master of Public Health	0	0	16	100	--

Percentage of student passed	Total Marks	10 out of 10
Percentage of students passed in first class	Total Marks	0 out of 10
	Total Marks	10 out of 20

Part - 4.1: Compliance status of Regulations 7 of UGC(ODL) Regulations, 2017 – Self-regulation through disclosures, declarations and reports:

Sr No	Provision	Yes/No with explicit link address	Marks
1	Declaration by an authorized signatory has been displayed on HEI website authenticating that the documents from sr. no. '2' to '14' have been uploaded on the HEI website?	Yes https://www.dmimsu.edu.in/ (https://www.dmimsu.edu.in/)	3 out of 3
2	The establishing Act and Statutes thereunder or the Memorandum of Association, as the case may be or both of the Higher Educational Institution, empowering it to offer programs in Open and Distance Learning mode	Yes	3 out of 3
3	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	3 out of 3
4	Programme details including brochures or programme guides with information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure etc.	Yes	3 out of 3
5	Programme-wise information on syllabus, suggested readings, contact points for counseling, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details, their working hours and counseling schedule etc.	Yes	2 out of 3
6	Important schedules or date-sheets for admissions, registration, re-registration, counseling, assignments and feedback thereon, examinations, result declarations etc.	Yes	2 out of 3
7	Detailed strategy plan related to On-line course delivery, if any including learning materials offered through On-line and learner assessment system and quality assurance practices of e-learning programmes	Yes	0 out of 3

Sr No	Provision	Yes/No with explicit link address	Marks
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 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	1 out of 3
9	Information regarding any new programmes launched and those proposed for the next two years	Yes	1 out of 2
10	Data of year-wise or programme-wise student enrolment details and degrees or certificates or diplomas or post graduate diplomas awarded	Yes	2 out of 3
11	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated, source of Self Learning Material, references of Self Learning Material, etc	Yes	1 out of 3
12	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of 'on-line' interaction with learners providing hyperlink support	Yes	0 out of 2
13	List of the 'Learner Support Centres' along with the number of students Period of the admission process along with the academic session and dates of the term end examinations	Yes	1 out of 3
14	List of the 'Examination Centres' along with the number of students in each centre 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	Yes	2 out of 3
		Total Marks	22 out of 40

Part - 4.2: HEI shall mention the process followed for monitoring of Examination to ensure sanctity of examinations, including the following:

i) No. of examination centres inspected during conduct of exam.
ii) No. of cases of unfair means reported.
iii) Disciplinary action taken.
iv) Detail of observer of the examination centres appointed by HEI and its reports.
Monitoring of examinations is conducted through the university examination centre with appointment of observers for inspection during conduct of exams. No ODL exam conducted till date and no unfair means reported.

Processes	Marks
No. of examination centres inspected during conduct of exam	0 out of 2
No. of cases of unfair means reported	0 out of 2
Disciplinary action taken	0 out of 2
Total Marks	0 out of 6

Part - 5: Compliance status of Academic and Infrastructural Requirements – As per Annexure - VI of UGC(ODL) Regulations, 2017:

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

1 . Master of Public Health

Academic Session: January		Level: PG	No. of Fulltime Dedicated Faculty: 6		
Sr No	Faculty Name with Designation	Type	Program Joining Date	Total Experience	Salary
1	Dr. Sonali Chaudhary (Professor)	Regular	01/07/2010	Teaching: 24 Months Industrial: 108 Months	150000
2	Dr. Swarupa Chakole (Professor)	Regular	01/07/2018	Teaching: 12 Months Industrial: 120 Months	150000
3	Dr. Abhishek Ingole (Associate Professor)	Regular	01/07/2019	Teaching: 96 Months Industrial: 12 Months	120000
4	Dr. Pramita Muntode (Associate Professor)	Regular	01/07/2019	Teaching: 12 Months Industrial: 48 Months	120000
5	Dr. sarika Dakhode (Assistant professor)	Regular	01/07/2019	Teaching: 12 Months Industrial: 36 Months	60000
6	Dr. Prashil Jumade (Assistant professor)	Regular	01/07/2019	Teaching: 12 Months Industrial: 36 Months	60000

Compliance status	Marks
Adequacy	4 out of 2
Qualified	0 out of 2
Experienced	4 out of 4
Total Marks 8 marks/programme	80 out of 80

Part - 6: Compliance status of 'Quality Assurance Guidelines of Learning Material in Multiple Media, Curriculum and Pedagogy' – As per Annexure - VII of UGC(ODL) Regulations, 2017:

HEI shall mention compliance details against the requirements in terms of Learning material (Print Media), Audio-Video Material: Quality Standards, Online Material: Quality Standards, Computer-based material: Quality Standards and Curriculum and Pedagogy: Quality Standards, as mentioned in the Annexure-VII of the Regulations.

Learning Material (Print Media) Learning Material for all the ODL courses run under DMIMS (DU) are developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. The following indicators of quality standards are checked for the learning material: (a) The Self Learning Material is designed with the approach of two-way communication between the learner and content. (b) The Self Learning Material involves the learner actively through various experience-based activities and assignments. (c) The learner should get clear information about the structure of the programme and course. (d) There is detail learning map in Self Learning Material for the learner so that he or she will be self-directed for completion of his or her studies. (e) The content of Self Learning Material is developed with dialogue and personal system of writing method which will create the nature of interactivity in Self Learning Material. (f) The Self Learning Material encourages learner to apply new knowledge and skills. (g) There is clear definition of learning objectives and outcomes. (h) The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning. (i) There is an assignment on each learning objective for self-assessment. (j) The learner is directed through problem solving activities as applicable to nature of the course.

Compliance status	Marks
Learning Material (Print)	4 out of 4
Audio-Video Material	0 out of 4
Online Material	0 out of 4
Computer based Material	0 out of 4
Curriculum & Pedagogy	4 out of 4
Total Marks	8 out of 20

Part - 7: Compliance status of 'Guidelines on preparation of Self-learning Material' – As per Annexure - VIII of UGC (ODL) Regulations, 2017:

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.

Overview Self Learning Material is developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. The major challenge for the Open and Distance Learning system is near absence of the teacher. Therefore, it is very essential to pre-plan each of the activities. The learning material plays a vital role in this system and it includes Self-Learning Material in print and electronic form. A key challenge of Learning Material is ensuring that its writing is to be in a way that is engaging and which actively involves the learners. Another challenge of learning material is rapidly changing technology and deploying traditional teaching-learning methods through these technologies. Therefore, it is necessary to have the proper planning prior to development of the learning material. During the planned period, the following points should be considered very carefully:- ? backgrounds of learner and learning needs; ? learning experiences; and ? support and preparation in adapting to flexible learning.

2. Learning materials place much more emphasis on the processes of learning. Following are the major ingredients to be considered while developing the learning material by authors (in case of print material) and instructional designers (in case of e-learning material):- (a) learning objectives (b) assessment of prior knowledge (c) learning activities (d) feedback of learning activities (e) examples and illustrations (f) self-assessment tests (g) summaries and key points (h) study tips

3. The learning material should be developed with the constructivist approach and that should lay emphasis on realworld tasks, learner's choice of tasks or situations, case studies, collaborative learning tasks, opportunities for observing others, self-evaluation. The Higher Educational Institution may also adopt or procure the Learning Materials from expert agencies or consultant if it saves the time and cost without compromising on the quality. Planning for development of learning material

4. Due to the near absence of the teachers in the Open and Distance Learning mode, the learner has the opportunity to take the decision(s) at any point during the learning path. This may create disagreement between learner's perception and the objective of the learning material. Therefore, it is required to consider the following key points during planning for the development of learning material. (a) Learner Profile : It is required to consider literacy level (including level of language proficiency), age group, information communication technology skills, aim of study, personal background and home situation, prior knowledge, prior skills, learning situations, etc. (b) Background: In Open and Distance Learning system, learner studies at his pace and not like face-to-face mode. Most of the learners are working professionals and they get time to study at their homes. If we add certain references which they cannot access at home, then it will create an obstacle in their learning. Therefore, it is necessary to consider the accessibility of course resources and references at the place of learning. (c) Learning Objectives and Outcome : It is required to define the learning objectives and outcomes prior to initiating the process for the learning material development. The learning objectives can be of terminal, intermediate or enabling nature. These learning objectives can be set at course, unit, or module level.

Group of Learning Material

5. Considering the principles of Open and Distance Learning mode of education, the programmes shall be accompanied with learning material or resources which shall comprise of self-learning material or e-learning material, e-books, practical 64 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] book, student's handbook, question bank, assignment book, Audio Video material, programme guide, project manual, etc. Standards of Self Learning Material (SLM) in Print Form (i) The Self Learning Material shall be developed as per the defined credit structure of the programme. (ii) The Self Learning Material shall involve the learner actively through various experience-based activities and assignments. (iii) The learner shall get the clear information about the structure of the programme and the course. (iv) There shall be a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies. (v) The content of the Self Learning Material shall be developed with dialogue and personal system of writing method which will create a nature of interactivity in the Self Learning Material. (vi) The Self Learning Material shall encourage the learner to apply new knowledge and skills. (vii) There shall be clear definition of learning objectives and outcomes. (viii) The content shall be divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning. (ix) Activities shall be included in each unit of the Self Learning Material. (x) There shall be assignments on each learning objective for self-assessment. (xi) The learner shall be directed through problem solving activities as applicable to the nature of the course.

Standards of Self Learning Material (SLM) in Non-print Form

6. The learners' perspective is an important aspect of quality assurance for e-learning. High-quality e-learning content should be designed by skilled content and instructional design professionals. Good instructional design will reflect best practices and research on teaching and learning. The key principles of designing e-learning content are: (1) consistent layout and design; (2) clear organisation and presentation of information; (3) consistent and easy-to-use navigation; and (4) aesthetically pleasing design and graphics. Thus, the standards of Self Learning Material in non-print form as under:- (i) The e-learning material shall be designed as per the credit structure of the online programme. (ii) The course shall be organised into units and lessons. (iii) There shall be description of unit overview along with objectives, activities, assignments and resources that frame the unit. (iv) Availability of a programme map and correlation matrix among the courses in the programme. (v) There shall be description of credit value of each module or unit in the course. (vi) There shall be clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding lesson activities, discussions and plagiarism. (vii) There shall be lesson overview, content and activities, assignments to provide the learning opportunities for learner to master the content. (viii) The course shall be designed to teach concepts and skills that the learner will retain throughout the study. (ix) There shall be multiple learning paths for engaging the learner in active learning. (x) The content shall provide opportunities for learners to engage in high-order thinking, critical-reasoning activities and thinking in increasing by complex ways. (xi) There shall be appropriate readability levels, written language assignments and mathematical requirements. (xii) The content shall provide for periodical feedback about the learner process. (xiii) The course shall be easy to navigate. (xiv) There shall be declaration of textbooks, courseware, and online resources necessary to refer additionally to complete and master the course (xv) The content shall be accessible on various devices. (xvi) The e-Learning Material shall satisfy the needs of learners with disabilities.

Compliance status	Total Marks
Process formulated	7 out of 10
Process implementation including approval of its statutory authorities	0 out of 10
Total Marks	7 out of 20

Part - 8: Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - IX of UGC(ODL) Regulations, 2017:

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.

Overview A Programme Project Report (PPR) of a Higher Educational Institution is a document prepared to introduce a new programme, which includes details of - (a) programme objectives and outcomes; (b) nature of target group of learners; (c) appropriateness of the programme with quality assurance for acquiring specific skills; (d) programme content designing and developing; (e) cost estimates for development of the programme; and (f) admission, delivery and evaluation norms. The Programme Project Report is a self-disclosure by the Institution about launching the programme in the Open and Distance Learning mode. The Institution has to define specific aims and objectives for each of the academic programmes which will give the direction to launch a programme and will allow to focus on results. At the end, these aims and objectives will help to demonstrate what has been achieved. The programme shall be planned with clear deliverables and knowledge experiences to be gained. Need to Prepare Programme Project Report (PPR) 2. A Programme Project Report is required to be prepared before introducing any new programme duly approved by its highest academic authority. The main contents of the Programme Project Report are as follow:- (a) Programme's mission & objectives : The Higher Educational Institution (HEI) shall define the mission statement and objectives for the programme to be launched, which shall reflect the strategic direction and the academic goals of the Higher Educational Institution. Those shall be aligned with industrial or learners' demand, and shall be defined in such a manner that they are appropriate to be achieved. (b) Relevance of the program with HEI's Mission and Goals : The Higher Educational Institution shall plan for such a programme to be offered through the Open and Distance Learning mode that is relevant to the Higher Educational Institution's mission and goals. Therefore, it is very much important that the programme to be offered through Open and Distance Learning should be aligned with Higher Educational Institution's mission and goal and will prove as major contributing factor in its achievement. (c) Nature of prospective target group of learners: The Higher Educational Institution shall identify the target group of learners. It is required to understand their learning needs and on its basis the curriculum should be aimed. The Higher Educational Institution should also consider diverse class of learners including a class having of low level of disposable income, rural dwellers, women, unskilled men, minorities etc. (d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence : The Higher Educational Institution shall clearly identify the learning outcomes for the programme which shall cover the specific skills and competence to be acquired by the learner. The programme should be aimed appropriately to those learning outcomes. The learning outcomes shall include the development of knowledge and understanding appropriate to the area of study and these should also reflect academic, professional and occupational standards of that field. The learning outcomes should incorporate generic transferable skills and competencies. (e) Instructional Design : Instructional Design includes Curriculum design, detailed syllabi, duration of the programme, faculty and support staff requirement, instructional delivery mechanisms, identification of media – print, audio or video, online, computer aided, and student support service systems. The Higher Educational Institution shall define the instructional design for each of the academic programmes to be offered through the Open and Distance Learning mode and shall map the credit hours for each course or module of the programme. (f) Procedure for admissions, curriculum transaction and evaluation : The Higher Educational Institution shall define the admission policy for the programme with minimum eligibility and fee structure. The information related to financial assistance, if any, should be included in the policy. The Higher Educational Institution shall notify the policy of programme delivery alongwith the details of methods and web-based tools to be adopted. The Higher Educational Institution shall notify the activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session. Further, the Higher Educational Institution shall also notify policy for evaluation of learner progress along with methods and tools. (g) Requirement of the laboratory support and Library Resources: There may be programmes having practical component in syllabus. The Higher Educational Institution shall give clear guidelines about the laboratory support to the learners to perform the practicals prescribed in the programme. There shall be provision of a practicals book for the learners. In case of online learning, the practical should be conducted and performed by applying virtual reality methods. 66 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] (h) Cost estimate of the programme and the provisions: The cost estimate should indicate the amount assigned for programme development, delivery and maintenance. (i) Quality assurance mechanism and expected programme outcomes : The Higher Educational Institution shall define the review mechanism for programme and continuously enhance the standards of curriculum, instructional design relevant to professional requirements of the area of study. There should be course benchmark statements. The Higher Educational Institution shall also devise the mechanism for monitoring effectiveness of the programme.

Compliance status	Total Marks
Process formulated	5 out of 10
Process implementation including approval of its statutory authorities	0 out of 10
Total Marks	5 out of 20

Part - 9: Compliance status of 'Guidelines on Learner Support Centre' – As per Annexure - X of UGC(ODL) Regulations, 2017:

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.

Nil

Compliance status	Marks
Process followed for Identification of LSCs	0 out of 4
Approval of the LSCs by CIQA	0 out of 4
Approval of the LSCs by its Statutory Authorities	0 out of 4
Total Marks	0 out of 12

Part - 10: Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - XI of UGC (ODL) Regulations, 2017:

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.

Online/offline grievance redressal mechanism at HQs- Institution has its own grievance redressal mechanism for students of full timer and distance learning courses. Details available on website at following url- http://www.dmimsu.edu.in/Grievance-Redressal-Cell.php http://www.dmimsu.edu.in/assests/others/pdf/news/1545801177.pdf Details of full time dedicated help desk providing single window services for all learner related queries. (as per clause 15 (2) (v) of UGC (ODL) Regulations, 2017) Full time dedicated help desk providing single window services for all learner related queries are available as Anti-ragging Cell and Students' Welfare Cell of the University. Details available at url- http://www.dmimsu.edu.in/antiragging-cell.php
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Mechanism for Grievance Redressal Type of grievances received Actions taken	Total Marks	7 out of 20
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Part - 11: Compliance status of 'Evaluation and Certification' – As per Regulations 13 of UGC(ODL) Regulations, 2017:

Sr No	Provision	Whether being complied Yes/No	Marks
1	There shall be home assignments, students' response sheets, contact programmes and semester or year-end examination, and the marks or grades obtained in home assignment and response sheets shall be shown separately in the grade card)	Yes	2out of 2
2	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner	Yes	2out of 2

Sr No	Provision	Whether being complied Yes/No	Marks
3	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 approved by the Higher Educational Institution	Yes	2out of 2
4	The evaluation shall include two types of assessments continuous or formative assessment in the form of assignments, 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 in a subject unless the Higher Educational Institution is satisfied that at least 75% of the programme of study stipulated for the semester or year have been actually conducted: Provided further that the weightage for "Term End Examination" shall not be less than 70%.	Yes	2 out of 2
5	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes	2 out of 2
6	The Examination Centre shall be located in Government schools such as Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik school etc. including approved affiliated colleges under the University system in the country and no Examination Centres shall be allotted to any private organizations or unapproved Higher Educational Institutions	Yes	2 out of 2
7	The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure and biometric system and 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.	Yes	2 out of 2
8	The attendance of examinees shall be authenticated through biometric system as per Unique Identification Authority of India (UIDAI) records or Unique Identification Number (UIN), issued by the University.	Yes	2 out of 2
9	There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and it shall be mandatory to have observer report submitted to the Higher Educational Institution.	Yes	2 out of 2
10	The Higher Educational Institution shall make a mention in the mark sheet and degree about the mode of delivery i.e. Open and Distance Learning and the photograph and the Unique Identification or Aadhaar number of the learner shall be mandatorily mentioned in all the documents issued by the Higher Educational Institution to the learner.	Yes	2 out of 2
11	It shall be mandatory for the Higher Educational Institution to mention 'Date of Admission' and 'Date of Completion' on each of the certificates (in semester or end of the semester or end of the programme or course) issued by it.	Yes	2 out of 2
		Total Marks	22 out of 22

Part - 11.2: Observer Report

Not Available		
Observer Report	Total Marks	0 out of 22

Part - 12: Compliance status of 'Admissions and Fees' – As per Regulations 12 of UGC(ODL) Regulations, 2017:

Sr No	Provision	Whether being complied Yes/No	Marks
1	<p>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 -</p> <ul style="list-style-type: none"> i. as may be fixed by it and declared by it in the prospectus for admission, and on the website of the institution; ii. with a proper receipt in writing issued for such payment to the concerned student admitted in such Higher Educational Institutions; iii. only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution. 	Yes	1 out of 1
2	It shall be mandatory for the Higher Educational Institutions to upload the details of all kind of payment or fee paid by the students on the website of the institution	Yes	1 out of 1
3	The fee waiver for Scheduled Caste, Scheduled Tribe and Persons with Disabilities category of students shall be in accordance with the instructions or orders issued by Central Government or State Government	Yes	1 out of 1
4	<p>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 headquarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of students:</p> <p>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</p>	Yes	1 out of 1
5	<p>The 'Every Higher Educational Institution shall –</p> <ul style="list-style-type: none"> i. record Aadhaar details or other Government identifiers of learner; ii. maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; iii. exhibit such records on its website iv. The Commission in its 543rd Meeting has decided that Aadhar details of learners should not be exhibited on the public domain. This is for information and compliance by the HEIs. 	Yes	1 out of 1
6	Every Higher Educational Institution shall publish, before expiry of sixty days prior to the date of the commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus 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. '7' to '17' below	Yes	1 out of 1
7	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, and the other terms and conditions of such payment	Yes	1 out of 1
8	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 course or programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes	1 out of 1
9	The number of seats approved in respect of each course or programme of Open and Distance Learning mode, which shall be in consonance with the resources	Yes	1 out of 1
10	The conditions of eligibility including the minimum age of a learner in a particular course of programme of study, where so specified by the Higher Educational Institution	Yes	1 out of 1
11	The minimum educational qualifications required for admission in programme(s) specified by the relevant statutory authority or body, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes	1 out of 1
12	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 course or programme of study and the amount of fee to be paid for the admission test	Yes	1 out of 1

Sr No	Provision	Whether being complied Yes/No	Marks
13	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 part time or visiting or contractual basis	Yes	1 out of 1
14	Pay and other emoluments payable for each category of teachers and other employees	Yes	1 out of 1
15	Information in regard to physical and academic infrastructure and other facilities, including that of each of the Learner Support Centres and in particular the facilities accessible by learners on being admitted to the institution	Yes	1 out of 1
16	Broad outline of the syllabus specified by the appropriate statutory body or by Higher Educational Institution, as the case may be, for every course or programme of study	Yes	1 out of 1
17	Activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session and the details of July cycle and January cycle shall be notified separately	Yes	1 out of 1
19	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 course or programme of study conducted by it	Yes	1 out of 1
20	No Higher Educational Institution shall, issue or publish- <ul style="list-style-type: none"> i. 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; or ii. 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 authorized 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	1 out of 1
21	On being granted recognition under clause (i) of sub-regulation (4) of regulation 3, a Higher Educational Institution shall admit students to its approved programmes only from the academic session specified in the recognition order	Yes	1 out of 1
		Total Marks	20 out of 20

Part - 13: Innovation and Best Practices

i) Innovation introduced during academic year

nil

ii) Give Best Practices of Institution

Electronic question bank and auto-generated question papers generated for all ODL courses

iii) Any other Information
nil

Processes	Marks
Innovation introduced during academic year	0 out of 5
Give Best Practices of Institution	2 out of 5
Total Marks	2 out of 10

Part - 14: Plan of Institution for next year

Incorporation of quality assurance in courses implemented on distance learning mode and improvement as per feedback mechanism operable at all stakeholders level
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Plan of Institution for next year	Total Marks	2 out of 10
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