

Re-Accredited 'B++' 2.86 CGPA by NAAC

VEER NARMAD SOUTH GUJARAT UNIVERSITY

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી

યુનિવર્સિટી કેમ્પસ, ઉદ્ધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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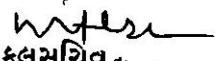
-: પરિપત્ર :-

યુનિવર્સિટી ડિપાર્ટમેન્ટનાં વડાશ્રીઓ અને યુનિવર્સિટી કેમ્પસમાં ચાલતા સ્વનિર્ભર અભ્યાસક્રમનાં કો-ઓર્ડિનેટરશ્રીઓ તથા યુનિવર્સિટી સંલગ્ન તમામ કોલેજોનાં આચાર્યશ્રીઓને જણાવવાનું કે, શિક્ષણ વિભાગના રાજ્યની તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓ માટે રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦ અંતર્ગત કોમન કરીક્યુલમ એન્ડ ક્રેડિટ ફ્રેમવર્ક હેઠળ માળખું નિયત કરવા બાબત અંગેના તા.૧૧/૦૭/૨૦૨૩ ના ઠરાવ ક્રમાંક: KCG/admin/૨૦૨૩-૨૪/૦૬૦૭/kh.1 અનુસાર સદર ઠરાવનું સ્પષ્ટ પણે પાલન કરવાનું શૈક્ષણિક વર્ષ ૨૦૨૩-૨૪ થી થાય છે. આ નવા માળખા બાબતનાં મુદ્દા નંબર : ૭ Online / Open and Distance Learning (ODL) ના સંદર્ભે એકેડેમિક કાઉન્સિલની તા.૧૭/૭/૨૦૨૩ ની સભાનાં ઠરાવ ક્રમાંક:૩૮ થી નીમેલ તમામ ફેકલ્ટી ડીનશ્રી તથા અધરધેન ડીનશ્રીની નિયુક્ત સમિતિની તા.૨૬/૧૨/૨૦૨૩ની સભામાં તૈયાર કરેલ SOP એકેડેમિક કાઉન્સિલની તા.૦૬/૧/૨૦૨૪ ની સભાનાં ઠરાવ ક્રમાંક:૧૮ થી સ્વીકારી મંજૂર કરેલ છે. જેનો સ્નાતક કક્ષાના તમામ અભ્યાસક્રમો (જે વિદ્યાશાખામાં એપેક્ષ બોડીના નિયમો લાગુ પડતા હોય તે સિવાય) માં અમલ કરવા આથી જાણ કરવામાં આવે છે.

બિડાણ: ઉપર મુજબ

ક્રમાંક : એસ./પરિપત્ર/૭૦૨/૨૦૨૪

તા.૦૯-૦૧-૨૦૨૪


કુલસચિવ

પ્રતિ,

- ૧) યુનિવર્સિટી સંલગ્ન તમામ કોલેજોનાં આચાર્યશ્રીઓ,
- ૨) યુનિવર્સિટી ડિપાર્ટમેન્ટના વડાશ્રીઓ. અને યુનિવર્સિટી કેમ્પસમાં ચાલતા સ્વનિર્ભર અભ્યાસક્રમનાં કો-ઓર્ડિનેટરશ્રીઓ.
- ૩) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી, સુરત.

..... જાણ તથા ઘટતું થવા.

Veer Narmad South Gujarat University, Surat

SOP for Online/ Open and Distance Learning (ODL)

Aim:

To enhance the educational experience for students by implementing a robust online and Open and Distance Learning (ODL) framework, offering approved courses that integrate the latest trends, cutting-edge technologies, upcoming tools, and the unparalleled benefits of attending internationally recognized programs. This initiative aims to bridge the gap created by the institute's limitations in laboratory facilities, tools, technology, resource persons and expertise, ensuring students gain exposure to global standards.

Strategic Objective:

Implement and integrate online and ODL approved courses into the curriculum, focusing on staying abreast of the latest trends and technologies. This initiative will expose students to international standards, compensating for the institute's resource constraints, and providing a comprehensive learning experience.

Key Goals:

- a. Develop and offer online courses that align with international standards, covering emerging technologies and tools not readily available at the institution.
- b. Establish a framework for Open and Distance Learning (ODL) that facilitates remote access to courses, allowing students to overcome geographical and resource limitations.
- c. Foster partnerships with renowned educational institutions and industry experts to bring world-class expertise to the virtual classroom.
- d. Provide students with practical insights through virtual laboratories and simulations, compensating for the lack of physical laboratory facilities.
- e. Enable students to earn internationally recognized certifications, enhancing their employability on a global scale.

Implementation Strategies:

- a. Collaborate with industry leaders to design courses that align with the latest trends and upcoming technologies.
- b. Leverage e-learning platforms to create a seamless online learning experience for students, ensuring easy accessibility.
- c. Invest in virtual labs and simulation tools to simulate real-world scenarios, compensating for the absence of physical laboratory facilities.
- d. Establish a faculty development program to train educators on the effective delivery of online and ODL courses.

e. Actively seek accreditation for online and ODL courses from reputable international bodies, ensuring the courses maintain high standards.

Measurable Outcomes:

a. Increase in student enrolment in online and ODL courses by a specified percentage over the next academic year.

b. Blending the courses with online/offline mode and incorporating experts of the subjects, existing technologies and courses offered by various online platforms. Positive feedback from students regarding the relevance and applicability of the virtual labs and simulations.

c. Recognition and accreditation of online and ODL courses by international educational bodies.

d. Graduates of these courses securing employment opportunities with global companies.

e. A rise in the institute's overall academic ranking due to the integration of internationally recognized courses.

By pursuing these aims and strategies, the institute aims to transcend its limitations, providing students with a world-class education that prepares them for success in a rapidly evolving global landscape.

Objective of Standard Operating Procedure (SOP) for Designing Syllabus:

This SOP is formulated to establish a systematic and standardized approach for the design of undergraduate program syllabi by incorporating provision of availing 40% of credits from online/ODL mode, ensuring compliance with the guidelines outlined by the University Grants Commission (UGC) Curriculum and Credit Framework for Undergraduate Programs. The objective is to regulate the process of availing credits from online/ODL mode by the students, accounting for 40% of the total required credits during a semester, with a focus on delivering education through both online mode and open distance learning. This SOP aims to provide clear norms for the effective implementation of credits acquisition by students of undergraduate program, ensuring a dynamic and inclusive learning environment that caters to the evolving needs of students in the contemporary educational landscape. The focus area of the SOP is to implement and promote Online/ODL mode learning in process to offer various technologies and upcoming

Key Objectives:

- i) **Compliance with UGC Guidelines:** Ensure strict adherence to the UGC Curriculum and Credit Framework for Undergraduate Programs, incorporating the recommended distribution of credits for each semester.
- ii) **Equitable Distribution of Credits:** Design syllabi that distribute 40% of the total required credits for a semester, providing a balanced and comprehensive learning experience for students.
- iii) **Integration of Online and Open Distance Learning:** Setup norms that seamlessly integrate both online and open distance learning modes, fostering flexibility and accessibility in education delivery.

- iv) **Institutions, Colleges, Departments and Board of Studies Involvement:** Facilitate the active participation of the Board of Studies in the syllabus design process, encouraging collaborative decision-making and diverse perspectives.
- v) **Autonomy of Course selection by Students, Institution, Colleges and Departments:** The affiliated intuitions/colleges and University Departments will have autonomy to offer courses from the approved online courses and ODL. Students will have choice to avail credits from the approved online/ODL courses.
- vi) **Incorporation of Apex Body Guidelines:** Acknowledge and adhere to the guidelines of apex bodies within the educational institution, except those with their own distinct bodies for syllabus design.
- vii) **Periodic Review and Revision:** Implement a regular review and revision process to ensure courses aligned with emerging trends, technological advancements, and industry demands.
- viii) **Quality Assurance:** Uphold a commitment to maintain high-quality educational standards by incorporating best practices in pedagogy, assessment methods, and learning resources.
- ix) **Transparency and Accessibility:** Promote transparency in the implementation process, making relevant documents accessible to all stakeholders, including faculty members, students, and administrative staff.
- x) **Alignment with Institutional Goals:** Align implementation of courses with the broader goals and vision of the educational institution/colleges/department, fostering a cohesive and unified approach towards academic excellence.

1. Online Learning and Hybrid Mode of Learning

As per the UGC Curriculum and Credit Framework for Undergraduate Programs, institutions can offer a maximum of 40% of the credit/learning through online courses. The Four Year Undergraduate programs (FYUGP) with level exit as per NEP-2020 are of 22 credits per semester. Each semester is consist of various courses (2 and 4 credits courses categorised as Minor, Major, Multi-disciplinary, Skill Enhancement, Ability Enhancement, Value Addition Course). Out of these semester courses (22 credits/semester) maximum 40% of total credits per semester (i.e. maximum 9 credits/semester) or 40% of the course syllabus can be offered to the students by the institute/college/department in online/blended mode. Or student can avail maximum 9 credits/semester from Online MOOC/ODL mode.

These online courses must be approved by institutions in line with existing UGC regulations.

- Higher Education Institutions (HEIS) / Colleges / Departments can allocate up to 40% of the syllabus (excluding SWAYAM courses) through online mode, with the remaining 60% delivered in offline mode.
- Evaluation for both online and offline modes in regular studies can be conducted in an offline format.
- For Open and Distance Learning (ODL), the mode of evaluation will be determined by the Distance Education Council (DEC).

- The SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) platform, provided by the Government of India, offers a wide range of online courses.
- If student avail any credits from SWAYAM courses exceeding the 40% limit will be considered as add-on credits, and they will be reflected on the mark sheet or a separate certificate. However, these additional credits will not be included in the calculation of SGPA/CGPA. All Examinations for SWAYAM courses will be conducted online.
- This approach provides flexibility for students to switch between various modes of learning, including offline, ODL, online learning, and hybrid modes.

Role of Institute/College /Departments:

- (i) The colleges/institute offering online/Hybrid mode of learning to the students can select courses from the recognised or recommended courses from the MOOCs offered by IIT, IIM, IISc, Department of ET&ICT, SWAYAM, UGC recognised University or from online courses offered by international universities placed among top 100 global ranking University.
- (ii) These courses should be of 2 or 4 credits and listed out by the institute for each semester in which they offered. The list of the offered courses must be categorised as Minor course, Major course, Multi-Disciplinary course, Skill Enhancement Course or Value Added Course.
- (iii) These courses must be submitted to the university in prescribed format by the institution/colleges/departments. The university will display the courses under the respective categories basket mentioning the course category (MDC, Minor, SEC, VAC) , course credits, pre-requisite and mode of evaluation.

Setup/Infrastructure requirement:

At HEI/Institutions/Colleges/Department) offering pure Online / Hybrid (combination of Offline and online/ODL) :

- HEIs are required to provide the necessary infrastructure for online and ODL learning. This will include, (i) Minimum One ICT-based classrooms (Internet facility, projector/interactive panel with two ways audio/video facility) (ii) Well-equipped libraries with internet facility and minimum three computers with audio/camera facility including access to the open source digital books and journals. (iii) Assign a mentor who should be a recognised faculty of the concerned institute/College/Department. On undertaking given by the principal/head of the Department of institute/college/department, university will grant the permit for offering Online/ODL mode based courses.
- In the case of regular mode of study, a student must earn a minimum of 50% of the required credits from the affiliated colleges/institution/department where the student has taken admission. Only such students will be eligible for the award of a certificate, diploma, or degree.
- In ODL mode of learning, if a student does not meet the 50% credit requirement from the degree-awarding HEI, the degree will be conferred by the National Digital University.

Blended Mode of Learning:

Considering the recommendation and encouragement by the UGC to higher education institutions in India to create a blended learning environment for courses offered, the university promotes the Blended mode of Learning for the courses at institution/college/department level.

- Blended learning is the practice of combining digital learning tools with traditional face-to-face classroom teaching methods.
- In this mode of learning, University affiliated Institutions/colleges/Departments are permitted to deliver up to 40% of the syllabus for each course (excluding SWAYAM) through online methods, while the remaining 60% of the syllabus is taught in offline mode.
- Evaluation for both teaching modes can be conducted offline.

It will be a choice of the institute/college/department to offer the courses of the curriculum of any Program at any semester in blended mode, except the courses who are fully practical oriented and for which the laboratory work is essential. One mentor/faculty will be assigned to handle and conduct the online part of the blended mode course. The online part of the blended mode course can be attended by the student at college premises in class-room through ICT tools or at their own as per schedule arranged by the institute/college/departments.

Two level of learning activities of blended mode includes : (i) Online Learning Part of the blended course Activities and (ii) Face-to-Face (F2F) /Offline learning part of the blended course.

(i) Online activities in blended learning include all or some of the following:

- Accessing online course links, e-resources, digital libraries
- Studying MOOCs
- Attending online sessions with instructors
- Performing individual or group activities using various ICT tools and platforms
- Participating in curriculum related workshops, webinars, e-conferences, and short-term training programmes
- Completing assignments and uploading them on LMS
- Attempting tests and quizzes
- Engaging in virtual labs
- Participating in online internships and projects

(ii) Face-to-face (F2F) activities in blended learning include all or some of the following:

- Short lectures to introduce or summarize topics and clarify complex concepts
- Addressing questions arising from self-study or group learning
- Engaging in group activities with peers in the classroom
- Collaborating and co-creating new knowledge
- Field visits and sports activities
- Physical training, apprenticeships, and internships
- Participating in physical labs, hackathons, and on-the-job training
- Taking semester-end evaluations on campus

Evaluation Mechanism for Online mode and Hybrid mode:

1. Continuous or formative assessment with a maximum weightage of 50% at Institute/college/department level.
2. Summative assessment in the form for end-semester or term-end examination with a minimum 50% weightage, provided that students have a minimum attendance of 75% for participation in activities. The evaluation mode will be prescribed by the institute/college/department to the exam controller of university. The examination will be conducted at institute/college/department as per the mode of examination prescribed for the course. The exam controller of the university will appoint examiner for the course by consulting the principal/department head of the institute/college/department head. The mode of examination may be any or combination of online MCQ, viva-voce, presentation, dissertation.
3. Marks and grades obtained in both evaluations shall be shown separately in the grade card.
4. In case the mode of examination is Online mode, the exam will be conducted either using technology-enabled online tests with all the security arrangements ensuring transparency and credibility of the examinations. The assessment will be taken place at institute/college/department that offer the course. The institute head/department head will recommend the names of evaluator to the exam controller of the university and the exam controller can consider the suggested names as evaluators for appointment as evaluator.

ICT initiative tools and sources of Online Learning:

a). Open Educational Resource (OER)

- NMEICT (National Mission on Education through Information and Communication Technology)
- NPTEL (National Programme on Technology Enhance Learning)
- NDL (National Digital Library)

b). MOOCs and SWAYAM: MOOCs from Indian or world's renowned institutions/universities/colleges or prepared by the home university/college/institute/department. SWYAM courses.

c). Learning and Evaluation platform-LMS

List of suggested popular LMS: (The institute/college/HEI is required to avail licences incase the LMS are not open source.)

Title	Licensed/ Open Source	Link
Moodle (Australia)	Open Source	www.moodle.org
Google Class Rooms (USA)	Licensed/Free (For Limited Users)	http://classroom.google.com
ILIAS (Clogne)	Open Source	https://www.ilias.de/en/

NEO (India)	Open Source	https://www.neolms.com/india
ProProfs LMS (USA)	Open Source	https://www.proprofs.com/c/category/lms/
Eduwave	Open Source	https://www.capterra.com/p/133877/EduWave/
Eliademy	Open Source	https://www.eliademy.com
Zoom Learn	Open Source	https://zoomlearn.com
Canvas (Australia)	Licensed/Free (For Single Users)	https://www.instructure.com
D2L (Australia, Brazil, Europe)	Licensed	https://www.d2l.com
TVS (India)	Licensed	www.tvslms.com
BlackBoard (USA)	Licensed	https://www.blackboard.com
Totara Learn (New Zealand)	Licensed	https://www.totaralearning.com/
CLANED (Finland)	Licensed	https://claned.com/
Matrix (Europe)	Licensed	https://www.matrixlms.com/india
CALF (USA)	Licensed	https://nuvedalearning.com/calf/
SYNAP	Licensed	https://synap.ac/
Adobe Captivate Prime (USA)	Licensed	https://www.adobe.com
SPOT(France)	Licensed	https://www.spotlms.us

d). **Other Learning Tools :**

SimLab+:	www.simlab-soft.com
Virtual Lab:	www.vlab.co.in
Robotics:	https://www.sc.iitb.ac.in/robotics/index.html
FOSSEE:	www.fossee.in
Blogs on Topics	
Stickynotes:	IdeaFlip, Lino.it, Jamboard
Shared Documents:	Google Doc, Google Slides, etherpad, ScatterSpoke, ideaboardz
Concept-mapping, mind mapping, infograph tools:	Miro, Google drawing, conceptboard, Coggle, Bubble
Comprehensive activity tools:	Padlet, Miro, Whimsical

e). **List of Online Study Material/Resources in Open Access:**

Sr. No	Resources	Open Access
1.	National Digital Library of India (NDL)	https://www.ndl.gov.in/
2.	SWAYAM	https://www.swayam.gov.in
3.	Directory of Open Access Journals (DOAJ)	https://doaj.org/
4.	Directory of Open Access Books	https://www.doabooks.org/

5.	National Programme on Technology Enhanced Learning (NPTEL)	https://nptel.ac.in/
6.	Shodhganga-a reservoir of Indian Theses	https://shodhganga.inflibnet.ac.in/
7.	e-PG Pathshala	https://epgp.inflibnet.ac.in/
8.	Open Access Thesis & Dissertations	https://oatd.org/
9.	Open Knowledge Repository-World Bank	https://openknowledge.worldbank.org/
10.	The OAPEN Foundation	http://www.oapen.org/content/
11.	PubMed Central (PMC)	https://www.ncbi.nlm.nih.gov/pmc/?cmd=search&term
12.	Project Gutenberg	https://dev.gutenberg.org/
13.	HighWire	https://www.highwirepress.com/
14.	Southern Connecticut State University	https://libguides.southernct.edu/openaccess
15.	AGRIS	http://agris.fao.org/agris-search/index.do
16.	Science Direct Open Access Content	https://www.sciencedirect.com/#open-access
17.	AidData	https://www.aiddata.org/
18.	ILOSTAT	https://ilostat.ilo.org/
19.	Oxford Open	https://academic.oup.com/journals/pages/openaccess
20.	Project Euclid	https://www.projecteuclid.org/librarians/lib_oa
21.	Springer Open Journals	https://www.springeropen.com/journals
22.	Taylor & Francis Open Access	https://www.tandfonline.com/openaccess/openjournals
23.	Cambridge University Press	https://www.cambridge.org/core/what-we-publish/open-access
24.	Free Open Access Books	https://www.freetechbooks.com/
25.	SWAYAM Online Courses	http://storage.googleapis.com/unique_courses/online.html
26.	UG/PG UGC-MOOCs	http://ugcmoocs.inflibnet.ac.in/ugcmoocs/moocs_courses.php
27.	e-Content Courseware in UG Subjects	http://cec.nic.in/cec/
28.	Bharat Sodh Sansthan	www.bharatshodh.org

f). Learning Facilitating Centre

- Online learning courses available on the SWAYAM Platform eligible for credit transfer.
- Online learning courses available on the SWAYAM Platform are eligible for credit transfer.
- The University ensures that SWAYAM-MOOC exams do not overlap with university mid-semester/internal exams or end-semester/external exams.
- Students who opt for online courses must register for MOOCs (Massive Open Online Courses) through SWAYAM, and it is mandatory for them to share the necessary information with their college or institution.

- When offering online learning courses from SWAYAM, the University provides essential physical facilities such as laboratories, computer resources, and libraries.
- The Principal/Department head of respective college/Institution/Department will recommend to the exam controller of the University to designate a Single Point of Contact (SPOC) Mentor/facilitator to guide their institute/college/department students throughout the course and facilitate/conduct the lab/practical sessions/examinations.
- Students have the opportunity to pursue MOOCs on the SWAYAM platform offered by various institutions, including: UGC (University Grant Commission) , CEC (Consortium of Educational Communication), IIM-B (Indian Institute of Management-Bangalore), NPTEL (National Programme on Technology Enhanced Learning), IGNOU (Indira Gandhi National Open University), NITTTR (National Institutes of Technical Teachers and Training Research) , AICTE (All India Council for Technical Education), V-Lab (Virtual Lab) and any other renowned institutions/Indian universities(Only state and Central Universities)/World Universities(Among top 100 global universities) selected and approved by the Institution/college/department for their respective students.

- **Procedure for Credit Transfer for Online course:**

The procedure for transferring credits from Online courses in the University is as follows:

1. During the current semester, the candidate must submit an undertaking while filling exam form for credit transfer for the course taken by the student. The principal/department head will forward the undertaking to the university mentioning the exempted course(s) for which the online course(s) is taken by the student.
2. On the due permission granted by the Controller of Examination/Registrar of University, the student need not appear for university exam for the exempted course(s).
3. The concerned principal/department head of respective institute/college/department will intimate the exam section about the completion of a course along with the certificates of completion and the list of students, who have passed Online/MOOCs in the current semester.
4. Upon successful completion of each course, the institute/college/department offering online course/ MOOCs would issue the certificate(s), along with number of credits and grade awarded. Certificate will be issued by the parent institution.
5. If a 4-credit courses is not available as per the student's choice, then the student can opt for 3 credit course and one credit can be acquired through continuous internal evaluation through mentor.
6. Students who have qualified in the examination and applied for credit transfer as specified will be exempted from appearing in the CCE and SEE (both internal and external) for the specified equivalent credit course only, as conducted by the University.
7. If students opt for additional online course/ MOOCs beyond the 40% requirement, it will be considered as add-on credit and will be reflected on the mark sheet or a separate certificate but will not be included in CGPA calculations.

2. Open and Distance Learning (ODL) Programmes :

Open and Distance Learning represents a unique approach to delivering education to learners who are physically separated from teachers or educational institutions due to economic, social, or other considerations.

The Government of India, through its notification CG-DL-E-05092020-221580 dated 4th September 2020, specifically in the UGC (Open and Distance Learning Programs and Online Programs) Regulations 2020, has established minimum standards for instruction, leading to the granting of undergraduate and post-graduate degrees, as well as post-graduate diplomas through ODL and online modes. If any new norms or regulations by UGC about the ODL are implemented will be considered as part of the SOP.

2.1 Provisions for Learning in ODL mode:

1. Only eligible and UGC recognized institutions can provide the ODL mode of learning. Students from other institutions must register at their respective institution to pursue UG/PG/PG Diploma courses.
2. Minimum duration for completion of UG level shall be 3/4 years to confer a degree/honours, respectively, and 1/2 years to award PG Diploma/Degree.
3. Maximum duration allowed for completion and award of degree at UG/PG level shall be twice the minimum duration of the respective programmes.
4. HEIS, other than open universities, offering programmes in ODL(with approval by DEC) mode and/or online mode, must maintain total credits and minimum program durations that are the same as corresponding programmes in regular mode.
5. ODL mode of learning shall be offered to facilitate flexible learning paces and multiple choices for learners, with easily understandable Self Learning Materials (SLM).
6. HEIs offering programmes in online mode are responsible for preparing the E- Learning materials.
7. Each course in the online mode shall have a precise assessment mechanism for identify leaning outcomes at each level for both continuous/formative and summative assessment.

2.2 Admission and Evaluation Mechanism for ODL mode:

Admission:

- A. The intake capacity under ODL mode for a programme under the science discipline shall be three times of the approved intake in regular mode.
- B. Fees may be applicable as declared by the HEI in the prospectus and website.
- C. Maintain records of Aadhar Card /other Government-approved ID for Indian students and Passports for International students for a minimum of five years.

Evaluation for ODL mode of education:

1. Continuous or formative assessment with a maximum weightage of 30%.
2. Summative assessment in the form of end-semester or term-end examination with a minimum 70% weightage, provided that students have a minimum attendance of 75% for participation in activities.
3. Marks and grades obtained in both evaluations shall be shown separately in the grade card.
4. Higher Educational Institution offering programmes through Online mode shall conduct examinations either using technology-enabled online tests with all the security arrangements ensuring transparency and credibility of the examinations or through the proctored examinations and in conformity with any other norms for such examinations.
5. Examination Centres shall have proper monitoring mechanisms, including Closed Circuit Television (CCTV) recording of the entire examination procedure and biometric systems. In cases where CCTV facilities are not available, proper videography should be conducted, and video recordings submitted by the particular examination centre in charge to the concerned Higher Educational Institution.
6. Attendance of examinees shall be authenticated through a biometric system as per Aadhaar details or other Government identifiers for Indian learners

2.3 Credit Calculation for ODL mode:

1. If a student attends an ODL session under the supervision of faculty members in a classroom, credit calculation follows the regular study mode:
 - 1 Credit for theory = 15 hours of learning
 - 1 Credit for practical - 30 hours of learning
2. If a student attends an online/ODL session in Self Learning Mode, the calculation is as follows:
 - 1 Credit for theory=30 hours of learning

Procedure for Credit Transfer for ODL mode:

The procedure for transferring credits from Online/ODL courses in the University is as follows:

1. During the current semester, the candidate must submit an undertaking while filling exam form for credit transfer.
2. On the due permission granted by the Controller of Examination/Registrar of University, the student need not appear for university exam for the exempted course(s).

3. The concerned department of the institution will intimate the exam section about the completion of a course along with the certificates of completion and the list of students, who have passed MOOCs in the current semester.
4. Upon successful completion of each course, the institute offering MOOCs would issue the certificate(s), along with number of credits and grade awarded. Certificate will be issued by the parent institution.
5. If a 4-credit courses is not available as per the student's choice, then the student can opt for 3 credit course and one credit can be acquired through continuous internal evaluation through mentor.
6. Students who have qualified in the proctored examination and applied for credit transfer as specified will be exempted from appearing in the CCE and SEE (both internal and external) for the specified equivalent credit course only, as conducted by the University.
7. If students opt for additional MOOCs beyond the 40% requirement, it will be considered as add-on credit and will be reflected on the mark sheet or a separate certificate but will not be included in CGPA calculations.

Anticipatory Measures

1. University will form a university-level CBCS credit transfer committee consists of exam controller and two deputy registrars of the university. The committee can take opinion of existing or ex-Deans of the concerned faculties.
2. Any issues if arise related to the transfer of credits earned by students through online/ODL mode will be addressed by the university-level CBCS credit transfer committee.
2. The university will periodically review its credit transfer policy, taking into account changes introduced by UGC, Open University, SWAYAM, NPTEL, and the State Government.

3. Suggestion for Issuing Certification:

It is recommended that each award of a degree at the UG/PG level and PG Diploma, whether obtained through ODL or Online mode, will be assigned a unique identification number, including a photograph, Aadhar number, and the name of the programme. These awards will also be uploaded to the National Academic Depository (NAD).

- a) University is recommended to include the following information on the backside of each degree/certificate and mark sheet issued to learners (for each semester certificate and at the end of the programme):
 - a) Mode of delivery
 - b) Date of admission
 - c) Date of completion

- d) Name and address of all Learner Support Centres (only for Open and Distance Learning)
- e) Name and address of all Examination Centres.

4. Student Support System:

1. Fee waivers and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners shall be in accordance with the instructions or orders issued by Central Government or Gujarat Government
2. Promotion of Online and ODL mode of learning in Special Education Zone and for PwD students.
3. Provision of academic and administrative support to learners.
4. Establishment of a full-time dedicated help desk offering single-window services for all learner-related queries.
5. Arrangements of self-learning material to learners for ODL programmes.
6. Access to detailed study materials and information.
7. Support for admission-related matters.
8. Pre-admission counselling for prospective learners to provide information on joining a specific programme.

4.1 Provisions in Education System for Persons with Disability (PwD) Students Person with Disability (Divyangjan-Physical/Hearing/Visual)

The National Education Policy (NEP)-2020 emphasizes equal educational opportunities for all, including Persons with Disabilities, irrespective of caste, gender, and abilities. NEP-2020 has accelerated the need for creation of an 'inclusive education' system that caters to students with both visible and invisible disabilities.

The Right of Persons with Disabilities (RPwD) Act, 2016, specifies 21 types of disabilities, including:

1. Blindness
2. Low Vision
3. Leprosy Cured Person
4. Hearing Impairment (Deaf and Hard of Hearing)
5. Locomotor Disabilities
6. Dwarfism/Short Stature
7. Intellectual Disabilities
8. Mental Illness

9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological Conditions (Multiple Sclerosis)
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language Disability
16. Thalassemia (Blood Disorder)
17. Hemophilia (Blood Disorder)
18. Sickle Cell Disease (Blood Disorder)
19. Multiple Disease including deaf-blindness
20. Acid Attack Victims
21. Parkinson's Disease (Chronic Neurological Conditions)

To facilitate inclusive education for all including Persons with Disabilities, the HEIS are being directed by UGC to constitute an 'Equal Opportunity Cell (EOC)'.

The Institute should constitute an EOC with the following composition:

1. Senior Faculty-Nodal Officer/Coordinator for EOC
2. Faculty- Member
3. Non-Teaching Staff - Member
4. Student-Member
5. Representation from Voluntary Organization-Member
6. Registrar-Member Secretary

The roles and responsibilities of the EOC are summarized below:

1. To promote the admission of PwD students in technical institutions.
2. To create awareness among stakeholders in equal opportunities regularly.
3. To address special needs of the students pertaining to teaching-learning process.
4. To provide special assistance in the training and placement of students with disabilities.
5. To establish a teacher-mentor scheme for PwD students right from entry to exit from the institute.

6. Develop disabled friendly teaching-learning process using modern tools and assistive technologies.

4.2 Accessible Infrastructure Facility

For Persons with Physical Disabilities:

1. Provision of ramps and wheelchairs for access to classrooms, laboratories, toilets, and other areas within the building.
2. Installation of lifts to accommodate wheelchair users for multi-floor access.
3. Implementation of clear signages for easy navigation.
4. Reserved seating in classrooms and parking areas.

For Persons with Hearing Impairments:

1. Provision of information boards in easily understandable formats.
2. Ensuring good acoustics in the classroom environment (reducing distracting noise).
3. Implementation of signages and layout maps for easy movement.

For Persons with Visual Impairments:

1. Installation of Braille signages including tactile paving.
2. Unobstructed covered corridors with handrails.
3. Removal of protruding objects and low-level flooring.
4. Dedicated reserved parking spaces.

4.3 Provision of Accessible Teaching-Learning Process

This involves training teachers with full-time or part-time responsibilities for the inclusive education of differently-abled students and using special online and ODL courses to cater to their needs.

1. Use of Universal Design Techniques: The teaching-learning process incorporates multiple modes of expression. Concepts are conveyed through text, audio, visuals, mind maps, and practical (learning by doing) formats.
2. Teacher Training in Communication Skills: Teachers receive training in effective communication skills for handling differently-abled students.
3. Development and Use of E-Learning Resources: E-learning resources are developed and used with sign language interpretation and subtitles for enhanced accessibility.
4. Conversion of Instructional Material: Services are provided to convert instructional material into accessible formats, including accessible digital format, large print, braille, tactile graphics, and more.

5. Curriculum Modifications: Curriculum adjustments are made to suit the needs of differently-abled students, such as replacing manual drawing with computer-aided design (CAD).

4.4 Special Provisions for Examination

Different examinations/boards have their own guidelines for students with disabilities. These provisions include the option for students who have difficulty writing to bring their own scribes during both Common Entrance Tests and Institute/University exams.

1. Scribes are provided according to the guidelines issued by the Department of Empowerment of Persons with Disabilities, Government of India.
2. Extension of time up to 20 minutes per hour should be given to the students who use scribes or have difficulty in writing during examinations.
3. Question papers include 20% to 50% of objective-type questions.
4. Arrangements are made to permit and support the use of computers for writing exams, including the provision of a softcopy of the question paper in an accessible format.

4.5 Additional Support and Linkages

- Establishment of partnerships with NGOs specializing in supporting differently-abled individuals.
- Provision of placement and support services.
- Conducting employer sensitization programs.
- Raising awareness about disability rights and reservation policies.
- Engaging in community outreach initiatives.
- Implementation and monitoring of accessibility standards.
- Maintenance of a Disability Database Management System (DDMS).
- Organizing internship and career advancement activities.

All Higher Education Institutions (HEIS) are required to include information about the availability of a barrier-free environment for students with disabilities on their websites. This information should cover details of the admission process and available support services.