

**HEI ID: HEI-U-0321**

**Name of HEI: D.Y. Patil Deemed to be University**

**Type of HEI: Entitled**

# **Annual Report**

**OF**

**CENTRE FOR INTERNAL QUALITY ASSURANCE  
(CIQA)**

**PROGRAMMES UNDER**

**ONLINE MODE**

**<2023-2024>**

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## Part – I: General Information

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

*Upload PDF*

### 1.2 Details of Director, CIQA

- Name : Dr. Ashish Jadhav
- Qualification: PHD
- Appointment Letter and Joining Report: Upload (PDF)

### 1.3 Details of CIQA Committee:

#### a. Composition as per Regulations

S. No.	Designation	Nomination as	Name and Qualificatio	Specializa tion	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. Vandana Mishra	PHD	20 <sup>th</sup> April 2019
b.	Three Senior teachers of HEI	Member 1	Dr. Daksha Parmar	PHD	20 <sup>th</sup> April 2023
		Member 2	Dr. Kanika Arya	PHD	20 <sup>th</sup> April 2023
		Member 3	Dr. Syed Gous	PHD	20 <sup>th</sup> April 2023
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Bhakti Naik	PHD	20 <sup>th</sup> April 2019
		Member 5	Dr. Nandu Kuni	PHD	27 <sup>th</sup> April 2023
		Member 6	Mr. Hardik Atak	PHD	27 <sup>th</sup> April 2023
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. V.V Khole	MBA	27 <sup>th</sup> April 2023
		Member 8	Dr. S.S Mantha	MBA	27 <sup>th</sup> April 2023

e.	Officials from departments of HEI	Member 9 Administratio			
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S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
	<ul style="list-style-type: none"> <li>Administration</li> <li>Finance</li> </ul>	n	Mr. Auzwil Vaz Ms. Rita Mendha	B.Com	16 <sup>th</sup> May 2019
		Member 10 Finance	Mr. Vikas Bhatnagar Mr. Sagar Pachpute	CA B.COM	17 <sup>th</sup> April 2022 16 <sup>th</sup> May 2019
f.	Director, CIQA	Member Secretary	Dr. Ashish Jadhav	PHD	16 <sup>th</sup> May 2019

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

YES

If No upload, reason thereof

**1.4 Number of meetings held and its approval:**

**a. No. of meetings held every year: 4 Meeting**

**b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	19-05-2023	Dr. V. V Khole Mr. S.S Mantha	upload	upload
Meeting 2	24-08-2023	Dr. V. V Khole Mr. S.S Mantha	upload	upload
Meeting 3	24-11-2023	Dr. V. V Khole Mr. S.S Mantha	upload	upload
Meeting 4	24-04-2024	Dr. V. V Khole Mr. S.S Mantha	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 <Month, Year> academic session:

Sr. No.	Name of the Depart	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory	Number of students admitted (Male/Female/Trans-gender)
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HEI ID: HEI-U-0321

Name of HEI: D.Y Patil Deemed to be University

Type of HEI: Entitled

	ment						Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	M	F	TG	Total
1.											
N.											

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

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

From <Month, 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.												
N.												

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

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

From <Month, 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.											
N.											

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

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

From <Month, Year>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.	BBA January 2023	3 Years		10 SSC 12 HSC	1,11000/-		537	179	0	716
N.	BBA July 2023	3 Years		10 SSC 12 HSC	1,11000/-		1146	507	0	1652

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

applicable, as above.

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

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MBA January 2023	2 Year	72 Credits	10 SSC 12 HSC Degree	1,70,000/-		619	449	0	1068
N.	MBA July 2023	2 Year	72 Credits	10 SSC 12 HSC Degree	1,70,000/-		1364	1138	0	2502

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



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

### 2.1 Action taken on the functions of CIQA: - <https://dypatiluniversityonline.com/>

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	<p>The CIQA at the D. Y Patil University has ensured that there is a robust academic mechanism to ensure that quality education is imparted to the learners. In order to ensure quality education, there is a proper mechanism which starts from the quality assurance being ensured by the CIQA, which is the body at the D.Y. Patil, which recommends and suggests how improvement, enhancement can be ensured in imparting education to the learners. There are four meetings which are conducted of the CIQA before the start of the session, after the session has started.</p> <p>The CIQA DY Patil Deemed to be University has ensured that all required Student and Learner Support services as per the UGC Regulations for Online Programmes</p> <p>, as well as the University's own procedural processes are in place for the Learners. The CIQA DY Patil Deemed to be University has built a proper mechanism of strict quality control to measure quality control parameters in all inputs as well as all processes relating to services provided to Learners as per the feedback received. All stakeholders are surveyed regularly and after interactions for feedback, comments as well as via detailed questionnaire and a feedback gathering system.</p> <p>The CIQA also ensures that while forming these various boards and you know these boards it also has a robust feedback mechanism system.</p> <p>The feedback is taken not only from the stakeholders or the learners, but the feedback is taken from alumni, from the current students, from industry experts, as well as from academicians.</p> <p>This feedback is then processed and the process means that there is a proper analysis which is done on the feedback and this analysis then further goes for an action</p>	<p><a href="https://dypatiluniversityonline.com/academic-deliverables">https://dypatiluniversityonline.com/academic-deliverables</a></p> <p><a href="https://dypatiluniversityonline.com/grievance-and-complaints#student-complaints">https://dypatiluniversityonline.com/grievance-and-complaints#student-complaints</a></p> <p>MBA mentor mentee list attached</p> <p>BBA mentor mentee list attached</p> <p>Examiner Board list Attached</p> <p><a href="https://dypatiluniversityonline.com/notices">https://dypatiluniversityonline.com/notices</a></p>

		<p>taken and the action taken report is then presented before the CIQA.</p> <p>And then it again goes through the entire process of CIQA then the BOS and then into the academic council in case if there are some feedbacks which have to be adhered to or implemented.</p> <p>The CIQA is also ensured that you know that the teaching learning experience of the stakeholders is smooth and it ensures that there is a six-quadrant approach which is adhered to.</p> <p><b>And the six-quadrant approach involves below.</b></p> <ul style="list-style-type: none"> <li>-Quality is maintain using 6 Quadrant Approach - PPT /Video/Audio/ Question Bank / Quiz/ Assignment Student portal is developing ensuring to clear info.</li> <li>-Complete learning to provide experience process of the program deliverable from student registration degree to to convocation.</li> <li>Quality is ensured by having live lectures every week.</li> <li>-Mentor Mentee in place</li> <li>-Student Grievance Redressal in place</li> <li>-Student Help Desk</li> <li>- Examination system - Industry interaction by industry expert</li> <li>- Teaching staff all in place Exam Portal</li> <li>- Marksheet &amp; Degree - Safety &amp; Security student portal data protection.</li> <li>- Online Security features are very well activated both in ensuring student safety in all aspect data protection.</li> <li>- Keeping UGC gender sensitization in mind</li> <li>- Well-regulated announcement mechanism in place</li> <li>- Notices &amp; Announcement</li> </ul>	
2.	<p>Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution</p>	<p>Committee are formed to evaluate the continuous improvement of</p> <ul style="list-style-type: none"> <li>- Academic committee - Curriculum</li> <li>- Exam - Student Grievance - Gender technical</li> <li>- Placement feedback committee Bridge gap b/w industry &amp; academia at par with industry requirement</li> </ul> <p>Feedback received from Surveys and other systems are reviewed constantly by CIQA D Y Patil deemed to be University as well as at department level to look for ways and means to improve the functioning of the Department to provide better learning environment and services to learners. Improvements are being made continuously as a whole for providing different services in Online mode as well as improvements in the e-content and language for e-learning materials. The names and details of the course coordinators have been uploaded on the website. The students can contact them for any clarifications on the subject.</p>	<p><b>Annual Attached</b></p> <p><a href="https://dypatiluniversityonline.com/ciqa#student-feedback-form">https://dypatiluniversityonline.com/ciqa#student-feedback-form</a></p>

3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	<p>Maintaining quality in higher educational institutions is crucial for fostering academic excellence, student satisfaction, and societal impact. Identifying key areas where quality should be maintained is essential for continuous improvement. Here are some of the critical areas:</p> <p>### 1. *Curriculum and Academic Programs*</p> <ul style="list-style-type: none"> <li>- *Relevance and Rigor*: The curriculum should be up-to-date, industry-relevant, and challenging to prepare students for their future careers.</li> <li>- *Interdisciplinary Approach*: Encourage cross-disciplinary learning to foster innovation and broader perspectives.</li> <li>- *Learning Outcomes*: Clearly defined learning outcomes should align with both academic standards and industry needs.</li> </ul> <p>### 2. *Teaching and Learning*</p> <ul style="list-style-type: none"> <li>- *Teaching Methods*: Incorporate diverse and innovative teaching methods, including technology-enhanced learning, active learning, and experiential learning.</li> <li>- *Faculty Development*: Ongoing professional development for faculty to ensure they are equipped with the latest knowledge and teaching techniques.</li> <li>- *Student Engagement*: Promote active student participation in learning, encouraging critical thinking, creativity, and collaboration.</li> </ul> <p>### 3. *Research and Innovation*</p> <ul style="list-style-type: none"> <li>- *Research Quality*: Encourage high-quality research that contributes to knowledge, addresses societal challenges, and informs teaching.</li> <li>- *Research Funding and Support*: Provide adequate funding and resources for research, including access to modern laboratories, libraries, and collaboration opportunities.</li> <li>- *Innovation Ecosystem*: Foster an environment that supports innovation and entrepreneurship, linking research to real-world applications.</li> </ul> <p>### 4. *Student Support Services*</p> <ul style="list-style-type: none"> <li>- *Academic Advising*: Provide comprehensive advising services to help students navigate their academic journey and career planning.</li> <li>- *Mental Health and Well-being*: Ensure accessible mental health services, counseling, and wellness programs.</li> <li>- *Career Services*: Offer robust career services, including internships, job placement, and alumni networks.</li> </ul> <p>### 5. *Infrastructure and Resources*</p> <ul style="list-style-type: none"> <li>- *Facilities*: Maintain state-of-the-art classrooms, laboratories, libraries, and technology to support teaching, learning, and research.</li> <li>- *Accessibility*: Ensure that all facilities are accessible to</li> </ul>	<p><a href="https://dypatiluniversityonline.com/academic-deliverables">https://dypatiluniversityonline.com/academic-deliverables</a></p> <p>Malaviya Mission Teacher (Training Programme)</p>
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		<p>all students, including those with disabilities.</p> <ul style="list-style-type: none"> <li>- *Digital Resources*: Invest in digital infrastructure, such as online learning platforms, databases, and virtual labs.</li> </ul> <p>### 6. *Governance and Leadership*</p> <ul style="list-style-type: none"> <li>- *Strategic Planning*: Develop and implement clear strategic plans that align with the institution's mission and goals.</li> <li>- *Transparent Governance*: Ensure transparency and accountability in decision-making processes, involving stakeholders in key decisions.</li> <li>- *Leadership Development*: Promote leadership development at all levels, fostering a culture of continuous improvement and innovation.</li> </ul> <p>### 7. *Accreditation and Continuous Improvement*</p> <ul style="list-style-type: none"> <li>- *Quality Assurance*: Regularly review and update quality assurance processes, aligning them with national and international standards.</li> <li>- *Feedback Mechanisms*: Establish robust feedback mechanisms from students, faculty, employers, and other stakeholders to inform continuous improvement.</li> <li>- *Accreditation*: Maintain accreditation from recognized bodies, ensuring adherence to the highest educational standards.</li> </ul> <p>### 8. *Community Engagement and Social Responsibility*</p> <ul style="list-style-type: none"> <li>- *Community Involvement*: Encourage partnerships and collaborations with local communities, industry, and other educational institutions.</li> <li>- *Social Impact*: Promote initiatives that address societal challenges and contribute to the community's development.</li> <li>- *Sustainability*: Integrate sustainability practices into campus operations and educational programs, preparing students to address global challenges.</li> </ul> <p>### 9. *Diversity and Inclusion*</p> <ul style="list-style-type: none"> <li>- *Inclusive Policies*: Develop and enforce policies that promote diversity, equity, and inclusion across all aspects of the institution.</li> <li>- *Cultural Competence*: Encourage cultural competence among students, faculty, and staff to foster an inclusive and respectful campus environment.</li> <li>- *Scholarships and Financial Aid*: Provide financial support to ensure access to education for students from diverse backgrounds.</li> </ul> <p>### 10. *Global Engagement*</p> <ul style="list-style-type: none"> <li>- *International Partnerships*: Develop partnerships with international institutions to promote student and faculty exchanges, joint research, and global learning experiences.</li> <li>- *Global Curriculum*: Incorporate global perspectives into</li> </ul>	
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		<p>the curriculum, preparing students to thrive in a globalized world.                  - *Language and Cultural Programs*: Offer language courses and cultural programs that enhance global awareness and understanding.</p> <p>By focusing on these key areas, higher educational institutions can maintain and enhance their quality, ensuring they remain relevant, competitive, and impactful in a rapidly changing world.</p> <p>The CIQA D Y Patil deemed to be University has identified certain key areas wherein we should maintain and improve quality at all times – including Academic framework/syllabi learner support services, design, communication to learner, student engagement and interactivity.</p> <p><b>Contribution in key area</b>                  - SLM - 6 Quadrant Approach                  - Proctor examination instead error                  - Student support services                  - info broacher guide</p>	
<p>4.</p>	<p>Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)</p>	<p>The CIQA has also ensured that there is proper guidance given and assistance given in terms of internships as well as placements. For this there is a tab incorporated into the student portal which keeps updating the student of what are the latest opportunities, job opportunities available for the students to enroll for themselves. Also guiding the students onto the internship facility available through the government portals through the government portals. This ensures that student does not find it difficult after the completion of the program in order to have his placements and internships being done. The CIQA also ensures that there is a smooth grievance redressal mechanism system incorporated into the working of the school which not only looks into the grievances of the operations, but also looks into the exam related grievances. These are to be adhered so that the resolution can be met and the grievance can be resolved ASAP.</p> <p>The CIQA D Y Patil deemed to be University has ensured that Academic Benchmarks including eligibility for admission, Syllabi, question paper pattern for end term examination, evaluation systems, pass fail criteria, maximum duration of program promotion policy for ODL Programs are similar to conventional mode Programmes. The faculty has been on the need to ensure that their inputs in teaching learning for students of these programs are to be as rigorous as in campus</p>	<p>BBA mentor mentee list attached</p> <p>MBA mentor mentee list attached</p>

		for regular mode students. Even teachers are providing the PPT notes, link for the open resources for particular topics to further support the students in their learning process	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	<p>The CIQA has also ensured that there are sessions which are conducted on gender sensitization, there are sessions which are conducted on, sessions conducted on safety and security, on anti -ragging and cyber security and there are sessions conducted. Now basically these are to make sure that the students does not face any kind of troubles even while online learning is going on.</p> <p><b>The feedback mechanism process</b></p> <p>Each stake holder has a separate feedback mechanism. Each group can log in the link and submit their feedback.</p> <ul style="list-style-type: none"> <li>• <b>Feedback collection:</b> It mainly involves a structured method of collection of feedbacks. It is conducted through a well designed Google form questionnaire employing rating scales which facilitate objective Analysis. Open ended questions are also used in some of the methods for qualitative feedback. The feedback is collected regularly in online mode from students by respective branch coordinator. The students can give their feedback through the link provided in college website. The feedbacks from parents are collected during Parent Teacher Meetings by respective departments either through online or via prescribed parents feedback form. The feedbacks from faculties are collected through online mode once in a semester and the feedbacks from industries are collected during the visits of industry persons to our college.</li> <li>• <b>Feedback Analysis and Reporting:</b> The Internal committee analyses the results of student feedback monthly. The feedback analysis report (FAR) is prepared by the committee and submitted to the Principal. Feedbacks from other stakeholders collected in due time, analyzed and reported to Principal for corrective actions.</li> <li>• <b>Action Taken:</b> The Principal and HODs decide the plan of action to improve the gaps. The action ranges from counseling and mentoring of students by teaching staffs to corrective actions and improvements if any needed.</li> </ul> <p>The points in FAR related to improvement are discussed in respective forum. For example, academic related issues are discussed and resolved in Academic Review Meeting, Placement related issues are discussed and resolved in Placement Meeting, Policy related issues are discussed and</p>	<p><a href="https://dypatiluniversityonline.com/ciqa#feedback-form">https://dypatiluniversityonline.com/ciqa#feedback-form</a></p> <p>2. PDF - International MOU list attached</p>

		<p>resolved in General Body Meeting.</p> <ul style="list-style-type: none"> <li>• <b>Information:</b> Final corrective actions taken on the basis of feedback analysis report (FAR) or on any grievances are informed to stakeholders by notices/SMS/ what sap/letters/over phone. The fruitfulness of corrective actions taken reflects in next cycle of feedback system.</li> </ul> <p>Personal Interviews, Module Surveys, feedback form and evaluation studies were taken up. Stakeholders can also give feedback by walking in and meeting the support staff and also the director, or emailing or calling the staff members. Also, the University has made arrangements for regular interface sessions. Every year induction programs are being conducted for students and all stakeholders to explain the student about all rules and regulations, methodology adopted in teaching learning process, services available academic calendar, promotion policy pass fail criteria, pattern of question paper etc.</p> <ul style="list-style-type: none"> <li>- More interactive user-friendly technology driven platform.</li> <li>- International universities emersion program to be brought in for online students.</li> <li>- Facilitating outline providers with international platform showing Indian Education System.</li> <li>- Development of Content multilingual format to eradicate the barriers of communication. Sticking to Indian values of education system.</li> </ul>	
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6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	<p>Higher education (HE) is an essential component of individual and societal progress. Through higher education, individuals can acquire in-depth knowledge and specialized skills in a variety of disciplines e.g. critical thinking, problem-solving skills, presentation skills, communications skills, teamwork and leadership skills, etc. which are highly valued in the modern job market. Having an undergraduate/graduate level degree is invaluable in terms of finding a meaningful and well-paying job and ultimately, increases the chances of success in their chosen fields. At the same time, higher education institutes also ensure the advancement of knowledge and innovation, allowing for greater societal progress and economic development. Therefore, higher education is essential for personal development, professional success, societal progress, and the advancement of knowledge and innovation.</p> <p>However, it is necessary to maintain the quality of higher education, as compromising quality standards can have significant negative consequences. For instance, employers value graduates from institutions that are known for providing good quality education. This means that students who attend institutions with lower quality standards may find it harder to secure jobs after graduation.</p> <p>Furthermore, graduates from low-quality higher education institutions may lack the necessary skills and knowledge that employers look for, which can further hinder their career prospects. When institutions fail to prioritize quality, they are likely to suffer from a negative reputation and this can have far-reaching implications both for the students and the institution. Moreover, quality education is not only just about providing basic knowledge and skills, it is also about fostering a culture of research and innovation. By doing so, it can help to drive progress and create a better future for all. So, it is ominously required to not only maintain but also consistently</p>	<p><a href="https://dypatiluniversityonline.com/placement#notice">https://dypatiluniversityonline.com/placement#notice</a></p> <p><b>International teacher sessions14-7-2021</b> Learn from Expert By Dr. John-Hans Coetzer, Academic Dean</p> <p>Malaviya Mission Teacher (Training Programme)</p>
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		<p>enhance the education quality of higher educational institutions for the betterment of the individual and society as a whole. The following strategies can be considered to improve the quality of higher education:</p> <ol style="list-style-type: none"> <li>1. It is important to review and update the curriculum periodically to ensure that it remains up-to-date and meets the current requirements of the industry. To achieve this goal, incorporating interdisciplinary approaches, practical applications, and experiential learning opportunities can be highly beneficial. Practical applications can be incorporated into the curriculum by providing students with opportunities to work on real-world projects or internships. This can help students to understand how to apply the concepts they learn in a practical setting and gain experience that will be valuable in their future careers.</li> <li>2. To maintain a high level of academic excellence, it is essential to attract and retain highly qualified faculty members. These individuals possess expertise in their respective fields and are instrumental in shaping the academic and research culture of an institution. To attract highly qualified faculty members, an institution can offer competitive salaries and other incentives. Institutions can also provide opportunities for faculty members to engage in research, attend conferences, and participate in professional development programs. Professional development programs are an excellent way to enhance faculty members' teaching skills, research abilities, and pedagogical approaches. By investing in the professional development of its faculty members, an institution can create a culture of continuous learning and improvement.</li> <li>3. Promoting a culture of research and innovation within an institution is vital to its success. To achieve this goal, it is important to allocate resources for research activities, establish research centers, and encourage faculty and students to engage in research projects. Recognizing and rewarding research excellence is another important aspect of</li> </ol>	
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		<p>promoting a research culture as it motivates researchers to continue their work and contribute to the advancement of knowledge.</p> <p>4. Encouraging active learning, problem-solving, and critical thinking in the classroom is essential to help students develop the necessary skills for success in today's world. One effective way to achieve this goal is by utilizing technology and interactive tools to enhance student engagement and facilitate a learner-centered approach.</p> <p>5. To promote student success, it is required to provide comprehensive support services that address the diverse needs of students. Academic advising, counseling, career guidance, and mentorship are all central components of such support services. By offering these services, students are better equipped to navigate the challenges of higher education and achieve their academic and career goals.</p> <p>6. Assessment and feedback mechanisms play a key role in measuring student learning outcomes and facilitating continuous improvement. To enhance these mechanisms, educational institutions should implement robust assessment methods that effectively measure student learning outcomes. This includes a range of assessment tools such as formative assessments, summative assessments, and self-assessments. Formative assessments allow students to receive timely feedback and make adjustments to their learning strategies whereas summative assessments measure the level of learning that has occurred at the end of a unit or course.</p> <p>7. Fostering collaborations with other educational institutions, industries, and community organizations enhances the practical relevance of education. By establishing partnerships for research, internships, experiential learning, and job placement, students can gain valuable experiences that will prepare them for success in their future careers. By collaborating with other institutions, students can also gain exposure to different perspectives of cultural, social,</p>	
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		<p>and learning styles.</p> <p>8. Investing in infrastructure and resources is also an important aspect of ensuring effective teaching and learning. Adequate classrooms, laboratories, libraries, and technology are needed to support the teaching and learning process. Classrooms should be well equipped, the size of the classroom should be appropriate for the number of students in the class, and it should be easy to access for students with disabilities. Laboratories are important for practical learning and should be equipped with the necessary equipment and materials to facilitate experiments and demonstrations. Libraries are essential resources for students and teachers; so, they should be well-stocked with updated books, journals, and other educational materials.</p> <p>9. Emphasizing ethical values is a crucial aspect of education in today's world. To foster a sense of ethics and social responsibility among students, it is important to incorporate courses or modules that promote ethical behavior, cultural understanding, and social engagement. One way to achieve this is to integrate lessons on ethics and social responsibility throughout the curriculum. This could include incorporating discussions on the ethical implications of various topics within a subject or dedicating an entire course to the study of ethics and social responsibility. Furthermore, incorporating community service projects into the curriculum can help students to develop a sense of social responsibility and engagement.</p> <p>10. Stakeholder engagement is another important aspect of any institution's decision-making process. By involving various stakeholders, including students, faculty, employers, alumni, and the local community, in decision-making processes and seeking feedback, the institution can benefit from their different perspectives and insights, which can contribute to its ongoing improvement. For example, if employers are providing feedback that graduates are lacking certain skills, the</p>	
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		<p>degree program can be adjusted to better prepare students for the job market.</p> <p>11. In today's digital age, technology is a crucial tool for enhancing education. By embracing technology and digital learning, teachers and administrators can streamline their processes and provide a more flexible and accessible learning experience for students. Blended learning approaches, which combine online and in-person learning, can also be effective.</p> <p>12. Quality assurance is an significant element that ensures that the degree program is meeting the needs of all the stakeholders and delivering on its objectives. It is a systematic, structured, and continuous process to maintain and improve the quality of education. In order to implement quality assurance mechanisms, it is important to monitor and evaluate the effectiveness of the various aspects of educational institutions to ensure they meet predetermined quality criteria and objectives.</p> <p>The efforts are ongoing for continuous quality improvement of systems, methods and services by arranging meetings and workshops for various categories of personnel involved in implementing the programs. Regular meetings were held with HOD's and other incharges of various activities with a view to share necessary information, expertise, materials and debate strategies needed for Quality assessment and improvement. Most of decisions are being taken with HOD and other incharges such as examination, registration wing, computer section and other person involved to provide services to learners.</p> <p><b>Implementation of review</b></p> <ul style="list-style-type: none"> <li>- Meetings - Workshops - We have conducted 154 workshop 7 seminars</li> <li>- Best practices (International Teachers taking session links)</li> <li>- Placement drive</li> </ul>	
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7.	Implementation of its recommendations through periodic reviews	<p>A Core Committee has been constituted by CIQA D Y Patil deemed to be University to provide support in advising and monitoring the quality assurance aspects of the University. The Core Committee met at regular intervals throughout the year.</p> <p>1) A monitoring committee with the following members has been constituted by the CIQA to monitor and suggest measures for implementation:  a) Dr.Vandana Mishra Chaturvedi(Pro Vice Chancellor)  b)Bhakti Naik (Course coordinator)  3) Naeem Pathan (Program Coordinator)</p> <p>2) The committee meets periodically to assess all the quality parameters with regard to ODL programmes and makes its recommendations to the CIQA for adoption.</p> <p>3) The committee may call for such information or 2 out of 2 UGC Portal file:///C:/Users/Admin/Downloads/UGC%20Portal.html[21-03-2022 04:38:09 PM] documents which it may deem fit to arrive at its recommendations from the Directorate of Distance Education or from the HEI in general.</p> <p>4) The committee may interact with the students and monitor the PCP.</p> <p>5) The committee may also suggest improvement in preparing the SLM</p>	
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	<p>CIQA D Y Patil deemed to be University conducted Periodic seminars and workshops to promote social values among the teachers and learners. Workshops and trainings on Research Methodology and innovative practices are regularly conducted for the faculty members and the research students.</p>	

<p>9.</p>	<p>Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution</p>	<p><b>1. Create opportunities for students to connect with you, as the instructor, and with each other, as a peer learning community</b>                  Social presence is a critical part of any learning experience, and that's especially true in online contexts. As an instructor, create spaces for students to talk with each other and with you since those spaces won't organically emerge in a hallway meet-up or in the time before and after an in-person class session.                  For example, schedule regular office hours that occur at a variety of times so that students know they can meet with you one-on-one. Create times for students to hop online and use a live text chat stream to connect with each other. Check out more options for building a class community.</p> <p><b>2. Make all course material accessible online</b>                  Equitable courses give all students access to the material regardless of where and how they're joining your class. All of your lecture notes, lecture slide decks, readings, assignments, and assignment submission places should be accessible to all students in the course learning management system (Canvas) so that they can participate in the course.</p> <p><b>3. Ask students about their online learning experience</b>                  Our students are diverse, and they appreciate knowing that their instructors care about them and their needs. Build in times at the beginning and middle of the course to check in on students and ask how they're experiencing the class.                  Ask them, for example, at the start of the term, what their learning environment is going to be like and if they have anything they'd like you to know about their experiences as learners. As the middle of the term approaches, ask them if there is something they're struggling to find or if they'd like course material made available to them in a different way.</p> <p><b>4. Streamline your curriculum to make room for getting used to the learning</b></p>	<p><b>Best Practices</b>  <a href="https://dypatiluniversityonline.com/ciga#best-practices">https://dypatiluniversityonline.com/ciga#best-practices</a></p>
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		<p><b>environment.</b> It's easy to feel anxious about mistakes happening online, and technical glitches will be inevitable. Consider streamlining the content you would normally teach in an in-person term so that you do not feel overwhelmed by content coverage alone.</p> <p><b>5. Communicate Effectively Through Email</b> While there are a number of ways to communicate with your students, email is still the most important tool at your disposal. For most students, this is the <b>#1 way that they will expect communication, including reminders and basic information.</b> At a minimum, instructors should plan to send out a weekly email at the start of each module, providing clear instructions about any assignments or tools that will be introduced or due that week. Along with factual information, teachers can help their students to connect with their courses by sending interesting articles, tips, or other sources of inspiration to excite the students and encourage engagement.</p> <p><b>6. Enhance Your Presentations With Visual Tools</b> On average, most students in an online course will learn best when strong visual content is provided. Modern students are surrounded by visual content in their everyday lives and some of the most valuable companies in the modern market spend a lot of resources to provide great visual elements, which can add to their consumer appeal. Likewise, having intentional visual tools can add value to your course. The most common mistake made by online instructors is creating content using black text on a white screen, devoid of any imagery.</p> <p><b>7. Understand the Emotional Curve of Your Students During the Course</b> In education, business, and even our personal lives, emotions influence and impact our levels of commitment to the various tasks we undertake. This is</p>	
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		<p>certainly true for online coursework, as well. Many students start the course excited to learn, but experience various ups and downs as their personal schedules change. Students can give in to negative emotions, becoming confused or overwhelmed, and begin to lose interest in the class after the first two to three weeks. Recognizing the roles that emotions play for your students can help you to guide them in overcoming these obstacles.</p> <ul style="list-style-type: none"> <li>• <b>Encourage your students to become aware of their own emotions toward the topics</b> at hand by offering regular opportunities for reflection and self-assessment. Some topics tend to be more inherently interesting than others, but preconceived ideas about what a topic will entail can negatively influence how dedicated a student may be to that week’s assignments.</li> <li>• <b>Deadline reminders can help students to overcome their initial emotional indifference to a topic</b>, re-engaging them in the coursework.</li> <li>• <b>Use inspirational stories of the successes of past students to surprise your students.</b> This can help them to see the ways that others have successfully applied the information being covered in their lives and allow them to relate to the aims of the course more directly.</li> <li>• <b>Be prepared to identify the students who may be struggling</b> or lagging behind, offering support and inspiration.</li> </ul> <p>The key to overcoming the <b>emotional obstacles</b> the students may face in an online course is to remind the students regularly of the future benefits the students will receive from completing the course, which can help them to commit to the tasks at hand in the moment. For any assignment, relate it back to the basic why of the course.</p>	
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		<p>Innovation Teachers taking session wide platform Placement drive</p> <p>Towards quality enhancement in services, all the process related to admission, any payment, download of SLM, notification of results, application for reevaluation, , request for transcripts, request for migration certificate, readmission all available to the learner in the online mode. In addition, on the directorate website link for all the open resources has been provided.</p>	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	<p>Feedback Mechanism Info is collected online then</p> <ul style="list-style-type: none"> <li>- Analyses then</li> <li>- committee formed prof of Internal &amp; external action taken then members feedback on action taken.</li> </ul>	<p><a href="https://dypatiluniversityonline.com/grievance-committee">https://dypatiluniversityonline.com/grievance-committee</a></p> <p><b>Feed Back Mechanism</b></p>
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	<p>The University follows the norms and guidelines for the preparation for PPR. A PPR is prepared before the introduction of any new program and the same is approved by the Statutory body of HEI. The program PPR clearly defines the following-</p> <ul style="list-style-type: none"> <li>(a) programme objectives and outcomes</li> <li>(b) nature of target group of learners</li> <li>(c) appropriateness of the programme with quality assurance for acquiring specific skills</li> <li>(d) programme content designing and developing</li> <li>(e) cost estimates for development of the programme</li> <li>(f) admission, delivery and evaluation norms.</li> </ul> <p>Program Project Program</p> <ul style="list-style-type: none"> <li>- Survey of starting program</li> <li>- Demand of program</li> <li>- Placement of program</li> <li>- Admission strategy</li> <li>- Target audience factor</li> <li>- Admission process</li> <li>- Counseling process</li> <li>- Registration Academic process</li> <li>- Student portal</li> <li>- Overall experience</li> <li>- Examination experience</li> <li>- Evaluation procedure</li> </ul>	<p>Convocation photos attached</p> <p><a href="https://dypatiluniversityonline.com/bachelor-in-business-administration">https://dypatiluniversityonline.com/bachelor-in-business-administration</a></p> <p>Online Visual tour</p>

**HEI ID: HEI-U-0321**

**Name of HEI: D.Y Patil Deemed to be University**

**Type of HEI: Entitled**

		<ul style="list-style-type: none"><li>- Result Generation</li><li>- Mark sheet Distribution</li><li>- Placement drive - Convocation</li></ul>	
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12.	Mechanism to ensure the proper implementation of Programme Project Reports	All Departments and corresponding Board of Studies are sensitized to the importance of following the PPR, and ensuring adherence to it in all matters relating to the Programs. Compliance to PPR has been made a matter of utmost importance, and it is used as the authoritative document for each program. Compliance is reviewed periodically	Academic Calendar Fees Structure  PPR
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Annual Reports Annual Plan Annual Audit  Annual Reports, and all documentation generated by the CIQA D Y Patil deemed to be University, as well as the Department, are documented in the University's Online filing system, and reviewed periodically, to ensure compliance and continuity	Annua Report Mentor Mentee
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Restructuring higher education programs to align with job market demands is essential to ensure that graduates possess the skills and knowledge required by employers. Here are some key inputs typically provided to higher educational institutions for this purpose:  1. Industry Collaboration: • Advisory Boards: Establish advisory boards comprising industry professionals	

		<p>who can provide insights into current and future job market needs.</p> <ul style="list-style-type: none"><li>•Partnerships with Companies: Form partnerships with companies for internships, apprenticeships, and joint research projects that help students gain practical experience.</li></ul> <p>2.Labor Market Data:</p> <ul style="list-style-type: none"><li>•Employment Trends: Utilize labor market data to identify employment trends, including in-demand jobs, emerging industries, and skills shortages.</li><li>•Skills Forecasting: Analyze forecasts on the skills that will be needed in the future job market, ensuring programs are forward-looking.</li></ul> <p>3.Curriculum Development:</p> <ul style="list-style-type: none"><li>•Competency-Based Learning: Develop programs that focus on competency-based learning, ensuring that students master specific skills that are directly applicable to the job market.</li><li>•Interdisciplinary Approaches: Encourage interdisciplinary studies that combine technical skills with soft skills, such as communication, problem-solving, and teamwork.</li></ul>	
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		<p>4. Technological Integration:</p> <ul style="list-style-type: none"><li>•Emerging Technologies: Integrate emerging technologies into the curriculum to ensure that students are familiar with the tools and platforms used in modern workplaces.</li><li>•Online Learning and MOOCs: Incorporate online learning modules and Massive Open Online Courses (MOOCs) to provide students with flexible learning options and exposure to global trends.</li></ul> <p>5. Feedback Mechanisms:</p> <ul style="list-style-type: none"><li>•Graduate Surveys: Conduct surveys of graduates to gather feedback on the relevance of their education to their current jobs, which can inform program adjustments.</li><li>•Employer Feedback: Regularly collect and analyze feedback from employers on the performance of graduates to refine and improve curricula.</li></ul> <p>6. Soft Skills Training:</p> <ul style="list-style-type: none"><li>•Communication and Leadership: Emphasize the development of soft skills such as communication, leadership, and adaptability, which are highly valued by employers.</li><li>•Real-World Problem Solving: Incorporate real-world problem-solving exercises into the</li></ul>	
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		<p>curriculum to develop critical thinking and practical application skills.</p> <p>7. Accreditation and Quality Assurance:</p> <ul style="list-style-type: none"><li>•Regular Review Processes: Implement regular review and accreditation processes that ensure programs meet industry standards and are updated regularly to reflect market changes.</li><li>•Benchmarking: Use benchmarking against leading global institutions to ensure programs are competitive and aligned with international job market demands.</li></ul> <p>8. Lifelong Learning Opportunities:</p> <ul style="list-style-type: none"><li>•Continuing Education Programs: Develop continuing education programs and professional development courses that allow alumni and working professionals to upskill or reskill as needed.</li><li>•Certification and Micro-Credentials: Offer certification programs and micro-credentials that can be earned alongside traditional degrees to enhance employability.</li></ul> <p>These inputs help educational institutions align their programs with the evolving needs of the job market, ensuring that graduates are well-</p>	
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		<p>prepared for their careers.</p> <ul style="list-style-type: none"> <li>- 6 Quadrant approach</li> <li>- Industry Connect</li> <li>- Guest Interaction</li> <li>- Seminars</li> <li>- Webinars</li> <li>- Placement Drives</li> <li>- Capability Enhancement Program</li> <li>- Webinars</li> </ul>	
<p>15.</p>	<p>Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.</p>	<p>Creating a learner-centric environment within an educational system requires a multifaceted approach that focuses on engaging students actively, addressing diverse learning needs, and fostering a supportive atmosphere. Here are some facilitated system-based research strategies to achieve this and bring about qualitative changes in the system:</p> <p>1. Personalized Learning Pathways</p> <ul style="list-style-type: none"> <li>•Research Focus: Develop adaptive learning technologies and curricula that cater to individual learning styles, paces, and interests.</li> <li>•Implementation: Use data analytics and AI to track student progress and recommend personalized learning resources or interventions.</li> <li>•Outcome: Enhanced student engagement and improved learning outcomes by meeting individual needs.</li> </ul> <p>2. Collaborative</p>	<p>1. <b>Student Portal</b> – <a href="https://dypatiluniversityonline.com/mba-student-portal-demo">https://dypatiluniversityonline.com/mba-student-portal-demo</a></p>

		<p>Learning Platforms</p> <ul style="list-style-type: none"><li>•Research Focus: Investigate the impact of collaborative tools and platforms (e.g., online discussion forums, group projects, peer assessments) on student learning.</li><li>•Implementation: Integrate collaborative activities into the curriculum, using technology to facilitate interaction among students, teachers, and even external experts.</li><li>•Outcome: Improved critical thinking, communication skills, and deeper understanding through peer-to-peer learning.</li></ul> <p>3. Inquiry-Based and Problem-Based Learning</p> <ul style="list-style-type: none"><li>•Research Focus: Explore the effectiveness of inquiry-based and problem-based learning models in enhancing critical thinking and real-world problem-solving skills.</li><li>•Implementation: Design curricula that encourage students to engage in research, question assumptions, and solve complex problems, often in interdisciplinary contexts.</li><li>•Outcome: Students become active learners, taking ownership of their education and applying knowledge in practical, meaningful ways.</li></ul> <p>4. Use of Learning</p>	
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		<p>Analytics</p> <ul style="list-style-type: none"><li>•Research Focus: Study the role of learning analytics in providing feedback to both students and instructors for improving teaching and learning processes.</li><li>•Implementation: Implement systems that collect and analyze data on student performance, engagement, and behavior, providing actionable insights.</li><li>•Outcome: Early identification of learning gaps and the ability to tailor interventions to support student success.</li></ul> <p>5. Teacher Professional Development</p> <ul style="list-style-type: none"><li>•Research Focus: Examine the impact of ongoing professional development for teachers on the quality of instruction in learner-centric environments.</li><li>•Implementation: Create continuous learning opportunities for educators to develop skills in facilitating student-centered learning, integrating technology, and using data-driven instruction.</li><li>•Outcome: Teachers are better equipped to implement learner-centric strategies, leading to more effective teaching and improved student outcomes.</li></ul> <p>6. Integration of Technology in Learning</p>	
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		<ul style="list-style-type: none"><li>•Research Focus: Investigate the role of emerging technologies (e.g., VR/AR, gamification, AI) in creating immersive and interactive learning experiences.</li><li>•Implementation: Develop and pilot innovative tools and resources that enhance engagement and motivation by making learning more interactive and relevant.</li><li>•Outcome: Students become more engaged and motivated, leading to deeper learning and retention of knowledge.</li></ul> <p>7. Feedback and Assessment Systems</p> <ul style="list-style-type: none"><li>•Research Focus: Explore innovative assessment methods that focus on continuous feedback rather than summative evaluations alone.</li><li>•Implementation: Introduce formative assessments, peer assessments, and self-assessment tools that provide real-time feedback to learners.</li><li>•Outcome: A shift towards a growth mindset in students, with a focus on learning and improvement rather than just grades.</li></ul> <p>8. Inclusive Education Practices</p> <ul style="list-style-type: none"><li>•Research Focus: Study the impact of inclusive practices that ensure all</li></ul>	
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		<p>students, regardless of their background or abilities, have equal access to learning opportunities.</p> <ul style="list-style-type: none"><li>•Implementation: Develop curricula and instructional methods that accommodate diverse learners, including those with disabilities, language barriers, or socio-economic challenges.</li><li>•Outcome: A more equitable education system where all students can thrive.</li></ul> <p>9. Student Agency and Voice</p> <ul style="list-style-type: none"><li>•Research Focus: Examine the impact of giving students more control over their learning choices, including curriculum topics, learning methods, and assessment formats.</li><li>•Implementation: Incorporate student feedback into curriculum design and allow for flexible learning paths where students can choose projects or areas of study that interest them.</li><li>•Outcome: Increased student motivation and engagement, leading to better learning outcomes and greater satisfaction with the educational experience.</li></ul> <p>10. Systemic Change through Policy and Leadership</p> <ul style="list-style-type: none"><li>•Research Focus:</li></ul>	
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		<p>Investigate the role of leadership and policy in fostering a system-wide shift towards learner-centric education.</p> <ul style="list-style-type: none"> <li>•Implementation: Advocate for policies that support innovation in teaching and learning, provide resources for schools to adopt new technologies, and create accountability systems focused on student outcomes rather than compliance.</li> <li>•Outcome: A systemic transformation that aligns with the goals of creating a learner-centric educational environment.</li> </ul> <p>By focusing on these research-based strategies, educational systems can undergo significant qualitative changes, making the learning environment more responsive to the needs of students and better equipped to prepare them for the challenges of the future.</p>	
<p>16.</p>	<p>Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.</p>	<p>Seeking assessment and accreditation from a designated body of accreditation involves several organized steps, particularly for an institution acting as a nodal coordinating unit. Here's a general outline of the process:</p> <ol style="list-style-type: none"> <li>1. Establish a Nodal Coordinating Unit (NCU):</li> </ol> <ul style="list-style-type: none"> <li>•Form a Team: Appoint a dedicated team or committee responsible</li> </ul>	<p><a href="https://dypatiluniversityonline.com/accreditations-and-approvals">https://dypatiluniversityonline.com/accreditations-and-approvals</a></p> <p>AACBB AIU ACU AIMA BGA AMBA</p>

		<p>for the accreditation process, including representatives from key departments.</p> <ul style="list-style-type: none"><li>•Define Roles: Clearly define the roles and responsibilities of each team member within the NCU.</li></ul> <p>2. Understand Accreditation Requirements:</p> <ul style="list-style-type: none"><li>•Review Guidelines: Obtain and thoroughly review the accreditation guidelines, criteria, and procedures provided by the accrediting body.</li><li>•Training: Organize training or workshops for the NCU team to understand the assessment parameters and documentation requirements.</li></ul> <p>3. Self-Assessment and Gap Analysis:</p> <ul style="list-style-type: none"><li>•Conduct Self-Assessment: Perform a detailed self-assessment based on the accreditation criteria to identify strengths, weaknesses, and areas for improvement.</li><li>•Gap Analysis: Analyze gaps between the institution's current status and the accreditation requirements. Prepare an action plan to address these gaps.</li></ul> <p>4. Document Preparation:</p> <ul style="list-style-type: none"><li>•Collect Data: Gather all</li></ul>	
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		<p>necessary data, documents, and evidence required to support the accreditation application.</p> <ul style="list-style-type: none"><li>•Prepare Reports: Prepare the Self-Study Report (SSR) or Institutional Information for Quality Assessment (IIQA), depending on the accrediting body's requirements.</li><li>•Compile Documents: Ensure all supporting documents (like academic records, financial statements, faculty profiles, etc.) are well-organized and accessible.</li></ul> <p>5. Submission of Application:</p> <ul style="list-style-type: none"><li>•Register Online: If applicable, register the institution with the accrediting body's online portal.</li><li>•Submit Application: Complete and submit the accreditation application along with the required documents and fees within the stipulated deadlines.</li></ul> <p>6. Prepare for On-Site Visit:</p> <ul style="list-style-type: none"><li>•Organize Mock Audits: Conduct internal mock audits or reviews to prepare for the on-site assessment.</li><li>•Coordinate with Stakeholders: Ensure that all departments, faculty, and staff are informed and prepared for the assessment visit.</li></ul>	
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		<p>•Communicate Results: Inform the institution’s stakeholders about the accreditation status and share the outcomes.</p> <p>10. Continuous Improvement:</p> <p>•Implement Recommendations: Work on implementing any recommendations provided in the accreditation report.</p> <p>•Maintain Standards: Regularly monitor and maintain the standards to ensure continued compliance with the accreditation requirements for future assessments.</p> <p>11. Reaccreditation:</p> <p>•Plan for Reaccreditation: Begin preparations for reaccreditation well in advance of the accreditation’s expiration to ensure continued recognition.</p> <p>This process ensures that the institution is systematically prepared for the accreditation process, improving its chances of achieving a favorable outcome.</p>	
<p>17.</p>	<p>Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit</p>	<p>Indian universities have been increasingly focusing on internationalization and the institutionalization of quality enhancement practices. These efforts are driven by the need to</p>	<p>1. PDF List of International MOU Attached</p>



		<p>align with global standards, attract international students, and improve their global rankings. Below are some of the key measures adopted by Indian universities to ensure internationalization and quality enhancement through periodic accreditation and audits:</p> <p>1. Accreditation by National Agencies</p> <p><b>National Assessment and Accreditation Council (NAAC):*</b></p> <p>Universities undergo accreditation by NAAC, which assesses the quality of education, infrastructure, research, and governance. Regular reaccreditation cycles ensure that institutions maintain and enhance their quality standards.</p> <p><b>National Board of Accreditation (NBA)</b></p> <p>Primarily for technical institutions, the NBA accredits programs based on specific criteria such as curriculum design, faculty quality, and student performance.</p> <p><b>Institutional Accreditation by NIRF</b></p> <p>The National Institutional Ranking Framework (NIRF) ranks institutions based on various parameters including teaching, learning resources,</p>	
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		<p>research, and internationalization efforts.</p> <p><b>2. International Accreditation</b> - Many universities seek international accreditations such as those from the *Association to Advance Collegiate Schools of Business (AACSB), **Accreditation Board for Engineering and Technology (ABET), or **European Quality Improvement System (EQUIS)*. This helps in benchmarking against global standards.</p> <p><b>3. *Curriculum Development and Alignment with Global Standards*</b> - Indian universities are increasingly revising their curricula to align with international standards, incorporating global best practices, and offering programs that are internationally recognized. - Collaboration with foreign universities for joint programs, dual degrees, and exchange programs.</p> <p><b>4. *Faculty Exchange and International Collaboration*</b> - Encouraging faculty exchange programs and international collaborations in research and development. This not only enhances the quality</p>	
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		<p>of teaching and research but also helps in establishing international networks.</p> <ul style="list-style-type: none"> <li>- Hosting international conferences, workshops, and seminars to foster global academic exchange.</li> </ul> <p><b>5. *Quality Assurance Cells*</b></p> <ul style="list-style-type: none"> <li>- Establishment of Internal Quality Assurance Cells (IQAC) as mandated by NAAC. These cells are responsible for continuous monitoring and assessment of the quality of education, teaching, and research in the institution.</li> <li>- Regular internal audits and reviews are conducted by IQAC to ensure that the quality standards are maintained and areas for improvement are identified.</li> </ul> <p><b>6. *Adoption of Global Best Practices in Governance and Administration*</b></p> <ul style="list-style-type: none"> <li>- Implementation of transparent and accountable governance practices. This includes the adoption of e-governance systems, digital learning platforms, and other technological advancements.</li> <li>- Universities are also adopting global standards in their administration processes, including student services, examination</li> </ul>	
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		<p>systems, and financial management.</p> <p><b>7. *Student and Faculty Development Programs*</b></p> <ul style="list-style-type: none"> <li>- Offering scholarships and incentives to attract international students and faculty.</li> <li>- Providing training and development programs for faculty to ensure they are equipped with the latest teaching methodologies and research skills.</li> </ul> <p><b>8. *Global Rankings and Benchmarking*</b></p> <ul style="list-style-type: none"> <li>- Participation in global ranking systems like QS World University Rankings and Times Higher Education (THE) Rankings, which push institutions to adhere to international standards.</li> <li>- Benchmarking against leading global institutions to continuously improve and enhance the quality of education and research.</li> </ul> <p><b>9. *Periodic External Audits*</b></p> <ul style="list-style-type: none"> <li>- In addition to internal audits, universities often invite external experts to conduct audits and provide objective assessments of their quality practices. This is often a requirement for both national and international accreditations.</li> </ul>	
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		<p><b>10. *International Student and Faculty Recruitment*</b>                  - Efforts to increase the proportion of international students and faculty on campus, enhancing the cultural diversity and global perspective of the university.</p> <p>These measures help Indian universities in maintaining high standards of education and research, while also making them more competitive and attractive on the global stage.</p>	
<p>18.</p>	<p>Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines</p>	<p>Committee form Administrative Committee which works on UGC Guidelines.</p>	

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

19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.		
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	PTM Meeting Recorded webinars Placement Admission Video Steps for Admission	-video attached for admission steps - CIQA Meetings -Rea search Methodology -Internship & placement Cell Meeting
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.		Annual Report
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	AAA CIQA Report Enrollment Report PPR	Enrolment Report PPR CIQA Report
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	School Of Online - Counseling office - Admission Office - Administrative Office - Faculty room - Library - Record Room - Makeup Room - Examination room - Classroom (Provision to come) - Cafeteria	Online Visual tour

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

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

24.	Promoted automation of learner support services of the Higher Educational Institution	Entire Cycle Automated From Inquiry to Convocation Degree	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	Advisory Board – 2 meeting every year Industry Connect Placement Committee	1. Minutes meeting PDF 2 Annual Report
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	Gender Audit Annual Report CIQA Committee Internal Audit	
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution		
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	-Research Collaboration	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	-Industry MOU List	

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

<b>Sr.No.</b>	<b>Provisions in Regulations</b>	<b>Action taken in respect of online programmes</b>	<b>Upload relevant document</b>



**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	Decentralize Governance	1. SSR PDF Link
2.	Articulation of Higher Educational Institution Objectives		
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System		Student Manual
4.	Programme Monitoring and Review	Advisory Board Course Committee Exam Committee Faculty	1. Exam Board PDF Attached 2. BBA Mentor Mentee 3.
5.	Infrastructure Resources	Counseling Office Record Room Makeup room Library Editing Room	1. Online visual
6.	Learning Environment and Learner Support	SSR Teaching Mythology 24/7 student support 6 quadrant Approves	PDF Link 2. Student Support - <a href="https://dypatiluni-versityonline.com/student-progres">https://dypatiluni-versityonline.com/student-progres</a>
7.	Assessment and Evaluation	The level of student academic performance as the aggregate of continuous evaluation and end semester examination is reflected by letter grades on a ten - point scale	
8.	Teaching Quality and Staff Development	Webinar Course Coordinator Program Coordinator Mentor -	1. Exam Board PDF Attached 2. BBA Mentor Mentee

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

		Mentee	
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**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 :**

<b>Sr.No.</b>	<b>Provisions in Regulations</b>	<b>Action taken in respect of online programmes</b>	<b>Upload relevant document</b>

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

1.	Academic Planning	Academic calendar	1. Academic Calenda
2.	Validation	Notices	Notice PDF link
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		

**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 time dedicated, not below the rank of an Associate Professor**

Director – Dr. Ashish Jadhav (Regular)

Designation: Professor and Director

Qualification: Ph.D.

Document Upload

**3.2 Name and details of Deputy Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, atleast Associate Professor**

Or

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

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

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

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

**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:*

Adequate number of faculty members as per UGC Online programmes regulations 2022 as per detail giving below

**i. Programme name:**

**a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
	Ms. Bhakti Naik	MBA		80000/-	05.10.2020
	Dr. Vani Kamath	PHD		80000/-	05.10.2020

**b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	MBA	Dr. Swapna Suri	PHD	-	60000/-	05.10.2020
2.	MBA	Dr. Gagandeep Nagra	PHD	-	60000/-	05.10.2020
3.	MBA	Dr. Rupali Patil	PHD	-	60000/-	05.10.2020
4.	MBA	Dr. Rashmi Goliathan	PHD	-	60000/-	05.10.2020
5.	MBA	Dr. Sarika Puneekar	PHD	-	60000/-	05.10.2020
6.	MBA	Dr. Syed Gous	PHD	-	60000/-	05.10.2020

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

7.	MBA	Mr. Aarti	MBA	-	60000/-	05.10.2020

**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	Mr. Iftekhar Shaikh	MBA	-	50000/-	05.10.2020
2	Mr. Milind Kilpadi	MBA	-	50000/-	05.10.2020
3	Mr. Imran Pathan	MBA	-	50000/-	05.10.2020
4	Mr. Dinesh Kamble	MBA	-	50000/-	05.10.2020
5	Mr. Pratik Patil	MBA	-	50000/-	05.10.2020
6	Mr. Ajay Singh	MBA	-	50000/-	05.10.2020

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	Mr. Umesh Patil
Assistant Registrar	1	Mr. Milind Kilpadi
Section Officer	1	Mr. Sailjha Menon
Assistants	3 (2 for DM Universities)	Mr. Abul Rajani Mr. Fahim Natoo
Computer Operator	2	Mr. Auzwil Vaz / Ms. Rita Mendha
Multi Tasking Staff	2	Mr. Mohan Boshle / Ms. Snehal Kad

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

#### b. Number and details of Technical Support for Online Programmes as per Annexure -IV:

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

Post	Required	Available
Technical Manager (Production)	1	1

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

Technical Associate (Audio-Video recording and editing)	1	1
Technical Assistant (Audio-Video recording)	1	1
Technical Assistant (Audio-	1	1



**HEI ID:**

**Name of HEI:**

**Type of HEI:**

Video editing)		
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ii. **For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Centre)	1
Technical Assistant (LMS and Data Management)	2	2

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

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1 (per Centre)	1
Technical Assistant (Admission, Examination and Result)	2	2

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

HEI ID:

Name of HEI:

Type of HEI:

### Part – IV: Examinations

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

<https://dypatiluniversityonline.com/>

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, all the examination activities are being conducted by the controller and examination Team in proctored system.	
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 By proctored system for Online Examination	
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	

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	YES	
5.	The number of examination centres in a city or		

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

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

#### **4.2 Compliance of facilities required for the conduct of Online examination for online programmes**

<b>S.</b>	<b>Provisions in Regulations</b>	<b>Whether</b>	<b>If No,</b>
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**HEI ID:****Name of HEI:****Type of HEI:**

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

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

<b>S.No.</b>	<b>Provisions in Regulations</b>	<b>Whether complied Yes/No</b> <b>If Yes, Upload relevant document</b>	<b>If No, Reason thereof</b>
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	<b>YES</b>  <a href="https://dypa.tiluniversityonline.com/examination">https://dypa.tiluniversityonline.com/examination</a>	

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of	<b>YES</b> <a href="https://dypatiluniversityonline.com/examination">https://dypatiluniversityonline.com/examination</a>	
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**HEI ID:****Name of HEI:****Type of HEI:**

<b>S.No.</b>	<b>Provisions in Regulations</b>	<b>Whether complied Yes/No If Yes, Upload relevant document</b>	<b>If No, Reason thereof</b>
	learners enrolled through Online mode and their certification.		
3.	<p>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:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>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;</p> <p>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.</p>	<p><a href="https://dypatiluniversityonline.com/mba-in-sales-and-marketing">https://dypatiluniversityonline.com/mba-in-sales-and-marketing</a></p> <p><a href="https://dypatiluniversityonline.com/bachelor-in-business-administration">https://dypatiluniversityonline.com/bachelor-in-business-administration</a></p>	
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	

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

<b>S.No.</b>	<b>Provisions in Regulations</b>	<b>Whether complied Yes/No If Yes, Upload relevant document</b>	<b>If No, Reason thereof</b>
	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.	<b>YES</b> <a href="https://dypatiluniversityonline.com/bachelor-in-business-administration">https://dypatiluniversityonline.com/bachelor-in-business-administration</a> <b>Sample Question Paper</b>	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments		
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	<b>Upload sample</b>	
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	<b>YES</b>	



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

<b>S.No.</b>	<b>Provisions in Regulations</b>	<b>Whether complied Yes/No If Yes, Upload relevant document</b>	<b>If No, Reason thereof</b>
	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.	<b>YES</b> <a href="https://dypatiluniversityonline.com/bachelor-in-business-administration">https://dypatiluniversityonline.com/bachelor-in-business-administration</a>	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	YES	
	(b) Availability of biometric system	YES	
	(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	YES	
	(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	YES	

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

<b>S.No.</b>	<b>Provisions in Regulations</b>	<b>Whether complied Yes/No If Yes, Upload relevant document</b>	<b>If No, Reason thereof</b>
	centre to the Higher Educational Institution		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	<b>YES</b>	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	<b>Upload details of Observer assigned</b>	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	<b>Upload Observer Report</b>	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology 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 are recognised to enroll international learners shall endeavour to conduct proctored	YES	

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

<b>S.No.</b>	<b>Provisions in Regulations</b>	<b>Whether complied Yes/No If Yes, Upload relevant document</b>	<b>If No, Reason there of</b>
	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 <ul style="list-style-type: none"> <li>i. Photograph</li> <li>ii. Aadhaar number or other government recognised identifier or Passport number, as applicable,</li> <li>iii. Other relevant details of the learner along with the Programme name.</li> </ul>	<b>Yes Complied</b>	
	(b) Each award shall also be uploaded on the National Academic Depository	ABC ID has been created Document uploaded	
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 of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	<b>Yes and Sample for marksheet and Degree uploaded</b>	

#### 4.4 Result and Student Progression

##### For UG, PG and PGD programmes

Semester beginning	Programme name	No. of students	No. of students	No. of students	% of student	% of students
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**HEI ID:****Name of HEI:****Type of HEI:**

		admitted	appeared in exams	progressed to next year	s passed	passed in first class / Distin ction
<January - July 2023>	<b>1. BBA</b>					
	<b>January</b>	716	680	680	430	250
	<b>July</b>	1652	1550	1550	920	630
<January - July 2023>	<b>1. MBA</b>					
	<b>January</b>	1068	968	968	668	300
	<b>July</b>	2502	2402	2402	1500	902

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

## **Part – V: Programme Project Report (PPR) and e-Learning Material (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.*

YES, PPR for all the programmes under Online mode has been prepared as per the guidelines mentioned in the Regulations and duly approved by the statutory body of the University.

### **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.*

YES, as being followed as per UGC regulations. Authority approval and sample copy is uploaded

- 1) The SLM writers were instructed to adhere to the guidelines provided in annexure VI of the UGC ODL Regulations, 2017.**
- 2) The SLMs are self-explanatory, illustrative and lucid.**
- 3) The difficulty of the learners has been kept in mind and there are self-check questions at the end of every unit.**
- 4) There are directions in the SLMs for self-directed learning.**
- 5) Wherever, audio-visual material is to be provided as a supplement, to the printed SLM, it has been done.**
- 6) Students are provided with digital form of SLMs on a regular basis.**
- 7) References to outside links for further information are also provided.**
- 8) Full- fledged online delivery facilities are being created and will become operational soon.**

### **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*

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

*Statutory Authorities shall also be mentioned.*

YES, as being followed as per UGC regulations. Authority approval and sample copy is uploaded

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

## **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*

NON – SWAYAM - <https://dypatiluniversityonline.com/>

- 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*

NON – SWAYAM - <https://dypatiluniversityonline.com/>

### **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)*

Delivery of courses in Online mode in Teaching- Learning scheme is as per UGC Regulations, 2020.

### **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

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

							wise programmes wise)	-
-	-	-	-	-	-	-	-	-

*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 and reports

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

<https://dypatiluniversityonline.com/>

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 Complied  <a href="https://dypatiluniversityonline.com/ciqa#declaration">https://dypatiluniversityonline.com/ciqa#declaration</a>	
Uploading of the following on HEI website ( <a href="https://dypatiluniversityonline.com/">https://dypatiluniversityonline.com/</a> )			
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 Complied  <a href="https://dypatiluniversityonline.com/about-us">https://dypatiluniversityonline.com/about-us</a>	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes Complied  <a href="https://dypatiluniversityonline.com/pdf/ugc-approval.pdf">https://dypatiluniversityonline.com/pdf/ugc-approval.pdf</a>	
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 Complied  <a href="https://dypatiluniversityonline.com/bachelor-in-business-administration">https://dypatiluniversityonline.com/bachelor-in-business-administration</a>	

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

5.	Programme-wise information on syllabus, suggested readings, contact points for	Yes Complied <a href="https://dypatiluniversityonline.com/bachelor-in-business-administration">https://dypatiluniversityonline.com/bachelor-in-business-administration</a>	
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**HEI ID:****Name of HEI:****Type of HEI:**

<b>S.No.</b>	<b>Provision</b>	<b>Complied Yes/No with explicit link address</b>	<b>If no. Reasons, thereof</b>
	counselling/mentoring, programme structure 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 Complied <a href="https://dypatiluniversityonline.com/notices">https://dypatiluniversityonline.com/notices</a>	
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 Complied	
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 Complied <a href="https://dypatiluniversityonline.com/qa#student-feedback-form">https://dypatiluniversityonline.com/qa#student-feedback-form</a>	
9.	Information regarding all the programmes recognised by the Commission	Yes Complied	

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

<b>S.No.</b>	<b>Provision</b>	<b>Complied Yes/No with explicit link address</b>	<b>If no. Reasons, thereof</b>
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes Complied	
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 Complied	
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 Complied	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	Yes Complied	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes Complied	
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 Complied	
16.	Reports of the third party academic audit to be undertaken every five years and internal	Yes Complied	

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

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

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

<b>S.No.</b>	<b>Provision</b>	<b>Whether being complied Yes/No</b>
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	Yes Complied
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 Complied
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 Complied

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

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	Yes Complied
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**HEI ID:****Name of HEI:****Type of HEI:**

	<p>the instructions or orders issued by Central Government or State Government:</p> <p>Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners</p>	
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 Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes Complied
6.	<p>Every Higher Educational Institution shall-</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.</p>	Yes Complied
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	



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

	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 Complied
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 Complied
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes Complied
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes Complied
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 Complied
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 Complied

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

	admission to each programme of study and the amount 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 Complied
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes Complied
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes Complied
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 Complied
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes Complied
9.	Higher Educational Institution shall publish information at <b>sr. no. '8'</b> 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 Complied

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

	in the Commission Order	
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	<b>Yes Complied</b>
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	<b>Yes Complied</b>
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	<b>Yes Complied</b>
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 within such time as notified by the Commission and mentioned in the prospectus of such Higher	<b>Yes Complied</b>

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

	Educational Institution	
14.	No Higher Educational Institution shall, issue or publish-  (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised;  (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes Complied

**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**

**If No, reason thereof:**

HEI ID:

Name of HEI:

Type of HEI:

## 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 <https://dypatiluniversityonline.com/>

*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.*

Yes Complied

<https://dypatiluniversityonline.com/grievance-and-complaints#student-complaints>

<https://dypatiluniversityonline.com/grievance-committee>

### 9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
4	4

### 9.3 Complaint Handling Mechanism

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

Yes Mechanism adopted as per UGC guidelines

### 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)

HEI ID:

Name of HEI:

Type of HEI:

## Part – X: Innovative and Best Practices

<https://dypatiluniversityonline.com/>

### 10.1 Innovations introduced during academic year

Automation in learner support services

Launching of APP in Academic Year 2024-2025.

Audio

Video

PDF Reading material

### 10.2 Best Practices of the HEI

Good teaching learning practices adopted

<https://dypatiluniversityonline.com/ciqa#best-practices>

### 10.3 Details of Job Fairs conducted by the HEI

Students are encouraged to participate in placement activities conducted by University Placement cell

### 10.4 Success Stories of students of Online mode of the HEI

Many students got promotion in their organization and achieved new success in field of working after obtaining degrees

### 10.5 Initiatives taken towards conversion of e-LM into Regional Languages

We are training the students towards conversion of e-LM into Regional Languages.

### 10.6 Number of students placed through Campus Placements

Most the ODL / Online students are already working profession.

### 10.7 Details of Alumni Cell and its activity

We are Applying for the registration of Alumina society under act 1860.

The Cell is already formed. Adding

**HEI ID:**

**Name of HEI:**

**Type of HEI:**

**10.8 Any other Information**

INSERT TEXT BOX

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:

Name: Dr. Ashish Jadhav



Signature of the Registrar:

Name: Mr. Umesh Patil



Seal

Date: 28/8/2024

Date: 28/8/2024

**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.**