



Visvesvaraya Technological University, Belagavi
(State University of Government of Karnataka Established as per the VTU Act, 1994)

VTU Centre for Online Education, Mysuru (VTU-COE)

Annexure - I

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

I. Establishment of Centre for Internal Quality Assurance:

Visvesvaraya Technological University, Belagavi has established Central Internal Quality Assurance Cell Keeping in view the enormous growth of the University; multifarious activities performed by the University; directive of National Assessment and Accreditation Council (NAAC) and University Grants Commission; the Centre has been established with the primary focus to shoulder the responsibilities of generating and promoting awareness for quality assurance and to work out the procedural details. The CIQA shall directly report to the Vice Chancellor of Visvesvaraya Technological University, Belagavi.

CIQA cell of VTU Centre for Online Education channelizes and systematizes the efforts and measures of an institution towards academic excellence. CIQA is working towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure and offering suggestions for Curriculum revision and enhancement, etc.

II. Objective:

The Centre for Internal Quality Assurance has been created as a part of quality control measures enshrined in ODL/OL Regulations, 2020. There are several exercises in the field of online education which require a separate set of quality parameters which may vary from the on-campus programmes for which the IQAC is the nodal agency. The activities in Online Learning include highly flexible delivery systems and need primarily to be learner-centric. The formation of CIQA will ensure the adoption of qualitative online education right through all the processes. The online learning programmes envisaged in VTU Centre for Online Education would be a dynamic model aimed at creating a broad-based, technology- assisted and a learner-oriented model.



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Some of the features are:

- To render quality service to the Online Learning learners
- To constantly revisit the system based on experience and keep the Online Learning activities dynamic
- To maintain quality in all the key area of Online Learning operations
- All the Quality Assurance efforts will be made public and shared among all the stakeholders
- To keep in place an effective feed-back system
- CIQA will be the nodal body to coordinate the inter functionality among all the departments
- To provide interactive platforms among all players in Online Learning to exchange views, ideas and innovative practices
- To ensure quality in the delivery tools form the preparation of Programme Project Report for each programme to evaluation of examination scripts
- Maintaining accurate records of all the activities in Online Learning and generate reports of all kinds.

Vision

CIQA aims to ensure the quality of online programs offered by higher education institutions in India. It envisions a robust and transparent quality assurance system that incorporates the best practices in online education.

The CIQA's vision includes:

1. Promoting the use of technology-enabled learning for quality enhancement.
2. Developing and implementing standards for online education programs.
3. Encouraging institutions to develop and use effective online teaching methodologies.
4. Ensuring that online programs are accessible to learners from diverse backgrounds.
5. Promoting innovation and creativity in online education.
6. Fostering collaboration and knowledge sharing among institutions offering online programs.



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7. Ensuring that the quality of online programs is comparable to that of traditional classroom-based programs.

To create a vibrant and inclusive ecosystem for online education in India, and is built on the principles of quality, equity, and accessibility.

Mission

The Mission of the Centre for Internal Quality Assurance (CIQA) established for online programs includes the following:

1. Developing and implementing a comprehensive quality assurance framework that promotes and ensures the quality of online programs.
2. Providing training and support to higher education institutions to develop and implement best practices in online education.
3. Encouraging the use of technology-enabled learning and pedagogy to enhance the quality of online programs.
4. Ensuring that online programs are accessible to all learners, including those from diverse backgrounds, and promoting equity and inclusivity in online education.
5. Conducting regular reviews and evaluations of online programs to ensure that they meet the required quality standards.
6. Encouraging innovation and research in online education to foster continuous improvement and development of online programs.
7. Facilitating collaboration and partnerships among institutions and stakeholders involved in online education to promote knowledge sharing and exchange of best practices.

Overall, the mission of the CIQA is to establish a strong and sustainable quality assurance system for online programmes in India, which ensures that learners have access to high-quality education that meets their needs and aspirations

III. Functions:

The functions of Centre for Internal Quality Assurance would, inter alia, include the following, namely:-

- (i) To maintain quality in the services provided to the learners.



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- (ii) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- (iii) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- (iv) To devise mechanism to ensure that the quality of Online Learning programmes matches with the quality of relevant programmes in conventional mode.
- (v) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- (vi) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- (vii) To facilitate the implementation of its recommendations through periodic reviews.
- (viii) To organize workshops/ seminars/ symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- (ix) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- (x) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- (xi) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- (xii) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- (xiii) To maintain a record of Annual Plans and Annual Reports of Higher



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Educational Institution, review them periodically and generate actionable reports.

- (xiv) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- (xv) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- (xvi) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- (xvii) To adopt measures to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit.
- (xviii) To coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.
- (xix) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- (xx) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- (xxi) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.



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Category	Name and Designation	Position
1. Vice Chancellor	Dr. S.Vidyashankar, Vice Chancellor, VTU, Belagavi	Chairperson
2. Three senior teachers of Higher Education Institution.	Dr. B.Sadashive Gowda, Dean, Faculty of Engineering, VTU & Principal, VVCE, Mysuru	Member
	Dr. K.N. Subramanya Principal, R V College of Engineering, Bengaluru	Member
	Prof. Ananth Prabhu Dept. of Computer Science & Engineering, Sahayadri College of Engineering & Management, Mangaluru	Member
3. Head of three Departments or School of Studies offering recognized programmes in Open and Distance Learning and Online mode.	Dr. T.Manjunatha, Professor, UBDTCE, Davangere	Member
	Dr. Santosh L Deshpande Professor, VTU CPGS, Balagavi	Member
	Dr.P.Sandhya, Associate Professor, VTU CPGS, Mysuru	Member
4. Two external experts of Open and Distance Learning and/or Online education.	Dr. H.Rajeshwari Sreenivasa Dept. of Studies in Management KSOU, Mysuru	Member
	Dr. Mahesha V, Dept. of Studies in Commerce, KSOU, Mysuru	Member
5. Officials from the Administration and Finance Departments of the Higher Educational Institution	Dr. B.E.Rangaswamy, Registrar, VTU, Belagavi	Member
	Smt. M.A.Sapna, Finance Officer, VTU, Belagavi	Member
6. Director - Centre for Internal Quality Assurance.	Dr. T.P.Renukamurthy, Director, VTU Centre for Online Education, Mysuru	Member Secretary

IV. Centre for Internal Quality Assurance Committee: Centre for Internal Quality Assurance Committee having the following composition, namely:-

- 1) Centre for Internal Quality Assurance Committee shall perform the following functions, namely:-
 - (i) To oversee the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality

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Assurance on the effectiveness of quality assurance systems and processes.

- (ii) To facilitate adoption of instructional design requirements as per the philosophy of the Online Learning decided by the statutory bodies of the HEI for its different academic programmes.
- (iii) To promote automation of learner support services of the Higher Educational Institution.
- (iv) To coordinate with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes.
- (v) To coordinate with third party auditing bodies for quality audit of programme(s).
- (vi) To oversee the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution.
- (vii) To promote collaboration and association for quality enhancement of Online Learning modes of education and research therein.

To facilitate industry-institution linkage for providing exposure to the learners and enhancing their employability.

v. Quality Monitoring Mechanism

1. The guidelines on quality monitoring mechanism shall be adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance.
2. Quality monitoring shall be addressed under the following broad areas, namely:-
 - (i) **Governance, Leadership and Management:** This relates to the policies and practices of KLEF in the matter of planning, human resources, recruitment, training, performance, appraisal, financial management and the overall role of leadership, with a focus on the following key aspects
 - a) **Organisation Structure and Governance:** VTU Centre of Online Education fills all required positions as prescribed

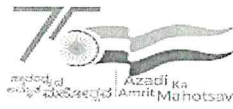


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- by the Commission and establish a credible governance system.
- b) **Management:** The leadership and management of VTU COE strive to assess and review the organizational culture to achieve its vision, mission and goals.
 - c) **Strategic Planning:** VTU COE undertakes strategic planning of its activities and implements the same by aligning those with academic and administrative aspects to improve the overall quality.
 - d) **Operational Plan, Goals and Policies:** VTU COE have well defined goals which are realistic and measurable, well defined policies that are in sync with its strategic plan and are realistic and achievable, clearly stated guidelines for the implementation of its policies and plans, and transparent and accountable system for its policies and planning that are well communicated to its stakeholders.
- (ii) **Articulation of Higher Educational Institution Objectives:** VTU COE articulated a clear vision, mission, ethos and broad strategy consistent with the goals for offering programmes in Online Learning mode.
- (iii) **Programme Development and Approval Processes:** This area of concern relates to programme development and approval mechanism for the programme(s) to be launched covering the following key aspects, namely
- a. **Curriculum Planning, Design and Development:** The curriculum planning, design and development of academic programmes is a major academic activity of VTU COE. Therefore, it has processes, systems and structures in place to carry out these responsibilities.
 - b. **Curriculum Implementation:** VTU COE has specific implementation plans for identifying the time to be spent on specific components of the implementation phase. It is the basis for the effectiveness of the programme(s) and their usefulness as a whole.
 - c. **Academic Flexibility:** The VTU COE will adopt proper strategies for imparting academic flexibility, which refers to

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freedom in the use of the time-frame of courses, ethical mobility, and inter-disciplinary options facilitated by curricular transactions for learners.

- d. **Learning Resource:** VTU COE ensures quality learning resources in the form of e-learning material for Online mode of education as defined in these regulations. While deciding on the instructional packages, VTU COE shall into consideration various factors – the media and technology utilised matches the course content in order to enhance and expand learning, and to match to the learners needs; that these are accessible, practical and equitable, and cost effective to the learners.
 - e. **Feedback System:** The process of revision and re-design of curriculum is based on feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment.
- (iv) **Programme Monitoring and Review:** VTU COE plan and execute programme monitoring and review system to conduct periodic internal reviews and maintain the quality of academic programmes. For such reviews, the Institution also considers the attainments of learning outcomes that are assessed through the various tools for direct and indirect assessment.
 - (v) **Infrastructure Resources:** The VTU COE have a system to elicit data on the adequacy and optimal use of the facilities - physical facilities, library (or e-library), Information and Communication Technology infrastructure, etc. - available in VTU COE to maintain the quality of academic programmes and ensure qualitative support to each of the stakeholders.
 - (vi) **Learning Environment and Learner Support:** The learner support services including academic counselling and library services is a major pre- occupation of VTU COE for its Online mode learners. Additionally, VTU COE establishes Information and Communication Technology facilities as component of the learning environment which is focused around the pedagogical use of modern educational practices to support blended learning. Learner Support Services shall be provided through the campus- wide portal and e-Learning platform. VTU COE takes a more sophisticated



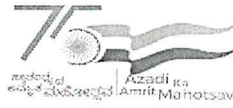
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approach to the use of Information and Communication Technology and expertise in e-learning. The approach provides a seamless learner-centred environment.

- (i) **Assessment and Evaluation:** All the stated Learning Outcomes of a Programme must be part of its evaluation protocol. VTU COE executes the evaluation through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements. VTU COE has proper assessment and moderation system for assessing the learning outcomes of learners.
 - a. **Teaching Quality and Staff Development:** VTU COE have a well established structure for promoting quality counselling, capacity building workshops, programmes, interactive teaching-learning and provide staff development programmes and activities to encourage academic staff to improve teaching and learning on continuous basis.
- (ii) **Process of Quality Audit**
 - a. **Academic Planning:** VTU COE have robust and appropriate academic planning procedures to ensure that the programmes offered by it are relevant to national economy, reflects the Institution's strategic direction and offers a high quality value-added learner experience. The Institution have adequate and appropriate teaching and other support staff along with infrastructure and technology support to ensure that the curriculum remains up to date and the institutional goals are achieved.
 - b. **Validation:** VTU COE have a mechanism in place for validation to ensure that its programmes are academically viable, that academic standards have been appropriately defined and that these offer learners the best opportunity to learn.
 - c. **Monitoring, Evaluation and Enhancement Plans:** Quality deliverance of the Online Learning programmes and the outcomes attainment and continual quality improvements ensured by Online COE, shall be broadly as follows, namely **Reports from Learner Support Centres (for Open and Distance Learning programmes):** Report of conduct of examinations in

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both Open and Distance Learning Mode and Online mode, along with report of servers/proctors for all examinations will be collected periodically from Examination Centre.

- (a) **Reports from Examination Centres:** VTU COE considers the comments made by external auditors, experts and third party of quality audit and implement as appropriate.
- (b) **External Auditor or other External Agencies Report:** For effective evaluation and audit, the VTU COE ensure easy access to performance monitoring information such as course pass rates, learner entry profiles and progression and achievement reports, which should be available through web-based application and would be used for report making.
- (c) **Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels:** For effective evaluation and audit, the VTU COE shall ensure easy access to performance monitoring information such as course pass rates, learner entry profiles and progression and achievement reports, which should be available through web-based application and be used for report making by the Higher Educational Institution.
- (d) **Reporting and Analytics by the VTU COE:** The VTU COE generate the required reports out of such web-based applications and analyze learner and academic analytics or deciding the improvements to be executed for better performance.
- (e) **Periodic Review** VTU COE have an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The KLU Centre for Online Learning Education conduct self-assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.

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