Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

ONLINE MODE

2023-24

| **HEI ID:** 0439 | **Name of HEI:** ANNA UNIVERSITY | **Type of HEI:** STATE |

Contents

Part – I: General Information

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

> Upload PDF

1.2 Details of Director, CIQA

- Name: Dr. T. Mala
- Qualification: M.E, Ph.D

- Appointment Letter and Joining Report: Upload (PDF)

1.3 Details of CIQA Committee:

a. Composition as per Regulations

S. No	Designation	Nominations	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. R. VELRAJ	Institute for Energy Studies	13-05-2023
b.	Three Senior teachers of HEI	Member 1	Dr. KHANNA NEHEMIAH H PROFESSOR	Computer Science & Engineering	13-05-2023
		Member 2	Dr. S. SWAMINATHAN PROFESSOR	Information Science & Tech	13-05-2023
		Member 3	Dr. L. SUGANTHI PROFESSOR	Management Studies	13-05-2023
c.	Head of Thee Departments School Studies from which programme is being offered in ODL and Online mode	Member 4	PROFESSOR & HEAD	Management Studies	13-05-2023
		Member 5	PROFESSOR & HEAD	Computer Science & Engineering	13-05-2023
		Member 6	PROFESSOR & HEAD	Information Science & Tech	13-05-2023
d.	Two External Experts of ODL and/or Online Education	Member 7	DR S SUBRAMANIAN PROFESSOR & DIRECTOR	School of Management Studies, Tamil Nadu Open University, Chennai	13-05-2023
		Member 8	DR B DEVAMAINDHAN PROFESSOR	IDE, University of Madras, Chennai	13-05-2023
e.	Officials from departments of HEI • Administration • Finance	Member 9 Administration	DEPUTY REGISTER	PERSONNEL	13-05-2023
		Member 10 Finance	DEPUTY REGISTRAR (FINANCE)	Dy REGISTRAR	13-05-2023
f.	Director, CIQA		Dr. T. MALA, MEMBER, SECRETARY		31-05-2023

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

1.4 Number of meetings held and its approval: 02

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

     b. **Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	28-08-2023	2	Document	Document
Meeting 2	06-08-2024	2	Document	Document

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

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

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority(s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.											
2.											

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

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

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

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/ Regulatory authority(if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.											
2.											

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

1.7 Number of programmes started at Post Graduate Diploma level as perCommission Order:

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

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.										
2.										

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

1.8 Number of programmes started at Undergraduate Degree Programmes as perCommission Order:

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

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.										
N.										

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

1.9 Number of programmes started at Post-graduate Degree Programmes as perCommission Order:

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

Sr. No.	Post-graduat eDegree Title	Duration (years)	No. of Credit s	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MBA(Business Analytics)	2 Years	90	10+2+3/ 10+2+4	25,000 Per Semester	23.02.2021	240	112	-	352
2.	MBA(General Management)	2 Years	90	10+2+3/ 10+2+4	25,000 Per Semester	23.02.2021	189	66	-	255

Note: Mention details separately for <M*onth, 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	AU, CDOE-online has provided to the learners to overcome these challenges and improve the quality of education: • Revamped the pedagogy of teaching suitable and match to the students learning level through on-line • Course Co-ordinators andExperts are involved in preparing the Assessment and Evaluation tools of Test, Assignments and End semester Examinations • Learning goals and content presentations have been improvised by regular interactions, Assessments, Instructional media & tools and Learner services &support. • Proper system of communication is in place with learners regarding academic calendar, time table and exam schedule. • Database of learners and their profile is maintained to provide appropriate support.	Document

		- The Institution has provisions for informing, advising and counselling for its dispersed learners. - Learner tracking system is in place to help the learner complete the course on time and also to reduce dropout rate. - Course coordinators provide comprehensive as well as timely feedback on the assignments to students and available for counselling and solving their queries through discussion forum. - Course mentors have been given proper training to make the students more proficient in providing appropriate learner support. - The Centre organizes Induction Programme for its new learners, introduces the course coordinators and explore LMS to the learners. - Learner satisfaction survey is conducted on a regular basis and amendments in the system are made based on unanimous recommendations of learner / students' community	

| 2. | Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution | ✓ Self-assessment is made to monitor the learner processes, to create best teaching practices, to enlighten the concepts easily, to deepen learning knowledge and enhance performance.

 ✓ Although summative type of self-assessment is most beneficial, in terms of both achievement and self-regulated learning, students have the option to learn formatively supported by teaching through live sessions and discussion forum.

 ✓ Self-assessment aims to evaluate the phenomena that measures and validate the cognitive and affective mechanisms of self-assessment. Interactions are arranged between the course coordinators and students to exchange their thoughts and feedbacks for the subject enhancement and improvement of pedagogy to make better learning | Document |
| 3. | Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality | Based on the feedback of the students, the steering committee identifies the key areas of improvements and implements for the benefit of students. Annual Report is prepared for ensuring the Internal Quality and submitted to the Statutory Authorities or Bodies of | Guidelines |

		the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution is also submitted annually to the Commission.	
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	• The teaching methodologies are not the only determinants of quality, if the programmes are relevant, their contents and curricula are carefully prepared, the learning packages are well prepared and distributed on time, learners are provided all the necessary online support services like e-learning materials, counselling and guidance, and the student assessment procedures are bench marked. • The significant element in these delivery systems is the engaged as interactive live sessions and discussion forums. • Online education does some mediation between the learners and the institutions through LMS portal and delivered through four quadrant system. • Online programme depends on a variety of factors like timely	[Document]

		response to their problems and concerns, easy availability of e-learning materials and other learning resources like flip books, OER links etc. Essentially, all these together constitute the quality of the learning experience for a online learners.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society,employers, and Government for quality improvement.	Feedback from learners are obtained	Document

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The key strategies are: • Availability of Grievance redressal committee. • Collaboration with e-VBAB network project.	Document
7.	Implementation of its recommendations through periodic reviews	• Enrichment of the programme is done by the expert committee, course coordinators and learners in each and every semester. • The LMS was designed initially to cater to the learners in four quadrant format. Later we were able to upgrade the LMS and make it more user friendly after getting feedback from the first and second batch students. • The present LMS encompasses all the features specified in the guidelines provided by UGC apart from being very easy for the students to navigate between windows. • We are also able to generate reports required for efficient management of the system delivery and what is required by the statutory and monitory authorities.	CSC minutes

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.	Centre's were invited Dr.Shantha Mohan, Software Engineering Leader, Retail Solutions Inc., an Eminent Person and also Alumni of Anna University, CEG campus to present Guest Lecturer. She has delivered the Lecturer on the topic "Optimizing Communication Through the Integration of Artificial Intelligence and Emotional intelligence" which was really inspired us. Nearly, more than 400 students were enthusiastically participated, interacted and properly responded during Quiz sessions. The program coordinators and Lecturers are also undertake project work training	workshop
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	• Quality enhancement in curriculum is been achieved by up gradation of the LMS portal. • Training manuals were prepared and circulated to all stake holders and conducted workshop for the course coordinators as a measure of implementation. • Learners are getting benefit of flexible learning, quick response for their grievances, peer interaction through discussion forum etc.	Curriculum

10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	• Record the activities of the stake holders and review it for improving the quality of the programme. • Feed backs of the learners are analyzed and action plans are executed. • Suggest restructuring of programmes in order to make them relevant to the emerging technologies • Organize workshops and seminars to enhance the quality of the learners.	
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	All the efforts have been taken to prepare the PPR. Metrics of PPR is discussed and got verified by the university authorities and approval is taken well. PPR includes nine major areas and as follows • Information on relevance of programme to the University mission and goals; • objectives of each programme; nature of prospective target group of learners; and appropriateness of OL mode for acquiring specific competence / skills; • Instructional design by including the duration of programme; faculty and support staff requirements;	

		instructional delivery mechanisms; identification of media –print, audio/video, online, computer aided, and student support service systems.	
		• Procedure for admissions, curriculum transaction and evaluation.	
		• Details of the laboratory support required for the programme.	
		• Library Resources	
		• Cost estimate of the programme and the provisions therefore.	
		• The cost estimate should indicate the amount assigned for programme development, delivery and maintenance	
		• Adopted Quality assurance mechanism and expected programme outcomes;	
		• Curriculum and detailed Syllabi of the programme	
		• Guidelines on programme launching, design, development and any such	
		• Matters as prescribed by the Commission and other regulatory bodies followed strictly by the OL Institution.	

| 12. | Mechanism to ensure the proper implementation of Programme Project Reports | • PPR is prepared for launch of a new program
• PPR is placed before the academic council for approval.
• The phases of implementation of PPR include
• Development of TLM
• Development of other learning resources
• Identification of course coordinators for various courses in the program
• Development of delivery plan for the program
• Development of question bank for the courses in the program
• A Programme coordinator is identified for each new program, who is responsible for the complete process of implementation.
• The Programme coordinator reports to Director on the progress of PPR implementation
• The progress of implementation of PPR is also a part of discussion during CIQA meetings
• The periodic internal audits also serve as a tool for monitoring the implementation of PPR | Document |

		properly. Programme Project Report for each programme is prepared which includes Programme's mission & objectives, Relevance of the program, Nature of prospective target group of learners, Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence, Instructional Design, Procedure for admissions, curriculum transaction and evaluation, Requirement of the laboratory support and Library Resources, Cost estimate of the programme and the provisions, and Quality assurance mechanism & expected programme outcomes. Follow-up meetings, inspections and audits by CIQA as well as theconcerned Division/ Department are conducted from time to time to monitor the progress made in the implementation of various recommendations and to take suitable remedial actions.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	University prepares and discloses annual report. • Annual reports are intended to give stakeholders and all information about the organization's activities Including financial performance.	Annual report

| 14. | Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market. | • For the restructuring of programmes
• New areas were identified in which scope for job market exists. One such booming area is Business Analytics. Analytics is a new age concept frequently used by industries in all sectors.
• Improvements have been made through training to the learners by industrial experts.
• Developed entrepreneurship sprit in the minds of the learners and made them resource conscious.
• Suggestion received from stake holders for restructuring of programmes in order to make them relevant to the job market | [Document](#) |
| 15. | Facilitated system based research on ways of creating learner centric environment and tobring about qualitative change in the entire system. | **Infrastructure Resources:** Anna University have a system to elicit data on the adequacy and optimal use of the facilities - physical facilities, library (or e-library), Information and Communication Technology infrastructure, etc. - to maintain the quality of academic programmes and ensure qualitative support to each of the students.
Learning Environment and Learner | [Document](#) |

Support: The learner support services including academic counselling and library services shall be a major pre-occupation of Online mode learners and established Information and Communication Technology facilities as component of the learning environment which is focused around the pedagogical use of modern educational practices to support blended learning.

Learner Support Services shall be provided through e-Learning platform. Anna University take a more sophisticated approach to the use of Information and Communication Technology and expertise in e-learning. The approach shall provide a seamless learner-centred environment.

Assessment and Evaluation: All the stated Learning Outcomes of a Programme must be part of its evaluation protocol. Anna University executes the evaluation through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and end semester examinations, to suit the different learning outcomes expected of the course elements. Anna University have proper assessment and moderation system

		for assessing the learning outcomes of learners	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	Centre for Distance and Online Education is separately considered as for NAAC. University will obtain the award of NAAC status. In which CDOE, AU will contribute to the overall performance of the University	NAAC
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	The following measures is allowed to continuously function for the periodic accreditation: - Development and application of quality benchmarks - Parameters for various academic and administrative activities of the institution/centres - Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process - Collection and analysis of feedback from all stakeholders on quality-related institutional processes - Dissemination of information on various quality parameters to all stakeholders	Document

		- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles - Documentation of the various programmes/activities leading to quality improvement - Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices - Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality - Periodical conduct of Academic and Administrative Audit and its follow-up	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	Quality deliverance of the Open and Distance Learning programmes and Online programmes and the outcomes attainment and continual quality improvements ensured by Centre for Distance and Online Education, AnnaUniversity shall be broadly as follows, namely Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels: For effective evaluation	[Guidelines Document](#)

| | | for better performance. Centre for Distance and Online Education, Anna University has an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The Centre for Distance and Online Education, Anna University, Distance education Online Education conduct self-assessments regularly and use the results toimprove its systems, processesetc. and finally quality of programmes. | |

| 19. | Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices. | • Benchmarking has clear potential as an effective approach to quality management within higher education, it is too early in its application to be able to form a clear view on whether this potential will be realised.

• The substantial improvements in both quality and performance achieved through the use of benchmarking by many private and public sector institutions as a convincing case for the effectiveness of the approach.

• Comprehensive way within universities is less certain. It is evident that a large amount of interesting work is currently being undertaken, and much of this will need to be evaluated carefully before the benefits can be compared to the significant amount of | NAAC |

		resources (especially time) that are involved. • In addition, numerous small scale initiatives, Driven by supportive leadership, are likely to multiply and more activity will become evident, but beyond this the use of benchmarking at the level of whole institutions is real time applications	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	• Frequent and periodical arrangements for feedback responses from learners and course coordinators for quality related institutional processes. • We develop quality benchmarks or parameters for the various academic and administrative activities of the Higher Educational Institution; • To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices; • Coordinate between the Higher Educational Institution and the Commission for various quality related issues or guidelines; • Record activities undertaken on quality assurance in the form of an annual report;	Document

		• Coordinating recognition and accreditation of the Higher Educational Institution.	
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Annual Report enclosed	Annual report
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	**YES**	
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	**YES**	Document

23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes	Expert committee and course coordinators are involved in developing Teaching Learning Material (TLM), namely the formation of units, materials presentation, support material, video designing etc.	Document
24.	Promoted automation of learner support services of the Higher Educational Institution	• Information about various programmes, admission criteria, eligibility, fee's structure, evaluation system and other support services provided by the institution during course of study to all candidates who seek admission for the course. • Learners are provided with login credential to access all necessary information upon enrolment confirmation. • The students are given access to OER links, Discussion forum, flip books and other general support.	Document
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	• Course monitoring, annual review and enhancement processes provide assurance of the ongoing academic quality and standards of validated courses and enables systematic enhancements to the quality of learning opportunities to be identified and delivered.	Document

26.	Coordinated with third party auditing bodies for quality audit of programme(s)	• Comply with established QA principles, standards and guidelines in the Higher Education Sector. • Inculcate and entrench an institutional quality culture by developing mechanisms for continuous quality enhancement; • Provide the basis to benchmark inputs, processes and outputs with other HEIs nationally, regionally and internationally.	
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	**YES**	
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	• The online programme can increase performances by – • Providing exact guidelines for course coordinators and learners. • Arrangement of sufficient	Document

		number of eminent professors for smooth functioning of courses. • Providing adequate training to the course coordinators to access the LMS portal. • Track learner's progress and course coordinator's guidance to enhance the course. • Providing user friendly environment for teaching and learning. • Providing career guidelines based on the needs of the online learners. • Active mechanism for observing and assessing learning and learner support services.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	• Learners' internships in companies followed by joint projects and the involvement of companies in modernizing university curricula.	

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

S.No.	Provisions in Regulations	Action taken inrespect of online programmes	Upload relevant document

1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	• Organisation structure and Governance consists of Director, Deputy Director, Asst. Director, Mentors as per norms.	Document
2.	Articulation of Higher Educational Institution Objectives	• The Online Cell of Anna University, was established to offer comprehensive state of the art, programmes for professionals through a digital learning platform and enable learning at any time and from anywhere. As a primary initiative, the cell has designed and developed a Management programme to accelerate the leadership skills of students, to transform them into new generation managers who will acquire competencies to sustain the increasingly volatile challenges of the digital world. **Vision:** • To become a strategic leader in the arena of digital learning • To enhance the management skills of futuristic leaders by	Document 1 Document 2

		empowering them to learn to their full potential, beyond geographical limits and time zones. **Mission:** • To incorporate the latest industry trends in the curriculum and groom students as world-class leaders • To provide a holistic view of management skills required for entrepreneurs and organization leaders • To develop professional competencies needed for emerging businesses and sustaining organization challenges	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	• Online MBA- Business Analytics, Online MBA -General Management • Curriculum was developed to meet the requirements of the industry and was approved by Board of studies as well as academic council.	Document
4.	Programme Monitoring and Review	• Regular basis. Through our dedicated LMS	Document

5.	Infrastructure Resources	• e-learning material, video/audio, OER link, flip book	[Document](#)
6.	Learning Environment and Learner Support	• Flexible learning environment and learning from anywhere, anytime.	[Document](#)
7.	Assessment and Evaluation	• Assessment 1&2 will be conducted during each semester and students are evaluated based on it.	[Document](#)
8.	Teaching Quality and Staff Development	• Teaching staffs were given training on LMS portal (academic up gradation) and made to attend workshop conducted by universities/ affiliated colleges. Certificates attached.	[Document](#)

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 :

S.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	Live session scheduled for each batch	[Document](#)
2.	Validation		[Document](#)

3.	Monitoring, Evaluation andEnhancement Plans		[Document](#)
	a. Reports from Examination Centres		
	b. External Auditor or otherExternal Agencies report		
	c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institutionlevels		
	d. Reporting and Analytics bythe Higher Educational Institution		
	e. Periodic Review		

Part – III: Human Resources and Infrastructural Requirements

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

    Or

Name and details of Head for each school (for Open University) - Full time dedicated, not below the rank of an Associate Professor

> Mention details such as Regular Employee, Designation, Qualification, Salary
>
> Dr. T. MALA, Professor & Director, Online Cell and CDOE, AU
>
> ([Document](#))

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

    Or

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

> Dr. B.L. Velammal, Associate Professor & Deputy Director, Online Cell, CDOE, AU
>
> (Document)

3.3 Name and details of Assistant Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, not below the rank of an Assistant Professor

    Or

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

> Dr. S. Sangeetha, Assistant Professor & Asst. Director, Online Cell, CDOE, AU
>
> (Document)

3.4 Compliance status in respect of Human Resource – As per Annexure – IV ofUGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

> Yes
>
> ([Document1](#))

i   **Programme Name:**

     a.   **Programme Coordinator**

S.No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of Joining Programme
1.	Dr. MeenaKumari	MBA, Ph.d	17 Yrs	Regular	20-12-21
2.	Dr. Padmavathi	MBA, Ph.d	10 Yrs	Regular	20-12-21

     b.   **Course Coordinator**

S.No.	Course Name	Names with Designation	Qualification	Experiences	Type (Regular /Contract) with gross salary/month	Date of joining programme
1.	Management Conceptsand Organization Behavior	Dr. L. Suganthi	MBA, Ph.D	25 Yrs	Regular	

HEI ID:			Name of HEI:		Type of HEI:	
2.	Managerial Economics	Dr. Meena Kumari	MBA, Ph.D	17 Yrs	Regular	
3.	Human Resource Management	Dr. Hansa Lysander Manohar	MBA, Ph.D	26 Yrs	Regular	
4.	Marketing Management	Dr. R.Magesh	MBA, Ph.D	21 Yrs	Regular	
5.	Financial Management	Dr. S.N. Geetha	MBA, Ph.D	26 Yrs	Regular	
6.	Operations Management	Dr. E. Thenral	MBA, Ph.D	18.5 Yrs	Regular	
7.	Statistical Methods for Decision Making	Dr. A. Thiruchelvi	MSC,MBA, Ph.D	20 Yrs	Regular	
8	R Programming	Dr. Jayanth Jacob	MBA, Ph.D	20 Yrs	Regular	
9	Entrepreneurship Development	Dr. G. Barani	MBA, PhD	24 Yrs	Regular	
10	Data Mining and Business Intelligence	Dr. L. Suganthi	MBA, Ph.D	25 Yrs	Regular	
11	Legal Aspects for Business	Dr. T. Padmavathi	MBA, Ph.D	10 Yrs	Regular	
12	Python Programming	Dr. S. Sudha	ME, Ph.D	24 Yrs	Regular	
13	Business Analytics	Dr. S. Sendhil kumar	M.Tech, Ph.D	20 Yrs	Regular	
14	Enterprise Information System	Dr.H. Khanna Nehemiah	ME, Ph.D	25 Yrs	Regular	
15	Block Chain Technology	Dr.J. Indumathi	M.Sc,MBA,ME, Ph.D, PDF	34 Yrs	Regular	
16	Cloud Computing	Dr. P. Uma Maheswar	MBA, ME,Ph.D	27 Yrs	Regular	
17	Business Research Methods	Dr. G. Rajendran	MBA, Ph.D	25 Yrs	Regular	
18	Event Management	Dr. S. Arulchelvan	MA, Ph.D, PDF	20 Yrs	Regular	
19	Marketing and Social Media Web Analytics	Dr. V. Rajasreedharan,	ME, Ph.D	11 Yrs	Regular	
20	Operations and Supply Chain Analytics	Dr. Hansa Lysander Manohar	MBA, Ph.D	25 Yrs	Regular	

21	Artificial Intelligence	Dr. G.S. Mahalashmi	ME,Ph.D	26 Yrs	Regular	
22	Machine Learning	Dr. R. Arockia Xavier Annie	ME, Ph.D	19 Yrs	Regular	
23	Supply Chain Management	Dr. Hansa Lysander Manohar	MBA, Ph.D	25 Yrs	Regular	
24	Integrated Marketing Communication	Dr. Meena Kumari	MBA, Ph.D	16 Yrs	Regular	
25	Security Analysis and Portfolio Management	Dr. S.N. Geetha	MBA, Ph.D	25 Yrs	Regular	
26	Strategic Human Resource Management	Dr. A. Thiruchelvi	MBA, Ph.D	20 Yrs	Regular	

c. Course mentor

S.No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of Joining Programme
1.	Dr. J. Divya	B. Tech, MBA, Ph.D	11 Yrs	Contract	Jan, 2021
2.	Ms.J.Meenakshi	M.Tech,MBA,(PhD)	10 Yrs	Contract	May, 2021

Any other details

3.5 Details of Administrative Staff

a. Number of Administrative staff available exclusively for Online programmes

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	2
Computer Operator	2	2
Multi-Tasking Staff	2	2

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

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

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

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

Post	Required	Available
Technical Manager (Production)	1	1
Technical Associate (Audio-Video recording and editing)	1	1
Technical Assistant (Audio-Video recording)	1	1
Technical Assistant (Audio-Video editing)	1	1

   ii. **For Delivery of Online Programmes:**

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

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

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

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

Part – IV: Examinations

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

S. No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason Thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	YES	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	YES	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	YES	
4.	The examination centre must be centrally located in the city, with good connectivity fromrailway station or bus stand, for the convenience of the students.	YES	
5.	The number of examination centres in a city or	YES	

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

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

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

4.3 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.	**Document**	

2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners	**Document**	
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 Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.	YES	
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional	YES	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	**Document**	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	YES	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	YES	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure	YES	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	that no part of the syllabus is left out of study by a learner.		
9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	NA	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV)recording of the entire examination procedure.	YES	
	(b) Availability of biometric system	NO	NO
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners	YES	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	N/A	N/A

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	**Document**	
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.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	YES	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored examinations for such learners	YES	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof

15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have
	
	  i. Photograph
	  ii. Aadhaar number or other government recognised identifier or Passport number, as applicable,
	  iii. Other relevant details of the learner along with the Programme name.
		YES	

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

4.4 Result and Student Progression

For UG, PG and PGD programmes

Semester beginning	Programme (PG)	No. of students admitted	No. of students appear in exams	No. of students progressed to next year	% of students passed	% of students passedin first class
AY2022	ONLINE MBA(BUSINESS ANALYTICS)		103	66	64.08	
	ONLINE MBA(GENERAL MANAGEMENT)		64	29	45.31	

Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)

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

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

Programme Project Report for each programme is prepared which includes Programme's mission & objectives, Relevance of the program, Nature of prospective target group of learners, Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence, Instructional Design, Procedure for admissions, curriculum transaction and evaluation, Requirement of the laboratory support and Library Resources, Cost estimate of the programme and the provisions, and Quality assurance mechanism & expected programme outcomes. Follow-up meetings, inspections and audits by CIQA as well as the concerned Division/ Department are conducted from time to time to monitor the progress made in the implementation of various recommendations and to take suitable remedial actions.

5.2 Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple MediaAnd 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 university follows a multimedia approach for delivering knowledge to the students. The E learning material is developed in such a way that it is self-explanatory and self-contained with learning objectives, activities, assignments and additional resources it is structured on learning outcome based method. Units in self-learning material are developed with defined formats as per the requirement of OL mode. The digital content is easy to navigate and is available across platform and devices. The curriculum and pedagogy are rational and structured and provides linkages between previous and subsequent stages of learning. The instructional methods are clearly stated and fulfill the relevance of the curriculum to competency requirement of the
>
> nation.

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

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

> The curriculum and syllabus were designed by the experts in the respective fields for all the 3 programmes. The learning material has been developed in- house utilizing the services of experts fron Anna University. However, thorough review of the material was made with a subject matter expert before it was printed. 1. The course contents are developed to map the syllabus for each course and the learner is self-directed towards accessing each unit. 2. Self-learning material has been developed with clear definition of learning objectives and outcomes for each unit. 3. The learning materials include the (a) learning objectives (b) assessment of prior knowledge (c) learning activities (d) feedback of learning activities (e) examples and illustrations (f) self-assessment tests (g) summaries and key points (h) study tips and is made more learner centric. 4. Inorder to enable self-assessment, activities are included in between the contents. 5. Activities and assignments are included in the SLM to encourage the learners to use new innovative ideas and skills. 6. Apart from learning material, the videos and audio materials are provided for each module which gives the learners an environment where a teacher is imbibed in the content. Additional multimodal elements are included to make the videos more interesting and understandable. Discussion forum adds to create an interactive element to the learners.

Part – VI: Programme Delivery through Learning Platform

6.1 Details of Learning Platform
Please provide link and details of Learning Platform opted by HEI.

- *In case of SWAYAM Learning Platform, In case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for - LearnerAuthentication,Learner Registration, Payment Gateway and Learning Management System*

> *NA*

- *In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online programmes including all the required components of Online education and compliance to all the provisions of the regulations*

> *https://onlinelearning.annauniv.edu/login/index.php*

6.2 Compliance status in respect of the Programme delivery

HEI shall mention mechanism followed to ensure the learner's participation at least for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching- Learning scheme(as per table 3, Annexure – VII)

> *Course dedication Reports are generated every week to monitor student engagement and the inactive learners are sent autogenerated mails by the LMS. The progress bar which appears as and when the learner completes help him to understand his completion status.*

6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N NO
   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)

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

Upload NA

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	
Uploading of the following on HEI website **(https://onlinecde.annauniv.edu)**			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode	YES	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	YES	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	YES	
5.	Programme-wise information on syllabus, suggested readings, contact points for	YES	

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	counselling/mentoring, programmestructure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	YES	
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	YES	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	YES	
9.	Information regarding all the programmes recognised by the Commission	YES	

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	YES	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	YES	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	YES	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	YES	
14.	Details of proctored examination in case of end semester examination or term end examination of Online 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 (ODLProgrammes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	YES
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank Dr. aft or pay order directly in favour of the Higher Educational Institution.	YES
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	YES
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with	YES

	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, ands hall provide for equity and access to all deserving learners	
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	YES
6.	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
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to	

HEI ID:		Name of HEI:	Type of HEI:
	such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below		
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	YES	
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraw 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 online 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	YES	

	admission to each programme of study and the amount of fee to be paid for the admission test	
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	YES
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 learners on being admitted to the HigherEducational Institution	YES
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	YES
8. (k)	Activity planner including all the academic activities 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 Dr. awn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned	YES

	in the Commission Order	
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	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 Online 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 notintend 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 online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher	YES

	Educational Institution	
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or itsacademic 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

8.2 Whether Higher Educational Institution provided the details of all International learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission:Yes/No YES
If No, reason thereof:

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - X of UGC (ODLProgrammes 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.

The Anna University has in place an grievance redressal mechanism for its members including the sexual harassment cell. Any member of the University can access the services through the University portal to avail the services and get their problems resolved. The CDOE has developed an internal cell comprising three members to address the needs / problems of the students. A link is created in the CDOE website for the students to access the services online.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
321	318

9.3 Complaint Handling Mechanism

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

Through Mail and Telephone Enquiries

9.4 Details of Complaints received from UGC (DEB)

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

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

We have introduced a new programme namely, MBA in Business Analytics, which is the most sought of specialization in the regular mode. The curriculum includes integration of analytics in all functional areas of management. Many industries are looking out for educating their own professionals to with knowledge and skills in analytics. This online programme helps the working people to learn analytics and utilize it in their work.

10.2 Best Practices of the HEI

Centre for Distance and Online Education conducted a one-day Student lnduction Programme's (SlP's), Workshop and Guest Lecturers in blended mode for the ODL / OL Learners enrolled in the programmes for Calendar Year 24, in Centre for Distance and Online Education Auditorium. Around, 400 Students participated in all events.

10.3 Details of Job Fairs conducted by the HEI

Job fair about to be conducted by CUIC.

10.4 Success Stories of students of Online mode of the HEI

- A significant number of students get jobs in multinational corporations, banks, private companies, and public agencies.
- Many students have gone on to become prosperous business owners.

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

NA

10.6 Number of students placed through Campus Placements

10.7 Details of Alumni Cell and its activity

Created CDOE Alumni Cell. Guest Lectures delivered by Alumni of Anna University.

- The curriculum is revised with alumni inputs.
- Creation of separate alumni cell for distance mode has been initiated to enhance the alumni interactions.

One Eminent professors (Alumni) from North America accepted to deliver the guest lecture.

10.8   Any other Information

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: *T.Mala.*   Signature of the Registrar:

Name: T.MALA.   Name:

Seal: **Director**   Seal:
Centre for Distance and Online Education
Anna University   **REGISTRAR**
Date: **Chennai - 600 025**   Date: **ANNA UNIVERSITY**
                                                              CHENNAI-600 025.

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.