



Center For Distance and Online Education
Visvesvaraya Technological University, Belagavi
(A State University of Government of Karnataka Established as per the VTU Act 1994)



VTU ONLINE DEGREE PROGRAMMES CENTRE FOR INTERNAL QUALITY ASSURANCE

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TABLE OF

CONTENT

1. About University	01-02
2. Vice Chancellor's Message	03-04
3. Highlights of University	05
4. Establishment of Centre for Internal Quality Assurance	05
5. Objective	06-07
6. Functions	07-08
7. Centre for Internal Quality Assurance Committee	09-10
8. Quality Monitoring Mechanism	11-15
• Governance, Leadership and Management	
• Articulation of Higher Educational Institution Objectives	
• Programme Development and Approval Processes	
• Programme Monitoring and Review	
• Infrastructure Resources	
• Learning Environment and Learner Support	
• Assessment And Evaluation	
• Teaching Quality and Staff Development	
• Academic Planning	
• Validation	
• Monitoring, Evaluation and Enhancement Plans	

INTRODUCTION

ABOUT US

ABOUT UNIVERSITY

VTU is one of the largest Technological Universities in India with 24 years of Tradition of excellence in Engineering & Technical Education, Research and Innovations. It came into existence in the year 1998 to cater the needs of Indian industries for trained technical manpower with practical experience and sound theoretical knowledge.

University has very successfully achieved the tremendous task of bringing various colleges affiliated earlier to different Universities, with different syllabi, different procedures and different traditions under one umbrella.

The university is currently having 182 affiliated colleges, 1 constituent college and 25 Autonomous colleges with undergraduate programs in 37 disciplines, PG programs in 96 disciplines and Ph.D. & M.Sc (Engg.) Research Programs with 7 faculty, over 3 lakhs Engineering Students study in the various institutes affiliated to the University.

The University has revised the syllabus for UG and PG from the academic year 2014-15. It has four regional centers across the State of Karnataka in Bengaluru, Belagavi, Kalaburagi and Mysuru respectively. University is comprised of a multi-disciplinary and multi-level institution offering wide ranging programmes in Engineering, Technology and Management. The University is making steady progress in developing and providing best technical environment for education and will continue to serve the nation in coming years.

Equipped with the extremely rich resources of an outstanding student body and faculty strong partnerships with business, industry, and government and support from alumni and friends, VTU is designing a future of global preeminence, leadership, and service.

VTU is the first university in the country to adopt Innovative steps in the examination reforms by adopting Digital Evaluation System in the year 2011-12 followed by online services like delivery of question papers to affiliated colleges (Question Paper Delivery System - QPDS), result announcement, photocopy availability, PG courses thesis valuation, Ph.D. thesis valuation and Examination Results announced on Mobile Phone through SMS.



VTU has established Centre of Excellence at various places in Karnataka in different scopes to bring a change in the technology and society.

- VTU center for Nanotechnology at Bengaluru
- VTU National Academy for Skill Development at Dandeli in Uttar Kannada District
- VTU Innovation Clubs at VTU and in Affiliated Engineering Colleges.
- VTU Institute of Advanced Technologies at Muddenahalli
- VTU Center for Distance and Online Education at Mysuru, and
- VTU Bosch Center of Competence at Mysuru

The VTU have worldwide electronic presence by establishing data network interconnecting VTU campus at Machhe, four regional offices and all the affiliated colleges of VTU in a secure private network and open access to this network to the worldwide communities for collaborative learning using Internet technology.

VISION: To become an outstanding Technological University at the cutting edge of Science and Technology that produces world class Knowledge-delivery, Research, Extension and Leadership in Technology innovation for Industry and Society.

MISSION: To plan the development of technical education, to establish value-based and need-based education and training in engineering and technology, with a view to generate qualified and competent manpower, responsive to technological and societal needs.

MESSAGE



DR. S. VIDYASHANKAR

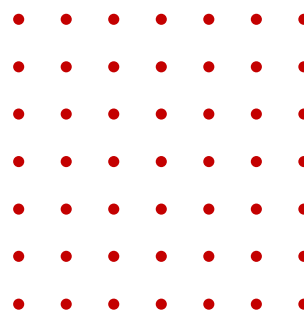
Vice Chancellor

The new millennium is witnessing unprecedented challenges and opportunities in higher education. Engineering Education plays a pivotal role in Human Resource Development of any country. In the recent times, the educational sector has gone through a major transformation influenced by the global technological changes viz. shifting to Outcome Based Education,

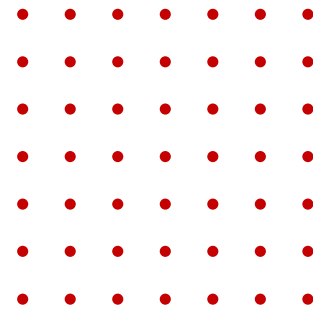
enhancement of industry-institute interactions, digital transformation, providing affordable quality education etc. This is paving a way for students to pursue their higher studies and enhanced employment opportunities. Premier institutions across the globe are receiving an impetus towards imbining research culture into their curriculum. In tune with the changes, NEP-2020 envisions an India-Centered Education System that contributes directly to transforming our nation sustainably, into an equitable and vibrant knowledge society by providing high-quality education to all.

Academic and Research activities of the university i.e. choice-based credit system, grading system including continuous/comprehensive evaluation and holistic development of students will continue. The existing digital learning platforms and ongoing ICT - based educational initiatives would be optimized and expanded to meet the current and future challenges.

Adapting experiential learning initiatives that includes Collaborative Learning, Project Based Learning, Problem Based Learning, Web-Based Learning, Game-Based Learning, Mobile Learning, Learning in Virtual World and Puzzle Based Learning is helping the students in better knowledge and skill development. Special focus on mapping academics with 21st century skills for engineers, Education 4.0, Sustainability Goals will be enhanced further. The curriculum framework will meet the needs of exponential technologies including Artificial Intelligence, Machine Learning, Robotics, Automation, Data Science, Supply Chain Management, Mechatronics, Wearable Electronics, Augmented and Virtual reality, Photonics, Quantum Computing and Additive Manufacturing. A comprehensive holistic arts education as per NEP is also expected to develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral – in an integrated manner. The University will focus on interdisciplinary and multidisciplinary research and establish new Centers of Excellence in thematic areas of research by identifying thrust areas of Govt., and Industry which helps in undertaking need-based research for Incubation, Start-ups, Commercialization of IPs, Publications, Prototypes and Patents. The engineers continue to solve societal problems on energy, agriculture, water, climate, habitat, health and related areas by using above technologies.



Lifelong learning through new pedagogy methods, faculty development, adoption of new technologies, collaborative work will be undertaken. The new schemes of Govt. like Startup India, Digital India, Make in India and such others are indicators to move from job seeking to job providing scenario. Faculty and students of the institutions under the umbrella of VTU will be encouraged to participate and develop new products, new processes and systems to enhance visibility of VTU in international fore and thus, improving economic growth and prosperity of the country.



The student fraternity will be made to pursue their passion, develop innovative skills, set proper goals and execute with timelines. They will also be learning how to handle failures and work for societal needs with environmental consciousness through various innovative mechanism. All the stakeholders of technical education will continuously involve keeping their knowledge on par with current science, technology and management trends. Finally, I urge all the stakeholders of education to help VTU in improving quality of education and research and obtaining better accreditation / ranking at national / international levels. Thus, National development to make self-reliant India.

HIGHLIGHTS OF

UNIVERSITY

Visvesvaraya Technological University (VTU) is a prestigious institution recognized for its excellence in technical education and research. Accredited by the National Assessment and Accreditation Council (NAAC) with a high rating, VTU consistently ranks among the top technological universities in India. The university has also received notable rankings under the National Institutional Ranking Framework (NIRF), reflecting its commitment to maintaining high academic standards and robust infrastructure. VTU's membership with the Association of Indian Universities (AIU) further solidifies its reputation and ensures adherence to global educational standards.

VTU is approved by the University Grants Commission (UGC) and the All-India Council for Technical Education (AICTE), ensuring its programs meet stringent regulatory requirements. The university has also received various accolades, including the "Adarsh Vidya Saraswati Rashtriya Puraskar - National Award of Excellence" and the "International Scientist Award (Lifetime Achievement Award)" from VDGGOOD Professional Association. These recognitions highlight VTU's dedication to fostering a culture of excellence in teaching, research, and innovation, making it a leading choice for students pursuing engineering and technology education.

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 Distance and 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.

OBJECTIVES: 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 Distance and Online Education would be a dynamic model aimed at creating a broad-based, technology-assisted and a learner-oriented model.

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 areas 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 feedback 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 from 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: The Vision of CIQA at Visvesvaraya Technological University (VTU) Online Degree Programmes is to establish and uphold a culture of excellence in the delivery of online education. CIQA aims to ensure that all online programmes are of the highest quality, meeting national and international standards of education. It strives to foster continuous improvement through systematic evaluation, innovative practices, and adherence to regulatory guidelines. This vision aligns with VTU's overarching mission to provide globally competitive technical education and to promote research and innovation in emerging technological fields.

MISSION:

The Mission of the Centre for Internal Quality Assurance (CIQA) for Visvesvaraya Technological University's (VTU) Online Degree Programmes is to ensure and enhance the quality of online education through systematic and continuous improvements. CIQA aims to implement effective quality assurance mechanisms, foster a culture of continuous improvement, ensure adherence to regulatory guidelines, promote professional development for faculty and staff, and enhance learner support systems. By focusing on these core objectives, CIQA is committed to delivering high-quality, accessible, and innovative online education that aligns with national and international standards and meets the evolving needs of modern learners.

Functions of CIQA

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

- To maintain quality in the services provided to the learners.
- To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- To devise mechanism to ensure that the quality of Online Learning programmes matches with the quality of relevant programmes in conventional mode.
- To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- To facilitate the implementation of its recommendations through periodic reviews.
- 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.
- 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.
- To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).

- 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;
- To ensure the proper implementation of Programme Project Reports by designing a suitable mechanism.
- To maintain our cord of Annual Plans and Annual Reports of Higher Educational Institutions, review them periodically and generate actionable reports.
- To provide inputs to the Higher Educational Institutions for restructuring of programmes in order to make them relevant to the job market.
- To facilitate system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- To coordinate between Higher Educational Institutions and the Commission for various quality-related initiatives or guidelines.
- To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 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.

INTERNAL QUALITY ASSURANCE COMMITTEE

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

Category	Position
Vice Chancellor	Chairperson
Three senior teachers of Higher Education Institution.	Member
	Member
	Member
Head of three Departments or School of Studies offering recognized programmes in Open and Distance Learning and Online mode.	Member
	Member
	Member
Two external experts of Open and Distance Learning and/or Online education.	Member
	Member
Officials from the Administration and Finance Departments of the Higher Educational Institution	Member
	Member
Director - Centre for Internal Quality Assurance.	Member
	Secretary

02. The members of the committee are nominated by the Vice- Chancellor of the Higher Educational Institution.

03. The membership of such nominated members is for a period of two years. The Committee of Centre for Internal Quality Assurance meets at least once in a semester. The quorum for the meeting is two-third of the total number of members with mandatory presence of one external expert. The agenda, minutes and Action Taken Reports are documented with official signatures and maintained electronically in a retrievable format.

04. Centre for Internal Quality Assurance Committee performs the following functions, namely:

- To oversee 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.
- 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.
- To promote automation of learner support services of the Higher Educational Institution.
- To coordinate with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes.
- To coordinate with third party auditing bodies for quality audit of programme(s).
- To oversee the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution.
- 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 employ-ability.

MONITORING MECHANISM

01. The guidelines on quality monitoring mechanism is 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.
02. Quality monitoring is addressed under the following broad areas, namely

(i) Governance, Leadership and Management

This relates to the policies and practices of VTU CDOE 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) Organization Structure and Governance:

This relates to the policies and practices of Higher Educational Institution 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.

b) Management:

The leadership and management of the Institution strives to assess and review the organizational culture to achieve its vision, mission and goals.

c) Strategic Planning:

The Higher Educational Institution 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:

The Higher Educational Institution has 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

CDOE 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:

a. The curriculum planning, design and development of academic programmes is a major academic activity of VTU CDOE. Therefore, it has processes, systems and structures in place to carry out these responsibilities.

b) Curriculum Implementation:

VTU CDOE 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 CDOE will adopt proper strategies for imparting academic flexibility, which refers to freedom in the use of the timeframe of courses, vertical mobility, and interdisciplinary options facilitated by curricular transactions for learners.

d) Learning Resource:

VTU CDOE 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 CDOE shall into consideration various factors – the media and technology utilized 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 curricula 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 CDOE 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 CDOE 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 CDOE 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 CDOE for its Online mode learners. Additionally, VTU CDOE 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 CDOE take a more sophisticated approach to the use of Information and Communication Technology and expertise in e-learning. The approach provides a seamless learner-centered environment.

(vii) Assessment and Evaluation:

All the stated Learning Outcomes of a Programme must be part of its evaluation protocol. VTU CDOE 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 CDOE have proper assessment and moderation system for assessing the learning outcomes of learners.

(viii) Teaching Quality and Staff Development:

(iii) VTU CDOE 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.

03. Process of Quality Audit

i) Academic Planning:

VTU CDOE 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.

ii) Validation:

VTU CDOE 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.

iii) Monitoring, Evaluation and Enhancement Plans:

Quality deliverance of the Online Learning programmes and the outcomes attainment and continual quality improvements ensured by Online CDOE, shall be broadly as follows, namely Reports from Learner Support Centres (for Open and Distance Learning programmes): Report of conduct of examinations in 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 CDOE 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 CDOE 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 CDOE 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 CDOE:

The VTU CDOE 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 CDOE have an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The VTU Centre for Distance and Online Learning Education conduct self-assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.

CONTACT US



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