Policy Document on Online Programme Delivery

1. Vision

To provide accessible, flexible, and learner-centric online programmes that ensure high academic quality, transparency in assessment, and global relevance.

2. Objectives

a. Ensure compliance with UGC (Online) Regulations, 2020.
b. Provide high-quality, interactive, and inclusive learning materials.
c. Strengthen learner engagement through structured support and mentoring systems.
d. Develop transparent and credible learner assessment practices.
e. Establish robust quality assurance and continuous improvement mechanisms.

3. Programme Design and Delivery Framework

a. Alignment with Programme and Course Learning Outcomes.
b. Blended pedagogy incorporating synchronous (live classes) and asynchronous (e-content) learning.
c. Use of Learning Management System (LMS) such as Moodle/SWAYAM.
d. Curriculum designed using instructional design models (ADDIE, Bloom's Taxonomy).

4. Learning Materials Offered Online

a. Self-Learning Materials (SLM): Digital, modular, peer-reviewed.
b. Multimedia content: Recorded lectures, podcasts, animations, case studies.
c. Interactive resources: Quizzes, polls, group discussions.
d. E-library access: Journals, databases, e-books, MOOCs.
e. Mobile-friendly access for wider inclusion.

5. Learner Support and Engagement

a. Online orientation and induction.
b. Scheduled academic counselling sessions.
c. Mentoring system with faculty guidance.
d. 24×7 technical and academic helpdesk.
e. Peer learning through online study circles and group activities.

6. Learner Assessment System

a. Formative assessment: Quizzes, case studies, reflective journals.

b. Summative assessment: Proctored online exams with AI-enabled monitoring.
c. Project/practical component: Virtual labs, e-portfolios.
d. Transparency in evaluation with feedback and access to graded work.

7. Quality Assurance Practices

a. Internal quality audits annually and third-party audit every 5 years.
b. Faculty training on e-content creation and pedagogy.
c. Learner and stakeholder feedback for curriculum review.
d. Use of LMS analytics to track learner engagement and performance.
e. Benchmarking with national and international standards.

8. Governance and Continuous Improvement

a. Centre for Online Learning (COL) to monitor compliance and quality.
b. Clear policies on instructional design, plagiarism, assessment, and grievance redressal.
c. Review cycle every 3 years for programme relevance.
d. Involvement of industry experts, alumni, and employers in updates.