

Annual Report

OF

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

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

2022

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Part – I: General Information**1.1 Date of notification of the Centre (attach a copy of the notification):**02-04-2018 ([View](#))**1.2 Details of Director, CIQA**

- 1 Name: Prof Showkat Ahmad Shah
- 2 Qualification: PhD
- 3 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	Prof Neelofar Khan Vice-Chancellor University of Kashmir Srinagar	Home Science and Extension Education Human Development	01-06-2023 View Document
b.	Three Senior teachers of HEI	Member 1	Prof. Aneesa Shafi Department of Sociology University of Kashmir +91 9419007004 +91 7006306631	Gender Studies - Sociological Theory - Tribes and Question of Marginality - Sociology of Development	01-06-2023 View Document
		Member 2	Prof Tariq Ahmed Cheshthi Directorate of Distance Education University of Kashmir Srinagar 9419033346	Functional Analysis	01-06-2023 View Document
		Member 3	Dr. Nazir Ahmed Nazir Dean, School of Business Studies nahmed@uok.edu.in 09419426408	Human Resource Management, Organizational Behavior, Strategic Management	01-06-2023 View Document

c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	<p>Prof. Mahmood Ahmed Khan Department of Education University of Kashmir Srinagar drmahmood1962@yahoo.co.in drmahmood@uok.edu.in Mobile No.: +919419075938</p>	<p>Psychological Foundations of Education Guidance and Counseling</p>	<p>01-06-2023 View Document</p>
		Member 5	<p>Dr. Shariefuddin Pirzada Professor Department of Mathematics, University of Kashmir pirzadasd@kashmiruniversity.ac.in sdpirzada@yahoo.co.in</p>	<p>Combinatorics, Graph Theory, Theoretical Computer Science, Algebra</p>	<p>01-06-2023 View Document</p>
		Member 6	<p>Prof. Bashir Ahmed Joo Department of Management Studies School of Business Studies University of Kashmir Srinagar drkamagarbashirahmad@uok.edu.in 9797063383</p>	<p>Banking, Accounting and Finance Corporate Tax Planning and Management</p>	<p>01-06-2023 View Document</p>
d.	Two External Experts of ODL and/or Online Education	Member 7	<p>Prof. CRK Murthy Staff Training and Research Institute of Distance Education (STRIDE) IGNOU, Maidan Garhi, New Delhi-110068</p>	<p>Distance Education and Online learning</p>	<p>01-06-2023 View Document</p>

		Member 8	Prof Arbind Kumar Jha School of Education Indira Gandhi National Open University New Delhi - 110068 Contacts: +91 8055801199 and 9805701199 E-mail(Personal): profjha69@gmail.com Email(Official):akjha@ignou.ac.in Web: http://www.bbau.ac.in/new/dept/edu/CVArbind%20Kumar%20Jha.pdf		01-06-2023 View Document
e.	Officials from departments of HEI	Member 9 Administration	Dr. Nisar Ahmed Mir Registrar: University of Kashmir Mr Bashir Ahmad Haji (KAS), Director, Finance, University of Kashmir	Sociology Civil Services	01-06-2023 View Document
F	Director, CIQA	Member Secretary	Prof Showkat Ahmad Shah Director, Directorate of Distance Education	Psychology	01-06-2023 View Document

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

If No, the reason thereof

The said committee was recently notified. The university will adhere to the statutes regarding the constitution of the committee and its tenure.

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
01	17-06-2022	In-house CIQA meeting	View	View

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

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (D.D.- 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	T o t a l
1	Directorate of Distance Education	Certificate Course in	06 months	N.A.	10th having secured 40%	3000	19-07-2012	0	3	1		4

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

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (D.D.- 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	T o t a l
1.	Directorate of Distance Education	Diploma In Pre-Primary Teacher Training	12	N.A.	10+2 having secured 40%	3700	11-03-2011	01	2	2	0	04
2	Directorate of Distance Education	Diploma In Business Administration	12	N.A.	Bachelor's or equivalent in any discipline	6200	17-05-2005	01	0	0	0	0
3	Directorate of Distance Education	Diploma In Business Entrepreneurship	12	N.A.	Bachelor's or equivalent in any discipline	6200	17-05-2005	01	1	0	0	1
4	Directorate of Distance Education	Diploma In Computer Applications	12	N.A.	Bachelor's or equivalent in any discipline	6500	20-11-2004	01	15	10	0	25
5	Directorate of Distance Education	Diploma In Consumer Law And Practice	12	N.A.	Bachelor's or equivalent in any discipline	6200	22-08-2020	01	01	01	0	02
6	Directorate of Distance Education	Diploma In Cyber Law	12	N.A.	Bachelor's or equivalent in any discipline	6500	15-05-2009	01	16	0	0	16
7	Directorate of Distance education	Diploma In Home Sciences	12	N.A.	Bachelor's or equivalent in any discipline	6200	17-05-2005	01	02	0	0	02

8	Directorate of Distance education	Diploma In Tourism Management	12	N.A.	Bachelor's or equivalent in any discipline	6200	17-05-2005	01	02	02	0	04
9	Directorate of Distance education	Diploma In Urdu Journalism	12	N.A.	Bachelor's or equivalent in any discipline	6200	22-06-2019	01	16	04	0	20
10	Directorate of Distance education	Diploma In Web Designing	12	N.A.	Bachelor's or equivalent in any discipline	6500	15-05-2009	01	9	5	0	14
All these programmes mentioned above (except DPPTT) were P.G. Diploma Programmes before 2020 and were converted to Diploma Programmes by Academic Council upon the notification of new UGC-DEB ODL and Online Regulations 2020 View Relevant Document												

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

Sr. No.	Under-Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition on 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	T G	Total
1.	B.Ed.	2 years	N.A.	Candidates having passed a minimum three years Bachelor's Degree in any discipline from a recognized University with 45% marks (for General Category) and 40% marks (for reserved)	15,000/= per year	25 04-2022 View Document	14	866	1796	0	2662

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

Sr. No.	Post-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	T. G.	Total
1.	MASTER OF ARTS/ MASTER OF SCIENCE - MATHEMATICS	2 Years	96	1. B.A/B.Sc. with Mathematics/Applied mathematics subject/discipline having at least 24 Credits as Core or Generic Electives(Honors) at U.G. Level under CBCS Scheme. 2. B.Sc. Actuarial & Financial Mathematics 3. B.E./B.Tech . For General Category qualifying percentage is 45% for general category 40% for reserved category .	4675.00 per year	24-2/2018(DEB-1)/(DEB-I) Dated:10--2021 View Document	0	84	37	0	121
2.	MASTER OF ARTS - ENGLISH	2 Years	96	1.B.A. English (Honors)/B. A. with English Literature subject/ discipline having at least 24 Credits either as Core or Generic Elective (Honours) at U.G. Level under CBCS Scheme.	4675.00 per year	24-2/2018(DEB-1)/(DEB-I) Dated:10--2021 View Document	0	4	17	0	21

				Note: 60% seats for candidates having passed B.A. English (Honors) and 40% for the candidates having passed their graduation with English Literature as one of the subjects at undergraduate level. 2. 45% for general category 40% for reserved category							
3.	MASTER OF COMMERCE	2 Years	96	1. B Com / B.Com (Honours) 2. BBA / BBM/BBS 3. B.A./ B.Sc. with Diploma in Accountancy/Cost Accountancy / Cost & Management Accountancy 2. 45% for General category and 40% for reserved category	4675.00 per year	24-2/2018(DEB-1)/(DEB-I) Dated:10--2021 View Document	0	28	48	0	76
4.	MASTER OF ARTS - ECONOMICS	2 Years	96	1. B.A. Economics (Honours)/ B.A. with Economics subjects/discipline having at least 24 credits either as core or as Generic Elective (Honours) subject at U.G. level under	4675.00 per year	24-2/2018(DEB-1)/(DEB-I) Dated:10--2021 View Document	0	23	32	0	55

				CBCS Scheme or BBA/B.Com							
5.	MASTER OF ARTS - EDUCATION	2 Years	96	<p>1. B.A. with Education subject/discipline having at least 24 Credits either as Core or Generic Elective (Honors) at U.G. Level under CBCS Scheme 2. B.A./B.Sc./B.Com with B.Ed. Note: 70% seats reserved for B.A. graduate with Education as one of the subjects or candidates having passed earned a minimum of 24 credits in Education either as Core or Generic Elective subject at U.G. Level under the CBCS Scheme and 30% seats shall be for candidates having graduation (B.A./B.Sc./B. Com) with B. Ed.</p> <p>3. 45% for General Category and 40% for reserved category</p>	4675.00 per year	24-2/2018(DEB-1)/(DEB-I) Dated:10--2021 View Document	0	21	134	0	155

6.	MASTER OF ARTS - ISLAMIC STUDIES	2 Years	96	<p>1. B.A. Fazila/B.A. with Islamic Studies subject/ discipline having at least 24 credits either as Core or Generic Elective (Honours) at U.G. Level under CBSC Scheme or B.A./B.Sc./ B.Co mor Four year B.Sc. Agriculture/ MBBS/BDS and Engineering Graduates. Molvi Fazil/Munsh i Fazil/Adeeb Fazil Course (provided candidates have passed the said course of three years duration with English as a subject in all the three years after passing 10+2 examination . Note : (50% Seats are reserved for candidates with B.A. Fazila/ B.A. with Islamic Studies subject/discipli ne as one of the subjects with 24 Credits either as Core or as Generic Elective Subject and</p>	4675.00 per year	<p>24-2/2018(DEB-1)/(DEB-I) Dated:10--2021 View Document</p>	0	49	88	0	137
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7.	MASTER OF ARTS - URDU	2 Years	96	<p>1. B.A. with Urdu Literature subject/discipline having at least 24 Credits in either as Core or Generic Elective(Honours) at U.G. Level under CBCS Scheme.</p> <p>2. Molvi Fazil/Munshi Fazil/Adeeb Fazil Course (provided candidates have passed the said course of three years duration with General English as a subject in all the three years after passing 10+2 examination . 3.</p> <p>B.A with Urdu as one of the subjects 45 % for Open category and 40 % for reserved category</p>	4675.00 per year	24-2/2018(DEB-1)/(DEB-I) Dated:10--2021 View Document	0	33	15	0	48
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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	We at the Directorate of Distance Education continuously provide quality-based ICT-backed Student Support Services like counselling, online admission, examination forms and declaration of results, Continuous Revision and upgradation of the syllabus, Coordinator student meetings at LSCs, and an Online Feedback Forum for learners is attached with every script/module regarding the contents and delivery system. Their feedbacks are utilized for maintaining and enhancing the quality of the material where ever required. the main purpose of the feedback mechanism is to enhance and maintain the quality of SLM.	View Document
2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	Continuous and Comprehensive Evaluation of learning objectives, Formative Evaluation through Check Your Progress Questions, Tutor Marked comments on Assignment	View Document
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Student support services, library support services, ICT support services, SLM intext questions, FAQs and terminal end questions and assignments provided	View Document

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)	We are continuing with the practice of Counselling the learners at DDE all along the academic year. Two types of counselling we provide to our, learners a) pre-admission counselling to prospective learners and post-admission counselling to the learners who are admitted to our prestigious institute.	
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	We have a committee that monitors the implementation of Programme Project Reports under the overall supervision of the Director. The Directorate has a "PPR Screening committee". The PPR is prepared as per the designed format which is screened by this committee prior to its final Uploading on the website. They are also responsible for validating the proper implementation of programme project reports. All relevant documents, statutory appraisals are uploaded for PPR validation	View Document View Document2
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	DDE through DIQA University of Kashmir publishes its annual report and the report stands available on the university website there we highlight the current year targets and the accomplishment of previous years.	View Document
7	Implementation of its recommendations through periodic reviews	We at DDE work very hard to get the recommendations of the review committees implemented in relation to academic recommendations as well as infrastructural requirements.	View Document

8	Workshops/ seminars/symposiums organised quality-related themes, ensure participation of all stakeholders and disseminate the reports of such activities among all the stakeholders in Higher Educational Institutions.	At DDE we organize seminars, conduct, workshops, training, programs symposiums and extension lectures also get feedback and make relevant recommendations	View Document
9	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminated the same to all concerned in Higher Educational Institutions	We are continuing with the practice of Counselling the learners at DDE all along the academic year. Two types of counselling we provide to our, learners a) pre-admission counselling to prospective learners and post- admission counselling to the learners who are admitted to our prestigious institute. We conduct seminars/ training programmes and workshops on contemporary issues. We conduct case law studies by making micro & and macro groups of the learners. We conduct seminars/ training programmes and workshops on contemporary issues. We conduct extension lectures for our students and invite the best brains.	View Document

10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	We at DDE submit an additional report to DIQA which stands published annually after proper scrutiny related to quality and the statistics. The same is also available in the University website.	View Document
11	Measures taken to ensure that the Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The Admission Committee of DDE Ensures that PPR are accurate and As Per Norms of the DEB and the University, Filled in And Submitted accordingly.	View Document

12	Mechanism to ensure the proper implementation of Programme Project Reports.	We have a committee which monitors the implementation of Programme Project Reports under the overall supervision of the Director. The Directorate has a "PPR Screening committee". The PPR is prepared as per the designed format which is screened by this committee prior to its final Uploading on the website. They also have the responsibility of validating the proper implementation of programme project reports. All relevant documents and statutory appraisals are uploaded for PPR validation.	View Document
13	Maintenance of records of Annual Plans and Annual Reports of Higher Educational Institutions, review them periodically and generate actionable reports.	DDE through DIQA University of Kashmir publishes its annual report and the report stands available on the university website there we highlight the current year's targets and the accomplishments of previous year.	View Document

14	Inputs provided to the Higher Educational Institutions for restructuring of programmes in order to make them relevant to the job market.	Keeping into consideration the dynamic nature of society and demand we submit the proposals for revision of existing programmes and introduction of skill-based courses were ever required and proposals to launch of new programmes, diplomas and certificate courses to the relevant Board of Studies who objectively make an assessment and if found feasible approve the proposals and forward it to the academic council for its approval and which then is published and notified and offered for admission.	
15	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	we always seek to create a learner centric environment which is reflected in our academic planning and our outreach activities. In order to facilitate the defence people DDE, UOK signed a MOU to make Education available through distance mode to our defence personnel and within their safe zones.	
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	For accreditation purposes by various agencies including NAAC University as a whole including dde is thoroughly assessed intertms of the parameters devised by the concerned agencies accreditation is conferred on the university accordingly it suo moto applies to DDE as well.	
17	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	For maintaining and improving the quality, internally DIQA & CIQA have a mandate to ensure the quality as well as its enhancement. Externally there are various agencies like NAAC & and NIRF for Grading and ranking the Institution.	

18	Steps taken to coordinate between Higher Educational Institutions and the Commission for various quality-related initiatives or guidelines	The Directorate remains in constant touch with DEB, NAAC, UGC and other national regulatory bodies and provides information, and inputs on prescribed forms as desired by the regulatory bodies. Deficiency if any is highlighted and acted upon promptly with action taken feedback reports. Quality-related initiatives and guidelines issued by these nodal agencies are keenly taken care of for successful implementation.	
19	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The Directorate maintains a close liaison with other universities in the state or outside, visits their websites, and interacts with their faculty so that best healthy practices are shared for the larger interest of the institutions. We participate in workshops/Seminars/Conferences organized by Different state and central universities like STRIDE-IGNOU to gain knowledge and experiences related to Distance Education. Faculty members of the Directorate are nominated to attend these programmes.	
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Yes, we have recorded activities which are conducted by CIQA annually in consonance with its mandate e.g. Alumni Meet 2022. we continuously submit the Annual Reports to DIQA, University of Kashmir which is annually published in electronic form as well as printed form and its electronic version is uploaded on the university website.	View Document

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, we submit the annual report which gets published and is available university website.	View Document
	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, we submit the annual report which gets published and is available university website.	View Document
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	Exercising its mandate CIQA assures the quality and effectiveness and the same stands approved by the competent authorities that is reflected from the reports published by the DIQA, UOK Annually.	View Document
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	yes we at DDE have adopted the pattern and the philosophy of open and distance learning the same is reflected in our SLM . the instructional design in itself is deemed to be a teacher. the slm is studently friendly pattern.	View Document2

24	Promoted automation of learner support services of the Higher Educational Institution	we have a fully automation support services for the perspective learners as well as the learners who are admitted in our Directorate. the admission process is almost fully automated the learners can submit their admission /application forms online , the fee deposition is also fully automated. on the onset of covid 10 we have partly introduced on line contact programs and internal assessment test were ever required.	
25	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	Here at DDE, University of Kashmir, we have various committees and boards of formal departments and university authorities who make the annual review of the internal processes that are carried out within DDE. various committees/review boards that have external members of academic excellence and repute. They validate our process with their expert opinion. The SLM Review committee comprises four persons for each subject with two professors from formal departments of our own university one from another University and the fourth one from our Directorate.	View Document
26	Coordinated with third-party auditing bodies for quality audit of the programme(s)	BOARD OF STUDIES from the regular departments are usually associated with the programme audit. and we submit PPR'S of our programmees to DEB for their perusal and on the basis of those PPRS AND RELEVANT DOCUMENTS WE GET RECOGNITION FOR OUR PROGRAMMES. On the basis of academic and infrastructural excellence we were granted 06 years of recognition for the programmees which we are offering from the Directorate.	

27	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution		
28	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of Education and research therein	DDE conducts workshops, and seminars in collaboration with other institutions for quality enhancement, Like IDEA Conference. Individual teachers also attend workshops and seminars so as to increase the quality of multidimensionally	View Document
29	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	In order to enhance the employability of Defence Personals Memorandum of understanding was signed by DDE, University of Kashmir & Chinari CORP 15. We have reached to unreachable who unreachable for whom it was adream to acquire higher Education.	

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
01	<p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p>	<p>The Directorate has filled the sanctioned/required positions as prescribed by the commission and established a credible governance system. The leadership is striving to achieve its vision, mission and goals. The Directorate has taken strategic planning in alignment with quality. The Directorate has well-defined goals which are realistic and measurable, and well-defined policies that are in synchronization with its strategic plan. The goals and policies are clear and well communicated to its stakeholders. To ensure accountability and consistency in our system the Directorate invites feedback from its learners and has a well-established grievance redressal cell.</p>	
02	<p>Articulation of Higher Educational Institution Objectives</p>	<p>The Directorate has a well-defined vision, mission and policy framework which is well articulated to its learners through various modes.</p>	
03	<p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p> <p>d. Learning Resource e. Feedback System</p>	<p>The Directorate has filled the sanctioned/required positions as prescribed by the commission and established a credible governance system. The leadership is striving to achieve its vision, mission and goals. The Directorate has taken strategic planning in alignment with quality. The Directorate has well-defined goals that are realistic and measurable, and well-defined policies that are in synchronization with its strategic plan. The goals and policies are clear and well communicated to its stakeholders. To ensure accountability and consistency in our system the Directorate invites feedback from its learners and has a well-established grievance redressal cell</p>	

04	Programme Monitoring and Review	We have an established PPR Review Committee which ensures that the programs offered through DDE are as per the statutes fulfilling all the criteria as laid down by the commission from Time to Time and makes periodic review of the programmees to ensure quality and effectiveness	View Document
05	Infrastructure Resources	The Directorate has a well-established regional centre at Jammu, permanent learner support centers in North and South campus, well-established library, A.V. support, and ICT facilities are also available in the Directorate.	
06	Learning Environment and Learner Support	The Directorate provides guidance and counselling to students through physical and online modes. The Directorate provides an excellent student learning environment to learners by providing excellent study material, and counselling by well-qualified and experienced resource persons. The Directorate has taken a serious approach to the use of ICT and expertise in e-learning.	View Document
07	Assessment and Evaluation	The Directorate has multi-evaluation tools to assess students. The various evaluation tools used by the Directorate include MCQ's, projects, reports, case studies, presentations and term end examinations. There is a scope for re-evaluation. The Directorate has a proper assessment and evaluation system for assessing the learning outcome of learners.	
08	Teaching Quality and Staff Development	The faculty and non-teaching staff of the Directorate regularly attend orientation/refresher courses organized by the UGC Human Resource Development Cell. The workshop seminars are regular features of the Directorate for Capacity Building of resource persons and students about new trends and techniques in teaching teaching-learning process.	

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

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Academic Planning	Our Directorate runs all its programs as per the academic Clander which operates annually.	
2.	Validation	The Directorate pools feedback from the stakeholders for validation of the syllabi, curriculum with national universities to make it at par and relevant with contemporary times.	
03	<p>Evaluation and Enhancement Plans</p> <p>a. Reports from Learner Support Centres (for Open and Distance Learning programmes)</p> <p>b. Reports from Examination Centres</p> <p>c. External Auditor or other External Agencies report</p> <p>d. Systematic Consideration of Performance Data at Programme,</p>	<p>a) The Directorate remains in close liaison with all the stakeholders at learner support services (principal, liaison, officer and resource person) and value their opinion/report regarding the overall development of LSC.</p> <p>b) The Directorate gets feedback from examination Centers by framing inspection teams and provides adequate learning.</p> <p>d) The Directorate compiles the list of students enrolled, pass outs, learner entry profile and database of each learner.</p> <p>e) The data of students is analyzed and interpreted.</p> <p>f) The Directorate has an effective mechanism for collecting feedback from students.</p> <p>g) The Directorate also provides an opportunity to its students for registering online grievances about their final results as well as internal assessment.</p>	

Part – III: Human Resources and Infrastructural Requirements

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

Prof Tariq Ahmad Chisti
Professor and Director
Directorate of Distance Education
Qualification: Ph.D
Salary: 2,70,000
[View Appointment Letter.](#)

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

[View Compliance Status of Academic and Infrastructural Requirements as per Annexure-IV of UGC \(ODL and Online Regulations 2020\)](#)

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
U.G.	5	5	yes	
P.G.	17	17	yes	
PGD	NA	NA	Yes	

S. No.	Programme Name	No. of Full Time-Dedicated faculty for ODL	Names	Designation	Qualification	Exp	Type (Regular/ Contract) with gross salary/	Date of joining programme and Joining report
01	M.A/ M.sc Mathematics	02	Prof. Tariq Ahmad Chishti	Professor	Ph.D	23	Regular (2,70,000)	31/11/1999 View Joining Report
			Dr Mukhtar Ahmad Khanday	Associate Professor	NET, Ph.D	04	Regular	24/12/2018 View Joining Report
02	M.A. Education	02	Dr Habibullah Shah	Assistant Professor	NET, Ph.D	13	Regular 1,50,000	01/10/2009 View Joining Report
			Dr Showkat Rashid	Assistant Professor	NET, Ph.D	14	Regular 1,50,000	25/05/2008 View Joining Report
03	MA Economics	02	Dr Mohammad Ayub Saudagar	Assistant Professor	Ph.D	09 Years	Regular 1,50,000	20/04/2013 View Joining Report
			Dr Javaid Iqbal Khan	Assistant Professor	SET, Ph.D	04 Years	Regular 1,20,000	24/11/2018 View Joining Report

04	M.Com	02	Dr Tanveer Ahmad Darzi	Assistant Professor	Ph.D	07	Regular 1,20,000	02/02/2015 View Joining Report
			Dr Khalid Ahmad Chishti	Assistant Professor	Ph.D	04	Regular 1,20,000	24/11/2018 View Joining Report
05	M. A. Urdu	02	Dr Mohd Altaf Ahangar	Assistant Professor	NET, Ph.D	14	Regular 1,50,000	23/04/2008 View Joining Report
			Dr Tawseef Ahmad	Assistant Professor	Ph.D	1	Contractual 45,000	25-04-2022 View Joining Report
06	M.A. English	02	Dr. Rinku Pawar	Assistant Professor	Ph.D	01	Contractual 45,000	14/07/2022 View Joining Report
			Dr Tasleem Ahmad War	Assistant Professor	Ph.D	04	Regular 1,20,000	24/11/2018 View Joining Report
07	M.A. Islamic Studies	02	Prof Manzoor Ahmad Bhat	Professor	Ph.D	04 years	Regular 2,50,000	24/11/2018 View Joining Report
			Dr Mohammad Dawood Sofi	Assistant Professor	NET, Ph.D	03 years	Contract 45,000	17/10/2019 View Joining Report

08	B.Ed	03	Dr Javeed Ahmad Puju	Assistant Professor	SET, Ph. D	09 years	Regular 1,50,000	20/04/2013 View Joining Report
			Dr Syed Ishfaq Ahmad Shah	Assistant Professor	JRF, Ph. D	09	Regular 1,40,000	19/04/2017 View Joining Report
			Dr Mirza Muneeb Manan	Assistant Professor	NET, Ph.D	01 years	Contract 45,000	07/06/2022 View Joining Report
09	Diploma in Computer Applications	01	Mr Kh Mohmad Shafi	Assistant Professor	MCA, NET	09 Years	Regular 1,20,000	31/08/2013 View Joining Report
10	Diploma in Tourism Management	01	Mr Zubair Ahmad Dada	Assistant Professor	Ph.D	07 years	Regular 1,20,000	13/10/2015 View Joining Report
11	Diploma in Home Science	01	Dr Showkat Rashid	Assistant Professor	NET, Ph.D	14 years	Regular 1,50,000	25/05/2008 View Joining Report
12	Diploma in Cyber Law	01	Prof. Mushtaq Ahmad Dar	Professor	Ph.D	05 years	Regular 2,20,000	10/02/2017 View Joining Report
13	Diploma in Consumer Law & Practice	01	Dr Aneeda Jan	Assistant Professor	JRF, Ph.D	09 years	Regular 1,30,000	31/12/2013 View Joining Report

14	Diploma in Business Entrepreneurship	01	Dr Zubair Ahmad Dada	Assistant Professor	Ph.D	07 Years	Regular 1,20,000	13/10/2015 View Joining Report
15	Diploma in Business Administration	01	Dr Zubair Ahmad Dada	Assistant Professor	Ph.D	07 Years	Regular 1,20,000	13/10/2015 View Joining Report
16	Diploma in Web Designing	01	Mr Kh Mohmad Shafi	Assistant Professor	MCA, NET	09 Years	Regular 1,20,000	31/08/2013 View Joining Report
17	Diploma in Urdu Journalism	01	Dr Mohd Altaf Ahangar	Assistant Professor	NET, Ph.D.	14 years	Regular 1,50,000	23/04/2008 View Joining Report
18	Diploma in Pre Primary Teacher Training	01	Dr. Showkat Rashid	Assistant Professor	NET, Ph.D	14 years	Regular 1,50,000	25/05/2008 View Joining Report
19	Certificate Course in Kashmiri	01	Dr Mohd Altaf Ahangar	Assistant Professor	NET, Ph.D	Regular	Regular 1,50,000	23/04/2008 View Joining Report

3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at H.Q. & at LSCs

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	1	1 Joining of Deputy Registrar
Assistant Registrar	1	2 Joining Report of Mohd Latief Joining Report of Gh Mohammad Khan Salary of A.R. (Screenshot of Salary Profile)
Section Officer	1	1 Mr Gh Mohd Mir
Assistants	3(2 for D.M. Universities)	08 Mr Muzaffar War Ms Shazia Gulzar Ms Shafiq Yaseen Ms Abida Parveen Ms Nayeema Balkhi Mr. Gh Mohd Shah Ms Tahmeena Mr Mushtaq Ahmad
Computer Operator	2	2 Engagemnt Orders of Ms Jasira and Mr Irfan Nazir as Assistant Programmers
Multi-Tasking Staff	2	16 Mr Arshid Khan (Library Assistant) Mr Ab Rashid (Xerox Operatot) Mr Mushtaq Ahmad Khan Ms Haseena Mr Rafiq Ahmad Ms Nusrat

		Ms Naziya Ms Yasmeena Ms Foziya Yousuf Mr Irfan Rasool Mr Inayat Bhat Mr Muzaffar Ahmad Mir Ms Yasmeena 2 Mr Riyaz Ahmad Khan Mr Aqib Mr Nasir Pandith Mr Manzoor Allaie Mr Ab Hamid Bhat (Urdu Typist) Ms Shagoon
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Part – IV: Examinations

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

S. No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	YES	
2.	For ensuring transparency and credibility, the full-time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	YES	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	YES	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	YES	
5	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	YES	

6	Building and grounds of the examination centre must be clean and in good condition.	YES	
7	The examination centre must have an examination hall with adequate seating capacity and basic amenities	YES	
8	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	YES	
9	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	YES	
10	Safety and security of the examination centre must be ensured	YES	
11	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	YES	
12	Provision of drinking water must be made for learners	YES	
13	Adequate parking must be available near the examination centre	YES	
14	Facilities for Persons with Disabilities should be available	YES	

4.2 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant	If No, Reason thereof
1	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes View Document	
2	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	Yes View Document View Documen	
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 View Document View Document	

4	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes View Document	
5	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Yes Formative Assessment Summative Assessment	
6	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes View Document	
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 Sample Grade Card	
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.	Yes Process	
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 Examination Date Sheet Centre Notice	

10	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	The Directorate is going to replace the old ones installed almost decade back by new ones adhering to the new statutory requirements
	(b) Availability of biometric system	Yes (for Invigilation Staff Only)	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	No	Being Implemented
	(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	No	In Process
11	The Higher Educational Institution shall retain all such Closed-Circuit Television recordings in archives for a minimum period of five years	No	In Process
12	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes Details of Observer Assigned	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	YES Observer Report	
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 Centre Notice View Another Document	
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes Sample Notice	

14	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering Education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Yes Centre Notice	
15	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	Yes View Document1 View Document2	
16	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes View Document	
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 View Document	
	(b) Each award shall also be uploaded on the National Academic Depository		
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	No	In Process View Document

4.3 Whether any examination held through online mode? **NO**

4.4 Result and Student Progression

P.G. Programmes									
Sr. No.	Name of Programme	Year	Batch	Semester	No. Of students admitted	No. Of students appeared	No. Of students progressed to next year	% of students passed	% of students passed in first class (Approx)
1	M.A Economics	2022	2020	1st	107	107	26	24.3	~50
				2nd	84	84	35	41.67	~65
				3rd	76	76	49	64.47	~64
			2018	3rd	40	40	14	35	~25
				4th	40	40	10	25	~30
2	M.A Education	2022	2020	1st	280	280	182	65	~72
				2nd	272	272	129	47.43	~65
				3rd	247	247	126	51	~68
			2018	3rd	221	221	145	65.61	~71
				4th	221	221	114	51.58	~61
3	M.A English	2022	2020	1st	20	20	13	65	~50
				2nd	17	17	12	70.59	~60
				3rd	17	17	10	58.82	~55
			2018	3rd	18	18	7	38.89	~27
				4th	18	18	6	33.33	~18
4	M.A Islamic Studies	2022	2020	1st	66	66	46	69.7	~65
				2nd	58	58	36	62.07	~50
				3rd	16	16	50	83.33	~65
			2018	3rd	38	38	17	44.74	~51
				4th	38	38	21	55.26	~54
5	M.A Mathematics	2022	2020	1st	228	228	47	20.61	~45
				2nd	152	152	17	11.18	~40
				3rd	123	123	29	23.58	~30
			2018	3rd	123	123	28	22.76	~18
				4th	121	121	3	2.48	0
6	M.A Urdu	2022	2020	1st	209	209	139	66.51	~65
				2nd	196	196	114	58.16	~63
				3rd	170	170	114	67.06	~67
			2018	3rd	213	213	169	79.34	~69
				4th	215	215	91	42.33	~48
7	M.Com	2022	2020	1st	164	164	57	34.76	~45
				2nd	175	175	85	58.57	~51
				3rd	161	161	37	22.98	~49
			2018	3rd	150	150	59	39.33	~33
				4th	151	151	58	38.41	~18

U.G. Programme									
Sr. No.	Name of Programme	Year	Batch	Semester	No. Of students admitted	No. Of students appeared	No. Of students progressed to next year	% of students passed	% of students passed in first class (Approx)
1	B.Ed	2022	2020	1st	2281	2281	1808	79.26	~81
				2nd	2281	2281	1816	79.61	~80.66
		2022	2019	3rd	1910	1910	1818	95.18	~83
				4th	1910	1910	1806	94.55	~81.33

PG Diploma Programmes									
Sr. No.	Name of Programme	Year	Batch	Semester	No. Of students admitted	No. Of students appeared	No. Of students progressed to next year	% of students passed	% of students passed in first class (Approx)
1	DPPTT	2022	2020	1st	13	13	12	92.31	~79
2	PGDBA	2022	2020	1st	18	18	13	72.22	~58
3	PGDBE	2022	2020	1st	7	7	4	57.4	~18
4	PGDCA	2022	2020	1st	39	39	5	12.82	0
5	PGDCL	2022	2020	1st	47	47	15	31.91	~18
6	PGDCLP	2022	2020	1st	4	4	1	25	0
7	PGDHS	2022	2020	1st	6	6	0	0	0
8	PGDTM	2022	2020	1st	23	23	13	56.52	~40
9	PGDUJ	2022	2020	1st	18	18	15	83.33	~65
10	PGDWD	2022	2020	1st	5	5	3	60	~10

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

[View Document](#)

- 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 Document](#)

- 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

[View Document](#)

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 U.G., P.G. 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
01	M.A./MSc Mathematics	Directorate of Distance Education (Headquarters)	01	05 (Multiple Batches)	160 (average)	125
02	M.A. Urdu	Directorate of Distance Education (Headquarters)	01	04 (for multiple batches)	(150 average)	137
03	M.Com	Directorate of Distance Education (Headquarters)	01	04 (for multiple batches)	(150 average)	118
04	M.A. Economics	Directorate of Distance Education (Headquarters)	01	04 (for multiple batches)	90 (average)	75
05	M.A. Education	Directorate of Distance Education (Headquarters)	01	04 (for multiple batches)	275 (Average)	255
06	M.A. Islamic Studies	Directorate of Distance Education (Headquarters)	01	05 (for multiple batches)	75 (Average)	70
07	M.A. English	Directorate of Distance Education (Headquarters)	01	04 (for multiple batches)	25 (Average)	18
08	B.Ed.	Directorate of Distance Education (Headquarters), Regional Centre for Distance Learning Jammu and 14 others registered LSC, information of which is in the part 6.3	16	02	2500 (Average)	2200

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.

The Directorate of Distance Education adheres to the norms prescribed under Annexure-VIII of UGC ODL Regulations 2020 with regard to the functioning of Learner Support Centers. The Regulations have been complied with as given in Annexure with thrust on the main components as given under:

The Directorate has established sixteen (16) Learning Study Centers (LSC) and one regional center located in different Govt. educational institutions across the state. The Study Centers (S.C.s) or Learner Support Centres (LSCs) are established and managed directly by the University of Kashmir and not through any franchise or outsourced arrangement. The Directorate of Distance Education does not carry out any of its activities related to the Open and Distance Learning mode at places other than Study Centres or Learner Support Centres under a different a name such as Information Centre, Facilitation Centre, Nodal Centre, Knowledge Partner, Partner Institution, Multimedia Centres and similar such names:-

The Directorate of Distance Education has not established any Study Centre or Learner Support Centre beyond the jurisdiction of the University of Kashmir or under any franchisee or outsourcing agreement, as described in UGC ODL Regulations 2020. However, the Directorate has one Regional Centre for Distance Learning, Directorate Of Distance Education Bathindi Jammu, Jammu and Kashmir for Kashmiri Migrants. The Study

Centres or Learner Support Centres of the University of Kashmir have no authority to admit any learner to any programme in Open and Distance Learning mode for or on behalf of University of Kashmir

Link”<http://ddeku.edu.in/Main/ViewPage.aspx?Page=c4ecaaa2-e5ed-4610-a503-05905664d757&active=lnk1>

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.
01	University of Kashmir, North Campus, Baramulla	01 (University of Kashmir): Yes		University of Kashmir	Government	Dr Qazi Khursheed: 6005941439	MA, Ph.D	15	B.Ed	250
02	University of Kashmir, South Campus, Annatnag	01 (University of Kashmir): Yes		University of Kashmir	Government	Dr Miahmmad Iqbal: 9796960524	M.Sc;Ph.D. ;NET	10	B.Ed	471
03	Govt Degree College Budgam	01 (University of Kashmir): Yes		University of Kashmir	Government	Dr Mohammad Ashraf Wagay: 7006532300	MA, Ph.D	11	B.Ed	106
04	Govt Degree College Kupwara	01 (University of Kashmir): Yes		University of Kashmir	Government	Mr Meiraj Bashir: 7006011924	M.Sc., M.Phil	15	B.Ed	204
05	Govt Degree College Pulwama	01 (University of Kashmir): Yes		University of Kashmir	Government	Dr Shahid Murtaza: 9906663445	M.Sc., Ph.D	10	B.Ed	424
06	Institute of Advanced studies M.A. Road Srinagar	01 (Cluster University of Srinagar): Yes		Cluster University of Srinagar	Government	Dr Shaheena 9797715505	M.A, Ph.D, M.ED	16	B.Ed	138
07	Govt Degree College Handwara	01 (University of Kashmir): Yes		University of Kashmir	Government	Dr Muzaffar: 6006225007	MA, JRF, M.Ed, Ph.D	9	B.Ed	30
08	Govt Degree College Tral	01 (University of Kashmir): Yes		University of Kashmir	Government	Dr Meiraj Ud Din Sheikh: 9596123453	MA, Ph.D.	9	B.Ed	32
09	Govt Degree College Ganderbal	01 (University of Kashmir): Yes		University of Kashmir	Government	Mrs. Rakhshanda Latief: 8825049607	M.Ed, M.Phil	10	B.Ed	170
10	Govt Degree College Kargil	01 (University of Ladakh): Yes		University of Ladakh	Government	Mr. Sajad Hussain: 9469100350	(M. Sc. NET)	10	B.Ed	115
11	Regional Centre for Distance	01 (University of Kashmir): Yes		University of Kashmir	Government	Dr Mirza Muneeb: 700647435	MA.B.Ed, Ph.d	8	B.Ed	350

	Learning, Bathindi Jammu				0				
1 2	N.M Higher Secondary Institute Bandipora	01(Directorate of School Education, Kashmir):Yes	University of Kashmir	Government	Mr Mushtaq Ahmad Bhat: 96826170 03	MA, B.Ed	10	B.Ed	105
1 3	Govt Degree Collge Shopian	01(University of Kashmir):Yes	University of Kashmir	Government	Dr syed Riyaz:700 6646009	MA, M.Ed, JRF, Ph.D	10	B.Ed	150
1 4	District institute of Education & Training Leh	01(State Institute of Education): Yes	State Institute of Education	Government	Rigzin Namgyal.: 99069733 33	MA, B.Ed	10	B.Ed	130

Note: In case of Science Programmes, programmes shall be offered from the Head Quarters and/or only from such Learner Support Centres which are offering same programme under conventional mode atleast for seven years.

Whether LSC is offering same programme under conventional mode	If Yes, then years since when being taught in conventional mode	No. of years	7 years condition complied Yes/No
Science programme (M.A./M.Sc Mathematics) is offered by the Directorate of Distance Education from the Head Quarters only	N.A.	NA	NA

6.4 Off campus details (For Deemed to be University)

Sr. No.	Name & Address of Off Campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.							
N.							

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	Last Date of Admission: 15 th November, 2022	Delivered SLM on Different dates for different programmes	Within a month and half
Audio-Video Material	NA	NA	NA
Online Material	All Time available on DDE Website		
Compute based Material	NA	NA	NA

6.6 Whether any course in a particular programme was allowed through OER/ Massive Open Online Courses: **NO**

Part–VII: Self-Regulation through disclosures, declarations, and reports

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/Nowith explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorized 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?	http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Document%20180.pdf	
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.	http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Council%20Resolution%20of%20DDE%201976.pdf	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/file%202file%201_merged.pdf	
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	http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Link/Prospectus_final_83cdf0fd-2f1f-4e45-82ef-6d88643ce8ce.pdf	

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;	http://ddeku.edu.in/Main/ViewPage.aspx?Page=Syllabus_2023 the suggested reading list is provided at the end of each course in the syllabus http://ddeku.edu.in/Main/ViewPage.aspx?Page=c4ecaaa2-e5ed-4610-a503-05905664d757&active=lnk1 http://ddeku.edu.in/Main/ViewPage.aspx?Page=Course_Credits http://ddeku.edu.in/Main/CourseList.aspx http://ddeku.edu.in/Main/PeopleList.aspx	
6	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	https://egov.uok.edu.in/exams/onlinedatesheets/prelogin/default.aspx?ch=1 https://www.kashmiruniversity.net/admission.aspx https://egov.uok.edu.in/results/	
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		
8	Information regarding all the programmes recognized by the Commission	http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/commmm.pdf	
9	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Diplomas awarded.pdf	
10	Complete information about 'Self Learning Material including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	http://ddeku.edu.in/Main/ViewPage.aspx?Page=CIQApart4_2_11	

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	Directorate of Distance Education, University of Kashmir (ddekuniversity.edu.in)	
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	http://ddekuniversity.edu.in/Main/ViewPage.aspx?Page=c4ecaaa2-e5ed-4610-a503-05905664d757&active=lnk1	
13	List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes	View Sample View Sample2	
14	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	University of Kashmir (kashmiruniversity.net)	
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	http://ddekuniversity.edu.in/Main/ViewPage.aspx?Page=1a80ebef-ba05-4edc-b6e9-12df1f05a315	
16	Reports of the third-party academic audit to be under taken every five years and internal academic audit every year by Centre for Internal Quality Assurance	http://ddekuniversity.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/AcademicAudit_2.pdf	

Part – VIII: Admission and Fees

8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and in 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:	YES
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	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 and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	YES

4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	YES
5.	<p>The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government:</p> <p>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</p>	YES
6	<p>Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners:</p> <p>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</p>	YES

7	<p>Every Higher Educational Institution shall–</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner.</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years.</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the Time being in force.</p>	YES
8	<p>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</p>	
8. (a)	<p>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</p>	YES
8. (b)	<p>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</p>	YES
8. (c)	<p>The number of seats approved in respect of each programme of Open and Distance Learning mode, which shall be in consonance with the resources</p>	YES
8. (d)	<p>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</p>	YES

8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	YES
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	YES
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	YES
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	YES
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by 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
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	YES
9	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	YES

10	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	YES
11	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	YES
12	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	YES
13	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such Time as notified by the	YES
14	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	YES

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 how the learners have been made aware about this mechanism.

The Directorate of Distance Education adheres to the norms prescribed under Annexure X of UGC ODL and Online regulations 2020 with regard to the Grievance Redressal Mechanism. The main components of the compliance report are as follows: The Directorate of Distance Education, University of Kashmir, has a fully functional Grievance Redressal System. The Directorate of Distance Education has an online feedback portal for the redressal of the grievances of students. The Directorate has a full full-fledged coordinator to look after the Grievance Redressal System. The Directorate monitors, assesses and reviews the effectiveness of the Grievance Redressal Procedure on regular basis. The Directorate of Distance Education strictly follows the Guidelines and Standards for the Grievance Redressal System as prescribed in the regulations.

9.2 Details of Grievance received.

Numbers of Grievance Received	Numbers of Grievance Resolved
120	120

9.3 Complaint Handling Mechanism

University of Kashmir has an online system in place for it where students can register their grievances. In addition to the inhouse mechanism of grievance redressal system, students were also encouraged to use the “STUDENT COMPLAINT MECHANISM” hosted by the UGC-DEB. In fact, the DDE received the number of complaints from that portal (in year 2022) also which were resolved in the prescribed time.

During the COVID period, in adherence to the SOPs, students were strictly discouraged to visit the Directorate of Distance education. Instead, for every academic activity, pre-activity and post activity grievances were called online to carry out these activities very smoothly. The grievances were resolved and notified back to the aggrieved students through Directorate’s official website. To minimize the grievances, Directorate has adopted a mechanism by creating official WhatsApp groups for each batch of each programmes under the admin of the respective programme coordinators and dealing assistants. It has been observed that this approach resulted in least number of grievances.

Link 01: <https://egov.uok.edu.in/FeedBackForum/Default.aspx>

Link 02: http://ddeku.edu.in/Main/ViewPage.aspx?Page=Complaints_Handling_Mechanism

Nodal officer: Kh Mohmad Shafi, Assistant Professor (Computer Applications), Directorate of Distance Education, University of Kashmir Cell: 7006504165 email: kmshafi@kashmiruniversity.ac.in

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)
0	0	N.A.

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year.

Following innovations have been made during academic year in the Directorate:

i) Micro learning e-modules of SLM:

The breaking down of self-learning material into smaller parts and kept available to learners was done by the Directorate via website so that everyone from remote area can access it easily and manage their schedules of learning more effectively.

ii) Balanced real time and self-paced learning approach:

Learners are offered live lectures, online classes, discussions as well as offline classes in personal contact programs while online classes are recorded and being shared to the students who could not attend in real time.

iii) Immediate feedback:

This mechanism has become an integral in the Directorate's academic policy and environment, helping students to track their progress.

iv) Remedial short term personal contact programs:

Learners who are slow in the learning or face any difficulty or may have missed some lectures are being given chance to attend short term one-week personal contact programs on volunteer basis conducted by the directorate to clear the concepts in which students lag behind.

The innovations adopted by the Institute have not only provided a solution to the challenge posed by remote learning but have also paved the way for a more inclusive, flexible, and technologically enriched educational landscape.

10.2 Best Practices of the HEI

Best Practices of HEI

i) Continuous Counselling: The practice of pre –admission counseling to new aspirants and post-admission counselling to admitted ones at directorate of distance education all along the year is continued with.

ii) Seminars etc.: Extension lectures, seminars, webinars, workshops on contemporary issues are being carried out as consistent feature of the directorate.

iii) Blended mode PCP's: Personal contact programs are now being held in blended mode that is both offline as well as online.

iv) Regular communication: Coordinators of different programs maintain regular communication with students through announcements on website, print media, social networking sites, WhatsApp groups, Telegram etc. This helps build a sense of communication and provides platform for addressing student queries.

v) Proactive learner support: Dedicated support services are provided to assist students with technical issues, learning difficulties and any other concerns they might have.

vi) Flexibility and customization: Directorate of distance education offers flexibility in terms of pace and schedule allowing students to balance their education with other commitments.

vii) Timely feedback: DDE regularly receives feedback from students, resource persons and others associated with directorate to identify areas for improvement and make necessary adjustments to our courses and programs.

10.3 Details of Job Fairs conducted by the HEI.

This aspect is being taken care of by the Centre for Career Planning and Counselling, University of Kashmir. However, we have mostly in-service candidates who require the degree for promotion purposes and knowledge enrichment for which our programmes help them.

10.4 Success Stories of students of ODL mode of the HEI

Success stories

Story-i)

Hailing from a small town, I faced numerous challenges in accessing quality education. Limited resources, financial constraints, and geographical limitations could have been roadblocks in pursuit of higher education. However, I had a burning desire to excel in the field of computer applications and was determined to overcome all obstacles that came my way.

Realizing that traditional on-campus education might not be feasible for me, I turned to distance learning. This mode of education allowed him to pursue me dreams without the need to relocate or compromise my responsibilities. With the flexibility to learn at own pace and manage his studies alongside other commitments, I embarked on this transformative journey.

Distance learning came with its own set of challenges. Self-discipline and time management were crucial skills that I had to develop. Juggling his studies with part-time work and family responsibilities was not easy, but I remained undeterred. He meticulously planned my schedule, setting aside dedicated time for studying, completing assignments, and engaging in online discussions. The digital era brought with it a wealth of online resources that I leveraged to enhance learning experience. I actively participated in virtual lectures, webinars, and forums. Discussion boards became virtual classrooms, where I interacted with instructors and fellow students, exchanging ideas and clarifying doubts. I transformed my limited physical surroundings into a global classroom.

After months of hard work and heavy workload, I successfully completed the Post Graduate Diploma in Computer Applications. My academic achievements, coupled with practical skills, made me a sought-after candidate in the job market. I's story of triumph over adversity and his commitment to self-improvement caught the attention of both local and national media.

I didn't end with this diploma. I took on a new role as a mentor, guiding other aspiring individuals in my community to embrace distance learning as a pathway to success. I shared my strategies for time management, online collaboration, and skill development. To some extent, I have become a living example of how distance learning can empower individuals to break barriers and achieve their dreams. Besides this I have started my own consultancy for students aspiring for higher education.

Ayaz Ahmad Rather
Model Town Sopore.

Story-II)

In the fast-paced and interconnected world of today, education has evolved to cater to the diverse needs of students. One such success story is that of mine, an individual who pursued a Post Graduate Diploma in Tourism Management through distance Education, university of Kashmir. I faced numerous challenges in accessing quality education in the field of tourism management. However, my passion for travel, cultural exploration, and desire to contribute to the tourism industry drove me to explore alternative paths. Recognizing the potential of distance learning, I enrolled myself in the Directorate of Distance Education, University of Kashmir; a reputable institution offering a Post Graduate Diploma in Tourism Management.

My journey was not without its hurdles. Balancing studies with my responsibilities was a major challenge. I was already working part-time to support my family and myself. Juggling work, studies, and personal commitments required impeccable time management and unwavering determination. There were moments when the workload seemed overwhelming, but the commitment; I had to achieve goals kept me focused.

Distance learning demands a high level of self-motivation and discipline. I understood this well and developed a schedule that allowed me to allocate dedicated time for studies. I set specific goals for each week, closely adhering to the course syllabus. One of the remarkable aspects of my journey was my ability to bridge the gap between theory and practice. Despite the lack of physical internships, I proactively sought opportunities to apply learning in real-life situations. I volunteered for local tourism initiatives, collaborated with tourism businesses, and even initiated a personal travel blog to share my experiences and insights.

After months of dedicated effort, I successfully completed Post Graduate Diploma in Tourism Management via distance mode of Kashmir University. Armed with a comprehensive understanding of tourism concepts, management strategies, and a holistic view of the industry, I was ready to take the next step in his career. My newfound knowledge and practical experience allowed me to stand out in the competitive job market. I secured a position with a renowned travel agency, where I quickly rose through the ranks due to exceptional skills and dedication.

Recognizing the dynamic nature of the tourism industry, I continued to pursue additional online courses and certifications to stay updated with the latest trends and advancements. I also became an advocate for distance learning, sharing my story with aspiring students and encouraging them to pursue their dreams despite challenges.

I feel my journey is a testament to the power of perseverance, dedication, and the opportunities that modern education offers.

Mohammad Imran Wani
PGDTM pass out from DDE, KU

10.5 Initiatives taken towards conversion of SLM into Regional Languages

In the Union Territory of J&K, the medium of instruction from elementary level to university stage is English. Most of the learners are not well acquainted with the script of their local languages. Hence, conversion of the SLM into regional languages is not the policy of the University. However, the SLM of the language subjects and language specific programmes (e.g., the teaching of English, Punjabi, Arabic, Urdu, Hindi and PG Urdu, English) are developed in the respective languages.

10.6 Number of students placed through Campus Placements

Not Applicable (As this aspect is being taken care of by the Centre for Career Planning and Counselling, University of Kashmir).

10.7 Details of Alumni Cell and its activity

DDE has a well-established alumni cell headed by the Director with three permanent teachers as its members. The alumni cell in distance education plays a vital role in maintaining an enduring relationship between the institution and its graduates. To strategic activities consistent engagement, and tailored approaches, directorate tries to build a robust alumni community that benefits both the institution and its alumni network.

Numerous activities are undertaken by the alumni cell of the directorate to achieve its objectives viz:

- i) **Alumni database management:** The cell maintains an up to date database of alumni contact information. Students are being informed and guided to make the registration on the said portal.
- ii) **Networking events:** Organizing webinars, virtual meet ups and conferences to foster networking among alumni is continuous feature of this cell.
- iii) **Mentorship programs:** Establishing mentorship initiatives that connect experienced alumni with current students seeking guidance.
- iv) **Feedback Service:** Alumni cell conducts surveys to gather alumni feedback on

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:

Seal:

Date:

Signature of the Registrar:

Name:

Seal:

Date:

[Jointly Signed Declaration of the Director and the Registrar](#)