

# **Annual Report**

**OF**

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

**PROGRAMMES UNDER**

**OPEN AND DISTANCE LEARNING MODE**

**2024-2025**

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**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-bp2yrzxjnjYq1qucloj6YO6/view?usp=drive link](https://drive.google.com/file/d/1tq0uAjFC-bp2yrzxjnjYq1qucloj6YO6/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.	Online mode	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 Administration	Dr. Vilas Nandavadekar	Administration	26.10.2023
		Member 10 Finance	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 there of : Yes

**1.4 Number of meetings held and its approval:****a. No. of meetings held every year: 01****b. Meeting details:**

Meetings	Date-Month- Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	20.06.2024	03	<a href="https://docs.google.com/document/d/1PWnmeluZEniLpMaA4p5XaC7XXwZ9rznE/edit?usp=drive_link&amp;oid=105048436575636036020&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1PWnmeluZEniLpMaA4p5XaC7XXwZ9rznE/edit?usp=drive_link&amp;oid=105048436575636036020&amp;rtpof=true&amp;sd=true</a>	

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

From &lt;Month, Year&gt; 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/Transgender)			
									M	F	T G	Total
1.	Centre for Distance and Online Education	Certificate Course in Guidance and Counseling	06 Month	12	HSC	3300/-	15/10/2012	01	0	19	0	19
N.	Centre for Distance and Online Education	Certificate Course in Basics of Diet Therapy	06 Month	12	HSC	1720/-	15/10/2012	01	0	06		06

Not for Private University

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

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

From <Month, Year> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	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	NA
N.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**\*Not for Private University**

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

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

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

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	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.												

**\*Not for Private University**

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

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

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

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction	Number of students admitted (Male/Female/Trans gender) total
1.	BACHELOR OF ARTS (ECONOMICS)	03	144	10+2 and Equivalent	6520/-	F. No. 40 6/ 2021 (ODL)(DEB-II) Dated: 12/11/2021	23	31
2.	BACHELOR OF ARTS (POLITICAL SCIENCE)	03	144	10+2 and Equivalent	6520/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	13
3.	BACHELOR OF ARTS (SOCIOLOGY)	03	144	10+2 and Equivalent	6520/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	124
4.	BACHELOR OF ARTS (MARATHI)	03	144	10+2 and Equivalent	6520/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	25
5.	BACHELOR OF ARTS (HINDI)	03	144	10+2 and Equivalent	6520/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	29
6.	BACHELOR OF ARTS (ENGLISH)	03	144	10+2 and Equivalent	6520/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	72
7.	BACHELOR OF ARTS (HISTORY)	03	144	10+2 and Equivalent	6520/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	44
8.	BACHELOR OF COMMERCE	03	144	10+2 and Equivalent	6520/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	154

**\*Not for Private University**

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

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

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

Sr. No.	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 <b>Female</b>
1.	MASTER OF ARTS (HINDI)	02	80	Bachelor's Degree from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	60
2.	MASTER OF ARTS (ECONOMICS)	02	80	Bachelor's Degree from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	93
3.	MASTER OF ARTS (SOCIOLOGY)	02	80	Bachelor's Degree from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	87
4.	MASTER OF ARTS (POLITICAL SCIENCE)	02	80	Bachelor's Degree from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	29
5.	MASTER OF ARTS (HISTORY)	02	80	Bachelor's Degree from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	58
6.	MASTER OF ARTS (MARATHI)	02	80	Bachelor's Degree from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	100
7.	MASTER OF ARTS (ENGLISH)	02	80	Bachelor's Degree from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	222
8.	MASTER OF COMMERCE	02	80	Bachelor's Degree form commerce stream from UGC recognized University	8870/-	F. No. 40-6/2021 (ODL)(DEB-II) Dated: 12/11/2021	23	79

**\*Not for Private University**

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

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

### 2.1 Action taken on the functions of CIQA:-

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	<p>The Center for Distance and Online Education (CDOE) has a comprehensive and student-centered framework for distance learning. The process begins once a student's admission is confirmed, at which point study materials are promptly distributed. These Self-Learning Materials (SLM) are sent either through Learner Support Centers or directly from the CDOE Headquarters. To cater to local needs, the materials are available in both English and Marathi. The CDOE is committed to maintaining high quality, so these materials are regularly developed, edited, and updated by the teaching staff of the center, with valuable contributions from university and college faculty.</p> <p>To ensure convenient access, all study materials are digitized and made available as e-Content (PDFs) on the Moodle platform. Upon admission, students receive a unique passcode that grants them 24/7 access to these digital resources from any device, including computers and mobile phones. This digital availability supports a flexible, "anytime, anywhere" learning model.</p> <p>In addition to the study materials, the CDOE provides extensive academic and administrative support. Learner Support Centers offer guidance and assistance, with academic counseling and contact sessions available in both English and Marathi. The activities are designed to be learner-centric, focusing on education, skill enhancement, and training through modern technologies and innovative methodologies.</p> <p>The admissions process is designed to be</p>	<a href="https://drive.google.com/file/d/1YZKIZqSbDcO17nHFcMM1bSuhtP87OFTe/view?usp=sharing">https://drive.google.com/file/d/1YZKIZqSbDcO17nHFcMM1bSuhtP87OFTe/view?usp=sharing</a>

		<p>transparent and accessible. All relevant information about programs, including specific details, admission procedures, learning outcomes, and evaluation processes, is clearly outlined on the CDOE website and in the prospectus. This information also includes details on online registration and academic calendars. Admission dates are announced well in advance to give prospective students ample time to prepare and apply.</p> <p>The CDOE utilizes various promotional strategies to reach a wide audience. Online platforms like Facebook and YouTube are used to enhance program visibility, especially during the admission period. These efforts are complemented by offline promotional activities. For student support, the CDOE offers multiple channels for inquiries, including a Reception and Enquiry Counter, email, and dedicated phone and WhatsApp numbers. Furthermore, the Student Support Services Division is in place to address any grievances, ensuring a smooth and supportive learning experience for all. This integrated system reflects the CDOE's commitment to providing clarity, support, and effective communication to both prospective and current students.</p>	
2.	<p>Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institutional Institution</p>	<p>The Centre for Distance and Online Education (CDOE) is highly proactive in ensuring quality and continuous improvement in its services. A core part of this commitment is the regular collection of student feedback, which provides valuable insights into key areas such as admissions, the distribution of study materials, and the administration of examinations. The CDOE is dedicated to effectively monitoring critical processes, including online admissions, the timely declaration of results, and the implementation of new syllabi. This dedication extends to enhancing the quality of its self-learning materials,</p>	<p><a href="https://sndtoa.digitaluniversity.ac/">https://sndtoa.digitaluniversity.ac/</a>  <a href="https://sndt.ac.in/cde/circulars">https://sndt.ac.in/cde/circulars</a></p>

		<p>reflecting a commitment to providing an enriched learning experience for all students. The institution actively reviews and promptly addresses all feedback and suggestions. To facilitate this, a suggestion and complaint box is available at the office. Furthermore, feedback on teaching, learning, and administrative processes is systematically gathered to inform and drive continuous improvement initiatives.</p>	
3.	<p>Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality</p>	<p>The Centre for Distance and Online Education (CDOE) is actively working to enhance its programs and services through a strategic, forward-thinking approach. A key part of this effort involves regular meetings with stakeholders to review and improve programs. The center has also developed a Strategic Vision Plan that outlines its quality maintenance goals for the next five years, which has been submitted for approval to the Strategic Vision Plan Committee. This systematic planning ensures the CDOE remains aligned with its objectives and can effectively adapt to changing needs.</p> <p>To broaden its reach and accessibility, the CDOE has focused on expanding its network of Learner Support Centres and Regional Centres. A new regional center has also been successfully set up in Chandrapur, Maharashtra, and is now fully operational and accepting admissions. All of these new centers were approved in strict accordance with UGC ODL (Open and Distance Learning) Regulations and quality assurance standards. This adherence to regulatory guidelines is crucial for maintaining academic excellence.</p> <p>Looking ahead, the CDOE is committed to continuous improvement. It will continue to gather and analyze feedback from stakeholders and students to refine its Strategic Vision Plan and other initiatives. A robust system for monitoring and evaluating the effectiveness of the new centers is being implemented to ensure</p>	<p><a href="https://drive.google.com/file/d/18Cj-DushjS4rRLzw6Uh5BzQWxtku7Upy/view?usp=drivesdk">https://drive.google.com/file/d/18Cj-DushjS4rRLzw6Uh5BzQWxtku7Upy/view?usp=drivesdk</a></p>

		<p>they meet their desired outcomes. Additionally, the center is investing in the ongoing professional development of its staff and educators to keep them updated on the best practices in distance education and technology. These proactive measures demonstrate the CDOE's commitment to enhancing program quality, improving accessibility, and creating a more inclusive educational environment.</p>	
4.	<p>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)</p>	<p>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.</p> <p>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.</p> <p>The Centre's proactive approach to implementing the updated CBCS syllabus demonstrates its commitment to maintaining educational excellence and ensuring equivalence with the university's standards.</p> <p>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.</p> <p>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</p>	<p><a href="https://drive.google.com/file/d/1jffJWDZc2B5a8AfAObjgOlfMCuBSRwR/view?usp=sharing">https://drive.google.com/file/d/1jffJWDZc2B5a8AfAObjgOlfMCuBSRwR/view?usp=sharing</a></p>

		<p>ability to seamlessly implement this system within the distance education framework highlights its agility and commitment to staying current with educational trends and standards.</p> <p>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.</p> <p>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.</p> <p>: 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.</p> <p>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.</p> <p>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.</p> <p>Overall, the Centre for Distance and Online Education's alignment with SNTT 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</p>	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers,	The Centre for Internal Quality Assurance (CIQA) employs a robust and proactive framework for quality management, centered on a structured feedback mechanism and continuous evaluation processes. This system	<a href="https://drive.google.com/file/d/1jfFJWDZc2B5a8AfAObjgOlfMCuBSRwR/view?usp=sharing">https://drive.google.com/file/d/1jfFJWDZc2B5a8AfAObjgOlfMCuBSRwR/view?usp=sharing</a>

	and Government for quality improvement.	is designed to gather comprehensive insights from students through both formal and informal channels, ensuring a holistic understanding of their needs and experiences. CIQA is responsible for overseeing this system and uses the collected feedback to enhance and revise academic materials, introducing novel teaching methods. This includes strategically integrating Information and Communication Technologies (ICTs) to make educational offerings more relevant and effective. CIQA's responsiveness to feedback is a clear demonstration of its commitment to enhancing educational quality and adapting to evolving student needs.	
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The Centre for Internal Quality Assurance (CIQA) has implemented a structured approach to improving the quality of its educational programs, focusing specifically on admissions, examinations, and other academic processes. The Director of CIQA holds regular meetings with the Coordinators of Learner Support Centres and teaching faculty to discuss and advance higher education practices. This collaborative approach is vital for maintaining high academic standards and enhancing the overall student experience. These regular meetings serve as a platform for communication and cooperation, allowing stakeholders to share best practices, identify challenges, and collectively develop solutions. This method ensures that diverse perspectives are considered when creating strategies for quality improvement.	<a href="https://drive.google.com/file/d/1B22OWdx6AJN39reRmPR5E_n97zFU_xV/view?usp=sharing">https://drive.google.com/file/d/1B22OWdx6AJN39reRmPR5E_n97zFU_xV/view?usp=sharing</a>
7.	Implementation of its recommendations through 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 teaching and non-teaching faculty.	Updated

9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	The Centre employs strategic promotional campaigns to enhance the visibility of its programs and attract prospective students. Additionally, it provides comprehensive guidance and counseling, assisting students with course selection and career planning through partnerships with other universities and colleges. A dedicated help desk offers further guidance and information. The Higher Education Institution's (HEI) website serves as a central hub for important information, including exam schedules, assignment submission deadlines, and contact session timetables.	Updated
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The quality of programs is assessed through collaborative meetings organized by the Centre for Distance Education with key stakeholders. Following these evaluations, necessary improvements are made to enhance program quality.	Updated
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The Programme Project Report (PPR) is prepared in accordance with the specific norms outlined in the UGC ODL (Open and Distance Learning) Regulations. This document details the instructional design of a program, including the curriculum, syllabus, duration, and delivery methods. The PPR serves as a comprehensive informative document for initiating a new program in the ODL mode. Following its preparation, the PPR is submitted for approval by the relevant authority within the university.	<a href="https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing">https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing</a>
12.	Mechanism to ensure the proper implementation of Programme Project Reports	The formulation and delivery of curricula at the institution are a collaborative process involving dedicated efforts and the expertise of university professionals. This ensures the content is academically rigorous and aligns with current educational standards and trends. Engaging university experts brings valuable insights, which results in a curriculum that is both relevant and comprehensive.	<a href="https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing">https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxvp/view?usp=sharing</a>
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them 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 market.	In adherence to UGC regulations and the guidelines of the National Education Policy 2020 (NEP 2020), the institution is prioritizing skill-based education to improve student employability. Recommendations from students, faculty, and stakeholders are being carefully reviewed to align academic offerings with current job market demands. The Director of the Centre for Distance Education has already proposed a new certificate course, which was previously approved by the academic council, at a CIQA meeting, emphasizing its value to students. Additionally, approval has been secured for new Bachelor of Management Studies (BMS) and Bachelor of Mass Media (BMM) programs. The institution has already begun preparing the new NEP-based syllabus and curriculum for these programs, which are scheduled for implementation next year.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	To promote a learner-centric environment, the university has implemented online counseling and guidance sessions. Self-Learning Material (SLM), which is designed with a strong focus on student needs, is now accessible online.	<a href="https://play.google.com/store/apps/details?id=com.mkcl.sndt">https://play.google.com/store/apps/details?id=com.mkcl.sndt</a>
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The HEI has submitted SSR to the NAAC for reaccreditation. University has got A+ accreditation in third cycle of NAAC.	<a href="https://sndt.ac.in/">https://sndt.ac.in/</a>
17.	Measures adopted to ensure internalization Institutionalization of quality Enhancement practices through periodic accreditation and audit	The Centre for Distance and Online Education undergoes both internal and external audits on an annual basis. The external audit is conducted by a Chartered Accountant appointed by the university. Following these audits, the official audit report is submitted to the university's Finance and Accounts Section.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The Centre for Distance and Online Education aligns all its activities with the guidelines set by the University Grants Commission. The Centre for Internal Quality Assurance has been established in accordance with UGC's Open and Distance Learning Regulations to oversee quality initiatives and ensure strict adherence to any modifications in the rules and regulations issued by the Commission.	

19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	<p>The collaborative initiative between the Centre for Distance and Online Education (CDOE) at the University of Mumbai and the CDOE at SNDT Women's University is designed to enhance educational opportunities. Currently under consideration, a Memorandum of Understanding (MOU) is being drafted to formalize this partnership. This collaboration aims to provide a flexible and comprehensive academic experience by facilitating dual degree programs, allowing students to pursue two degrees simultaneously to boost their qualifications and career prospects.</p> <p>The partnership will foster inter-university cooperation, promoting knowledge and resource sharing. To ensure a smooth process for students, a seamless mechanism for credit transfer and recognition will be established, preventing redundant coursework. Students will also gain flexibility by being able to enroll in courses offered by either university through distance, online, or regular learning modes. The primary objective is to offer interdisciplinary learning opportunities that improve students' skills and employability. All proposed programs and initiatives will strictly adhere to the regulatory guidelines of bodies like the UGC and DEB.</p>	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	<p>The Centre for Distance and Online Education has successfully integrated and adapted the E-Samarth Admission portal, a platform specifically designed for Open and Distance Learning (ODL). This system was implemented for the current academic session's admission process, streamlining the application and enrollment of students. Following this, the collected data was successfully submitted to the UGC-Distance Education Bureau (DEB) via a reverse API, ensuring compliance with regulatory requirements and the seamless transfer of information. This strategic technological adoption demonstrates the center's commitment to modernizing its administrative processes and enhancing operational efficiency.</p>	
21	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	<p>The Centre for Distance Education submits its annual report and the minutes of its activities to the statutory authorities of the Higher Education Institution (HEI) at the conclusion of each academic year. This practice is crucial for maintaining institutional transparency and accountability. By providing a detailed account of its operations, the Centre ensures that its performance, academic initiatives, and administrative functions are subject to review and oversight by the university's governing bodies. This process also serves as a formal record of the Centre's achievements and challenges, which can be used to inform future strategic planning and</p>	<a href="https://sndt.ac.in/cde/ugc-deb-recognition-status">https://sndt.ac.in/cde/ugc-deb-recognition-status</a>

	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	quality assurance efforts.  The Centre for Distance and Online Education annually prepares and submits its CIQA (Centre for Internal Quality Assurance) report to the commission. The report, which is formatted according to the commission's specifications, is submitted after receiving internal approval at the end of each academic year. It is also displayed on the Centre's website for public access and transparency.	<a href="https://sndt.ac.in/cde/ugc-deb-recognition-status">https://sndt.ac.in/cde/ugc-deb-recognition-status</a>
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The Centre for Internal Quality Assurance (CIQA) conducts periodic reviews of its quality assurance systems and processes. These reviews take place during meetings held as needed to ensure continuous oversight and improvement. Following each review, the CIQA report is presented to the CIQA Committee for its official approval. Once approved, the report is uploaded to the commission's portal, ensuring transparency and compliance with regulatory standards. This systematic approach highlights the institution's commitment to maintaining and enhancing the quality of its educational offerings.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	The Centre for Distance Education provides Self-Learning Material (SLM) in both printed and digital formats. The digital versions are accessible through the institutional website, sndtonline.in. These materials are meticulously designed to align with the comprehensive curriculum developed by the Board of Studies for each specific program. The availability of these resources in dual formats ensures that students have flexible access to high-quality educational content, supporting a variety of learning preferences and promoting a self-paced study environment. This approach underscores the institution's commitment to delivering well-structured and accessible learning resources that directly correspond to academic standards.	
24.	Promoted automation of learner support services of the Higher Educational Institution	The entire admission process for all UGC-DEB-approved programs has now been moved to a completely online platform. Prospective students interested in enrolling in Open and Distance Learning (ODL) programs can register and complete the admission process through this portal. They are required to provide personal information, educational qualifications, and social reservation details, as well as upload the necessary documents.  For ongoing support, students receive learner support through various digital channels,	

		including bulk SMS, bulk email, and website notifications. In a further effort to enhance student support, the Centre for Distance and Online Education is currently developing a new mobile application. This app is designed to help students by efficiently addressing their queries and concerns, ensuring a more responsive and accessible learning environment. This comprehensive digital transition reflects the institution's commitment to modernizing its administrative and support services.	
25.	Coordinated with external subject experts or agencies or organisations, 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 to be 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 exposure to the learners and enhancing their employability.	The Centre for Distance and Online Education (CDOE) recently received proposals from several organizations—Maharshi Karve Stree Shikshan Sanstha, Shashwat Solutions, and Unikaushal—to implement a variety of short-term skill development courses. These proposals were presented and discussed during a meeting of Board of Innovation, Incubation and Linkages. The committee is currently exploring the potential benefits of these programs, which include enhancing students' practical skills and improving their employability.	
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**2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :**

Sr.No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	SNDT Women's University has a robust governance structure, with its statutory bodies—the Management Council, Academic Council, Board of Studies, and Board of Examinations and Evaluation—playing key roles in overseeing its policies and procedures. Central to the university's commitment to quality is the Centre for Internal Quality Assurance (CIQA). This center is pivotal in driving quality initiatives and maintaining educational excellence. The University actively supports the staff by organizing workshops, seminars, and orientation programs for both teaching and non-teaching staff, including those at the Centre for Distance Education. These efforts help ensure that the university's educational practices remain current, effective, and aligned with the best standards in higher education.	<a href="https://sndt.ac.in/statutory-officers">https://sndt.ac.in/statutory-officers</a>  <a href="https://sndt.ac.in/pdf/cde/cde-hierarchy.pdf">https://sndt.ac.in/pdf/cde/cde-hierarchy.pdf</a>

2.	Articulation of Higher Educational Institution Objectives	<p>SNDT Women's University is resolutely committed to empowering women through higher education, offering a blend of formal and non-formal courses designed to meet diverse needs. The university's key objectives include providing high-quality education that is both affordable and accessible, thereby enhancing the academic value and skills of its students. Recognizing the unique challenges of distance learning, the university is dedicated to providing comprehensive student support services to ensure a smooth educational journey. It also emphasizes delivering effective distance education through well-designed courses and rigorous assessments, guaranteeing students receive a quality education regardless of their location. By developing certificate courses that align with student interests and current job market demands, the university strives to enhance employability and address industry needs. Through these strategic efforts, SNDT Women's University not only promotes academic excellence but also equips women with valuable knowledge and skills for both personal and professional growth.</p>	<a href="https://sndt.ac.in/about-us/visionmissionmotto">https://sndt.ac.in/about-us/visionmissionmotto</a>
3.	<p>Programme Development and Approval Processes</p> <ol style="list-style-type: none"> <li>a. Curriculum Planning, Design and Development</li> <li>b. Curriculum Implementation</li> <li>c. Academic Flexibility</li> <li>d. Learning Resource</li> <li>e. Feedback System</li> </ol>	<p>At SNDT Women's University, the curriculum for all programs is meticulously designed and approved to ensure a unified educational experience across both regular and distance learning modes. The university maintains a consistent syllabus for both, reflecting its commitment to delivering equitable and high-quality educational standards regardless of the mode of study. For all certificate courses, comprehensive reading materials are prepared and provided in both printed and digital formats to ensure broad accessibility. A cornerstone of the distance education program is the Self-Learning Material (SLM). The SLM is designed to be comprehensive, self-explanatory, and user-friendly, with both printed and online versions available. The digital materials can be accessed through the university's platform, <a href="http://sndtonline.in">sndtonline.in</a>, and the links are conveniently shared with students via WhatsApp, email, and bulk SMS. To cater to diverse linguistic preferences, the SLM is also available in Marathi. The development of the SLM is guided by the UGC Regulations for Open and Distance Learning (2020). Key considerations in the development process include establishing specific and measurable learning goals, building on existing knowledge, incorporating feedback mechanisms, and using practical examples, visuals, and tests to aid understanding and track progress. This meticulous approach ensures that the university's learning materials are effective, accessible, and aligned with national educational standards.</p>	<a href="https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxp/view?usp=sharing">https://drive.google.com/file/d/13YqjLnJGBO35SYYc-uY66446pDDEvxp/view?usp=sharing</a>

4.	Programme Monitoring and Review	<p>The Centre for Distance Education has established the Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL Regulations of 2020 to create a robust system for maintaining and improving the quality of its higher education programs. The commitment to quality is evident from the pre-admission phase, where students receive guidance and support from academic and administrative staff. This dedicated assistance continues throughout their studies and includes proper counseling before and after examinations. To ensure continuous improvement, the Centre systematically collects student feedback on teaching processes each semester. The effectiveness of the curriculum is regularly evaluated through discussions with both students and teachers, while the curriculum itself undergoes approval and revision processes by the university's statutory authorities. The quality of distance education programs is also assessed and monitored by the university's statutory committees, such as the Board of Deans, Academic Council, and Management Council, with CIQA playing a pivotal role in ensuring that these programs meet high academic standards</p>	<a href="https://drive.google.com/file/d/1JddjwTpahRCzFvjgXORgtzOvBBSCS1Af/view?usp=sharing">https://drive.google.com/file/d/1JddjwTpahRCzFvjgXORgtzOvBBSCS1Af/view?usp=sharing</a>
5.	Infrastructure Resources	<p>SNDT Women's University operates across three main campuses located in Churchgate, Pune, and Santacruz. The university's Centre for Distance Education is headquartered at the SNDT Juhu campus.</p> <p>Academic Support and Resources</p> <p>The university provides comprehensive academic support to all its students, including those enrolled in distance education programs. This support system includes access to a variety of essential facilities such as:</p> <ul style="list-style-type: none"> <li>• Libraries and Reading Rooms: Offering extensive collections of academic resources and quiet spaces for study.</li> <li>• Computer Centers: Equipped with modern technology to assist students with their coursework and research.</li> <li>• Information and Communication Technology (ICT) Labs: Providing specialized resources for technology-focused learning.</li> <li>• Video and Audio Labs: Supporting practical and creative projects in relevant fields.</li> </ul> <p>Additionally, the Centre for Distance Education maintains a separate, dedicated help desk to provide specialized assistance and guidance to its students. This ensures that distance learners have direct and immediate access to the support they need. This robust infrastructure underscores the university's commitment to providing an equitable and enriching educational experience for all students, regardless of their mode of study.</p>	<a href="https://sndt.ac.in/facilities">https://sndt.ac.in/facilities</a>

6.	Learning Environment and Learner Support	In addition to providing printed Self-Learning Material (SLM), the Centre for Distance Education (CDE) offers a dedicated online portal to address all student academic needs. This platform facilitates key administrative processes, including online admissions, fee payments, eligibility verification, and the issuance of identity cards and fee receipts. It also provides essential academic information such as exam hall tickets, notifications for contact sessions, assignment details, and course and examination schedules. For additional support, the CDE uses WhatsApp groups, email, and bulk SMS/Email services to communicate with students. Students also have access to the university's well-established library. The curriculum for distance education programs is consistent with that of the regular, in-person courses at SNDT Women's University. Student performance is evaluated using a combination of both formative and summative assessment methods.	<a href="https://sndt.ac.in/cde/other-information">https://sndt.ac.in/cde/other-information</a>
7.	Assessment and Evaluation	The evaluation process at the university combines Continuous Assessment and Term-end Examinations. Students are encouraged to use the in-text questions in their Self-Learning Materials (SLMs) for self-assessment. The university is responsible for organizing the final Term-end Examination for all semesters. For each paper, the total marks are divided into a 25:75 pattern. Internal Assessment accounts for 25% of the total marks, based on assignments submitted by students, while the External Theory Examination accounts for the remaining 75%. To pass, a student must score a minimum of 35% overall. The university also offers a provision for class improvement, and results are disseminated through digital formats.	<a href="https://drive.google.com/file/d/19f0bbwi5sT6Uogu3iUNSILQNFJtblGR9/view?usp=sharing">https://drive.google.com/file/d/19f0bbwi5sT6Uogu3iUNSILQNFJtblGR9/view?usp=sharing</a>
8.	Teaching Quality and Staff Development	SNDT Women's University holds periodic meetings to maintain and enhance teaching quality and staff development. These meetings are designed to improve curriculum delivery by allowing staff to evaluate and refine their teaching methods, share best practices, and address challenges. Additionally, they serve to enhance staff morale by recognizing achievements and providing a platform to discuss concerns, which promotes a positive work environment and encourages professional growth. Ultimately, these regular interactions help build a strong team spirit, fostering a collaborative and unified approach toward achieving the university's educational goals.	

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

Sr.No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Academic Planning	The Centre for Distance and Online Education prepares Academic Calendar in the beginning off the academic year. CDOE strictly follow the academic calendar	
2.	Validation	The development of programme proposals are based on the need- based analysis. CDOE is trying hard to maintain academic standard and quality in all its programmes.	
3.	<p>Monitoring, Evaluation</p> <p>a. Reports from Learner Support Centres (for Open and Distance Learning programmes)</p> <p>b. Reports from Examination Centres</p> <p>c. External Auditor or other External Agencies report</p> <p>d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>e. Reporting and Analytics by the Higher Educational Institution</p> <p>f. Periodic Review</p>	<p>To streamline online services, a Student Support Service has been established to facilitate the submission of exam forms and to monitor the admission and examination processes.</p> <p>Students can take exams in accordance with university-stipulated norms. To ensure a smooth process, the university prepares the exam schedule and dispatches question papers electronically to authorized examination centers. After the exams, the answer books are securely stored at these centers and must be submitted to the university's examination section on specified dates, along with all required reports.</p> <p>The head office of the Centre for Distance Education (CDE) provides an orientation to all exam centers on the proper conduct of examinations. Additionally, the university deploys vigilance squads to all centers to ensure integrity. Any cases of unfair means are promptly reported to the university's examination section for appropriate action.</p>	

## Part – III: Human Resources and Infrastructural Requirements

### 3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University) - Regular, full time, atleast Associate Professor

Dr. Mangesh Kadam  
 Director  
 Centre for Distance and Online Education,  
 SNDT Women's University,  
 Sir Vitthaladas 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.	10	Contract	
			Dr. Kaluram Dhore	Assistant Professor	M.A, NET, Ph.D.	08	Contract	
			Dr. Madhvi Khot	Assistant Professor	M.A., Ph.D.	07	Contract	
2.	Bachelor of Arts (Political Science) and Master of Arts (Political Science)	03	Dr. Mangesh Kadam	Assistant Professor	M.A., SET, Ph.D.	17	Contract	
			Ms. Niyati Wadkar	Assistant Professor	M.A.	04	Contract	
			Mr. Gurunath Sawant	Assistant Professor	M.A.	05	Contract	
3.	Bachelor of Arts (Sociology) and Master of Arts (Sociology)	03	Dr. Falguni Vahanvala	Assistant Professor	M.A., Ph.D.	15	Contract	
			Mr. Avinash Daithankar	Assistant Professor	M.A., M.Phil., NET	07	Contract	
			Ms. Nakesha Bhosle	Assistant Professor	M.A.	06	Contract	
4.	Bachelor of Arts (Marathi) and Master of Arts (Marathi)	03	Ms. Roshani Shinde	Assistant Professor	M.A.	05	Contract	
			Ms. Nayana Jadhav	Assistant Professor	M.A.	04	Contract	
			Ms. Jaswandi More	Assistant Professor	M.A.	05	Contract	
5.	Bachelor of Arts (Hindi) and Master of Arts (Hindi)	03	Dr. Sandesha Bhavasar	Assistant Professor	M.A., Ph.D.	09	Contract	
			Dr. Champa Masiwal	Assistant Professor	M.A., Ph.D.	11	Contract	
			Ms. Nitu Sharma	Assistant Professor	M.A., B.Ed., NET	06	Contract	
6.	Bachelor of Arts (English) and Master of Arts (English)	03	Mrs. Neeta Kadam	Assistant Professor	M.A., B.Ed., M.Phil., NET	13	Contract	
			Ms. Shifa Shikalgar	Assistant Professor	M.A., B.Ed.	08	Contract	
			Ms. Vaishali Patil	Assistant Professor	M.A., B.Ed., SET	06	Contract	

### 3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs

<b>Admin Staff</b>	<b>Required (up to 5,000 students)</b>	<b>Available</b>
Deputy Registrar	1	00
Assistant Registrar	1	01
Section Officer	1	01
Assistants	3 (2 for DM Universities)	16
Computer Operator	2	02
Multi-Tasking Staff	2	03

(Duly attested photocopy of appointment letter with salary details)

<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 Open and Distance Learning 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 Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any 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 hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

#### 4.2 Compliance 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	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	YES <a href="https://drive.google.com/file/d/1jfFIWDZc2B5a8AfA0big0lfMCuBSRwR_/view?usp=sharing">https://drive.google.com/file/d/1jfFIWDZc2B5a8AfA0big0lfMCuBSRwR_/view?usp=sharing</a>	
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 <a href="https://drive.google.com/file/d/1Ju5FYBdQmKmbWai1Mu5EJHllyX28ZMIp/view?usp=sharing">https://drive.google.com/file/d/1Ju5FYBdQmKmbWai1Mu5EJHllyX28ZMIp/view?usp=sharing</a>	
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 semester examination or term end examination): Minimum 70 per cent.	<a href="https://drive.google.com/file/d/10_nNjlg8QZWvBaAMZBI4VYe1vqv837db/view?usp=sharing">https://drive.google.com/file/d/10_nNjlg8QZWvBaAMZBI4VYe1vqv837db/view?usp=sharing</a>	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	<a href="https://www.sndtonline.in/enrol/index.php?id=578">https://www.sndtonline.in/enrol/index.php?id=578</a>	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	<a href="https://drive.google.com/file/d/1Ju5FYBdQmKmbWai1Mu5EJHllyX28ZMIp/view?usp=sharing">https://drive.google.com/file/d/1Ju5FYBdQmKmbWai1Mu5EJHllyX28ZMIp/view?usp=sharing</a>	

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.		
9.	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 as given under these regulations.	<a href="https://sndt.ac.in/pdf/cde/time-table/2024/mcom-distance-fresh-rep-new-pattern-2021-2022-sem-iv.pdf">https://sndt.ac.in/pdf/cde/time-table/2024/mcom-distance-fresh-rep-new-pattern-2021-2022-sem-iv.pdf</a>	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the 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 a Higher 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	<b>Yes</b>	
16.	The Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	<a href="https://sndt.ac.in/pdf/cde/time-table/2024/bcom-sem-iii-iv-v-vi-centre-list.pdf">https://sndt.ac.in/pdf/cde/time-table/2024/bcom-sem-iii-iv-v-vi-centre-list.pdf</a>	
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.	<a href="https://drive.google.com/file/d/1hNsUoizMIDImbAYq4tpzSIY08KMuidGk/view?usp=sharig">https://drive.google.com/file/d/1hNsUoizMIDImbAYq4tpzSIY08KMuidGk/view?usp=sharig</a>	
	(b) Each award shall also be uploaded on the National Academic Depository	<b>Yes</b>	
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 and Distance Learning); (v) Name and address of all Examination Centres	<b>Yes</b>	

#### 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 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
2024 - 25	Bachelor of Arts (Sociology)	124	124	79	63.79%	
	Bachelor of Arts (Marathi)	25	25	13	52.00%	
	Bachelor of Arts (Hindi)	29	29	16	55.17%	
	Bachelor of Arts (English)	72	72	40	55.56%	
	Bachelor of Arts (Economics)	31	31	10	32.26%	
	Bachelor of Arts (Political Science)	13	13	07	53.85%	
	Bachelor of Arts (History)	44	44	21	47.73%	
	Bachelor of Commerce	154	154	82	53.25%	
	Master of Arts (Economics)	93	93	65	69.89%	
	Master of Arts (Political Science)	29	29	23	79.31%	
	Master of Arts (Sociology)	87	87	65	74.79%	
	Master of Arts (Marathi)	100	100	74	74.00%	
	Master of Arts (Hindi)	60	60	52	86.67%	
	Master of Arts (English)	222	222	179	80.63%	
	Master of Arts (History)	58	58	36	62.07%	
	Master of Commerce	79	79	63	79.75%	

## 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.

The Programme Project Report (PPR) is a crucial document for launching new programs in the Open and Distance Learning (ODL) mode, serving as a comprehensive self-disclosure. The Centre for Distance Education develops each PPR according to the norms specified in the UGC ODL Regulations, 2020, with program coordinators drafting the reports under the guidance of the Centre for Internal Quality Assurance (CIQA). The process begins with identifying the target learners and their specific needs to inform curriculum design. The learning outcomes are then defined to ensure they cultivate knowledge, understanding, and skills that meet academic, professional, and occupational standards. The PPR's instructional design is highly detailed, covering curriculum, syllabi, program duration, faculty and support staff needs, and instructional delivery methods. It also outlines admission procedures, curriculum execution, and the mode of evaluation, including a clear breakdown of the program's costs or fees. Before a new program is launched, the PPR is reviewed and approved by the university's Board of Studies and Academic Council. It is then placed before the CIQA for final approval before being submitted to the university's Board of Management. For example, in the current academic year, new PPRs were prepared for the B.A. and B.Com. programs to reflect the transition to a new credit system.

<https://drive.google.com/file/d/13YqjLnIGBO35SYYcuY66446pDDEvxvp/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 and Online Education adheres to the Quality Assurance Guidelines prescribed under the UGC ODL Regulations, 2020, to ensure a high standard of educational materials. An expert committee, with specialists from various institutions, guided the revision and development of new guidelines for creating Self-Learning Material (SLM). The university provides these materials in both print and online formats, modifying older content to align with the new UGC guidelines. The SLMs are written in a simple, clear style and are available in both English and Marathi. Students can access the e-materials at any time and from any location using their personal computers or smartphones. All courses are structured into units and sub-units, engaging learners with assignments and activities to promote thorough knowledge. Evaluation includes both summative and formative assessments, based on Term-End Examinations and internal assignments. The syllabus for all programs is developed by an expert committee of experienced subject specialists to maintain academic rigor and relevance.

<https://drive.google.com/file/d/13YqjLnIGBO35SYYc-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 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 conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	Bachelor of Arts (Economics)	Centre for Distance and Online Education		12 Lectures per course	31	Approx. 70%
	Bachelor of Arts (Political Science)	Centre for Distance and Online Education		12 Lectures per course	13	Approx. 70%
	Bachelor of Arts (Sociology)	Centre for Distance and Online Education		12 Lectures per course	124	Approx. 70%
	Bachelor of Arts (Marathi)	Centre for Distance and Online Education		12 Lectures per course	25	Approx. 70%
	Bachelor of Arts (Hindi)	Centre for Distance and Online Education		12 Lectures per course	29	Approx. 70%
	Bachelor of Arts (English)	Centre for Distance and Online Education		12 Lectures per course	72	Approx. 70%
	Bachelor of Arts (History)	Centre for Distance and Online Education		12 Lectures per course	44	Approx. 70%
	Bachelor of Commerce	Centre for Distance and Online Education		12 Lectures per course	154	Approx. 70%
	Master of Arts (Economics)	Centre for Distance and Online Education		12 Lectures per course	93	Approx. 70%
	Master of Arts (Political Science)	Centre for Distance and Online Education		12 Lectures per course	29	Approx. 70%
	Master of Arts (Sociology)	Centre for Distance and Online Education		12 Lectures per course	87	Approx. 70%
	Master of Arts (Marathi)	Centre for Distance and Online Education		12 Lectures per course	100	Approx. 70%
	Master of Arts (Hindi)	Centre for Distance and Online Education		12 Lectures per course	60	Approx. 70%
	Master of Arts (English)	Centre for Distance and Online Education		12 Lectures per course	222	Approx. 70%
	Master of Arts (History)	Centre for Distance and Online Education		12 Lectures per course	58	Approx. 70%
	Master of Commerce	Centre for Distance and Online Education		12 Lectures per course	79	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 of UGC(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 SNTD Women's University.

## 6.3 LSC wise enrollment details (Not for Private University)

Sr. No.	Name & Address of College/ institute where LSC is established (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 Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes 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 in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.	NA	NA	NA	NA	NA	NA	NA
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 in Annexure-VI and Annexure-VII of Regulations*

Type	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	15.11.2024 30.03.2025	16.12.2024 30.04.2025	YES
Audio-Video Material			
Online Material			YES
Compute 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
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, declarations and reports

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	YES <a href="https://sndt.ac.in/pdf/cde/declaration/2023/declaration-of-the-documents-from-sr-no-2-to-17.pdf">https://sndt.ac.in/pdf/cde/declaration/2023/declaration-of-the-documents-from-sr-no-2-to-17.pdf</a>	
Uploading of the following on HEI website <a href="https://sndt.ac.in/cde/ugc-deb-recognition-status">https://sndt.ac.in/cde/ugc-deb-recognition-status</a>			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	YES <a href="https://sndt.ac.in/pdf/cde/ugc-deb/22-23/maharashtra-public-universities-act-2016.pdf">https://sndt.ac.in/pdf/cde/ugc-deb/22-23/maharashtra-public-universities-act-2016.pdf</a>	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	YES <a href="https://sndt.ac.in/pdf/cde/ugc-deb/22-23/ugc-approval-letter-2021-22.pdf">https://sndt.ac.in/pdf/cde/ugc-deb/22-23/ugc-approval-letter-2021-22.pdf</a>	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	YES <a href="https://sndt.ac.in/cde/courses">https://sndt.ac.in/cde/courses</a>	
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 Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;	YES <a href="https://sndt.ac.in/cde/courses">https://sndt.ac.in/cde/courses</a>	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	YES <a href="https://sndt.ac.in/cde/circulars">https://sndt.ac.in/cde/circulars</a>	

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 quality of the programmes and bridging the gaps, if any	YES	
8.	Information regarding all the programme srecognized by the Commission	YES <a href="https://sndt.ac.in/pdf/cde/ugc-deb/22-23/ugc-approval-letter-2021-22.pdf">https://sndt.ac.in/pdf/cde/ugc-deb/22-23/ugc-approval-letter-2021-22.pdf</a>	
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 <a href="https://www.sndtonline.in/course/index.php?categoryid=44">https://www.sndtonline.in/course/index.php?categoryid=44</a>	
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 <a href="https://sndt.ac.in/pdf/cde/ugc-deb/22-23/frequently-asked-questions.pdf">https://sndt.ac.in/pdf/cde/ugc-deb/22-23/frequently-asked-questions.pdf</a>	
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 facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	YES	
13.	List of the 'Examination Centres'alongwith the 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 end examination of Open and Distance Learning programmes	YES	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	YES	
16.	Reports of the third party academic audit to be undertaken every five years and internal 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 (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning 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 the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the 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 fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	YES
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 with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	YES
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the 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 learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	YES

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 member is employed on regular or contractual basis or any other	YES
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	YES
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by	YES

	learners on being admitted to the Higher Educational Institution	
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 to be 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 fee or demand any donation, by way of consideration for admission 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, for obtaining 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 fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	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 notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	YES

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
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## 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 and Online Education (CDO E) adheres to the norms 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
23	23

### 9.3 Complaint Handling Mechanism

*HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per 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)**

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

NA

### 10.7 Details of Alumni Cell and its activity

### 10.8 Any other Information

HEI ID: HEI-U-0026

Name of HEI: SNTWU

Type of HEI: State University

### DECLARATION

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

Signature of the Director:

Name: Dr. Mangesh H. Kadam

Seal:

Date: 30/08/2025

Signature of the Registrar:

Name: Dr. Vilas D. Nandavdekar

Seal:

Date: 30/08/2025



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.