

Centre for Internal Quality Assurance (2019-20)

Part - 1: Centre Details and Initiatives

1.1 Notification of Centre:

Date of the notification: 14-08-2018

Copy of the notification: [View](#)

1.2 Composition of Centre:

Sr No	Nomination as	Name	Designation	Specialization	Start Date	End Date
1	Head	Dr. Surinder Singh	Chairman	MD Microbiology	31-03-2021	30-03-2023
2	Member	Dr. D. Vishakante Gowda	Member	Pharmaceutics	31-03-2021	30-03-2023
3	Member	Dr. Duraiswamy Basavan	Member	Pharmacology	31-03-2021	30-03-2023
4	Member	Dr. Balamuralidhar V	Member	Pharmaceutics	31-03-2021	30-03-2023
5	Member	Dr. Shivaraju H P	Member	Environmental Sciences	31-03-2021	30-03-2023
6	Member	Dr. Vanitha Reddy P	Member	Food, Nutrition and Dietetics	31-03-2021	30-03-2023
7	Member	Dr. Chandan S	Member	Biotechnology and Bioinformatics	31-03-2021	30-03-2023
8	Member	Dr. C.R.K.Murthy	External Member	Online and Distance Education	31-03-2021	30-03-2023
9	Member	Dr. T. S. Harsh	External Member	Online and Distance Education	31-03-2021	30-03-2023
10	Member	Dr. Dhakshaini M R	Member	Prosthodontics	31-03-2021	30-03-2023
11	Member	Dr. Prashanth S	Member	Pedodontics	31-03-2021	30-03-2023
12	Member	Dr. Ravindra R	Member	Information Technology	31-03-2021	30-03-2023
13	Member	Dr. Mamatha H K	Member	Health System Management Studies	31-03-2021	30-03-2023
14	Member	Dr. Jagadeep Chandra S	Member	Microbiology	31-03-2021	30-03-2021
15	Member	Dr. Shylaja K C	Member	Health System Management Studies	31-03-2021	30-03-2023
16	Member	Dr. Prashant Vishwanath	Director	Biochemistry	31-03-2021	30-03-2023

1.3 Number of meetings held and its approval:

Sr No	Meeting	Name of Statutory Authority	Meeting Date	Approval Date	View Minutes
1	1	Academic Council	27-01-2021	23-02-2021	View

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

Sr No	Function	Action taken by HEI
1	Maintenance of Quality in the services provided to the learners	The CIQA has reviewed the progress made at the Learner Study Center and has overseen the establishment and development of LSC's. The Student Learning Materials also have been reviewed.
2	Continuous improvement	The program curriculum, Self Learning Materials and the Online and offline platforms have been tested for implementation. The Programme Project Reports have been reviewed once again by a panel of experts
3	Identification of the key areas in which the HEI should maintain quality	The key areas in which the HEI should maintain quality are learner engagement and learner support mechanisms. The quality of the SLM is being reviewed periodically
4	Dissemination of information on quality assurance	The CIQA displays the objectives of the quality assurance through prominent display boards and through the website portal. The CIQA also conducts orientation programs for the new and existing faculty through faculty development programs
5	Mechanisms for interaction and obtaining feedback	The online portal has a provision for the learners to provide feedback on the curriculum, mentors, course coordinators and the teaching-learning environment
6	Measures for qualitative improvement	The students of the first batch are continuously monitored and the CIQA has been collecting qualitative feedback from the learners
7	Ensuring Implementation of its recommendations through regular monitoring	The CIQA has placed the minutes and resolutions to the Academic Council which has been approved. The action taken report of the CIQA ensures that actions have been taken based on the recommendations of the CIQA
8	Ensuring Participation of stakeholders	The CIQA has evolved a 360 degree participation of all stakeholders through feedback mechanism and monitoring both on the online and offline mode
9	Preparation of Programme Project Report and Information regarding any new programmes launched	The Programme Project Reports have been prepared for all the programs being offered through the Open Distance learning and reviewed periodically for changes incorporating feedback from the stakeholders. The announcement of the proposed programmes are made on the website for the information of the students.
10	Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programmes	THE CIQA collects, collates and disseminates the accurate, complete and reliable statistics about the quality of the programmes to the UGC through the DEB portal and to the institution through engagement in the meetings and suggested corrective actions

1.5 Quality Assurance:

Sr No	Objective	Yes/No	View
1	Whether the CIQA prepared a Programme Project Report for each programme as per norms and guidelines of the UGC?	Yes	View

2	Whether the Programme Project Report for each of the implemented programmes approved by the appropriate authority of the HEI; prior to its launch?	Yes	View
3	Whether a monitoring mechanism was put in place to ensure the proper implementation of Programme Project Reports?	Yes	View
4	Whether annual plans for quality enhancement were prepared and their implementation ensured?	Yes	View
5	Whether a mechanism was put into place to collect feedback from students and undertake its analysis and corrective actions thereof?	Yes	View
6	Has the CIQA organized workshops or seminars on quality related themes and Disseminated proceedings of such activities?	Yes	View
7	Whether all the learning centres were operationalized with prior approval of CIQA?	Yes	View
8	Whether the admission criteria and pass/fail criteria of ODL programmes is exactly identical to conventional programmes?	Yes	View
9	Whether the HEI has ensured compliance to the territorial jurisdiction norms as per Annexure IV of the UGC(ODL) Regulations, 2017	Yes	View
10	Whether the details of faculty in School or Centre for Distance Education of the Higher Educational Institutions and in the Learner Support Centres are declared on the website of the HEI and linked to Aadhaar details or other Government identifiers, as per Regulations 9(5) of the UGC (ODL) Regulations, 2017 (Provide explicit link address also)	Yes	View

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

JSS Academy of Higher Education and Research (JSS AHER) has established the Centre for Internal Quality Assurance (CIQA) to conduct institutional compliances and quality audits and to promote, enhance, and provide best-in-class quality assurance. The objective of Centre for Internal Quality Assurance (CIQA) is to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high-quality programmes of higher education in the Open and Distance Learning mode. Its functions would inter alia include the following: - 1. To maintain quality in the services provided to the learners. 2. To ensure continuous improvement in the entire operations of the JSS AHER. 3. To identify the key areas in which the JSS AHER should maintain quality. 4. To oversee the development of Study Learning Material (SLM), integration of Information and Communication Technology (ICT), setting up of Learning Centres and coordination with the parent institution and relevant Regulatory authorities 5. To disseminate information on quality assurance through seminars, conferences and workshops. 6. To devise mechanisms for obtaining feedback from various stakeholders and analyse and suggest corrective active actions. 7. To conduct periodic meetings with internal and external experts for continuous improvement in quality 8. To ensure the implementation of its recommendations through regular monitoring and develop mechanisms for such. 9. To ensure participation of all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government in quality improvement processes. 10. To work with Subject Matter Experts (SME's) for continuous improvement in learner-centric education 11. Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programme(s). 12. Prepare a Programme Project Report for each programme according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme The centre has developed the Programme Project Report for all the programs being offered through the Centre for Distance Education and monitors the quality of the programmes through effective feedback mechanisms. The programmes offered through the ODL and their outcomes match the outcomes of the conventional programmes.

1.7 Describe the details of personal contact programmes implemented:

Sr No	Centre Name	Implemented Date	Student Attended
1	JSS Academy of Higher Education and Research	06-06-2020	4
2	JSS Academy of Higher Education and Research	30-05-2020	5
3	JSS Academy of Higher Education and Research	10-08-2020	10
4	JSS Academy of Higher Education and Research	06-06-2020	5
5	JSS Academy of Higher Education and	30-05-2020	8

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

Sr No	Academic Session	Level	Name of Program	Duration	No. of Credits	Eligibility
1	January	PG	MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES	2 Years	92	BSc.
2	July	PG	MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES	2 Years	92	BSc.

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

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

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

Sr No	Academic Session	Level	Name of Program	Number of students	Programme Fee (Rs.)
1	July	PG	MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES	14	17000

2	January	PG	MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES	5	17000
			Total	19	

Part - 2: Programme Recognition and Admission Details

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

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

2.2 Number of programmes started as per clause 1(v) of Regulation 8 of UGC(ODL) Regulations, 2017:

Sr No	Academic Session	Level	Name of Program	Duration	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authorities	UGC Recognition Letter No. and date	No. of Learning Support Centres Operationalized	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	July	PG	MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES	2 Years	12-12-2018	12/12/2018	2	5	8	0	13

2.3 LSC wise enrolment details:

1. Name of College/institute where LSC is established: JSS Academy of Technical Education Bengaluru			
Address of College/institute where LSC is established: JSSATE-B CAMPUS, UTTARAHALLI-KENGERI ROAD, BENGALURU – 560 060			
Name of HEI to which College/institute is affiliated (where LSC is established): Visvesvaraya Technological University			
Whether the College/institute is private or Govt (where LSC is established): Private			
Coordinator Details: Sowmya K N (M.TECH, PHD) and Contact: sowmyakn@jssateb.ac.in			
Programmes offered: MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES			
Total enrolled student: 0			
No. of Counsellors: 1			
Sr No	Counsellor Name	Qualification	Contact Details
1	Shivaraju H P	PhD.	shivarajuhp@jssuni.edu.in
2. Name of College/institute where LSC is established: JSS College of Pharmacy Ooty			
Address of College/institute where LSC is established: "Rocklands" Post Box No.20 Udhagamandalam – 643 001 Tamil Nadu State			
Name of HEI to which College/institute is affiliated (where LSC is established): JSS Academy of Higher Education and Research			
Whether the College/institute is private or Govt (where LSC is established): Private			
Coordinator Details: Dr S P Dhanabal (PhD.) and Contact: spdhanabal@jssuni.edu.in			
Programmes offered: , MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES			

Total enrolled student: 0

No. of Counsellors: 1

Sr No	Counsellor Name	Qualification	Contact Details
1	MJN Chandrashekar	Ph.D.	ncsekar@jssuni.edu.in

Part - 3: Results and Student Progression

Sr No	Academic Session	Level	Name of Programme	No. of students admitted	No. of students appeared in exams	No. of students progressed to next semester	% of students passed	% of students passed in first class
1	July	PG	MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES	14	8	8	100	100
2	January	PG	MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES	5	3	3	100	100

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

Sr No	Provision	Yes/No with explicit link address
1	Declaration by an authorized signatory has been displayed on HEI website authenticating that the documents from sr. no. '2' to '14' have been uploaded on the HEI website?	Yes https://jssuni.edu.in/jssaaher/center-of-distance-education/cde-home.html
2	The establishing Act and Statutes thereunder or the Memorandum of Association, as the case may be or both of the Higher Educational Institution, empowering it to offer programs in Open and Distance Learning mode	Yes
3	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes
4	Programme details including brochures or programme guides with information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure etc.	Yes
5	Programme-wise information on syllabus, suggested readings, contact points for counseling, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details, their working hours and counseling schedule etc.	Yes
6	Important schedules or date-sheets for admissions, registration, re-registration, counseling, assignments and feedback thereon, examinations, result declarations etc.	Yes
7	Detailed strategy plan related to On-line course delivery, if any including learning materials offered through On-line and learner assessment system and quality assurance practices of e-learning programmes	Yes
8	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes
9	Information regarding any new programmes launched and those proposed for the next two years	Yes
10	Data of year-wise or programme-wise student enrolment details and degrees or certificates or diplomas or	Yes

	post graduate diplomas awarded	
11	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated, source of Self Learning Material, references of Self Learning Material, etc	Yes
12	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of 'on-line' interaction with learners providing hyperlink support	Yes
13	List of the 'Learner Support Centres' along with the number of students Period of the admission process along with the academic session and dates of the term end examinations	Yes
14	List of the 'Examination Centres' along with the number of students in each centre who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner	Yes

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

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

i) No. of examination centres inspected during conduct of exam - 01 ii) No. of cases of unfair means reported - Nil iii) Disciplinary action taken - Nil iv) Detail of observer of the examination centres appointed by HEI and its reports. - Available

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

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

1. MASTER OF SCIENCE - ENVIRONMENTAL SCIENCES Academic Session: July Level: PG				No. of Fulltime Dedicated Faculty: 2	
Sr No	Faculty Name with Designation	Type	Program Joining Date	Total Experience	Salary
1	Pallavi N (Assistant Professor)	Regular	16008/2018	Teaching: 96 Months Industrial: 6 Months	58000
2	Shivaraju H P (Assistant Professor)	Regular	16/08/2018	Teaching: 102 Months Industrial: 48 Months	58000

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

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

The Center for Internal Quality Assurance (CIQA) at JSS Academy of Higher Education and Research was established in the year 2019 to monitor and validate the development of programs through the Centre of Distance Education (CDE) of JSS AHER. The CIQA periodically reviews and

submits reports on the programs being offered through the ODL mode separately and conducts periodic meetings with the instructors, content developers, concerned authorities and stakeholders for enhancing the quality and delivery of the academic programs. The CIQA consists of Academicians and Administrators who will form a subcommittee to review validate the contents of a program. The CIQA will also engage with the team of dedicated instructors, some of whom teach online, and identify the important elements of the high quality (Accomplished) ODL Program. The broad process which the committee will investigate is; reviewing the relevant literature, examining what other institutions had done in this regard and then developing our own checklist document based partly upon the best practices of our institution. The process is integrated with periodic feedback from stakeholders through a 360-degree feedback mechanism. The CIQA has developed a checklist instrument, the Centre of Distance Education Best Practices Checklist that has been designed to identify the necessary and desirable attributes and best practices that an accomplished online course would have. A pilot test was carried out on the already existing programs being offered through the ODL mode and based on the pilot-test, some modifications to the checklist were made. The Checklist assesses the quality indicators on various processes as per Annexure-VII of the UGC (ODL) Regulations 2017 on the development and delivery of the programs through the ODL mode through the Centre of Distance Education. The parameters mainly assessed are as below - Learning Material (Print Media) - Audio-Video Material: Quality Standards - Online Material: Quality Standards It is suggested that the Centre of Distance Education - Best Practices Checklist may serve as a series of benchmarks that can be used to provide formative assessments of ODL Programs. The instructor may use the checklist with any online course being developed or offered as a self-assessment, or with another faculty member in consultation with the CIQA.

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

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

Delivery methodology at JSS AHER Distance Learning programs is unique in many aspects. As a distinct mode of imparting education, the Centre for Distance and Online Education at JSS AHER relies on technology to take its academic programs to the doorsteps of learners far and wide. The system is developed to be learner-oriented and the learner is an active participant in the learning process. It combines the features of conventional wisdom and the benefits of technology-driven techniques. A multi-channel approach is followed for ensuring the quality of the programs offered. It comprises of the following support services: 1. Quality of the Self-learning material 2. Validation and peer review of Audio/Video developed at JSS AHER 3. Monitoring of Assignments, Projects and Case studies with real-time exposure and active student participation 4. Electronic library resources 5. The study material provided online 6. Assessment of Attainment of Course outcomes The JSS AHER has taken several initiatives and defined steps with a new educational paradigm benefiting from technological innovations in the realm of online education. The goal is to maximize the learning outcome and reduce learner resistance due to the absence of face-to-face interaction in the distance education mode. The Quality of Self-Learning Material (SLM) in Print Form i. The Self Learning Material shall be developed as per the defined credit structure of the programme being offered. ii. The Self Learning Material shall involve the learner actively through experiential learning activities and assignments. iii. The learner shall be provided with clear information about the structure of the programme and the course. iv. There shall be a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies. v. The content of the Self Learning Material shall be developed in consultation with experts and develop a personal system of writing method which will create a nature of interactivity in the Self Learning Material. vi. The Self Learning Material shall encourage the learner to apply new knowledge and skills. vii. There shall be a clear definition of learning objectives and program outcomes. viii. The content shall be divided into small sections (blocks) and sub-sections (units and sub-units) for effective learning. ix. Activities shall be included in each unit of Self Learning Material. x. There shall be assignments on each learning objective for self-assessment. xi. The learner shall be directed through problem-solving activities as applicable to the nature of the course. The Quality of Self Learning Material (SLM) in Non-print Form (Digital Platform) The JSS AHER has a well-developed Media center that is used for quality content development and delivery through the Center of Distance and Online Education. The learner-centric approach is an important aspect of quality assurance for e-learning. High-quality e-learning content has been designed by skilled content writers and instructional design professionals. Good instructional design will reflect best practices and research on teaching and learning. The key principles of designing e-learning content are: (1) consistent layout and design; (2) clear organisation and presentation of information; (3) consistent and easy-to-use navigation; and (4) aesthetically pleasing design and graphics. Thus, the standards of Self Learning Material in non-print form as under: i. The e-learning material shall be designed as per the credit structure of the online programme. ii. The course shall be organized into units and lessons. iii. There is a description of the unit overview along with objectives, activities, assignments, and resources that frame the unit. iv. Availability of a programme map and correlation matrix among the courses in the programme. v. There is a description of the credit value of each module or unit in the course. vi. There shall be clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding lesson activities, discussions and plagiarism. vii. There is a structured lesson overview, content and activities, assignments to provide the learning opportunities for learner to master the content. viii. The course shall be designed to teach concepts and skills that the learner will retain throughout the study. ix. There shall be multiple learning paths for engaging the learner in active learning. x. The content shall provide opportunities for learners to engage in high-order thinking, critical-reasoning activities and thinking in increasing by complex ways. xi. There shall be appropriate readability levels, written language assignments and mathematical requirements. xii. The content shall provide for periodical feedback about the learner process. xiii. The course shall be easy to navigate. xiv. There shall be declaration of textbooks, courseware, and online resources necessary to refer additionally to complete and master the course xv. The content shall be accessible on various devices. xvi. The e-Learning Material shall satisfy the needs of learners with disabilities.

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

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

Guidelines for Preparation of Programme Project Report The Programme Project Report (PPR) of JSS Academy of Higher Education and Research (JSS AHER) will be prepared as per the guidelines of the UGC – As per Annexure - IX of UGC(ODL) Regulations, 2017. Each new programme will have a PPR which includes details of - (a) programme objectives and outcomes; (b) nature of target group of learners; (c) appropriateness of the programme with quality assurance for acquiring specific skills; (d) programme content designing and developing; (e) cost estimates for development of the programme; and (f) admission, delivery and evaluation norms. A Programme Project Report is required to be prepared before introducing any

new programme duly approved by the Board of Studies and the Academic Council of JSS AHER. The main contents of the Programme Project Report are as follows: (a) Programme's mission and objectives: The JSS AHER shall define the mission statement and objectives for the programme to be launched, which shall reflect the strategic direction and the academic goals of the Higher Educational Institution. Those shall be aligned with industrial or learners' demand and shall be defined in such a manner that they are appropriate to be achieved. (b) Relevance of the program with HEI's Mission and Goals: The JSS AHER shall plan for such a programme to be offered through the Open and Distance Learning mode that is relevant to the Higher Educational Institution's mission and goals. Therefore, it is very much important that the programme to be offered through Open and Distance Learning should be aligned with Higher Educational Institution's mission and goal and will prove as a major contributing factor in its achievement. (c) Nature of prospective target group of learners: The Higher Educational Institution shall identify the target group of learners. It is required to understand their learning needs and on its basis, the curriculum should be aimed. The Higher Educational Institution also considers a diverse class of learners including a class having of low level of disposable income, rural dwellers, women, unskilled men, minorities, etc. (d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence: The JSS AHER has clearly identified the learning outcomes for the programme which covers the specific skills and competence to be acquired by the learner. The programmes are aimed appropriately at those learning outcomes. The learning outcomes include the development of knowledge and understanding appropriate to the area of study and these should also reflect academic, professional, and occupational standards of that field. The learning outcomes incorporate generic transferable skills and competencies. (e) Instructional Design: Instructional Design includes Curriculum design, detailed syllabi, duration of the programme, faculty and support staff requirement, instructional delivery mechanisms, identification of media –print, audio or video, online, computer-aided, and student support service systems. The Higher Educational Institution has defined the instructional design for each of the academic programs to be offered through the Open and Distance Learning mode and shall map the credit hours for each course or module of the programme. (f) Procedure for admissions, curriculum transaction, and evaluation: The JSS AHER has defined the admission policy for the programme with minimum eligibility and fee structure. The Higher Educational Institution shall notify the policy of programme delivery along with the details of methods and web-based tools to be adopted. The Higher Educational Institution shall notify the activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session. Further, the Higher Educational Institution shall also notify policy for evaluation of learner progress along with methods and tools. (g) Requirement of the laboratory support and Library Resources: The JSS AHER has given clear guidelines about the laboratory support to the learners to perform the practicals prescribed in the programme wherever the practical components in the programme have been defined. There is a provision of a practical book for the learners. In the case of online learning, the practical will be conducted and performed by applying virtual reality methods.

Part - 9: Compliance status of 'Guidelines on Learner Support Centre' – As per Annexure - X of UGC(ODL) Regulations, 2017:

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

The Learner Support Centres of the JSS Academy of Higher Education and Research are established as per the Guidelines on as per ANNEXURE X of the UGC (ODL) Regulations 2017 and are approved by the Academic Council and the 44th Meeting of the Board of Management of the Deemed to be University

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

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

The institution has a grievance redressal mechanism in place which is available on the website <https://jssuni.edu.in/JSSWeb/WebShowFromDB.aspx?MODE=SSMD> and PID10002 and MID10410 and SMID10419 and CID4 and DID1 The learners are made aware of the mechanism through the website portal and options are available for registering complaints online and through the JSS AHER learning app and during the contact programmes through the grievance drop boxes located at strategic points. The Grievance Redressal Officer addresses each grievance and submits a report to the internal complaints committee. The action taken thereof is communicated to the students. There have been no records of grievances for the students who have appeared for Examinations in the July 2020 Examinations and in the January 2021 Examinations

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

Sr No	Provision	Whether being complied Yes/No
1	There shall be home assignments, students' response sheets, contact programmes and semester or year-end examination, and the marks or grades obtained in home assignment and response sheets shall be shown separately in the grade card	Yes

2	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner	Yes
3	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre approved by the Higher Educational Institution	Yes
4	The evaluation shall include two types of assessments continuous or formative assessment in the form of assignments, and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held in a subject unless the Higher Educational Institution is satisfied that at least 75% of the programme of study stipulated for the semester or year have been actually conducted: Provided further that the weightage for "Term End Examination" shall not be less than 70%.	Yes
5	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes
6	The Examination Centre shall be located in Government schools such as Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik school etc. including approved affiliated colleges under the University system in the country and no Examination Centres shall be allotted to any private organizations or unapproved Higher Educational Institutions	Yes
7	The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure and biometric system and in case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution.	Yes
8	The attendance of examinees shall be authenticated through biometric system as per Unique Identification Authority of India (UIDAI) records or Unique Identification Number (UIN), issued by the University.	Yes
9	There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and it shall be mandatory to have observer report submitted to the Higher Educational Institution.	Yes
10	The Higher Educational Institution shall make a mention in the mark sheet and degree about the mode of delivery i.e. Open and Distance Learning and the photograph and the Unique Identification or Aadhaar number of the learner shall be mandatorily mentioned in all the documents issued by the Higher Educational Institution to the learner.	Yes
11	It shall be mandatory for the Higher Educational Institution to mention 'Date of Admission' and 'Date of Completion' on each of the certificates (in semester or end of the semester or end of the programme or course) issued by it.	Yes

Part - 11.2: Observer Report

[View](#)

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

Sr No	Provision	Whether being complied Yes/No
1	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges - as may be fixed by it and declared by it in the prospectus for admission, and on the website of the institution; with a proper receipt in writing issued for such payment to the concerned student admitted in such Higher Educational Institutions; only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
2	It shall be mandatory for the Higher Educational Institutions to upload the details of all kind of payment or fee paid by the students on the website of the institution	Yes
3	Every Higher Educational Institution shall publish, before expiry of sixty days prior to the date of the commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '7' to '17' below	Yes
4	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational	Yes

	Institutions for pursuing a programme in Open and Distance Learning, and the other terms and conditions of such payment	
5	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of course or programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
6	The number of seats approved in respect of each course or programme of Open and Distance Learning mode, which shall be in consonance with the resources	Yes
7	The conditions of eligibility including the minimum age of a learner in a particular course of programme of study, where so specified by the Higher Educational Institution	Yes
8	The minimum educational qualifications required for admission in programme(s) specified by the relevant statutory authority or body, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
9	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each course or programme of study and the amount of fee to be paid for the admission test	Yes
10	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or part time or visiting or contractual basis	Yes
11	Pay and other emoluments payable for each category of teachers and other employees	Yes
12	Information in regard to physical and academic infrastructure and other facilities, including that of each of the Learner Support Centres and in particular the facilities accessible by learners on being admitted to the institution	Yes
13	Broad outline of the syllabus specified by the appropriate statutory body or by Higher Educational Institution, as the case may be, for every course or programme of study	Yes
14	Activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session and the details of July cycle and January cycle shall be notified separately	Yes

Part - 13: Innovation and Best Practices

i) Innovation introduced during academic year

Blended Mode of Learning through Technology-Driven Open and Distance Learning Technology is a key component of Higher Education and using technology for the Open and Distance Learning Programs is essential to retain the interest and enhance the learning experience of the learners. The JSS AHER has adopted an Online Learning Platform which is being extended to the learners of the Open and Distance Learning programs which has been successfully adopted by the students and the faculty

ii) Give Best Practices of Institution

Integrating Technology for a Blended Mode of Learning for Programs offered through the Centre for Online and Distance Learning The growing demand for lifelong learning, especially among professionals, the Open Distance Learning (ODL) and Online Learning has made a remarkable progress in reaching out to people seeking intellectual development and enhancement. JSS Academy of Higher Education and Research, a health science focused deemed to be university, is augmented with faculty having multi-dimensional expertise and strong passion for teaching and learning. The institution expands its scope in depth of its impact with an array of adjunct faculty, who share the same passion for sharing knowledge and are world renowned with landmark contributions in their field. To transform individuals and to make the most amazing learning experience possible through Open Distance Learning and Online Learning, the deemed to be University adopts the following mentioned best practices. 1. Interdisciplinary approach for imparting translational target oriented vocational courses 2. Technology integration for Globalized learning 3. Holistic approach for creating learner wellbeing 4. Trainer Leadership development Interdisciplinary approach for imparting translational target oriented vocational courses The multi-disciplinary profile of the deemed to be university makes it possible to tap expertise from faculty having vivid but interrelated academic backgrounds. The target-oriented courses that are being hosted in the ODL platform will provide an excellent opportunity for the learner to engage in learning interdisciplinary concepts that are aimed at value addition to the professional training and skill already possessed by oneself. The multi-faculty mode of module preparation will combine the best of the two or more disciplines enhancing the translational knowledge that is being imparted through the core subject. The outcome that is anticipated through these efforts will be a learner with vast exposure to not just the core subject but also the related disciplines, giving the edge to the learner in the present-day industry in terms of employability and net achievability. Technology integration for Globalised learning Knowledge has no boundaries. The term globalization in this context encompasses the universal applicability of any knowledge and skill that aims at a smart, goal-oriented work culture. Such a vibrant translation of knowledge, if needed to be imparted through the ODL platform, will require a strong technology base for knowledge delivery. ODL should not be restricted to mere postal delivery of printed textual materials if this needs to be achieved. JSS Academy of Higher Education and Research aims at the augmentation of basic textual contents with relevant audio-visual modules that stimulates the imagination and cognitive capabilities of the learner, helping learner rediscover the potential abilities with a strong foundation of the applicable knowledge of core subjects. The Deemed to be University shall associate

the didactic learning material with artificial intelligence and virtual reality applications to foster deeper conceptual learning. The Special platform JSSU Online that has been created in the house will host a myriad of such modules that make anywhere, anytime recuperation of key learning concepts possible. Holistic approach for creating learner well-being. The ODL complete course module includes a contact program to inculcate a hands-on experience to the learner as well as for quality interactions between the learner and the facilitator. Research has shown the dropout rates in ODL is inversely proportional to the quality of these contact programs, which translates to the fact that better quality interactions during the contact program will yield better analytics, both for the learner as well as the institution. Hence JSS Academy of Higher Education and Research has planned to enhance the learner experience by a holistic wellbeing approach during the contact programs; involving the learner in exercises like yoga, meditation, and expert associated lectures that will enhance the feel-good factor as well as create a holistic learning environment. Such accessory training will be hosted after the contact classes which will also help in learner-learner interaction as well.

iii) Any other Information

The JSS Academy of Higher Education and Research is a Category I Institution and plans to expand the boundaries of the Centre for the Distance and Online Education (CDOE) by initiating programs in the niche areas within the regulatory guidelines of the statutory/regulatory guidelines. The HEI envisages to be a leader and most sought partner by learners who want to acquire additional knowledge and skills through the Open and Distance Learning mode by providing quality education

Part - 14: Plan of Institution for next year

The institution plans to expand the number of programs being offered in the Open and Distance Learning Mode. Programs such BSc. (Food Nutrition and Dietitics), MSc. (Nutrition and Dietitics) and MSc. (Forensic Odontology) for which the Programme Project Reports have been prepared and necessary approvals from the respective Board of Studies has been obtained. The Institution plans to start these programs from the July 2021 session of the next Academic Year

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL) Regulations, 2017 and its amendments.

Signature of the Director:

Signature of the Registrar:

Name of the Director: Dr. M. R. Dhakshaini

Name of the Registrar: Dr. B. Manjunatha

Seal of the Director:

Seal of the Registrar:

Date of the Director: 30-03-2021

Date of the Registrar: 30-03-2021