Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

2023-2024

Contents

Part – I: General Information

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

26.10.2023
https://drive.google.com/file/d/1tq0uAjFC-bp2yrzxjnjYq1qucIoj6YO6/view?usp=drive_link

1.2 Details of Director, CIQA

- Name : Dr. Smriti Bhosle
- Qualification: MA, Ph.D
- 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 Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. Ujjwala Chakradeo	Science and Technology	
b.	Three Senior teachers of HEI	Member 1	Dr.Jayashree Shinde	Education Technology	26.10.2023
		Member 2	Dr. Shital More	Interdisciplinary	26.10.2023
		Member 3	Dr. Subhash Patil	Economics	26.10.2023
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Pramod Khandare	Computer Science	26.10.2023
		Member 5	Dr. Vaibhav Jadhav	Education	26.10.2023
		Member 6	Dr. Mandar Bhanushe	ODL and Online	26.10.2023
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. Pravin Ghodeswar	Student Support	26.10.2023
		Member 8	Dr. Dinkar More	ODL and Online	26.10.2023
e.	Officials from departments of HEI • Administration • Finance	Member 9	Dr. Vilas Nandavadekar	Administration	26.10.2023
		Member	Mr. Vikas Desai	Accounting and Finance	26.10.2023
f.	Director, CIQA	Member Secretary	Dr. Smriti Bhosle	Social Science	26.10.2023

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

If No, reason thereof : YES

Number of meetings held and its approval: 02

a.   No. of meetings held every year: 02

b.   Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	20.11. 2023	05	https://drive.google.com/file/d/1rdVilXbnZCilVDMsAgk0b0UQaVS6GeHA/view?usp=drive_link	YES
Meeting 2	28.05.2024	05	https://drive.google.com/file/d/1ED6B6Dh1Xis2-Lp08qgM7feq_OFe8YDM/view?usp=drive_link	YES

1.4 Number of programmes started at Certificate level as per Regulation24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

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

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM- YYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
									M	F	TG	Total
1.	Centre for Distance Education	Certificate Course in Guidance and Counseling	06 Month	12	HSC	3300/-	15/10/2012	01	0	12	0	12
2.	Centre for Distance Education	Certificate Course in Basics of Diet Therapy	06 Month	12	HSC	1720/	15/10/2012	01	0	07	0	07

*Not for Private University
Note: Mention details separately for <M*onth, Year>*academic session, as applicable, as above.

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

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

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

*Not for Private University
Note: Mention details   separately for<M*onth,   Year*>academic session, as applicable, as above.

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

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

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

*Not for Private University
Note: Mention details separately for <M*onth, Year*>academic session, asapplicable, as above.

1.7 Number of programmes started at Undergraduate Degree Programmes asper Commission Order:

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

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognitio n Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction	Number of students admitted (Male/Female/Tran s-gender) total
1.	BACHELOR OF ARTS (ECONOMICS)	03	144	10+2 and Equivalent	6030 /-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	154
2.	BACHELOR OF ARTS (POLITICAL SCIENCE)	03	144	10+2 and Equivalent	6030/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	43
3.	BACHELOR OF ARTS (SOCIOLOGY)	03	144	10+2 and Equivalent	6030/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	262
4.	BACHELOR OF ARTS (MARATHI)	03	144	10+2 and Equivalent	6030/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	92
5.	BACHELOR OF ARTS (HINDI)	03	144	10+2 and Equivalent	6030/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	53
6.	BACHELOR OF ARTS (ENGLISH)	03	144	10+2 and Equivalent	6030/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	154
7.	BACHELOR OF ARTS (HISTORY)	03	144	10+2 and Equivalent	6030/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	86
8.	BACHELOR OF COMMERCE	03	144	10+2 and Equivalent	6030 /-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	266

*Not for Private University

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

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

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

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction/ off campus	Number of students admitted (Male/Female/ Trans-gender) total **Female**
1.	MASTER OF ARTS (HINDI)	02	80	Bachelor's Degree from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	82
2.	MASTER OF ARTS (ECONOMICS)	02	80	Bachelor's Degree from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	95
3.	MASTER OF ARTS (SOCIOLOGY)	02	80	Bachelor's Degree from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	125
4.	MASTER OF ARTS (POLITICAL SCIENCE)	02	80	Bachelor's Degree from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	31
5.	MASTER OF ARTS (HITORY)	02	80	Bachelor's Degree from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	87
6.	MASTER OF ARTS (MARATHI)	02	80	Bachelor's Degree from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	112
7.	MASTER OF ARTS (ENGLISH)	02	80	Bachelor's Degree from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	190
8.	MASTER OF COMMERCE	02	80	Bachelor's Degree form commerce stream from UGC recognized University	8220/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	91

*Not for Private University
Note: Mention details separately   for <M*onth,Year*>academicapplicable, as above.

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

2.1 Action taken on the functions of CIQA:-

SR.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome there of (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	Once a student's admission is confirmed, study materials are promptly sent either through Learner Support Centers or directly from the Headquarters of CDOE. The materials are available in both English and Marathi to cater to local needs. Study materials are developed, edited, and updated regularly to maintain high quality. The development of Self-Learning Material (SLM) is managed by the teaching staff of the Center for Distance and Online Education, with contributions from university and college faculty. All the study material is made available to MOODLE as e-Content (PDF) and the passcode of the same is given to students for access after admission, the students are using the digital E-content (PDF) anytime anywhere though any device like, computer, mobile phones etc. All Learner Support Centers provide guidance and assistance to students. Academic counseling and contact sessions are offered in both English and Marathi to support students effectively. CDOE ensures that students receive timely and relevant study materials and have access to guidance and support in their preferred language. The activities are designed to be learner-centric, emphasizing education, skill enhancement, and training. Modern technologies and innovative methodologies are employed to deliver these educational experiences. Admission dates are communicated well in advance before each academic session starts, ensuring prospective students have ample time to prepare and apply. We are commitment to providing relevant, up-to-date educational opportunities and ensuring a smooth admissions process for students. All relevant information about the programs, including specific details, admission procedures, learning outcomes, and evaluation processes, is made available on the website and in the prospectus. This includes online registration and academic calendars.	Quality maintained in Self Learning Material

		The CDOE utilizes various online platforms, such as Facebook and YouTube, google meet, google classroom etc. to enhance the visibility and promotion of their programs, especially during the admission phase. They also engage in offline promotional activities to reach a broader audience. To assist students, the CDOE provides a Reception and Enquiry Counter, email facility, phone no. Whatsapp no. where students can get help with queries related to admissions, program requirements, and examinations. Additionally, the Student Support Services Division addresses any grievances and concerns, ensuring a smooth and supportive learning experience for all students. CDOE gives utmost importance to provide clarity, support, and effective communication for prospective and current students alike.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institutional Institution	Centre for Distance and Online Education is very proactive in ensuring quality and continuous improvement. To maintain high standards in the services provided to our learners, the Centre for Distance and Online Education regularly collects feedback from students. Key areas of focus include admissions, the distribution of study materials, and examination administration. We prioritize the effective monitoring of online admissions, result declarations, and the implementation of new syllabi. CDOE is committed to enhancing the quality of self-study materials reflects our dedication to offering an enriched learning experience. We actively review feedback and suggestions, addressing them promptly. A suggestion and complaint box is available in the office to facilitate this process. Additionally, we gather feedback on teaching, learning, and administrative processes from our students to ensure continuous improvement.	[Link for online admission](#) https://sndt.ac.in/cde/circulars
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Centre for Distance and online Education is making significant strides in improving its programs and services. Regular meetings with stakeholders are held to review programs. a Strategic Vision Plan, which is submitted to the Strategic Vision Plan Committee for approval. This plan outlines key areas for maintaining quality over the next five years. The CDOE has revised and developed self-learning materials in both print and online formats. Syllabi for the M.A. and M.Com. Programs were revised during the 2020-21 academic year and implemented in 2021-22. New self-learning materials were created with the help of external	https://drive.google.com/file/d/18Cj-DushjS4rRLzw6Uh5BzQWxtku7Upy/view?usp=drivesd k

| | | subject experts. Established to set up additional Learner Support Centres and Regional Centres. 22 affiliated colleges have been approved to establish study centers. A new regional centre has been set up in Chandrapur, Maharashtra now admissions are also stared and it is functioning well. All centers were approved following UGC guidelines and quality assurance standards. The systematic approach of periodic meetings and strategic planning is commendable. It ensures that the Centre remains aligned with its goals and can adapt to changing needs over time. Adhering to UGC ODL (Open and Distance Learning) Regulations and revising materials in accordance with new syllabi is crucial for maintaining academic standards. Collaboration with external subject experts for material development enhances the quality and relevance of the content. Continue to gather and analyze feedback from stakeholders and students to adapt and refine the Strategic Vision Plan and other initiatives. Implement a robust system for monitoring and evaluating the effectiveness of new study centers and regional centers to ensure they meet the desired outcomes. Invest in ongoing professional development for staff and educators to keep up with best practices in distance education and technology. Overall, the Centre for Distance and online Education is proactively addressing quality and accessibility in its programs, aligning with regulatory standards, and working towards a more inclusive educational environment. | |
| 4. | Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs) | The Centre for Distance and Online Education at SNDT Women's University is clearly dedicated to maintaining high academic standards and ensuring that its distance learning programs are fully integrated with the university's regular offerings. The Centre for Distance and Online Education ensures that its curriculum aligns closely with SNDT Women's University's standards, maintaining a synchronized academic framework. This alignment is crucial for upholding the quality and integrity of the educational programs offered through distance education. In the 2020-21 academic year, SNDT Women's University revised its syllabi by adopting the Choice Based Credit System (CBCS) for the M.A. and M.Com. Programs. CDOE successfully implemented this updated syllabus in the 2021-22 academic year for its distance learning M.A. and M.Com. Programs. The Centre's proactive approach to implementing | [Adoption of UGC regulation for ODL programmes](#) |

the updated CBCS syllabus demonstrates its commitment to maintaining educational excellence and ensuring equivalence with the university's standards.

The meticulous alignment of the distance education curriculum with that of the regular programs at SNDT Women's University ensures consistency and quality across all modes of delivery. This synchronization is essential for maintaining the integrity of academic standards and providing a unified learning experience for students, regardless of their mode of study.

Adopting the Choice Based Credit System (CBCS) reflects a modern and flexible approach to curriculum design, which can enhance student choice and educational outcomes. The Centre's ability to seamlessly implement this system within the distance education framework highlights its agility and commitment to staying current with educational trends and standards.

The Centre's alignment with the university's elevated standards demonstrates a strong commitment to academic excellence. This alignment helps ensure that distance learning students receive an education that is comparable to their peers in regular programs, promoting equity and high educational standards.

Regularly evaluate the effectiveness of the CBCS implementation and its impact on student outcomes. Gathering feedback from students and faculty can help identify areas for improvement and ensure that the curriculum remains relevant and effective.

: Invest in ongoing professional development for educators involved in distance learning to ensure they are well-equipped to deliver the updated curriculum effectively and engage with students in meaningful ways.

Enhance support services for distance learning students to help them navigate the CBCS system and make the most of the flexible credit options available. Providing clear guidance and resources can improve student satisfaction and success.

Continue engaging with stakeholders, including students, faculty, and industry experts, to stay informed about best practices and emerging trends in distance education. This engagement can help the Centre adapt and innovate in response to evolving educational needs.

Overall, the Centre for Distance and Online Education's alignment with SNDT Women's

		University's curriculum and its successful implementation of the CBCS system are commendable. These efforts reflect a strong commitment to delivering high-quality education and ensuring that distance learning programs meet the same rigorous standards as regular programs.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	The structured feedback mechanism and continuous evaluation processes at the Centre for Internal Quality Assurance (CIQA) reflect a robust approach to quality management in education. A structured feedback mechanism is in place to gather insights from students. Feedback is collected through various formal and informal channels. Continuous evaluation processes assess progress and provide ongoing feedback. The Centre for Internal Quality Assurance (CIQA) is responsible for monitoring and managing this feedback system. CIQA uses feedback to enhance and revise study materials. Updates are based on current data, insights, and perspectives. Novel teaching and learning approaches are introduced. Integration of Information and Communication Technologies (ICTs) and innovative delivery methods are implemented. The use of both formal and informal feedback channels allows for a comprehensive understanding of student needs and experiences. This multi-channel approach ensures that the feedback collected is representative and covers various aspects of the learning experience. Continuous evaluation is critical for monitoring progress and identifying areas for improvement. It helps in making timely adjustments to study materials and teaching methods, ensuring that the educational offerings remain relevant and effective. CIQA's proactive approach in utilizing feedback to revise study materials and integrate new teaching methodologies is commendable. This responsiveness to feedback demonstrates a commitment to enhancing educational quality and adapting to evolving student needs. The incorporation of ICTs and innovative delivery methods reflects a forward-thinking	adoption of UGC reglations2020

approach to education. These advancements can enhance the learning experience by making it more interactive and accessible. Continuously review and improve feedback collection methods to ensure they capture a wide range of student experiences and opinions. Consider incorporating more digital tools and platforms to facilitate easier and more frequent feedback submission. Implement a regular reporting system to analyze feedback trends and communicate findings to relevant stakeholders. This transparency can help in prioritizing areas for improvement and fostering a culture of continuous improvement.

Provide ongoing training for educators on new teaching methodologies and ICT tools. This will ensure they are well-prepared to utilize these innovations effectively in their teaching practices.

Involve students in the development and review of study materials and teaching methods. Engaging students in these processes can lead to more relevant and effective educational practices.

Ensure that feedback provided by students is acknowledged and acted upon. Communicate back to students about changes made as a result of their feedback to demonstrate that their input is valued and contributes to meaningful improvements.

The structured feedback mechanism and continuous evaluation processes managed by CIQA highlight a strong commitment to quality assurance and educational excellence. By leveraging feedback to continuously enhance study materials, teaching methods, and technological integration, the Centre for Distance and Online Education can maintain a high standard of education that meets the needs of its students. Implementing the above recommendations can further strengthen the feedback system and contribute to a more dynamic and responsive learning environment.

| 6. | Measures suggested to the authorities of Higher Educational Institution improvement | CIQA has established to measures to enhance quality in admission procedures, examinations, and academic processes. The Director convenes regular meetings with Coordinators of Learner Support Centres and teaching faculty to discuss and advance higher education practices. CIQA's focus on improving admission procedures, examinations, and academic processes is crucial for maintaining high standards of education. By addressing these key areas, the Centre can enhance the overall student experience and academic integrity.

Regular meetings with Coordinators and teaching faculty facilitate communication and collaboration. This approach allows for the sharing of best practices, identification of challenges, and development of solutions collectively, contributing to more effective implementation of quality improvements.

Involving stakeholders in providing recommendations ensures that diverse perspectives are considered. This inclusivity can lead to more comprehensive and effective strategies for enhancing quality and addressing any issues that arise Clearly define and implement the improvement measures prescribed by CIQA. Develop a monitoring system to track the effectiveness of these measures and make adjustments as needed based on feedback and outcomes.

Structure regular meetings with Coordinators and teaching faculty to focus on specific goals and action items. Use these meetings to review progress, share updates, and collaboratively address challenges. Create a formalized feedback mechanism for stakeholders to submit their recommendations. Ensure that there is a process for reviewing, prioritizing, and acting upon these recommendations to make improvements more systematic.

Provide ongoing training and professional development for Coordinators and teaching faculty to keep them informed about best practices and emerging trends in higher education. This will support their ability to contribute effectively to quality improvement initiatives. Maintain | [Feedback form for students](#) |

		transparency about the actions taken in response to stakeholder recommendations. Regularly communicate updates and progress to stakeholders to demonstrate that their input is valued and has a tangible impact on quality improvement efforts.	
7.	Implementation of its recommendations though periodic reviews	Periodic meetings were convened to review the implementation status of recommendations provided by relevant authorities, coordinators of the Learner Support Centres, and the instructional personnel associated with the centers	
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.	a workshop on SAMARTH admission portal was organized by University attended by the Assist. Director, Assistant Registrar and the teaching faculty.	
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concernedin Higher Educational Institution	Promotional campaigns for the Centre's programs are a key practice to increase visibility and attract potential students. Comprehensive guidance and counselling are provided to students. Guidance includes course selection and career prospects, supported by partnerships with other universities and colleges. A Help Desk has been established to offer guidance and information to learners. The website of the Higher Education Institution (HEI) disseminates important information, including exam timetables, assignment submissions, and contact session schedules	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The quality of the programmes is assessed through meetings arranged by the Centre for Distance Education in collaboration with relevant stakeholders. Subsequent to these evaluations, necessary measures are undertaken to enhance the quality of the programs.	

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 necessaryby the appropriate regulatory authorityhaving control over the programme	The preparation of the Programme Project Report (PPR) adheres to the specified norms outlined in the UGC ODL Regulations. The instructional design of the PPR encompasses elements such as curriculum design, comprehensive syllabi, program duration, instructional delivery methods, and more. The PPR encompasses details regarding the curriculum, instructional approach, and evaluation methodology. Subsequently, the approval of the PPR is granted by the concerned authority within the University. The PPR serves as an informative document pertaining to the initiation of the program in the ODL mode.	https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing
12.	Mechanism to ensure the proper implementation of Programme Project Reports	Formulating and imparting curricula with dedicated efforts, involving university experts, reflects a strong commitment to maintaining high educational standards. Dedicated efforts are made to design and develop curricula. University experts are engaged in the curriculum formulation process. The curricula are imparted with a focus on ensuring quality and relevance. Involving university experts in curriculum formulation ensures that the content is academically rigorous and aligned with current educational standards and trends. Experts bring valuable insights, ensuring that the curriculum is both relevant and comprehensive.	https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, reviewthem periodically and generate actionable reports.	All the records are maintained properly. Annual reports of all the activities are reviewed in the meetings. Annual account is audited by the auditors of the university.	

14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	In accordance with the regulations stipulated by UGC and the guidelines outlined in NEP 2020, emphasis has been placed on skill-based education to facilitate the attainment of employment in skill-oriented roles. Recommendations from students, faculty, and all pertinent stakeholders are being carefully assessed to align with job-market requirements. The proposal for new certificate course which was already approved by the academic council was put forth in a CIQA meeting by the Director of the Centre for Distance Education, highlighting their relevance to students. We have received approval for BMS and BMM new programme, started preparation of NEP based syllabus, curriculum to be implemented from next year.	
15.	Facilitated system based research on ways of creating learner centric environment and tobring about qualitative change in the entire system.	Online counselling and guidance sessions have been implemented to establish a learner-centric atmosphere, with a mobile application called "E-Suvidha" being made accessible to students for comprehensive information retrieval. Furthermore, the self-learning material (SLM) has been designed with a strong focus on catering to the needs of students, ensuring a truly student-centric approach. It has been made available online.	https://play.google.com/store/apps/details?id=com.mkcl.sndt
16.	Steps taken as a nodal coordinatingunit for seeking assessment and accreditation froma designated body for accreditation such as NAAC etc.	The HEI has submitted SSR to the NAAC for reaccreditation.	https://sndt.ac.in/iqac/aqar
17.	Measures adopted institutionalization enhancement practices through periodic accreditation and audit	Both internal and external audits are conducted on an annual basis. The Audit Report for the Centre for Distance Education is formally submitted to the Finance and Accounts Section of the University. The external audit process is overseen by a Chartered Accountant appointed by the university for this specific purpose.	

18.	Steps taken to coordinate between Higher Educational Institution and theCommission for various quality related initiatives or guidelines	All the activities of CDE are scheduled and implemented as per the guidelines of UGC. The CIQA is constituted as per the University Grants Commission (ODL) Regulations. Various quality-related initiatives are discussed in CIQA and steps are taken accordingly. Also the modifications in the rules and regulations circulated by the Commission are followed strictly.	
19.	Information obtained from otherHigher Educational Institutions on various quality benchmarks or parameters and best practices.	The Centre for Distance Education has collaborated with the P.G. Departments of the University and also with the other colleges and Research Institutes. The suggestions and feedback received in various meeting and interactions is taken into considerationwhile framing the new short term courses. Also the suggestions given by the members of the CIQA committee are taken into consideration as quality benchmarks.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Centre for Distance Education discusses about the implementation of National Education Policy:2020 in ODL with the authorities of the university and planning to implement the opportunities of Dual Degree programme to be offered through ODL in. the next academic year 2023-24.	
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the HigherEducational Institution about its activities at the end of each academic session.	The Centre for Distance Education submits its annual report and the minutes of the activities to the statutory authorities of the HEI at the end of the academic year.	https://sndt.ac.in/pdf/cde/ugc-deb/21-22/ciqa-report-2019- 20.pdf
	(a) Submitted a copy of report in the format asspecified by the Commission, duly approved by the statutoryauthorities of the Higher Educational Institution annually to the Commission.	The Centre for Distance Education submits its CIQA report in the format as specified by the commission at the end of each academic year and after approval it is submitted annually to the commission and displayed on website of Centre for Distance Education.	https://sndt.ac.in/pdf/cde/ugc-deb/21-22/ciqa-report-2018- 19.pdf

22.	Overseen the functioning of Centre for InternalQuality Assuranceand approve the reports generatedby Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The Centre for Internal Quality Assurance take periodic reviews on quality assurance systems process by conducting meeting when required. The CIQA report is placed before the CIQA Committee for its approval and then uploaded on the portal of the commission.	
23.	Facilitated adoption of instructional design requirements as per the philosophyof the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	The Centre for Distance Education offers Self-Learning Material (SLM) in both printed and digital formats. The electronic versions of these materials can be accessed through sndtonline.in. These self-learning materials are precisely crafted in accordance with the comprehensive curriculum developed by the Board of Studies for the respective programs.	
24.	Promoted automation of support servicesof the Higher Educational Institution	The admission process for all UGC-DEB-approved programs has been transitioned to an online platform. Prospective students seeking to enroll in open and distance learning (ODL) programs can complete their registration on the portal. They can proceed to admission by furnishing details such as Personal Information, Educational Qualification, and Social Reservation, and uploading necessary documents. Online fee payment can be facilitated through the admission portal. Learner support is extended through various means including Bulk SMS, Bulk Email, and website notifications. Additionally, the Centre for Distance Education is currently in the process of developing a mobile-based application, SNDT e-Suvidha. This application aims to assist students enrolled in the Centre for Distance Education by addressing their queries and concerns effectively.	
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	The annual review of in-house processes and validation of the activities have been done with the co-ordination with other professional organizations and with the help of external experts.	

26.	Coordinated with third party auditing bodies for quality audit of programme(s)		
27.	Overseen the preparation of Self- Appraisal Report tobe submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution		
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	For quality enhancement of Open and Distance Learning Mode of education, the advice is taken from other ODL universities whenever its required.	
29.	Facilitated industry-institution Linkage for providing exposureto the learners and enhancing their employability.	The proposal to introduce an Apprenticeship Embedded Degree Programme that had been submitted by Teamlease to the CDE was presented and discussed in the CIQA meeting. The committee explored the potential benefits of this program, including enhanced skill development and industry engagement. Members raised questions about program structure and industry partnerships. During the deliberation, the committee discussed the prospective advantages like skill development and active involvement with industries. The feasibility and alignment of the program with the institution's goals was further discussed. After thorough consideration, it was agreed that, in its initial phase, the Apprenticeship Embedded Degree Programme (AEDP) should be rolled out by the Centre for Distance Education (CDE) specifically for B.Com and M.Com students, commencing from the academic year 2023-24.	

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

Sr. No.	Provisions in Regulations	Action taken inrespect of ODL	Upload relevant document
1.	Governance, Leadership and Management: a. Organization Structure and Governance b. Management c. StrategicPlanning d. OperationalPlan, Goals and Policies	The SNDT Women's University has a robust governance structure in place to ensure high standards of education and administration. The universities statutory bodies—namely the Management Council, Academic Council, Board of Studies, and Board of Examinations and Evaluation—play critical roles in shaping and overseeing its policies and procedures. Central to the university's commitment to quality is the Centre for Internal Quality Assurance (CIQA). This Centre is pivotal in driving quality assurance initiatives and maintaining educational excellence. It actively supports the university community by organizing various workshops, seminars, and orientation programs. These activities are specifically designed to enhance the skills and knowledge of both teaching and non-teaching staff, including those involved with the Centre for Distance Education. Through these efforts, the CIQA helps ensure that the university`s educational practices remain current, effective, and aligned with best practices in higher education.	**https://sndt.ac.in/statutory- officers** **https://sndt.ac.in/pdf/cde/cde-hierarchy.pdf**
2.	Articulation of Higher Educational Institution Objectives	SNDT Women's University is resolutely committed to promoting women's empowerment through education, with a special focus on advancing higher education opportunities. The university's efforts extend to providing both formal and non-formal educational courses to meet diverse needs. **Affordable and Accessible Education**: The university aims to offer high-quality education that is both affordable and accessible. This approach is designed to enhance the academic value and skills of aspirants in higher education. **Comprehensive Student Support Services**: Recognizing the unique challenges of distance learning, the university is dedicated to providing support services that address the needs of	**https://drive.google.com/file/d/1RKF4Q-4cFgbR8A2VbzJxw7EnARkJW7UN/view?usp=sharing**

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		students and ensure a smooth educational experience.	
		Quality Instruction in Distance Learning: The university emphasizes delivering effective distance learning through well-designed courses and rigorous assessments, ensuring that students receive a quality education regardless of their locationBy developing certificate courses aligned with student interests and current job market demands, the university strives to enhance employability and meet industry needs.	
		Through these objectives, SNDT Women's University not only strives to advance academic excellence but also to empower women by equipping them with valuable knowledge and skills for personal and professional growth.	
3.	Programme Development and ApprovalProcesses a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	At SNDT Women's University, the curriculum for all programs is meticulously designed and approved by the university, ensuring a unified educational experience across both regular and distance learning modes. The curriculum is consistent for both modes, reflecting the university's commitment to delivering equitable educational standards. The university offers both regular and distance learning modes, with the same syllabus implemented across both. This ensures that students, regardless of their mode of study, receive a consistent and high-quality education For all certificate courses, comprehensive reading materials are prepared and provided. These materials are available in both printed and digital formats, ensuring accessibility for all students. Self-Learning Material (SLM**)** is an integral part of the distance education program, designed to be comprehensive, self-explanatory, and user-friendly. It is available in printed form and online via the university's platform (sndtonline.in), and the link to the online material is shared through WhatsApp, email, and bulk SMS. To cater to diverse linguistic preferences, SLM is also available in Marathi. The development of SLM is guided by the University Grants Commission (UGC) Regulations for Open and Distance Learning (2020). Key	*https://drive.google. com/file/d/13YqjLnJ GBO35SYYc-uY66446pDDEvxvp/v iew?usp=sharing*

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<td>considerations in the SLM development process includes Ensuring that the material has specific, measurable goals. Tailoring content to build on existing knowledge and address varying levels of understanding. Allowing for feedback on learning activities to improve the learning experience. Using practical examples and visuals to aid understanding. Providing tests to help students gauge their understanding and track progress.</td>
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<td>4.</td>
<td>Programme Monitoring andReview</td>
<td>The Centre for Distance Education has established the Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations of 2020. The primary aim of this initiative is to develop and implement a comprehensive and dynamic internal quality assurance system that ensures the delivery of high-quality higher education programmes. Right from the pre- admission phase, students are provided guidance and support by our academic and administrative members. Throughout their study period, they receive dedicated care and assistance. Furthermore, students receive proper guidance and counselling both before and after examinations. Their feedback on the teaching process is systematically collected each semester, utilizing suitable feedback formats.To assess the program's effectiveness, the curriculum's impact is evaluated through discussions with both students and teachers. The curriculum itself undergoes approval and revision processes under the oversight of the SNDT Women's University's statutory authorities. The quality of programmes offered through the Distance Mode is subject to assessment, review, and monitoring by the university's statutory committees, including the Board of Deans, Academic Council, and Management Council. The Centre for Internal Quality Assurance plays a pivotal role in ensuring the quality of these programmes.</td>
<td>**https://drive.go ogle.com/file/d/ 1JddjwTpahRCz FvjgXORgtzOvB BSCS1Af/view?u sp=sharing**</td>
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5.	Infrastructure Resources	SNDT Women's University encompasses three campuses situated in Churchgate, Pune, and Santacruz. The Centre for Distance Education is headquartered at the SNDT Juhu campus. Alongside, the SNDT Women's University offers comprehensive academic support, including facilities such as libraries, reading rooms, computer centers, information and communication technology labs, video and audio labs, and also CDE has separate helpdesk.	**https://sndt.ac.in/facilities**
6.	Learning Environmentand Learner Support	In addition to the printed Self Learning Material (SLM), the Centre for Distance Education (CDE) offers an exclusive online portal designed to address all academic needs of students. This portal facilitates online admission procedures, payment downloads, eligibility status verification, identity card issuance, fee receipts, exam hall ticket access, and notifications for contact sessions, assignment details, course material, and examination schedules. Furthermore, support is extended through WhatsApp groups, email communication, and bulk SMS/Email services. Additionally, students have access to a well-established library provided by the University. The syllabus remains consistent with the regular/face-to-face mode programmes offered by SNDT Women's University. The assessment approach comprises both formative and summative methods.	**https://sndt.ac.in/cde/other-information**
7.	Assessment and Evaluation	The evaluation process encompasses both Continuous Assessment and Term-end Examination methods. Learners are actively encouraged to engage in self-assessment through in-text questions included in the Self Learning Materials (SLMs). The Term End Examination for all semesters is organized by S.N.D.T. Women's University at the conclusion of each semester. Concurrently, internal Evaluation is conducted by consistently assessing the assignments submitted by students. Each paper carries a total of 100 marks. The assessment follows a 25:75 pattern, where Internal Assessment constitutes 25 marks (25%) and External	**https://drive.google.com/file/d/19f0bbwi5sT6Uogu3iUNSILQNFJtblGR9/view?usp=sharing**

		Theory Examination constitutes 75 marks (75%). The minimum passing score required is 35% marks. Moreover, provision for class improvement is accessible to students. The dissemination of results is facilitated through digital formats as well.	
8.	Teaching Quality and Staff Development	To maintain and enhance teaching quality and staff development, SNDT Women's University conducts periodic meetings that focus on several key areas: **Improving Curriculum Delivery**: These meetings are aimed at evaluating and refining the curriculum delivery methods. By discussing and sharing best practices, staff can address challenges and implement improvements to ensure effective teaching and learning outcomes. **Enhancing Staff Morale**: The meetings provide a platform for recognizing achievements, addressing concerns, and offering support. This helps boost staff morale, fosters a positive work environment, and encourages continuous professional growth. **Building Team Spirit**: Regular interactions among staff members contribute to building a cohesive team. The meetings facilitate collaboration and communication, which strengthen team spirit and promote a unified approach to achieving the university's educational goals.	
Sr. No.	**Provisions in Regulations**	**Action taken inrespect of ODL**	**Upload relevant document**
1.	Governa nce, Leadership and Manage ment: e. Organisation Structure and Governanc f. Management g. StrategicPlanning h. OperationalPlan, Goals and Policies	The SNDT Women's University operates under the governance of several statutory bodies, which include the Management Council, Academic Council, Board of Studies, Board of Examinations and Evaluation. To uphold and enhance quality standards, the University has instituted the Centre for Internal Quality Assurance(CIQA). This entity is dedicated to the advancement of quality assurance practices within the institution. The Centre actively organizes workshops, seminars, and orientation programs tailored for both the teaching and non-teaching staff associated with the Centre for Distance Education.	**https://sndt.ac.i n/statutory- officers** **https://sndt.ac.i n/pdf/cde/cde-hierarchy.pdf**

2.	Articulation of Higher Educational Institution Objectives	SNDT Women's University is firmly dedicated to the advancement of women's empowerment by facilitating their access to education, with a specific emphasis on higher education. This commitment extends to offering relevant courses within both formal and non-formal educational realms. The HEI Objectives are: Deliver affordable and accessible quality education for enhancing the academic value and skills of higher education aspirants. ➢ Provide seamless student support services that complement distance learning and address students' meeds. ➢ Endure quality instruction in distance learning through effective course design and assessment. ➢ Develop certificate courses that are relevant to student interest and job market demands.	**https://drive.google.com/file/d/1RKF4Q-4cFgbR8A2VbzJxw7EnARkJW7UN/view?usp=sharing**
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	The curriculum for all the programmes is designed and approved by the concerned university The university has dual mode of education i.e. regular and distance. Therefore, the same syllabus/curriculum is implemented in both the modes. The flexibility given to frame the short term and certificate courses as per job demand or considering the interest of students. The reading material is prepared and provided for all the certificate courses. The Self Learning material for the program is provided to students in the printed and soft form. Additionally, the course material is accessible on sndtonline.in, allowing students to access it at their convenience. The link to access the online course material is consistently shared with students through various channels such as WhatsApp, email, and bulk SMS. Notably, the Self Learning Material (SLM) is also available in Marathi medium to accommodate learners' preferences. The development of the Self Learning Material (SLM) for the programme is guided by a focus on addressing the unique needs and challenges of the target learner groups. It is designed to be self-	*https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing*

		explanatory, self-contained, comprehensive, and user-friendly. During the planning phase of SLM development, stringent adherence to the norms and guidelines outlined in the University Grants Commission (Open and Distance Learning) Regulations, 2020 is ensured. Various considerations have been factored into the process of SLM creation, including: (a) Defining clear learning objectives, (b) Taking into account prior knowledge of learners, (c) Designing effective learning activities, (d)Incorporating feedback mechanisms for learning activities, (e) Integrating examples and illustrations, and (f) Including self- assessment tests to facilitate the learning process.	
4.	Programme Monitoring andReview	The Centre for Distance Education has established the Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations of 2020. The primary aim of this initiative is to develop and implement a comprehensive and dynamic internal quality assurance system that ensures the delivery of high-quality higher education programmes. Right from the pre- admission phase, students are provided guidance and support by our academic and administrative members. Throughout their study period, they receive dedicated care and assistance. Furthermore, students receive proper guidance and counselling both before and after examinations. Their feedback on the teaching process is systematically collected each semester, utilizing suitable feedback formats.To assess the program's effectiveness, the curriculum's impact is evaluated through discussions with both students and teachers. The curriculum itself undergoes approval and revision processes under the oversight of the SNDT Women's University's statutory authorities. The quality of programmes offered through the Distance Mode is subject to assessment, review, and monitoring by the university's statutory committees, including the Board of Deans, Academic Council, and Management	**https://drive.go ogle.com/file/d/ 1JddjwTpahRCz FvjgXORgtzOvB BSCS1Af/view?u sp=sharing**

		Council. The Centre for Internal Quality Assurance plays a pivotal role in ensuring the quality of these programmes.	
5.	Infrastructure Resources	SNDT Women's University encompasses three campuses situated in Churchgate, Pune, and Santacruz. The Centre for Distance Education is headquartered at the SNDT Juhu campus. Alongside, the SNDT Women's University offers comprehensive academic support, including facilities such as libraries, reading rooms, computer centers, information and communication technology labs, video and audio labs, and also CDE has separate helpdesk.	**https://sndt.ac.in/facilities**
6.	Learning Environmentand Learner Support	In addition to the printed Self Learning Material (SLM), the Centre for Distance Education (CDE) offers an exclusive online portal designed to address all academic needs of students. This portal facilitates online admission procedures, payment downloads, eligibility status verification, identity card issuance, fee receipts, exam hall ticket access, and notifications for contact sessions, assignment details, course material, and examination schedules. Furthermore, support is extended through WhatsApp groups, email communication, and bulk SMS/Email services. Additionally, students have access to a well-established library provided by the University. The syllabus remains consistent with the regular/face-to-face mode programmes offered by SNDT Women's University. The assessment approach comprises both formative and summative methods.	**https://sndt.ac.in/cde/other-information**

| 7. | Assessment and Evaluation | The evaluation process encompasses both Continuous Assessment and Term-end Examination methods. Learners are actively encouraged to engage in self-assessment through in-text questions included in the Self Learning Materials (SLMs). The Term End Examination for all semesters is organized by S.N.D.T. Women's University at the conclusion of each semester. Concurrently, internal Evaluation is conducted by consistently assessing the assignments submitted by students. Each paper carries a total of 100 marks. The assessment follows a 25:75 pattern, where Internal Assessment constitutes 25 marks (25%) and External Theory Examination constitutes 75 marks (75%). The minimum passing score required is 35% marks. Moreover, provision for class improvement is accessible to students. The dissemination of results is facilitated through digital formats as well. | **https://drive.google.com/file/d/19f0bbwi5sT6Uogu3iUNSILQNFJtblGR9/view?usp=sharing** |
| 8. | Teaching Quality and Staff Development | In order to ensure teaching quality and staff development, the periodic meetings were conducted to improve curriculum delivery and the teaching process, enhance staff morale, and build up team spirit. | |

2.3 **Compliance of Quality Monitoring Mechanism – As per Annexure–I (Part V (3))of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :**

Sr.No.	Provisions in Regulations	Action taken inrespect of ODL	Upload relevant document
1.	Academic Planning	The Centre for Distance Education prepares Academic Calendar in the beginning off the academic year. CDE strictly follow the academic calendar.	
2.	Validation	The development of programme proposals are based on the need-based analysis. CDE is trying hard to maintain academic standard and quality in all its programmes.	
3.	Monitoring, Evaluation a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or otherExternal Agencies report d. Systematic Considerationof Performance Data at Programme, Faculty and Higher Educational Institution levels e. Reporting and Analytics bythe Higher Educational Institution f. Periodic Review	Develop Student Support Service to support online delivery of services like submission of exam forms and monitoring of admission examination process. Students can appear for the exams as per the norms stipulated by the university. To ensure smooth conduct of exams, university prepares exam schedule, question papers are sent online. Exams are conducted at approved exam centres. Answer books are kept in safe custody at the exam centres and has to be submitted to the exam section on the specific dates given by the university exam section along with required reports. The orientation regarding conduct of exam is given to all the exam centres by the head quarter of CDE. The university depute vigilance squad to all the exam centres. The cases of unfair means are reported to the exam section of the university	

Part – III: Human Resources and Infrastructural Requirements

3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)

Dr. Smriti Bhosle,
Director,
Centre for Distance Education,
SNDT Women's University,
Sir Vitthaldas Vidyavihar, Juhu Tara Road,
Santacruz (west), Mumbai- 400 049

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

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

> *University fulfills all staffing norms and physical infrastructure exclusively / independently, as mentioned in the Annexure IV of the Regulations.*

Programme Name	No. of Faculty Required	No. of Faculty appointed	Compiled Yes/No	If no. reason thereof
Bachelor of Arts (Economics)	2	2	**Yes**	
Bachelor of Arts(Political Science)	2	2	**Yes**	
Bachelor of Arts (Sociology)	2	2	**Yes**	
Bachelor of Arts (Marathi)	2	2	**Yes**	
Bachelor of Arts (Hindi)	2	2	**Yes**	
Bachelor of Arts (English)	2	2	**Yes**	
Bachelor of Arts (History)	2	2	**Yes**	
Bachelor of Commerce	2	2	**Yes**	
Master of Arts (Economics)	1	1	**Yes**	
Master of Arts(Political Science)	1	1	**Yes**	
Master of Arts (Sociology)	1	1	**Yes**	
Master of Arts (Marathi)	1	1	**Yes**	
Master of Arts (Hindi)	1	1	**Yes**	
Master of Arts (English)	1	1	**Yes**	
Master of Arts (History)	1	1	**Yes**	
Master of Commerce	1	1	**Yes**	

S. No.	Programme Name	No. of Full time dedicated faculty for ODL	Names	Designation	Qualification	Experience (in years)	Type (Regular/ Contract) with gross salary	Date of joining programme and joining report
1.	Bachelor of Arts (Economics) and Master of Arts Economics	03	Dr. Shivanand Suryawanshi	Assistant Professor	M.A., M.Phil., Ph.D.	09	Contract	
			Dr. Kaluram Dhore	Assistant Professor	M.A, NET, Ph.D.	07	Contract	
			Dr. Madhvi Khot	Assistant Professor	M.A., Ph.D.	06	Contract	
2.	Bachelor of Arts (Political Science) and Master of Arts (Political Science)	03	Dr. Mangesh Kadam	Assistant Professor	M.A., SET, Ph.D.	16	Contract	
			Ms. Niyati Wadkar	Assistant Professor	M.A.	03	Contract	
			Mr. Gurunath Sawant	Assistant Professor	M.A.	04	Contract	
3.	Bachelor of Arts (Sociology) and Master of Arts (Sociology)	03	Dr. Falguni Vahanvala	Assistant Professor	M.A., Ph.D.	14	Contract	
			Mr. Avinash Daithankar	Assistant Professor	M.A., M.Phil., NET	06	Contract	
			Ms. Nakesha Bhosle	Assistant Professor	M.A.	05	Contract	
4.	Bachelor of Arts (Marathi) and Master of Arts (Marathi)	03	Ms. Roshani Shinde	Assistant Professor	M.A.	04	Contract	
			Ms. Nayana Jadhav	Assistant Professor	M.A.	03	Contract	
			Ms. Jaswandi More	Assistant Professor	M.A.	04	Contract	
5.	Bachelor of Arts (Hindi) and Master of Arts (Hindi)	03	Dr. Sandesha Bhavasar	Assistant Professor	M.A., Ph.D.	08	Contract	
			Dr. Champa Masiwal	Assistant Professor	M.A., Ph.D.	10	Contract	
			Ms. Nitu Sharma	Assistant Professor	M.A., B.Ed., NET	05	Contract	
6.	Bachelor of Arts (English) and Master of Arts (English)	03	Mrs. Neeta Kadam	Assistant Professor	M.A., B.Ed., M.Phil., NET	12	Contract	
			Ms. Shifa Shikalgar	Assistant Professor	M.A., B.Ed.	07	Contract	
			Ms. Vaishali Patil	Assistant Professor	M.A., B.Ed., SET	05	Contract	

S. No.	Programme Name	No. of Full time dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract)with gross salary	Date of joining programme and joining report
7.	Bachelor of Arts (History) and Master of Arts (History)	03	Ms. Bhavani Dedhiya	Assistant Professor	M.A., NET	07	Contract	
			Ms. Supriya Gamare	Assistant Professor	M.A.	04	Contract	
			Mr. Raju Sonawane	Assistant Professor	M.A., B.Ed.	05	Contract	
8.	Bachelor of Commerce and Master of Commerce	03	Ms. Sangeeta Kanojia	Assistant Professor	M. Com., NET	04	Contract	
			Mr. Avinash Chaurasia	Assistant Professor	M.Com., ST, NET	03	Contract	
			Ms. Divya Tripathi	Assistant Professor	M.Com.	02	Contract	

3.3 Details of Administrative Staff

Number of Administrative Staff available exclusively for ODL programmes at HQ & LSC's

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	01	00
Assistant Registrar	01	01
Section Officer	01	01
Assistants	3 (2 for DM Universities)	16
Computer Operator	2	2
Multi- Tasking Staff	2	3

Duly attested photocopies of appointment letter with salary:

https://sndt.ac.in/pdf/cde/faculty-info/list-of-teaching-faculty.pdf

Part – IV: Examinations

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

S. No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learners Support Centres is located under the direct control and responsibility of the Open and Distane Learning mode Institution. No Examination Centers shall be allotted to ant private organisations or unapproved Higher Educational Institutions.	Yes	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hallwith 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 centr 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 status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S. No.	Provisions in Regulations	WhethercompliedYes/No If Yes, Upload relevant document	If No, Reas on thereof
1	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	**YES** **https://drive.google.com/file/d/1jfFJWDZc 2B5a8AfAObjgOlfMCuBSRwR /view?usp=s haring**	
2	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	**YES**	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution	**YES** **https://drive.google.com/file/d/1Ju5FYBdQm KmBWai1Mu5EJHllyX28ZMIp/view?usp=sh aring**	
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		

5.	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) Continuous or formative assessment (in semester): Maximum 30 per cent. (ii) Summative assessment (end semesterexamination or term end examination): Minimum 70 per cent.	**Upload sample question paper** **https://drive.google.com/file/d/10_nNjlg8QZWvBaAMZBl4VYe1vqv837db/view?usp=sharing**	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	https://www.sndtonline.in/enrol/index.php?id=578	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	**https://drive.google.com/file/d/1Ju5FYBdQmKmBWai1Mu5EJHllyX28ZMIp/view?usp=sharing**	
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the Question papers as to ensure that no part of the syllabus is left out of study by a learner.	**https://sndt.digitaluniversity.ac/Content.aspx?ID=1159**	
9.	The examination of the programmes in Openand Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	**https://sndt.ac.in/pdf/cde/time-table/2024/mcom-distance-fresh-rep-new-pattern-2021-2022-sem-iv.pdf**	
10.	(a) The Examination Centre shall haveproper monitoring mechanisms for Closed-Circuit Television (CCTV) recording ofthe entire examination procedure.		
	(b) Availability of biometric system		
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian 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 centre to the Higher Educational Institution	YES	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	YES	

12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	YES	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	YES	
13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen-paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in These regulations.	YES	
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	YES	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools,etc. can also be identified as examination centre(s) under direct overall supervision of aHigher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	YES	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	YES	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	https://sndt.ac.in/pdf/cde/time-table/2024/bcom-sem-iii-iv-v-vi-centre-list.pdf	

17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have
	  i. Photograph
	  ii. Aadhaar number or other government recognised identifier or Passport number, as applicable,
	  iii. Other relevant details of the learner along with the Programme name.
		YES
		https://drive.google.com/file/d/1hNsUoizMIDImbAYq4tpzSlYO8KMuidGk/view?usp=sharing	

	(b) Each award shall also be uploaded on the National Academic Depository	YES	
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open andDistance Learning); (v) Name and address of all Examination Centres	YES	

4.3   Whether any examination held through online mode.

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

Not Applicable

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

Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
	Bachelor of Arts (Sociology)	262	252	176	69.84	
	Bachelor of Arts (Marathi)	92	77	67	87.01	
	Bachelor of Arts (Hindi)	53	49	42	85.71	
	Bachelor of Arts (English)	154	117	93	79.48	
	Bachelor of Arts (Economics)	154	112	98	87.50	
	Bachelor of Arts (Political Science)	43	37	27	72.97	
	Bachelor of Arts (History)	86	61	43	70.49	
	Bachelor of Commerce	266	203	149	73.39	
	Master of Arts (Economics)	95	72	43	59.72	
	Master of Arts (Political Science)	31	24	14	58.33	
	Master of Arts (Sociology)	125	104	84	80.76	
	Master of Arts (Marathi)	112	97	72	74.22	
	Master of Arts (Hindi)	82	67	39	58.20	
	Master of Arts (English)	190	123	67	54.47	
	Master of Arts (History)	87	63	49	77.77	
	Master of Commerce	91	67	41	61.90	

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

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

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

Following is the process for the preparation of a Programme Project Report in the Centre for Distance Education: The Programme Project Report(PPR) is developed by the Centre as per the norms prescribed under UGC ODL Regulations 2020. The PPRs were prepared by the Programme Coordinators in accordance with the UGC (ODL) Regulations circulated by the CIQA. The diverse group of target learners is identified with their learning needs on the basis of which curriculum is designed and prepared. Learning outcomes are prepared to include the development of knowledge and understanding suitable to the area of study. It also reflects academic, professional and occupational standards of that field.

Instructional Design of the PPR includes Curriculum design, detailed syllabi, duration of the programme, faculty and support staff requirement, instructional delivery mechanisms, identification of media – print, audio or video, online, computer-aided, and student support service systems.

Details of the admissions, curriculum transaction and mode of evaluation are mentioned in the PPR. Detailed guidelines are mentioned in the PPR for programme. Details of the cost or chargeable fee for the programme is mentioned in the PPR. The main contents of the Programme Project Report are as follows: Mission and objectives of the Programmes, relevance of the programme with HEI's Mission and Goal, nature of prospective target group of learners, appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence, instructional Design, procedure for admissions, curriculum transaction and evaluation, requirement of the library resources, cost estimate of the programme and the provisions, quality assurance mechanism and expected programme outcomes. The PPR is placed before the Centre for Internal Quality Assurance (CIQA) for approval and that is then further approved by the Board of Management of the University.

Programme Project Report (PPR) is a self-disclosure about launching the programme in the ODL mode. Before introducing Programmes under ODL, PPR for all the programmes are kept ready, which were reviewed and approved by academic authorities like Board of Studies, Academic Council. In this academic year, we have launched credit system in two programmes, i.e., B.A. and B.com. For the same we have prepared PPR.

https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing

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.

The Centre for Distance Education adheres to the Quality Assurance Guidelines prescribed under UGC *ODL regulations 2020. After thorough planning and designing under the guidance of an expert committee consisting of experts from various institutions, the Centre for Distance Education has revised and developed guidelines for development of Self Learning Material as per the UGC Regulations. The Centre for Distance Education has prepared its learning materials both in print media as well as in online media. The University has planned and modified its previous learning materials as per the new UGC guidelines. Initially course material was developed in consultation with in-house and external subject experts in each of the subjects. The learners were encouraged to take reference from the related websites, journals to expand the horizon of knowledge and develop practical skills. The content of learning material is simple, clear and free from any pedagogic jargon.*
The SLMs of all the programs follow a standard format and layout having a unit structure at the beginning of each unit, examples, case studies, glossary and suggested reading. The SLMs of all the programs are available in both English and Marathi. The students can access the e-material at any time anywhere using their personal computers or smart-phones. All the courses are planned into units and sub-units. The learners are engaged in assignments and activities, to provide them a thorough knowledge of the content. Both summative and formative assessments are done for each programme. The evaluation is based on the Term End Examination, Internal assignments. The syllabus of all the programs is formed by an Expert Committee consisting of experienced subject experts.

https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing

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

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

Following criteria are followed while preparation of a Self Learning Material:
The learner profile like the literacy level, age group, ICT skills, the aim of the study, location, prior knowledge, and skills is taken into consideration while preparing the learning material. All the learning materials at the Centre for Distance Education are made available to the learners both in hard copy and soft copy form, so that they can access it anytime anywhere. The university has formed Expert Committee to develop guidelines for preparation of SLM, and developed it as per UGC Regulations.

The SLM developed by our Centre has the following structure:
* *Learning objectives*
* *Assessment of prior knowledge*
* *Learning activities*
* *Examples and illustrations*
* *Self-assessment tests • Summary and Key Words • Unit end questions. distance learners usually depend a lot on SLM because they have to learn on their own. A programme structure is prepared to mention the structure of SLM. The success and effectiveness of the ODL system largely depend on self-learning material. The Self Learning Material has been developed as per the defined credit structure of the programme. Each Unit of the SLM has a definite Structure. The assignments given to the students are based on the Learning objectives of the SLM.*

The SLMs in soft copy form are easy to download and can be accessed through any device. The learning objectives and outcomes of the Programme, Courses and each Module/Units are clearly mentioned in the beginning. Course-wise and unit-wise detailed syllabus is also available in hard copy and soft copy format. There are assignments on each learning objective for self-assessment. The programme coordinators are engaged in the assessment study. Link of SLM is provided to the learners through 'MYSSMSMANTRA' and whatsapp groups. The members of expert committee, course writers and editors are chosen thoughtfully by the Centre for Distance Education. To maintain the quality of SLM, it has to go through the process of block preparation, editing, content improvisation and proof-reading. The Centre for Distance Education follows the prescribed norms for Standards of Self Learning Material (SLM) in print form and non-print form as per UGC (ODL) Regulations 2017 as amended till date.

https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing

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

6.1   Details of personal contact programmes implemented:

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

S. No.	Programmes name	Centre Name	No of centres conductedPCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on Anaverage basis
1	Bachelor of Arts (Economics)	Centre for Distance Education		12 Lectures per course		Approx. 70%
2	Bachelor of Arts (Political Science)	Centre for Distance Education		12 Lectures per course		Approx. 70%
3	Bachelor of Arts (Sociology)	Centre for Distance Education		12 Lectures per course		Approx. 70%
4	Bachelor of Arts (Marathi)	Centre for Distance Education		12 Lectures per course		Approx. 70%
5	Bachelor of Arts (Hindi)	Centre for Distance Education		12 Lectures per course		Approx. 70%
6	Bachelor of Arts (English)	Centre for Distance Education		12 Lectures per course		Approx. 70%
7	Bachelor of Arts (History)	Centre for Distance Education		12 Lectures per course		Approx. 70%
8	Bachelor of Commerce	Centre for Distance Education		12 Lectures per course		Approx. 70%
9	Master of Arts (Economics)	Centre for Distance		12 Lectures per course		Approx. 70%

		Education			
10	Master of Arts (Political Science)	Centre for Distance Education		12 Lectures per course		Approx. 70%
11	Master of Arts (Sociology)	Centre for Distance Education		12 Lectures per course		Approx. 70%
12	Master of Arts (Marathi)	Centre for Distance Education		12 Lectures per course		Approx. 70%
13	Master of Arts (Hindi)	Centre for Distance Education		12 Lectures per course		Approx. 70%
14	Master of Arts (English)	Centre for Distance Education		12 Lectures per course		Approx. 70%
15	Master of Arts (History)	Centre for Distance Education		12 Lectures per course		Approx. 70%
16	Master of Commerce	Centre for Distance Education		12 Lectures per course		Approx. 70%

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

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

Learner Support Centre are established as per the As per Annexure – VIII ofUGC(ODL Programmes and Online Programmes) Regulations, 2020. Applications were invited by the eligible institutes for the recognition as learner support centre. Applications were scrutinized by the learner support centre scrutiny committee and then it is forwarded to the learner support centre recognition committee formed by the SNDT Women's University.

6.3 LSC wise enrollment details (Not for Private University)

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

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

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

6.4 Off campus details (For Deemed to be University)

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

6.5   Delivery of Self-Learning Material

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

Type	Date of Admission (for July and January)	Date delivery SLM	Whether SLM Delivered to Leaners within fortnight of admission
Printing Material	30.09.2023 30.03.2024	15.10.2023 15.04.2024	YES
Audio-Video Material			
Online Material			YES
Computer based Material			

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

a.   Provide details as under:

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

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

Part – VII: Self‑Regulation through disclosures, declarationsand reports

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

S. No.	Provision	Complied Yes/No withexplicit linkaddress	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 https://sndt.ac.in/pdf/cde/declaration/2023/declaration-of-the-documents-from-sr-no-2-to-17.pdf	
	Uploading of the following on HEI website **https://sndt.ac.in/cde/ugc-deb-recognition-status**		
2.	The establishing Act and Statutes there under or the Memorandum of Association,as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	YES https://sndt.ac.in/pdf/cde/ugc-deb/22-23/maharashtra-public-universities-act-2016.pdf	
3.	Copies of the letters of recognition from Commission and other relevant statutory orregulatory authorities	YES https://sndt.ac.in/pdf/cde/ugc-deb/22-23/ugc-approval-letter-2021-22.pdf	
4.	Programme details including brochures orprogramme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	YES https://sndt.ac.in/cde/courses	
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, list of Learner Support	YES https://sndt.ac.in/cde/courses	

	Centres with addresses and contact details (for Open and Distance Leaning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;		
6.	Important schedules or date-sheets for admissions, registration, re-registration,counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	YES https://sndt.ac.in/cde/circulars	
7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the qualityof the programmes and bridging the gaps, if any	YES	
8.	Informationregardingall the programmes recognised by theCommission	YES https://sndt.ac.in/pdf/cde/ugc-deb/22-23/ugc-approval-letter-2021-22.pdf	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	YES	
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	YES https://www.sndtonline.in/course/index.php?categoryid=44	
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	YES https://sndt.ac.in/pdf/cde/ugc-deb/22-23/frequently-asked-questions.pdf	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilitiesavailable for conduct of	YES	

	examination in a fairand transparent manner, for Open and Distance Learning programmes		
13.	List of the 'Examination Centres' alongwiththe number of learners in each centre, for Open and Distance Learning programmes	YES	
14.	Details of proctored examination in case of end semester examination or term endexamination of Open and Distance Learning programmes	YES	
15.	Academic Calendar mentioning period of theadmission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	YES	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	YES	

Part – VIII: Admission and Fees

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

S. No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and DistanceLearning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved in take in conventional mode and incase of Open University, it shall be commensurate with the capacity of theLearner Support Centres (for Open and Distance Learning only) to provide lab facilities tothe admitted learners:	**YES**
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	**NO**
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission feeand other fees and charges- (a) as may be fixed by it and declared by it in theprospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	**YES**
4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	**YES**
5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance withthe instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shallnot engage in commercialisation of education in any manner whatsoever, ands hall provide for equity and access to all deserving learners	**YES**
6.	Admission of learners to a Higher Educational Institution for a programme in Open and DistanceLearning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a	**YES**

	learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	
7.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) Exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	**YES**
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8.(a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment	**YES**
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	**YES**
8. (c)	The number of seats approved in respect of each programme of Open and Distance Learning mode, which shall be in consonance with the resources	**YES**
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	**YES**
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	**YES**
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	**YES**

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 memberis employed on regular or contractual basis or any other	**YES**
8. (h)	Pay and other emoluments payable for each categoryof teachers and other employees	**YES**
8. (i)	Information in regard to physical and academic infrastructure andother facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessibleby learners on being admitted to the Higher Educational Institution	**YES**
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	**YES**
8.(k)	Activity planner including all the academic activities tobe carried out by the higher educational institution during the academic sessions	**YES**
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	**YES**
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation feeor demand any donation, by way of consideration foradmission to any seat or seats in a programme of study conducted by it	**YES**
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, forobtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	**YES**
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any feeor fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	**YES**
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as	**YES**

	notified by the Commission and mentioned in the prospectus of such Higher 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**

Part – IX: Grievance Redressal Mechanism

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

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

(a)   The Centre for Distance Education (CDE) adheres to the norms prescribed under Annexure-XI of UGC ODL regulations 2020, with regard to the Grievance Redressal Mechanism. An effective grievance mechanism is in place and available to all students. This mechanism involves an appropriate level of management and addresses concerns promptly. E-mail ID studentsupport@cde.sndt.ac.in is available for the students to lodge their grievances on any matter related to the Centre for Distance Education. The Centre for Distance Education has an online feedback system for the redressal of student grievances. The students send their feedback e-mails to studentsupport@cde.sndt.ac.in.

9.2   Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
29	27

9.3   Complaint Handling Mechanism

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

Before any grievance action, the complainants are advised to obtain a satisfactory resolution through the Informal Complaint process. Most of the time the complaints are resolved informally by the coordinators. In case, if it is not feasible to resolve the complaint informally, the complainants/learners submit their grievances via email, or in person. The learner has a right to complain regarding program quality, learning resources, learner support and guidance, teaching, learning, assessment, etc. The complaint can be submitted individually or collectively by a group. As and when a grievance is received, the Higher Educational Institution investigates it thoroughly and makes the necessary improvements in its services. The status of the grievance is conveyed to the learner via email and SMS notification. All the grievances are acknowledged and handled very carefully. The major grievances of the students are given a fair chance to be heard in detail before the Director and other members of the concerned committee. The Director, considering the nature and magnitude of the issue, takes appropriate action for redressal of the grievance, and the same is communicated to the learner. All grievances are treated seriously and consistently dealt with impartially and transparently. All the proceeding of the Grievance redressal mechanism has been properly documented.

9.4   Details of Complaints received from UGC (DEB)

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

Part – X: Innovative and Best Practices

10.1   Innovations introduced during academic year

Online admission process, Online help desk (One window Centre), Dual Degree, are some of the new initiatives of the Centre for Distance and Online Education open and distance learning mode.

10.2   Best Practices of the HEI

Government Scholarship is provided to SC/OBC/SBC/VJNT students, Availability of Installment facility for Fees payment for economically weaker students, Self-Learning Material (SLM) in print form provided by HEI by speed post at students doorstep, Online SLM available on https://www.sndtonline.in, Provision of Student Support through WhatsApp group, email, bulk SMS/Email, Online Personal Contact Programmes, Availability of offline and online internal assignment submission

10.3   Details of Job Fairs conducted by the HEI

Centre for Distance and Online Education has conducted contact session to aware students about the various job opportunities after the successful completion of the programme.

10.4   Success Stories of students of ODL mode of the HEI

Students of ODL mode who were completed graduation and Post-Graduation of Centre for Distance Education are now working in the Non Governmental Organization, have started self-help groups, working in the government and semi government offices.

10.5   Initiatives taken towards conversion of SLM into Regional Languages

Self-Learning Material of Bachelor of Management Studies and B.A. Mass Media Programme are developed

10.6   Number of students placed through Campus Placements

10.7   Details of Alumni Cell and its activity

10.8   Any other Information

HEI ID: Name of HEI: Type of HEI:

DECLARATION

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

Signature of the Director: _____   Signature of the Registrar:

Name: Dr. Smriti A. Bhosle   Name:

Seal: Seal:
                                         (Prof. Vilas D. Nandavadekar)
Date: 30/08/2024   Date: Registrar
                                         30/08/2024 SNDT Women's University
                                                    Mumbai - 20.

Director

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.