

HEI ID: HEI-P-U-0649

Name of HEI: Sri Sri University

Type of HEI: Private

Annual Report

OF

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

**PROGRAMMES UNDER
OPEN AND DISTANCE LEARNING MODE**

Year-2025-26



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Part - I: General Information

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

[VIEW](#)

1.2 Details of Director, CIQA

- Name : Dr. Chinmaya Kumar Nayak
- Qualification: Ph.D.
- Appointment Letter and Joining Report: [VIEW](#)

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. Tej Partap Ph.D., Post Doct.	Agricultural Science	29.07.2024
b.	Three Senior teachers of HEI	Member 1	Dr. Pradip Kumar Panda, Ph.D	Kaya Chikisha and roga nidhan	29.07.2024
		Member 2	Dr. J.P.Bhatt, Ph.D	Environment Science	29.07.2024
		Member 3	Dr. Sudhir Kumar Mohapatra, Ph.D	AI & Data Analytics	29.07.2024
c.	Head of three Departments or School of from which programme is offered in ODL Online mode	Member 4	Dr. Biplob Kumar Biswal, Ph.D	Operational Management	29.07.2024
		Member 5	Dr. Tirthankar Ghosh, Ph.D	Physiology	29.07.2024
		Member 6	Prof. Ratikant Mohapatra	Dance Choreography (Commercial & Classical)	29.07.2024
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. S.K. Tripathy, Ph.D	Education	29.07.2024
		Member 8	Dr. M.K Dash, Ph.D	Education Technology	29.07.2024
e.	Officials from departments of HEI	Member 9 Administration	Mr. Subhojyoti Ghosh, MBA	Business Administration	29.07.2024



S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
	- Administration - Finance				
		Member 10 Finance	Mr. Ravi Onkari, CA	Finance	29.07.2024
f.	Director, CIQA	Member Secretary	Dr. Chinmaya Kumar Nayak, Ph.D	Computer Science and Engineering	29.07.2024

b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N) - Yes
 I No, reason thereof

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	07-11-2025	-	VIEW	VIEW

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

From <Month, Year> academic session:

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



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***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.	NIL											

***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.	NIL										

***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*/Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	Bachelor of Business Administration	3	150	10+2 examination or equivalent from any stream from a recognized board.	42700	8-7/2024 (DEB)-1 dated 31 st Jan 2025	NIL	08	02	NIL	08
2	Bachelor of Commerce	3	150	10+2 examination or equivalent from any stream from a recognized board.	42700	8-7/2024 (DEB)-1 dated 31 st Jan 2025	NIL	01	NIL	NIL	01



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	Quality in the services offered to distance learning course learners can be defined as a systematic guarantee that all learning and support systems remain within pre-determined academic and professional standards. Study material and lessons in SLM mode being provided in English. PCPs, online classes, power point. Consultation and counselling through various modes throughout the session. Internal assessment and evaluation which includes google form test, MCQs, assignments, viva-voce, project reports. SLM updated and printing quality regularly monitored and improved. For carrying out all these above-discussed measures, various committees had been formed which work throughout the session.	VIEW
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	Self-check exercises as part of each lesson, google form test, MCQs, assignment, viva-voce conducted.	VIEW
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	The input into the determination of key areas that Higher Educational Institutions (HEIs) focus on quality in distance learning courses is the identification of areas of critical importance to directly contribute to teaching effectiveness, student satisfaction, and institutional credibility. These areas involve the curriculum development and relevance whereby the programmes provided are updated, industry-based and in line with the needs of the learners. Another critical area, the teaching-learning processes, through the introduction of innovative pedagogical practices.	VIEW



		ICT-based delivery, and convenient digital platforms (Google Classroom/Google Meet/Zoom Meet), increases interaction. Academic advising, counselling, access to libraries and redressal of grievances are useful student support services and a significant component of quality assurance. Assessment and evaluation systems are also critical and should be transparent, reliable and outcome-based. The dimension on the quality and training of faculty guarantees that the educators have been prepared to deal with digital pedagogy and learner diversity. Lastly, there is a need to have technological infrastructure, governance, and administrative efficiency to enable a smooth delivery and equitable access. By identifying and improving these areas regularly, the integrated quality assurance model of distance learning and, therefore, ensures academic integrity, trust with learners, and competitiveness worldwide.	
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	The key mechanisms include: • Curriculum Equivalence - Both ODL and conventional courses implement the same curriculum. Faculty Involvement and Training - Qualified faculty members involved in traditional teaching are also involved in ODL course development, content delivery, and evaluation, as well as training in digital pedagogy. • Technology-Based Learning - ODL virtual classrooms to simulate classroom experience with a clear doubt session. Student Support Services - Equal academic access is provided based on mentoring, counselling, helplines, interactive sessions and grievance redressal. • Clearly Shown Assessment System - There is consistent assessment, regularly examined standards of assessment and proctored assessment of both modes to uphold fairness and credibility. • Quality Assurance and Monitoring - Internal Quality Assurance Cell (IQAC) and programme evaluation committees regularly review, provide feedback, analysis and audits to maintain quality. • Regulatory Compliance - It is important to comply with the requirements of regulatory authorities such as UGC-DEB and NAAC, this way, ODL programmes are nationally comparable	



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		to regular courses. These mechanisms enable Dual Mode HEIs to develop academic equivalence, credibility and learner satisfaction so that ODL programmes can be considered as equal in quality and relevance to conventional programmes. Internal assessment and external evaluation are centralized under the Controller of Examination of the University.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers and Government for quality improvement.	In order to sustain quality improvement at all times, the mechanisms of interaction with and receiving feedback from all stakeholders (learners, teachers, staff, parents and employers) are well defined in Open and Distance Learning (ODL) programmes. Learners - online surveys, discussion rooms, virtual counselling sessions, redressal of grievance portals and learner satisfaction questionnaires are used to gather feedback. Direct communication also takes place in regular webinars and interactive sessions. Teachers and Academic Staff - Faculty meetings, workshops, peer review, and academic audit will facilitate gathering reflective feedback. Teachers also provide curriculum change proposals, digital pedagogy change, and learner support services. Non-Teaching Staff - The operational obstacles and spheres of service enhancement are identified through the periodical meetings of the staff, regular performance reviews, and administration feedback channels. Parents and Society - Forums and community participation activities and parent-student meetings (particularly in University study centres) are held to provide opinions on learner progress, accessibility and social impact. Employers and Industry - Intensive contacts with industry professionals, surveys of employers, placement feedback, and meetings with advisory boards keep ODL curricula focused on skills and employment-linked competencies. Government and Regulatory Bodies - UGC-DEB,	



		NAAC and other statutory authorities compliance means submitting reports on self-study, periodic audit and adopting feedback on monitoring visits and policy guidelines. Centre for Internal Quality Assurance (CIQA) are organisations that consolidate stakeholder feedback, analyse the results and make corrective decisions, thus incorporating a continuous improvement process into the ODL system. Based on these multi-stakeholder feedback mechanisms, ODL programmes increase transparency, accountability, and learner-centricity, as well as match academic delivery to the needs of society and industry.	
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6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	To make the Open and Distance Learning (ODL) programmes qualitatively better, several recommendations are proposed to the administration of Higher Educational Institutions (HEIs): Curriculum Upgradation - Have frequent review of curricula involving industry players and educational institutions so as to make them relevant, employable and to correspond with national standards. Faculty Development - Conduct ongoing professional development programmes, digital pedagogy trainings and train faculty and academic counsellors on emerging technologies. Learner Support Services - Develop stronger mentoring, counselling, and grievance redressal systems, and increase access to e-content, lectures recorded, and to interactive webinars. Reforms of assessment - Use outcome-based assessment, continual assessment and secure and online proctored exam to uphold transparency and credibility. Stakeholder Engagement - Enhance collaboration with employers, alumni and communities to tailor programmes according to the needs of society and skills. Centre of Internal Quality Assurance Mechanisms - Authorise the Internal Quality Assurance Cell (CIQA) to undertake regular audits, solicit feedback from all stakeholders and introduce corrective actions promptly. Inclusivity and Accessibility - Provide fair access to learners with different socio-economic and geographical backgrounds with fair charges, proximity to learners by having centres within their locality, and multilingual learning materials. Policy and Governance Support - Enforce institutional policies on transparency.
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		accountability and adherence to UGC-DEB and NAAC guidelines on perpetual enhancement. Through these actions, HEIs will improve the academic, learner and societal worth of ODL programmes to make them competitive and globally relevant.	
7.	Implementation of its recommendations through periodic reviews	In Open and Distance Learning (ODL) programmes, qualitative improvement is recommended in the form of a well-organised system of quarterly periodic reviews. Academic, administrative processes are regularly checked by the CIQA and other statutory committees in order to follow up on previous recommendations. Such reviews comprise curriculum revision, faculty development, improvement of learner support, and assessment practice reforms. Periodic reports are made and evaluated against established benchmarks to determine how well the activities are performed. The review process incorporates the stakeholder feedback by the learners, teachers, staff, employers and regulatory bodies so that the recommendations are realistic and responsive to the needs of change. Action Taken Reports (ATRs) are created and report before the academic council or governing body and are accountable and transparent. The results of the measures that are implemented are also assessed with the help of technology-enabled monitoring tools, the analytics of learner performance, and the feedback dashboards. When these suggestions are integrated into a cyclical process of planning, action, review and improvement, ODL institutions can remain academically equal to traditional programmes, enhance institutional credibility and guarantee satisfaction among learners. This periodic review mechanism not only maintains quality, but also provides flexibility to the changing society, industry and policy needs.	



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.	Not yet done, because our centre was newly started in January 2025. We will do it very soon.	
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	This has resulted in a tremendous improvement in service delivery to learners in Higher Educational Institutions (HEIs) in Open and Distance Learning (ODL) programmes through the development and compilation of best practices in academic, administrative, and support services in open and distance learning. Curriculum and Learning Resources - The adoption of outcome-based curriculum, incorporation of digital content (e-module, recorded lectures), and the supply of study materials (SLMs) to achieve inclusivity and accessibility. Faculty Development and Engagement - Development of periodical faculty training programmes on e-content development, digital pedagogy and online assessment techniques, ensuring that teaching in ODL and traditional modes are consistent. Student Support Services - The introduction of proactive counselling, helplines, peer-learning groups and grievance redressal mechanisms, to improve the learner experience. Assessment and Evaluation - Continuous evaluation, online proctored assessment, transparent grading policy, and reform based on feedback to ensure academic credibility. Review and Feedback mechanisms: - Organised stakeholder feedback of learners, teachers, staff, alumni, employers, and society and results shared on all levels of the institution to enhance results.	



		Collaboration and Outreach - Industry-academia interface, community outreach programmes and alumni involvement to align the ODL programmes to real-world skills and social needs. ODL programmes promote an innovative, accountable, and continuous improvement culture through the creation, compilation, and sharing of these best practices, and thus ensure institutionally credible, learner-centred education.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	About SLM, study material etc. about internal assessment, dispatch study material.	VIEW
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	In distance learning education, Higher Educational Institutions take rigorous measures to ensure that the Programme Project Report (PPR) for each programme complies with the norms and guidelines of the University Grants Commission (UGC) – The preparation of the PPR involves a structured process that includes detailed curriculum design, credit structure, learning outcomes, pedagogy, learner support mechanisms, assessment methods, and programme delivery strategies. Expert committees, comprising senior faculty, instructional designers, and quality assurance specialists, review the draft PPR to ensure academic soundness, relevance, and adherence to prescribed standards. Institutions also benchmark the PPR against model curricula, national qualification frameworks, and best practices in open and distance learning. To maintain transparency, the finalised PPR is submitted to the statutory bodies for approval and made available on the institution's website. Periodic internal audits and external reviews are conducted to verify compliance and update the PPR in response to revised guidelines or emerging educational needs. These measures collectively safeguard the credibility, quality, and regulatory compliance of distance learning programmes.	VIEW



12.	Mechanism to ensure the proper implementation of Programme Project Reports	Detailed syllabus showing content and division of marks/ credits for internal as well as external examination prepared and passed by Board of Studies and approved by the faculty. On the basis of the passed PPRs, in the very first meeting of each session, different committees are formulated to perform various tasks throughout the session. Regular meetings are held and action taken upon the recommendations made. This systematic mechanism guarantees that distance learning programmes remain learner-centric, credible, and compliant with prescribed norms.	VIEW
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	YES. Annual Plans and Annual Reports to ensure accountability, transparency, and continuous quality enhancement. Annual Plans are prepared at the beginning of each academic session, detailing programme objectives, curriculum updates, learner support strategies, faculty development activities, and targets for enrolment and learner outcomes. Periodic reviews of these documents are conducted by the CIQA and programme monitoring committees to assess the effectiveness of planned activities against actual outcomes. Based on the review, actionable reports are generated, highlighting gaps, corrective measures, and innovations needed for improvement. These reports are shared with academic bodies, regulatory authorities, and other stakeholders, ensuring that the distance learning system remains learner-centric, transparent, and aligned with quality benchmarks.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	As part of the University functioning under dual mode system, restructuring process is undertaken as part of the centralized system i.e. Board of Studies, Faculty and Academic Counsel meetings.	VIEW
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change	The university actively facilitates system-based research to foster a learner-centric environment and ensure qualitative transformation of the educational process. Research initiatives are undertaken to explore innovative pedagogical models, technology-enabled teaching tools, and	



	in the entire system.	adaptive learning systems that enhance flexibility, accessibility, and engagement for diverse learners. Study centres having library with well stocked text books have been created covering the entire jurisdiction of the University to facilitate the learners as close to their residence as possible.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	As part of the Centre functioning under dual mode system, all the required information in the prescribed Performa of NAAC and DEB duly filled is sent to IQAC Cell of the University as and when applicable. The information highlighting the detailed profile, student strength and achievements is being submitted for their approval.	
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	As part of the Centre functioning under dual mode system, committees at the department level ensure quality check and at the institutional level, periodic audit is carried out by CIQA committee and its members. All the required information in the prescribed Performa of NAAC and DEB duly filled is sent to IQAC Cell of the University as and when applicable.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	Guidelines provided by the Commission (DEB) and Academic Counsel of the University are implemented wherever required. As per the guidelines provided by the UGC (ODL) Regulations, 2020, keeping in mind the level, background and expectations of the learner, SLM is prepared. Wherever required, the text is supported by appropriate data/diagrams/tables etc. Each lesson/unit has introduction and objectives accompanied with self-check exercises alongwith the model answers at the end, list of suggested and further readings is also provided. During Personal Contact Programmes, ample time for consultation is provided and the feedback is also sought from the students. Consultation, guidance and answer to the queries is provided throughout the Session through phone, emails and WHATSAPP groups. In the beginning of the Session, complete and detailed planning is undertaken for each course.	VIEW



19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Experts from other Universities/ Institutions have been empanelled and are invited for various inputs on different aspects of ODL. Expert opinion of eminent academicians from other HEIs is often sought through BoS meetings.	VIEW
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The Centre for Internal Quality Assurance (CIQA) report.	
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.	Yes.	
	(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.	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.	
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	SLM Policy framed and duly approved by the Vice Chancellor of the university. Important information regarding admission, examination, PCPs schedule etc. is provided through website and text message mode.	VIEW
24.	Promoted automation of Support services	Higher Educational Institutions (HEIs) have increasingly promoted the automation of learner support services to ensure efficiency, accessibility, and transparency. Key services such as online admission, digital payment of fees, automated attendance records, and e-generation of identity cards and hall tickets are fully integrated into institutional portals. Examination management, including registration, admit card generation, evaluation, and declaration of results, is conducted through digital platforms to reduce delays and errors. By digitising and automating these services, institutions enhance learner convenience, minimize administrative bottlenecks, and ensure seamless delivery of distance learning programmes.	



25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	Experts from other Universities/ Institutions have been empanelled and are invited for various inputs on different aspects of ODL. These panels of subject experts/academicians are prepared by each respective sub unit and duly approved by Dean Academics of the University for SLM preparation/translation/editing/ updating.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	Periodic audit is carried out by CIQA committee and its members.	
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 Open and Distance Learning mode of education and research therein	Centre being part of the University functioning the system, MoUs signed by the University are equally applicable on ODL department.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	Professional courses offered provide such facilities to all the students enrolled through Centralized Placement Cell.	



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	a) Head chairs (Programme Coordinators), which forms various committees to perform functions throughout the session. b) Sub-units headed by the senior most member as in charge hold meetings throughout the session related to their administrative as well as academic activities. c) All the faculty members through their in charge and as member of various committees prepare plans which are approved by the Director (CDOE).	
2.	Articulation of Higher Educational Institution Objectives	Reaching the unreachable, providing an opportunity for higher education through distance mode to the learner at his/her door step, providing an equal opportunity to improve qualification to those in employment, villagers, MSME workers and women who can't leave their premises. It also provides opportunity to learners from backward and remote rural areas.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	Guidelines provided by the Commission (DEB) and Academic Counsel of the University are implemented wherever required. a) Ordinance of the respective course b) Syllabus c) As given in the ordinance. d) As given at the end of each paper in the syllabus. e) Google form link provided to the students through the website and WhatsApp groups.	VIEW



4.	Programme Monitoring and Review	Relevant committees	
5.	Infrastructure Resources	Classrooms, computer lab, seminar rooms, smart rooms, lesson stores, library, receptions, canteens, washrooms, faculty development room, Head's office, staff room, individual room for faculty, Administration: admission room.	
6.	Learning Environment and Learner Support	Library, PCPs, classrooms.	
7.	Assessment and Evaluation	Internal assessment and external evaluation for all semesters has been continuously done by the faculty members - conducting PCPs, in-house tests, viva-voce, MCCs, Google form tests and for external examinations - uploading the question papers on website, receiving and maintaining the records of the answer sheets, evaluating and preparing award lists.	VIEW
8.	Teaching Quality and Staff Development	Activity Details: 2025-26	VIEW

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 the relevant document
1.	Academic Planning	At the beginning of each session, all the faculty members of each sub-unit prepare their lesson plans in detail in both the mediums and submit the copy to production committee for bringing coordination in preparation and production of SLM material. Reviewed at the end of the semester and the session for further improvement in the quantity and quality of SLM material. Planning various seminars, conferences and programmes for skill and capacity development, behavioural and attitudinal improvement for both academic faculty members and administrative staff of the Centre.	
2.	Validation	All the activities are duly recorded and their proceedings are sent for approval.	



3. Monitoring, Evaluation and Enhancement Plans a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or other External Agencies report d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels e. Reporting and Analytics by the Higher Educational Institution f. Periodic Review	a. Centre for Distance and Online Education is motivate students to take admission in different courses through CDOE. We provide prospectus and guidance regarding filling the admission form and other mandatory documentation to the students. b. Centralized examination system under the CoE of the University. c. NA as this centre has not completed its one academic year. d. About the programme – Monthly work reports are submitted by each faculty member to Programme Coordinator which is periodically reviewed. e. Annual Appraisal Report submitted to office of Dean Academic Affairs. f. By UGC-DEB & NAAC	
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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

Name - Prof. (Dr.) Bhagirathi Nayak
Designation - Director
Qualification - Ph.D (Computer Science)
Nature of Employment - Regular

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:

Build-up Area Type	Minimum Built up area required as per Regulations	Built-Up Area available (Carpet Area Sq. ft)
Academic	7500	7700
Administrative	1500	2400
Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	4500	5100
Amenities or other support facilities (Excluding toilets)	1500	1600
Total built-up area for ODL activities	15000	16800

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no, reason thereof
UG 1) Bachelor of Business Administration 2) Bachelor of Commerce	04	04	Yes	
PG 1) Master of Arts (Yoga) 2) Master of Arts (Hindu Studies) 3) Master of Performing Arts (Odissi Dance) 4) Master of Business Administration (General Management)	08	08	Yes	



PGD

NA

S. No.	Programme Name	No. of Full time-Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month	Date of joining programme and Joining Report
1	Bachelor of Business Administration	2	Dr. Jasmine Bhuyan	Assistant Professor	Ph.D		Regular	VIEW
2	Bachelor of Business Administration	2	Dr. Swarupa Ranjan Panigrahi	Assistant Professor	Ph.D		Regular	VIEW
3	Bachelor of Commerce	2	Dr. Sarita Mishra	Assistant Professor	Ph.D		Regular	VIEW
4	Bachelor of Commerce	2	Dr. Giridhari Mohanta	Assistant Professor	Ph.D		Regular	VIEW
5	Master of Arts (Yoga)	2	Dr. Prem Sukh	Assistant Professor	Ph.D		Regular	VIEW
6	Master of Arts (Yoga)	2	Dr. Jyoti Sharma	Assistant Professor	Ph.D		Regular	VIEW
7	Master of Arts (Hindu Studies)	2	Dr. Prashanta Kumar Dash	Assistant Professor	Ph.D		Regular	VIEW
8	Master of Arts (Hindu Studies)	2	Dr. Gayatri Rath	Assistant Professor	Ph.D		Regular	VIEW
9	Master of Performing Arts (Odissi Dance)	2	Mr. Rahul Acharya	Assistant Professor	M.Sc		Regular	VIEW
10	Master of Performing Arts (Odissi Dance)	2	Mrs. Arupa Gayatri Panda	Assistant Professor	M.P.A (Dance)		Regular	VIEW
	Master of Business Administration (General Management)	2	Dr. Mrutyunjay Dash	Associate Professor	Ph.D		Regular	VIEW
	Master of Business Administration (General Management)	2	Dr. Pritidhara H. da	Assistant Professor	Ph.D		Regular	VIEW



3.3 Details of Administrative staff

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

Admin Staff	Required (up to 5,000 students)	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

(Attach duly attested photocopy of appointment letter with salary details) [VIEW](#)

Note:

1. In case of the enrolment higher than 5,000 the number of positions in the Centre for Distance and Online Learning may be increased by the HEI appropriately.
2. Private University eligible to offer ODL programmes through its Head Quarters only and duly recognized off-campus centres; not through any Learner Support Centre.



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 recognized 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.	Within University campus	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	NA	
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	



S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
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, Centralized examination department of HEI Sri Sri University follows the examination Guidelines issued by UGC.	



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.	Evaluation of the learners comprises internal as well as external evaluation. Internal assessment is sent by the Centre and external evaluation is done at the centralized level by the examination department of the University.	
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	
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 the 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	Yes	



S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
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 percent. (ii) Summative assessment (end semester examination or term end examination): Minimum 70 percent.	Yes.	VIEW
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 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.	2 sets of question papers are set by examiners and out of these, 1 paper is selected for examination purpose to maintain secrecy.	
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.	Yes	



S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
10.	(i) 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	Signature of students are taken on the hard copy of Attendance sheet.
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	No	Admit cards of examinees are checked.
	(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	NA	
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	



S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	(i) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	No	The examination department of the University centrally conducts all examinations
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	The examination centre is located within the University campus.	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfil the criteria of an examination centre as defined in these regulations	NA	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	The examination center is located within the University campus.	



S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
17	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes	
	(b) Each award shall also be uploaded on the National Academic Depository	No	The Centralised Examination centre takes care of these activities.
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	Yes	



4.3 Whether any examination held through online mode.

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

No

4.4 Result and Student Progression 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
Feb 2025	Master of Arts (Yoga)	86	86			
	Master of Arts (Hindu Studies)	17	17			
	Master of Performing Arts (Odissi Dance)	04	04			
Feb 2025	Bachelor of Business Administration	05	05			
	Bachelor of Commerce	01	01			
Aug 2025	Master of Arts (Yoga)	82	82			
	Master of Arts (Hindu Studies)	10	10			
	Master of Performing Arts (Odissi Dance)	19	19	Result awaited		
Aug 2025	Bachelor of Business Administration	06	06			
	Bachelor of Commerce	NIL	NIL			
Feb 2026	Master of Arts (Yoga)	76	76			
	Master of Arts (Hindu Studies)	34	34			
	Master of Performing Arts (Odissi Dance)	08	08			
Feb 2026	Bachelor of Business Administration	02	02			
	Bachelor of Commerce	01	01			



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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.

For all the courses being offered through ODL mode, Uniform process is followed. Proposal of the course firstly is approved by Board of Studies followed by the respective faculty and finally approved by Academic council of the University.

VIEW

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.

VIEW

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.

VIEW



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
	UG	NA				
	PG	NA				
	PGD	NA				

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.

NA

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.	NA									

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.



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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			

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						

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			Yes
Audio-Video Material			Yes (class recordings are provided)
Online Material			Yes
Compute based Material			Yes



**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						

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	
Uploading of the following on HEI website (Mention link)			
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	VIEW
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	VIEW
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	VIEW
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	VIEW



6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations, etc.	Yes	VIEW
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	VIEW
8.	Information regarding all the programmes recognised by the Commission	Yes	VIEW
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post-graduate diplomas awarded	Yes	VIEW
10.	Complete information about 'Self Learning Material', including the name of the faculty who prepared it, when it was prepared, and last updated for Open and Distance Learning Programmes;	Self-Learning material is prepared by teacher at the beginning of the session and updated when required throughout session.	VIEW
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	
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	NA	



13.	List of the 'Examination Centres' alongwith the number of learners in each centre, for Open and Distance Learning programmes	NA	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	Term End Examinations are conducted centrally by the Exam department of University	
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	VIEW
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 the science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode, and in the case 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:	No, the Centre for Distance and Online Education is not offering any Science Stream
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of the grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	Yes
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- 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. (as per the University norms)
4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kinds of payment or fee paid by the learners on the website of the Higher Educational Institution.	Three copies of Fee Slip (1 is maintained by Bank, another is maintained by Finance department and last one is maintained by Student)



5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from the deprived section of society shall be in accordance with the instructions or orders issued by the 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 transparently and made directly by the Headquarters 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 (b) 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.	a) Yes. Details of of Aadhaar card recorded for Indian learners. b) Yes c) Yes d) 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 with respect to each programme of Open and Distance Learning mode,	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	No age bar
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. VIEW
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information regarding the details of the 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 VIEW
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 which shall be in consonance with the resources	Yes As per Part-III (3.2) details VIEW



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 Higher Educational Institution	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes. VIEW
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes VIEW
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 to take admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission, where it is not so recognised; (b) any information, through advertisement or otherwise, in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution, knows to be false or not based on facts or to be misleading	Yes



Part – IX: Grievance Redressal Mechanism

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

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

The Centre for Distance and Online Education of Sri Sri University, Cuttack provides an offline and online platform to redress the issues of the concerned students. It has constituted 'Students grievance / redressal committee' to address and resolve the grievances received from the learners through different modes like Email, WhatsApp, letters etc. A link on the CDOE webpage has also been provided for the students to send their complaints and applications. Almost all students of the Centre have been made aware about the grievance redressal mechanism. In addition to this, Sri Sri University, Cuttack, Odisha also constituted a centralized 'Students Grievance Redressal Committee' to resolve the complaints received from outside sources i.e. UGC (DEB) etc.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
01	Grievances are resolved

9.3 Complaint Handling Mechanism

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

Initially, the students register their complaints through the application; and then the application is marked to the concerned authorities. Afterwards, the designated authorities of the respective committees hold the preliminary meetings to identify the nature of complaint and forward it to the concerned incharges/dealing hands. On receiving the marked complaint the in-charge /dealing hand of the unit, works on the issue and resolves it within the stipulated time. The complaint redressal status is conveyed to the student as well as to the designated authority. Details of 'Students Grievance Redressal Committee' of University.

VIEW (<https://srisriuniversity.edu.in/grievance-redressal-mechanism/>)

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		



Part – X: Innovative and Best Practices**10.1 Innovations introduced during academic year**

In this period many innovative teaching- learning techniques such as Google classrooms, Google Meet, online teaching, were introduced to reach the students. These have now been integrated regular teaching learning of the Centre. In addition to this regular workshops, guest lectures and extension lectures and many other live interactive sessions were also conducted for the benefit of the students.

10.2 Best Practices of the HEI

For handling learners' day to day queries and communicate with the students, Centre used under mentioned new methods:

1. Digital Library.
2. Offline classes through PCPs, workshops, seminars, and viva voce
3. SMSs alerts for PCP, Exams and other information to learners.
4. Online facility for admission and other services.
5. Well stocked library.
6. Consultancy sessions
7. Plagiarism fee lessons
8. Video lectures
11. Online classes through Zoom Meet /Google Meets / MS Teams
12. WhatsApp groups

10.3 Details of Job Fairs conducted by the HEI

No job fairs conducted in the reporting years as our first batch started during this February 2025.

10.4 Success Stories of students of ODL mode of the HEI

NA for this report year as our first batch started during this February 2025.

10.5 Initiatives taken towards conversion of SLM into Regional Languages

We are planning to develop the SLMs into the regional language (odia) for the next academic year.

10.6 Number of students placed through Campus Placements

NIL as our first batch started from this February 2025 only.



10.7 Details of Alumni Cell and its activity

Till yet not a single batch has been awarded with degree.

10.8 Any other Information

ODL offers various schemes to motivate the deprived sections of the society and make education accessible to them. Various schemes such as "Earn While You Learn" an apprentice based scheme and merit scholarships are made available to provide scholarship. Post matric scholarship schemes, as per state government proposal are also provided to students. Fee concessions are available for the children of employee of Sri Sri 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: Prof. (Dr.) Bhagirathi Nayak****Director****Centre for Distance and Online Education
Sri Sri University****Seal:****Date: 29/8/26****Signature of the Registrar:****Name: Mr. Saurav Kumar Bhol****Deputy Registrar****Centre for Distance and Online Education
Sri Sri University****Seal:****Date: 29/8/26**

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.

