

# Centre for Internal Quality Assurance (2019-20)

## Part - 1: Centre Details and Initiatives

### 1.1 Notification of Centre:

Date of the notification: 20-05-2019	Copy of the notification: View
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### 1.2 Composition of Centre:

Sr No	Nomination as	Name	Designation	Specialization	Start Date	End Date
1	Head	Dr. Safia Farooqui	Director, Dr D Y Patil Vidyapeeth's Institute of Distance Learning, Pune	Management	20-05-2019	19-05-2021
2	Member	Dr. Prof. M. G. Takawale	Former- Vice Chancellor, Shivaji University, Kolhapur	Management	20-05-2019	19-05-2021
3	Member	Dr. Prof. Santosh Panda	Professor of Distance Education, Staff Training and Krishna Research Institute , Indira Gandhi National Open University, New Delhi	Management	20-05-2019	19-05-2021
4	Member	Dr. Prof. C. Chitale	Professor, Dept. of Management Sciences (PUMBA) Pune	Management	20-05-2019	19-05-2021
5	Member	Dr. C. P. Shrimali	Ex-Director, Management Development Institute, Gurgaon	Management	20-05-2019	19-05-2021
6	Member	Dr. Veena Bhalla	Consultant(Admin), DPU Delhi Corporate Office, New Delhi.	Management	20-05-2019	19-05-2021
7	Member	Dr. Chetan Chaudhari	Director, (Incharge), GBSRC, Tathwade, Pune	Management	20-05-2019	19-05-2021
8	Member	Prof. B. V. Marathe	Assistant Director, Institute of Distance Learning, Pimpri, Pune	Management	20-05-2019	19-05-2021

### 1.3 Number of meetings held and its approval:

Sr No	Meeting	Name of Statutory Authority	Meeting Date	Approval Date	View Minutes
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1	01	Dr. Safia Farooqui	25-06-2019	25-06-2019	View
2	02	Dr. Safia Farooqui	26-10-2019	26-10-2019	View
3	03	Dr. Safia Farooqui	28-02-2020	28-02-2020	View

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

Sr No	Function	Action taken by HEI
1	Maintenance of Quality in the services provided to the learners	(i) Established a Centre for Internal Quality Assurance exclusively for programmes in the Open and Distance Learning mode (ii) followed the Quality Assurance Guidelines on learning materials in multiple media, human resources, curriculum and pedagogy, as specified by the Commission in Annexure VII (iii) took adequate measures for training and capacity building of its teaching and administrative staff and counsellors at regular intervals. (iv) Ensured that the quality of programmes of study offered through Open and Distance Learning mode are maintained at par with standards obtaining in the conventional mode of classroom teaching as provided by the Commission or the appropriate statutory authority. (v) Ensured that the academic and instructional facilities at its Learner Support Centres, and information resources for delivery of programmes meet the guidelines laid by the Commission from time to time (vi) Self Learning Material has clearly stated objectives, intended learning outcomes, study guidance and advice for the learners as to how to optimally use the material and suggestive related reference material to enhance the learning experience, and linkage within the text with other media (for digital SLM) is maintained for easy referencing and progress. (vii) Self Learning Material developed and offered by it is self-explanatory, self-contained, illustrative, easily comprehensible, and in manageable modules such as units and blocks. (viii) Self Learning Material provides adequate mechanism for the learners to provide feedback on their understanding of the subject. (ix) Self Learning material is revised periodically from the perspective of improving quality and learner support; and
2	Continuous improvement	i) Institute has been continuously working on quality improvement training sessions for teaching, administrative staff and counsellors at regular intervals. ii) SLM has been updated as per UGC norms and structure and regular checking of all data updated on SLM. iii) All the content and data has been developed as per UGC and continuously working on updating and designing new formats of contents for Learners.
3	Identification of the key areas in which the HEI should maintain quality	(i) All the programmes have been developed with methodology and they are fully filling all the norms and quality standards of UGC. (ii) programme delivery mechanism that are aligned with the vision and mission of the Higher Educational Institution. (iii) Institute has been continuously working on maintaining quality for the effectiveness of systems for self-evaluation and monitoring. (vi) Institute has been taking continuous review of its in-house process
4	Dissemination of information on quality assurance	Personal Contact Programme feedback taken and Student Feedback is also taken
5	Mechanisms for interaction and obtaining feedback	Interaction: Interaction with learners is a key role and Our Institute continuously keeps touch with learners by conducting various programs: we Conduct Online discussion sessions, connect with emails and ask questions and allow them to give feedback. 1. PCP 2. Online Sessions 3. Email 4. Online Feedback form
6	Measures for qualitative improvement	As per institute follow all the norms for qualitative improvements for continuously growing. Through conducting webinars and arranging sessions for Learners. Various workshops are arranged by institute for Learners. Arranged FDP Webinars Workshop
7	Ensuring Implementation of its recommendations through regular monitoring	Academic Meeting with Faculty and Students conducted

8	Ensuring Participation of stakeholders	Student participation in PCP Student participation in online sessions Student participation in webinars/workshop
9	Preparation of Programme Project Report and Information regarding any new programmes launched	PPR prepared for Online MBA and Certificate Programme
10	Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programmes	Recorded PCP, Previous Question Papers, Online Support for Learners.

### 1.5 Quality Assurance:

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

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

1. Syllabus and credit points 2. Evaluation policy of ODL programmes and conventional programmes 3. Question papers of ODL and conventional programmes

### 1.7 Describe the details of personal contact programmes implemented:

Sr No	Centre Name	Implemented Date	Student Attended
1	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	25-08-2019	117
2	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	25-08-2019	20
3	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	25-08-2019	10

4	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	25-08-2019	12
5	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	26-08-2019	117
6	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	26-08-2019	20
7	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	26-08-2019	10
8	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	26-08-2019	12
9	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	01-09-2019	117
10	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	02-09-2019	20
11	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	03-09-2019	12
12	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	05-10-2019	117
13	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	06-10-2019	20
14	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	12-10-2019	12
15	Dr D. Y. Patil Vidyapeeth's Institute of Distance Learning, Pune	13-10-2019	117

**1.8 Mention the duration, credits and eligibility of programmes offered:**

Sr No	Academic Session	Level	Name of Program	Duration	No. of Credits	Eligibility
1	July	PG	Master of Business Administration	2 Years	88	A Bachelor's degree from a 75,000 recognized university in any discipline with minimum 50% aggregate marks, (45% in case of candidates belonging to reserved categories from the State of Maharashtra)
2	July	UG	Bachelor of Business Administration	3 Years	148	HSC (10+2) from a 75,000 recognized Board in any discipline with a minimum of 45% aggregate marks, (40% in case of candidates belonging to reserved categories from the state of Maharashtra)

**1.9 Describe the details of in-semester and end semester assessments/examinations conducted with the actions taken to ensure sanctity of the examinations:**

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

**1.10 Total Students enrolled and fees during Academic Session 2019-20:**

Sr No	Academic Session	Level	Name of Program	Number of students	Programme Fee (Rs.)
1	July	UG	Bachelor of Business Administration	89	75000
2	July	PG	Master of Business Administration	844	75000
			Total	933	

**Part - 2: Programme Recognition and Admission Details**

**2.1 Number of programmes recognized during Academic Session 2019-20:**

Number of programmes recognized from July, 2019 academic session and a copy of the UGC recognition letter:	
Number of programmes: 1	Copy of the UGC recognition letter: View
Number of programmes recognized from January, 2020 academic session and a copy of the UGC recognition letter:	
Number of programmes: 3	Copy of the UGC recognition letter: View

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



2017:

Sr No	Academic Session	Level	Name of Program	Duration	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authorities	UGC Recognition Letter No. and date	No. of Learning Support Centres Operationalized	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	July	PG	Master of Business Administration	2 Years	27-10-2007	F.9-39/2001-U.3 dated 11th January 2003	1	477	367	0	844
2	July	UG	Bachelor of Business Administration	3 Years	10-08-2018	F.9-39/2001-U.3 dated 11th January 2003	1	61	28	0	89

### 2.3 LSC wise enrolment details:

## Part - 3: Results and Student Progression

Sr No	Academic Session	Level	Name of Programme	No. of students admitted	No. of students appeared in exams	No. of students progressed to next semester	% of students passed	% of students passed in first class
1	July	PG	Master of Business Administration	856	755	856	79	69.66
2	July	UG	Bachelor of Business Administration	88	73	88	86.3	84.9

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

Sr No	Provision	Yes/No with explicit link address
1	Declaration by an authorized signatory has been displayed on HEI website authenticating that the documents from sr. no. '2' to '14' have been uploaded on the HEI website?	Yes <a href="https://www.dypatilonline.com/recognition.php">https://www.dypatilonline.com/recognition.php</a>
2	The establishing Act and Statutes thereunder or the Memorandum of Association, as the case may be or both of the Higher Educational Institution, empowering it to offer programs in Open and Distance Learning mode	Yes
3	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes
4	Programme details including brochures or programme guides with information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure etc.	Yes
5	Programme-wise information on syllabus, suggested readings, contact points for counseling, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details, their working hours and counseling schedule etc.	Yes
6	Important schedules or date-sheets for admissions, registration, re-registration, counseling, assignments and feedback thereon, examinations, result declarations etc.	Yes

7	Detailed strategy plan related to On-line course delivery, if any including learning materials offered through On-line and learner assessment system and quality assurance practices of e-learning programmes	Yes
8	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes
9	Information regarding any new programmes launched and those proposed for the next two years	Yes
10	Data of year-wise or programme-wise student enrolment details and degrees or certificates or diplomas or post graduate diplomas awarded	Yes
11	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated, source of Self Learning Material, references of Self Learning Material, etc	Yes
12	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of 'on-line' interaction with learners providing hyperlink support	Yes
13	List of the 'Learner Support Centres' along with the number of students Period of the admission process along with the academic session and dates of the term end examinations	No
14	List of the 'Examination Centres' along with the number of students in each centre who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner	Yes

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

- i) No. of examination centres inspected during conduct of exam.
- ii) No. of cases of unfair means reported.
- iii) Disciplinary action taken.
- iv) Detail of observer of the examination centres appointed by HEI and its reports.

i) No. of examination centres inspected during conduct of exam-01 ii) No. of cases of unfair means reported.-NIL iii) Disciplinary action taken.-NIL  
iv) Detail of observer of the examination centres appointed by HEI and its reports.-Dr.Safia Farooqui.Director, Dr.D.Y.Patil Vidyapeeth Institute of Distance Learning,Pune.

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

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

1. Master of Business Administration Academic Session: July			Level: PG	No. of Fulltime Dedicated Faculty: 8	
Sr No	Faculty Name with Designation	Type	Program Joining Date	Total Experience	Salary
1	Dr. Safia Farooqui (Director/Professor)	Regular	16/08/2016	Teaching: 168 Months Industrial: 24 Months	105000
2	Dr. Aruna Singh (Assistant Professor)	Regular	07/07/2016	Teaching: 168 Months Industrial: 0 Months	89000
3	Dr. Yogesh Jojare (Assistant Professor)	Regular	07/07/2016	Teaching: 144 Months Industrial: 0 Months	80000

4	Dr. Sonali Patil (Assistant Professor)	Regular	11/12/2017	Teaching: 132 Months Industrial: 0 Months	70000
5	Dr. Deep Shah (Assistant Professor)	Regular	20/07/2018	Teaching: 120 Months Industrial: 0 Months	62000
6	Prof. Sandeep Singh (Assistant Professor)	Regular	18/04/2019	Teaching: 156 Months Industrial: 12 Months	49563
7	Prof. Vaishali Joshi (Assistant Professor)	Regular	01/04/2019	Teaching: 192 Months Industrial: 0 Months	41800
8	Prof. Kanika Godani (Assistant Professor)	Regular	03/09/2019	Teaching: 48 Months Industrial: 9 Months	41800

2. Bachelor of Business Administration Academic Session: July			Level: UG	No. of Fulltime Dedicated Faculty: 4	
Sr No	Faculty Name with Designation	Type	Program Joining Date	Total Experience	Salary
1	Prof. Ruchita Dubey (Assistant Professor)	Regular	02/02/2020	Teaching: 20 Months Industrial: 8 Months	41800
2	Prof. Vishakha Kuwar (Assistant Professor)	Regular	25/02/2020	Teaching: 24 Months Industrial: 54 Months	41800
3	Prof. Bhuvan Jain (Assistant Professor)	Regular	02/02/2020	Teaching: 144 Months Industrial: 12 Months	44242
4	Prof. Manashi Medhi (Assistant Professor)	Regular	06/03/2020	Teaching: 62 Months Industrial: 0 Months	44242

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

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

1. Learning Material (Print Media): (a) The Self Learning Material is designed with the approach of two-way communication between the learner and content. (b) The Self Learning Material involves the learner actively through various experience-based activities and assignments. (c) The learner should get clear information about the structure of the programme and course. (d) There are detailed learning maps in the Self Learning Material for the learner so that he or she will be self-directed for completion of his or her studies. (e) The content of Self Learning Material is developed with dialogue and a personal system of writing method which will create the nature of interactivity in Self Learning Material. (f) The Self Learning Material encourages learners to apply new knowledge and skills. (g) There is a clear definition of learning objectives and outcomes. (h) The content is divided into small sections - units and sub-units for effective learning. (i) There is an assignment on each learning objective for self-assessment. (j) The learner directed through problem solving activities as applicable to the nature of the course. II) Curriculum and Pedagogy: Quality Standards: (a) The curriculum objectives are consistent with the mission of the HEI. (b) There is involvement of all the stakeholders in the process of framing the curriculum objective. (c) The curriculum is designed by adopting University Grants Commission Model Curriculum and incorporating local or regional needs. (d) There is rationale for the appropriateness of the curriculum to the stage of learning. (e) There have been linkages of the curriculum to previous and subsequent stages of learning. (f) There are such learning experiences which allow a diversity of methods (like learning from practice, opportunities for distributed and concentrated practice, learning with peers, learning in formal situations inside and outside the department, personal study, specific teacher inputs etc). (g) The structure of the curriculum is defined. (h) There is a complete strategy on teaching and learning methods. (i) There is a decision made on types of media content used. (j) There is a comprehensive decision on assessment and evaluation techniques. (k) The content is reliable and justifies the learning outcome(s). (l) There is a clear definition of intended outcomes of learning, benchmarked to identifiable stages of learning. (m) There is the use of reference points and expertise from outside the Higher Educational Institution, if required, in programme design and in the processes of programme development and approval. (n) There is relevance of curriculum to national competency requirement. (o) There has been a description of credit value of each module or unit in the course.<sup>1</sup>

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

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



Standards of Self Learning Material (SLM) in Print Form (i) The Self Learning Material has been developed as per the defined credit structure of the programme. (ii) The Self Learning Material involves the learner actively through various experience-based activities and assignments. (iii) The learner gets clear information about the structure of the programme and the course. (iv) There has been a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies. (v) The content of the Self Learning Material has been developed with dialogue and a personal system of writing method which will create a nature of interactivity in the Self Learning Material. (vi) The Self Learning Material encourages the learner to apply new knowledge and skills. (vii) There is a clear definition of learning objectives and outcomes. (viii) The content is divided into small sections (blocks) and sub-sections (units and sub-units) for effective learning. (ix) Activities are included in each unit of the Self Learning Material. (x) There are assignments on each learning objective for self-assessment. (xi) The learners are directed through problem solving activities as applicable to the nature of the course. Process of SLM Development DPU - IDL introduces new and innovative programs empowering learners to meet the challenges of the ever-changing industry and society. DPU-IDL regularly upgrades courses based on feedback from students and industry so as to provide students with knowledge which is relevant and useful. A lot of emphasis is given on activities related to new program launch and curricula design / updating. DPU-IDL ensures that a formal process and mechanism is followed in consultation with academic and industry experts as well as the various statutory bodies of the institute namely Board of Management (BOM) and Academic Council, for starting online programme and courses design. The BOM and Academic Council also approve all academic policy matters related to various programs of DPU-IDL. In order to ensure quality, DPU-IDL gets the best of academic resources for teaching, evaluation, self-learning material, e-learning and content development from well-known academicians and industry experts. DPU-IDL has well prepared Self-learning e-material in format in line with UGC regulations, highly interactive e-learning content, audio-video lectures from expert faculty on each component of the curriculum, contact classes in face-to-face mode as well as virtual classes, interactive online faculty chat sessions, academic counselling for students via email and face-to-face, archived lectures through web portal, E-library (digital library EBSCO) etc. All these components of education delivery ensure that DPU-IDL students get an enriched, holistic learning experience. All the academic programs, curricula and program structure including the evaluation methodology, credit system, eligibility criteria, teaching learning methodology etc. are approved through the BOM and Academic Council. DPU-IDL has set up a Board of Studies for various programs which comprise subject matter experts, reputed academicians, Industry experts and other professionals. The Academic Council also comprises academic stalwarts and industry experts. The content development, editing and publishing are well defined processes at DPU-IDL. Content is peer reviewed and checked for quality and plagiarism. For new program development a thorough process is followed right from need assessment to courseware development. The program development process at DPU-IDL goes through three stages namely: program formulation, instructional design and development of courseware, which is as follows: - Course Development: DPU-COL has developed course with six steps as following: 1.Content development: Quality content has been developed from faculty for all courses. 2.Content/Languages editing: After development of course content. Editing part has been taken from the editing team with purpose of good quality of content should we maintain. 3.Format editing: Institute is having a standard format as per UGC norms. For content formatting. 4.Testing of Access: 5.Periodic assessment there by revision and updating material: AS per UGC Institute has been conducted revision sessions for Learners.

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

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

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

## Part - 9: Compliance status of 'Guidelines on Learner Support Centre' – As per

## Annexure - X of UGC(ODL) Regulations, 2017:

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

NOT APPLICABLE

## Part - 10: Compliance status of 'Guidelines on Learner Support Centre' – As per Annexure - X of UGC(ODL) Regulations, 2017:

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

DPU - IDL has implemented Grievance Redressal Mechanism as per Annexure - XI of UGC(ODL) Regulations, 2017. Grievance Redressal Committee is formed which constitutes of a Chairman, members and special invitees(students) as and when required. The Composition of Grievance Redressal Committee is as below: 1. Chairman: Dr. D. B. Sharma Principal and Professor Dr. D. Y. Patil Homoeopathic Medical College and Research Centre, Pune 2. Members: Dr. Tushar Palekar Principal Dr. D. Y. Patil College of Physiotherapy Pimpri, Pune Dr. Gunvant Hari Yeola Principal Dr. D. Y. Patil College of Ayurved and Research Centre, Pimpri, Pune Dr. D. Gopalakrishnan Dean Dr. D. Y. Patil Dental College and Hospital Pimpri, Pune 3. Special Invitee: As and when required - students As per UGC guidelines online Grievance Redressal system is implemented and made available on the Institute website. Students have been informed about this Grievance Redressal System through emails. For year 2019-20, no grievance is received from the student.

## Part - 11: Compliance status of 'Evaluation and Certification' – As per Regulations 13 of UGC(ODL) Regulations, 2017:

Sr No	Provision	Whether being complied Yes/No
1	There shall be home assignments, students' response sheets, contact programmes and semester or year-end examination, and the marks or grades obtained in home assignment and response sheets shall be shown <b>separately</b> in the grade card	Yes
2	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that <b>no part of the syllabus is left out of study by a learner</b>	Yes
3	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre approved by the Higher Educational Institution	Yes
4	The evaluation shall include two types of assessments continuous or formative assessment in the form of assignments, and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held in a subject unless the Higher Educational Institution is satisfied that at least 75% of the programme of study stipulated for the semester or year have been actually conducted: Provided further that the weightage for "Term End Examination" shall not be less than 70%.	Yes
5	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes
6	The Examination Centre shall be located in Government schools such as Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik school etc. including approved affiliated colleges under the University system in the country and no Examination Centres shall be allotted to any private organizations or unapproved Higher Educational Institutions	Yes
7	The Examination Centre shall have proper monitoring mechanisms for <b>Closed-Circuit Television (CCTV)</b> recording of the entire examination procedure and biometric system and in case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper <b>videography</b> be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution.	Yes
8	The attendance of examinees shall be authenticated through biometric system as per Unique Identification Authority of India (UIDAI) records or Unique Identification Number (UIN), issued by the University.	Yes

9	There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and it shall be mandatory to have observer report submitted to the Higher Educational Institution.	Yes
10	The Higher Educational Institution shall make a mention in the mark sheet and degree about the mode of delivery i.e. Open and Distance Learning and the photograph and the Unique Identification or Aadhaar number of the learner shall be mandatorily mentioned in all the documents issued by the Higher Educational Institution to the learner.	Yes
11	It shall be mandatory for the Higher Educational Institution to mention 'Date of Admission' and 'Date of Completion' on each of the certificates (in semester or end of the semester or end of the programme or course) issued by it.	Yes

## Part - 11.2: Observer Report

View

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

Sr No	Provision	Whether being complied Yes/No
1	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges - as may be fixed by it and declared by it in the prospectus for admission, and on the website of the institution; with a proper receipt in writing issued for such payment to the concerned student admitted in such Higher Educational Institutions; only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
2	It shall be mandatory for the Higher Educational Institutions to upload the details of all kind of payment or fee paid by the students on the website of the institution	Yes
3	Every Higher Educational Institution shall publish, before expiry of sixty days prior to the date of the commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '7' to '17' below	Yes
4	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning, and the other terms and conditions of such payment	Yes
5	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of course or programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
6	The number of seats approved in respect of each course or programme of Open and Distance Learning mode, which shall be in consonance with the resources	Yes
7	The conditions of eligibility including the minimum age of a learner in a particular course of programme of study, where so specified by the Higher Educational Institution	Yes
8	The minimum educational qualifications required for admission in programme(s) specified by the relevant statutory authority or body, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
9	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each course or programme of study and the amount of fee to be paid for the admission test	Yes
10	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or part time or visiting or contractual basis	Yes
11	Pay and other emoluments payable for each category of teachers and other employees	Yes
12	Information in regard to physical and academic infrastructure and other facilities, including that of each of the Learner	Yes



	Support Centres and in particular the facilities accessible by learners on being admitted to the institution	
13	Broad outline of the syllabus specified by the appropriate statutory body or by Higher Educational Institution, as the case may be, for every course or programme of study	Yes
14	Activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session and the details of July cycle and January cycle shall be notified separately	Yes

## Part - 13: Innovation and Best Practices

### i) Innovation introduced during academic year

(a) The content of Self Learning Material have been developed with dialogue and personal system of writing method which will create the nature of interactivity in Self Learning Material. (b) The new Self Learning Material will encourage learner to apply new knowledge and skills. (c) Introduction of new clear definition of learning objectives and outcomes. (d) The content have been divided into small sections (blocks) and sub-sections (units and sub-units) for effective learning. (e) Assignment on each learning objective for self-assessment. (f) The learner shall be directed through problem solving activities as applicable to nature of the course"

### ii) Give Best Practices of Institution

1. Self-Assessment Kit comprising of MCQ, problems, quizzes, assignments and solutions and setting up the FAQs and clarifications on general misconceptions. 2. Case-based learning (CBL) - Learning is of value only when one can apply it in real-world scenarios. CBL is a crucial part of our programs hence promoting higher levels of cognition, versatility, and efficient self-guided learning. 3. Digital Library - Learner get access to extensive online articles, case studies, journals so that you are able to gain in-depth knowledge of your subjects

### iii) Any other Information

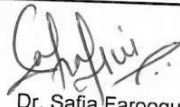
We have high monitoring mechanism including Governance, Leadership and Management, Articulation of Higher Educational Institutions Objective and Programme Development and Approval Processes as : 1. Governance, Leadership and Management- It includes Organization Structure and Governance, Management, Strategic Planning, Operational Plan, Goals and Policies 2. Programme Development and Approval Processes- It includes Curriculum Design, Curriculum Planning and Implementation, Academic Flexibility, Learning Resource 3. Learning Environment and Learner Support"

## Part - 14: Plan of Institution for next year

(1) Appoint external subject experts or agencies or organization's for validation and annual review process, its Learner Support Centre's, Open and Distance Learning mode programmes etc.; (2) appoint third party auditing bodies for quality audit of programme(s). (3) approval of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution. (4) promote collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein; and (5) encourage industrial involvement and industry-institution linkage for providing exposure to the learners (6) Policies and procedures for understanding academic/training needs of society/industries, quality control and trends in higher education. (7) Research Studies and Data Analysis in the areas of economics of education, workforce requirement, Admission trends, need assessment, feedback and Impact studies on learning outcomes to strengthen plans, policies, learning contents and academic support services. (8) Evaluation of proposal of new academic programmes. The Division assists in examining admission demand; financial feasibility and work force requirements in design of proposed programmes. The proposal with observations of the Division is placed for approval of the Planning Board and its standing committee i.e. Academic Programme Committee

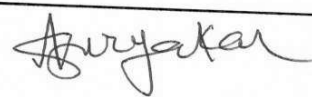
## DECLARATION

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) Regulations, 2017 and its amendments.

Signature of the Director: 

Name of the Director:

Dr. Safia Farooqui

Signature of the Registrar: 

Name of the Registrar:

Dr. A. N. Suryakar

Seal of the Director:

Date of the Director:



Seal of the Registrar:

Date of the Registrar:

