

Academic Audit Performa

Manav Rachna International Institute of Research and Studies

Academic Audit of Centre (Academic Year 2025 - 26)

Part A

Basic Information of the Centre

- 1) Name of the Centre: Centre for Distance and Online Education
- 2) UGC-DEB ID of the Centre: DEB- U - 0169
- 3) Year of Establishment: November, 2021
- 4) Programmes currently being run with Intake and enrollment for each:

Name of Program	Duration of Program	Academic Year 2025-26		Name of Program	Duration of Program	Academic Year 2024-25		Total Enrolment	
		Sanctioned Intake	Present Enrolment			Sanctioned Intake	Present Enrolment	Sanctioned Intake	Present Enrolment
BBA (July, 2025 & Jan, 26)	3 Years	720	75	BBA (July, 2024 & Jan, 25)	3 Years	720	34	720	BBA (75 + 34) = 109
BCA (July, 2025 & Jan, 26)	3 Years	720	36	BCA (July, 2024 & Jan, 25)	3 Years	720	42	720	BCA (36 + 42) = 78
B.Com (July, 2025 & Jan, 26)	3 Years	No Limit	38	B.Com (July, 2024 & Jan, 25)	3 Years	No Limit	17	No Limit	B . Com (38 + 17) = 55
BA (H) Economics (July, 2025 & Jan, 26)	3 Years	No Limit	23	BA (H) Economics (July, 2024 & Jan, 25)	3 Years	No Limit	24	No Limit	BA (H) Economics (23 + 24) = 47
BA (H) English (July, 2025 & Jan, 26)	3 Years	No Limit	73	BA (H) English (July, 2024 & Jan, 25)	3 Years	No Limit	31	No Limit	BA (H) English (73 + 31) = 104
MBA (July, 2025 & Jan, 26)	2 Years	360	289	MBA (July, 2024 & Jan, 25)	2 Years	360	226	360	MBA (289 + 226) = 515
MCA (July, 2025 & Jan, 26)	2 Years	360	78	MCA (July, 2024 & Jan, 25)	2 Years	360	49	360	MCA (78 + 49) = 127
MA (English) (July, 2025 & Jan, 26)	2 Years	No Limit	17	MA (English) (July, 2024 & Jan, 25)	2 Years	No Limit	13	No Limit	MA (English) (17 + 13) = 30

CAY: Current Academic Year

For total number of student intake and enrollment, the number of Academic Years to be accounted should be equal to the duration of Programme.

5) No. of Batches produced for different programmes:

Name of the Programme	Year of Start	No. of Batches Produced
BBA	Jan, 22	4
BCA	Jan, 22	4
B.Com	Jan, 22	3

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BA (H) Economics	Jan, 22	4
BA (H) English	Jan, 24	NA
MBA	Jan, 22	4
MCA	Jan, 22	4
M.Com	Jan, 22	4
MA (English)	July, 23	3
MA (Economics)	July, 23	2

6) Full-Time Faculty on roll:

Number of Sanctioned Posts (Cadre wise):

Professor: 1

Associate Professor: 3

Assistant Professor: 10

a) Cadre wise:

Professor			Associate Professor			Assistant Professor			Total		
Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others
-	1	-	-	3	-	2	8	-	2	12	-

b) Qualification wise:

Ph.D			Ph.D Pursuing			PG			Others			Total		
Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others
2	6	-	-	5	-	-	1	-	-	-	-	2	12	-

Note: To be filled only under the column with highest qualification possessed.

7) Part Time/Visiting Faculty on roll, if any: 2

Number of Sanctioned Posts (Cadre wise):

a) Cadre wise:

Professor			Associate Professor			Assistant Professor			Total		
Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others
-	-	-	-	1	-	-	1	-	-	2	-



b) Qualification wise:

Ph.D			Ph.D Pursuing			PG			Others			Total		
Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others
-	1	-	-	1	-	-	-	-	-	-	-	-	2	-

Note: To be filled only under the column with highest qualification possessed.

8) Distinguished Academicians/Industrial Experts Appointed:

	Name	Organization with which affiliated	Area of Expertise	Type of engagement in the Centre	Engagement per month in the Centre
Emeritus Professor	Dr. Srinivasan Ramchandran	CSIR - IGIR	Bio Informatics, Artificial Intelligence, Software Development	Live Lectures	3 Hrs.
Adjunct Professor	Dr. Suruchi Satsangi	Institute of Professional Excellence & Management, Ghaziabad	Finance and Commerce	Live Lectures	12 Hrs.
	Dr. Pinki Chahal	Project Scientist at Just Energy Transition Centre. Indian Institute of Technology (IIT) Kanpur.	Socio-Economic Impact	Live Lectures	8 Hrs.
Professor of Practice	Dr. Madhulika Bhatia	Software development officer, Digital health & care Wales, UK	Artificial intelligence and Machine learning	Live Lectures	12 Hrs.
	Dr. Diwakar Goyal	Executive Director, Airport Authority of India	Aviation Management	Live Lectures	8 Hrs.
	Mr. Rajesh Arora	Marketing Consultant, Mascotdynamics Pvt Ltd	Finance	Live Lectures	8 Hrs.
	Mr. Rohit Checker	Rajiv Gandhi Cancer Institute of Research Centre, New Delhi	Healthcare	Live Lectures	12 Hrs.
	Mr. Aman Raj Gupta	IIHMR, Dwarka, Gurugram	Healthcare	Live Lectures	12 Hrs.

9) Non-teaching Staff:

Administrative Staff		Technical Supporting Staff		Total	
Male	Female	Male	Female	Male	Female
2	-	1	3	3	3

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10) Details of the students enrolled in the Centre during the current Academic Year: 2025 - 26

Programme Title		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total	P W D	Category				
Programme wise								GEN	SC	ST	OBC	Total
UG (July, 25 Batch)	Male	30	28	-	1	59	-	90	1	-	7	98
	Female	57	37	-	4	98	-	51	2	-	6	59
	Others	-	-	-	-	-	-	-	-	-	-	-
PG (July, 25 Batch)	Male	74	67	-	2	143	-	125	4	1	13	143
	Female	61	50	-	1	112	-	101	1	-	10	112
	Others	-	-	-	-	-	-	-	-	-	-	-
UG (Jan, 26 Batch)	Male	41	28	-	4	73	-	71	-	-	2	73
	Female	6	9	-	1	16	-	13	-	1	2	16
	Others	-	-	-	-	-	-	-	-	-	-	-
PG (Jan, 26 Batch)	Male	36	47	-	3	86	1	82	1	-	2	86
	Female	14	30	-	-	44	-	44	-	-	-	44
	Others	-	-	-	-	-	-	-	-	-	-	-

11) Major highlights of Strategic Perspective Plan of the Centre developed for the Academic Year and details of implementation:

In alignment with its strategic commitment to promoting academic excellence, industry preparedness and global competence, the Centre successfully formulated and implemented a comprehensive Strategic Perspective Plan for the academic year. The plan was structured around six key pillars: employability enhancement, value-added skill development, academic mentoring, research advancement, global exposure, and digital infrastructure development. The major initiatives undertaken under these pillars and their corresponding outcomes are presented below:

a. **Skilling for Employability, Entrepreneurship, and Innovation**

- Successfully introduced and delivered a range of contemporary specializations in Management and Computer Applications, including Business Intelligence and Analytics, Banking and Finance, Aviation Management, Event management, Cloud Computing and the Internet of Things. These programmes were designed to strengthen students' employability and entrepreneurial capabilities. Skill-oriented courses on the Indian Knowledge System, Sustainable Development and Universal Value were also conducted to broaden students' interdisciplinary understanding.

b. **Strategic MoU's and Value-Added Certification Courses in Collaboration with Industry Partners**

1. The Centre established strategic collaborations through Memoranda of Understanding with globally recognized organizations, including Harvard Business Publishing/ Harvard Management, British Council. These partnerships provided students with access to professional certifications, industry projects, internships and advanced digital learning resources, thereby strengthening outcome-based education and improving employability prospects.
2. In collaboration with Google Certification and LinkedIn Learning, students were provided access to industry-recognized micro-courses covering digital literacy, communication and interpersonal skills, leadership capabilities and domain-specific software tools. These courses complemented technical certifications and supported employability across diverse sectors.
3. The certification portfolio was strategically designed to address emerging workforce requirements in artificial intelligence, cybersecurity, data science, cloud computing, and other technology-driven domains.
4. The Centre established a robust Learning Management System supported by a reliable digital infrastructure to facilitate seamless academic delivery for online learners. The platform enabled easy access to course materials, recorded lectures, live sessions, assessments and continuous learner support. This strengthened student engagement, improved accessibility and ensured a consistent and technology-enabled learning experience.

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c. **Strengthening Curriculum through Distinguished Industry-Academia Collaborations**

- In furtherance of its strategic objective to strengthen the integration of industry expertise with academic delivery, the Centre engaged distinguished Adjunct Professors and Professors of Practice from leading academic institutions and reputed industry organizations. These experts contributed through live lectures, development of academic content and recorded learning sessions, collectively providing more than 300 hours of engagement across areas such as Healthcare, Aviation, Blockchain, Finance and Management. The initiative enriched the learning experience by enhancing curriculum relevance, aligning academic instruction with industry requirements and strengthening students' practical skills and professional preparedness.

The plans are implemented through following measures

1. Intellectual Capital and Industry-Academia Interface

- Organized a series of high-impact workshops and Faculty Development Programs (FDPs) aimed at strengthening faculty competencies in research, digital pedagogy, innovation, and intellectual property management. The key programs conducted included:
 - Indian Knowledge System: Science and Technology
 - Advanced Research Methodologies 3.0: A multidisciplinary Workshop on JAMOVl-Based Statistical Analytics, 3D Printing in Scientific Research and Sustainable Innovation
 - Mastering Business Operations – Insights into Operations Management/ Supply Chain Management
 - These capacity-building initiatives enhanced faculty expertise in contemporary teaching methodologies, research excellence, and scholarly publishing while promoting innovation and intellectual property awareness. They also sensitized participants to emerging academic practices, strengthened research-led pedagogy, and fostered a culture of continuous professional development aligned with the evolving demands of higher education.

2. Skill-Oriented Short-Term Development Courses

To enhance domain-specific competencies and managerial effectiveness, targeted short-term courses were conducted in key business areas. These programs bridged the gap between academic learning and industry expectations through application-focused training.

(i) Advanced Marketing Management

- **Learning Objective:** To enlighten participants with advanced knowledge of strategic marketing principles, digital marketing integration, and consumer insights to make data-driven marketing decisions.
- **Learning Outcome:** Learners developed the ability to design competitive marketing strategies, enhance brand positioning, and apply analytical tools to real-world marketing challenges.

(ii) Strategic HR Management and Organization Development

- **Learning Objective:** To build strategic HR capabilities focused on talent management, organizational effectiveness, and alignment of HR practices with long-term business goals.
- **Learning Outcome:** Participants acquired skills to lead organizational development initiatives, manage change effectively, and implement HR strategies that drive workforce performance and transformation.

(iii) Data Intelligence

- **Learning Objective:** To equip participants with advanced knowledge of data intelligence concepts, data analytics techniques, and business intelligence tools to transform data into meaningful insights for strategic decision-making.
- **Learning Outcome:** Learners developed the ability to collect, analyse, interpret, and visualise data, apply analytical techniques to solve business problems, and leverage data-driven insights to support informed managerial and organizational decisions.

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3. **Holistic Student Mentoring and Engagement Framework**

- A structured Student Mentoring System was institutionalized to ensure academic success, emotional well-being, and career progression:
 - a. Round-the-clock student interaction.
 - b. Continuous monitoring, guidance, and motivation.
 - c. Career advisory and post-graduation engagement.
 - d. Formalized mentoring documentation and escalation protocols for academic interventions.
- This proactive mentoring approach fostered a strong connect between students and faculty, significantly improving academic retention and satisfaction.

4. **Industry Expert Talks: National and International Engagements for Career Readiness and Global Insight**

As part of the Centre's long term vision to enhance career preparedness, market awareness, and industry-academic synergy, a series of Industry Expert Talks were organized throughout the academic year. These sessions featured eminent professionals and domain leaders from both national and international platforms.

Key Expert Sessions Conducted:

Title of Session	Focus Area	Strategic Objective
Trends Shaping the Future of Work	Emerging workplace trends, digital transformation, automation, hybrid work, and future-ready skills.	To equip students with an understanding of evolving workplace dynamics and prepare them with the competencies required for future careers.
International Youth Day – Pause & Power Up: Building Mental Fitness	Mental well-being, emotional resilience, stress management, mindfulness, and work-life balance.	To promote mental wellness, resilience, and self-care practices that enhance academic performance and overall well-being.
I Want Mobile or I Want to Be Mobile – Empowering Generations to Pursue their Dreams	Career mobility, lifelong learning, adaptability, digital empowerment, and growth mindset.	To inspire students to embrace continuous learning, adaptability, and career mobility for long-term professional success.
Mastering Business Operations – Insights into Operations Management/Supply Chain Management	Operations strategy, supply chain management, process optimization, logistics, and operational excellence.	To develop an understanding of efficient business operations and supply chain practices for informed managerial decision-making.
AI & HR in Global Context	AI-driven human resource management, digital HR practices, talent analytics, ethical AI, and the future of work.	To familiarize students with the transformative role of AI in global HR practices and prepare them for technology-enabled workforce management.
AI in Emerging Industries	Exploring how Artificial Intelligence is transforming emerging industries, innovation, and business models.	To expose learners to AI applications across emerging sectors and encourage innovation, digital literacy, and industry readiness.
Role of AI in Balancing Automation, trust and Human oversight	Industry perspectives on the future of responsible AI	To enhance awareness of responsible AI practices by exploring the balance between automation, trust, ethical governance, and human oversight from an industry perspective, enabling learners to navigate the future of AI-driven organization
Sedentary Behaviour & Ergonomic Design: Rethinking Health in Modern Workspaces	Workplace ergonomics, healthy work habits, physical well-being, posture management, and occupational health.	To create awareness about ergonomic practices and healthy workplace behaviours that improve productivity, health, and quality of life.
Reimagining Digital Management in the Age of AI and Sustainability	AI-enabled sustainable development, sustainable finance, digital management, green technologies, ESG practices, climate action, and responsible innovation.	To foster awareness of how Artificial Intelligence can contribute to sustainable development and encourage responsible, ethical, and environmentally conscious innovation.



Impact and Outcomes:

- The expert sessions witnessed enthusiastic participation from over 500 students and faculty members, fostering a vibrant and engaging learning environment.
- Interactive Q&A sessions, live discussions, and industry case studies effectively bridged the gap between theoretical concepts and real-world business practices, enriching the overall learning experience.
- The initiatives significantly enhanced participants' career awareness, digital competencies, industry readiness, and interdisciplinary perspectives, preparing them to navigate evolving professional landscapes.
- Engagement with accomplished industry experts strengthened the Centre for Distance and Online Education (CDOE)'s industry-academia ecosystem, creating opportunities for future collaborations, mentorship programmes, guest engagements, internships, and experiential learning initiatives.

These expert-led interventions reflect the Centre's strategic commitment to nurturing future-ready professionals by promoting industry engagement, enhancing employability, and developing globally competent graduates equipped with the skills and mindset required for the digital economy.

5. Research Ecosystem Development

Faculty members strengthened the University's research profile through quality publications, conference presentations, and scholarly contributions to books and edited volumes. The filing and grant of patents further reflected a growing culture of innovation, interdisciplinary research, intellectual property creation, and industry-relevant outcomes.

6. Infrastructure for Digital Learning and Content Creation

- A dedicated state-of-the-art video lecture recording studio was established to support the creation of high-quality digital learning resources. The facility enables faculty members to develop professionally recorded asynchronous lectures, interactive instructional videos, and multimedia-rich educational content, thereby enhancing the quality, accessibility, and flexibility of online teaching and learning.
- The Centre for Distance and Online Education (CDOE) has deployed a robust, customized and inhouse Learning Management System (LMS) as the central digital platform for delivering a seamless and technology-enabled learning experience. The LMS serves as an integrated academic ecosystem that facilitates end-to-end course management, including structured content delivery, live and recorded lectures, assignment submission, online assessments, discussion forums, announcements, attendance tracking, learner progress monitoring, and continuous performance evaluation. The platform also enables meaningful faculty-student interaction through collaborative learning tools, ensuring sustained learner engagement, timely academic support, and effective monitoring of student outcomes. By providing anytime-anywhere access to learning resources and real-time academic analytics, the LMS has significantly strengthened the efficiency, transparency, and effectiveness of the University's online education ecosystem.
- To uphold the credibility and integrity of online assessments, CDOE has also implemented an AI-enabled remote proctoring system that supports secure, scalable, and fair conduct of virtual examinations. Equipped with advanced monitoring capabilities, the system helps ensure examination integrity while delivering a seamless assessment experience for learners across diverse geographical locations.

7. Library as a Digital and Research Learning Hub

- The library services were digitally transformed with:
24x7 remote access, single-window digital library interface, and personalized accounts for users.
- Rich online databases and e-resources such as EBSCO, IEEE, DELNET and plagiarism checkers like Drillbit were made accessible to all.

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8. Cisco-AICTE Virtual Internship Program 2025: Building Future-Ready Tech Skills

The Cisco-AICTE Virtual Internship Program (VIP) 2025, conducted in collaboration with Cisco, AICTE, and NASSCOM, focuses on equipping students with industry-relevant skills in Cybersecurity and Networking. Open to students across technical disciplines, this internship aims to bridge the gap between academia and industry by providing hands-on, structured learning. 21 learners from the BCA and MCA programs have completed virtual internships from 1st July to 30th July 2025, and 53 students have completed the internship from 6th May 2026 - 30th June 2026. They all have gained practical exposure to next-generation technologies and career-oriented competencies.

9. Proposed Student-Centric Activities for the Upcoming Academic Year

Name of the Activity	Focus	Outcome
Global Leadership Summit on "AI, Ethics and Responsible Innovation"	Responsible AI, ethical decision-making, governance frameworks, and human-centric technology	Developed ethical leadership, AI governance awareness, and responsible decision-making competencies among students.
Industry Masterclass Series on "Data Analytics, Generative AI and Business Intelligence"	Data-driven decision making, Generative AI tools, predictive analytics, and business intelligence applications	Enhanced analytical thinking, digital fluency, and industry-relevant data intelligence skills for modern business environments.
Entrepreneurship and Innovation Bootcamp: "From Idea to Startup"	Design thinking, business model development, startup funding, innovation management, and pitching skills	Fostered entrepreneurial mindset, innovation capabilities, and startup readiness among aspiring entrepreneurs.
Career Accelerator Programme: "Future Skills for the Global Workforce"	Employability skills, personal branding, digital portfolios, networking, interview preparation, and cross-cultural communication	Improved career readiness, global employability, and professional competencies aligned with evolving industry expectations.
International Webinar Series on "Sustainable Business, ESG and Circular Economy"	Environmental, Social and Governance (ESG), sustainability reporting, circular economy, and responsible business practices	Strengthened students' understanding of sustainable development, responsible corporate practices, and ESG-driven business strategies.
Research Excellence Workshop Series: "AI-Assisted Research, Systematic Literature Review and Scholarly Publishing"	AI-enabled research tools, systematic literature reviews, bibliometric analysis, research ethics, and high-impact journal publishing	Enhanced research capabilities, academic writing proficiency, and publication readiness while promoting responsible use of AI in research.

10. Proposed Global Academic Collaborations and Student Mobility

- CDOE proposes to establish a strategic academic collaboration with **KEDGE Business School, France**, to provide students with international exposure and globally benchmarked learning opportunities. The initiative will include specialized academic modules, experiential learning, industry visits, cultural immersion, and interaction with international faculty and peers. This collaboration is expected to strengthen students' intercultural competence, global business understanding, leadership skills, and readiness for international careers, while advancing the University's internationalisation agenda.

12) Status of implementation of UGC guidelines for Online Learning (OL) Programmes as per the Regulation, 2020:

Manav Rachna Centre for Distance and Online Education (MRCDOE) is fully compliance with the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020, in the delivery and governance of its Online Learning (OL) Programmes. The following mechanisms and practices are in place to ensure academic rigour, learner engagement, and continuous improvement:

1. Four-Quadrant Approach to Content Delivery

In alignment with UGC's recommended pedagogical framework, the e-learning content is developed and delivered using the Four-Quadrant approach.

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- **Quadrant 1:** E-text materials (PDFs, PPTs, and reading content)
- **Quadrant 2:** Audio-video content (recorded lectures, explainer videos)
- **Quadrant 3:** Self-assessment tools (quizzes, assignments, and short tests)
- **Quadrant 4:** Discussion forums and interactive platforms for doubt resolution

2. **Learning Management System (LMS) for Content Access and Learner Engagement**
All learning resources including video lectures, e-texts, virtual classroom links, self-assessment tools, and other interactive learning material are hosted on an integrated and robust inhouse LMS platform. The LMS ensures 24x7 accessibility, learner tracking, and analytics to monitor participation and performance.

3. **AI-Proctored Examinations in CBT Mode**

End-term examinations and internal assessments are conducted through an AI-enabled proctoring system to ensure secure, transparent, and fair evaluation. The LMS further automates result processing and generation, enabling timely and accurate declaration of student outcomes.

4. **Academic Governance through Regular Council Meetings**

Regular Board of Studies and CIQA meetings and further final discussions in the Academic Council and Executive council are held to review the curriculum, teaching-learning processes, and assessment strategies to ensure academic quality and relevance.

5. **CIQA (Centre for Internal Quality Assurance) Monitoring and Reporting**

CIQA meets once in a semester and oversees the quality parameters of all online programmes. Regular CIQA reports are prepared, reviewed, and submitted to the statutory bodies. These reports include learner feedback, programme performance metrics, and areas of improvement.

6. **Mentorship and Learner Support System**

- **Mentor-Mentee System:** Each learner is assigned a faculty mentor to guide them academically and professionally.
- **Programme Coordinators:** Designated coordinators act as the single point of contact for resolving queries related to academics, examination, and administration.
- **IT Helpdesk Support:** Continuous learner support is available through email, chat, and call-based assistance.

7. **Virtual Classrooms and Live Interactions**

Scheduled live sessions are conducted for each course via virtual classrooms to ensure real-time interaction between learners and faculty members. Recordings of these sessions are made available for asynchronous access.

8. **Self-assessment and Continuous Evaluation**

Learners are encouraged to engage in periodic self-assessments through quizzes, practice tests, assignments, and peer discussions integrated within the LMS.

9. **Compliance and Continuous Improvement**

All aspects of the programme design, delivery, and evaluation are continuously reviewed through proper feedback mechanisms in each session. Proper action taken on the suggestions and pointers given by the stakeholders.

13) Details of outcome of Activities planned in line with the Centre Values:

1. **Student Centricity:** CDOE focuses on strengthening active and experiential teaching-learning processes with highly interactive and informative sessions for the online learners like:

- Research Methodology Workshop
- Three Days Workshop on Design and Development of Self-Learning Materials for Online Learning
- Masterclass on "Insights on Operations Management / Supply Chain Management"
- Webinar - Trends Shaping the Future of Work

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2. **Integrity:** Understanding the values and integrity of the industry and market (CDOE organizes regular interactive session like:

- Vigilance Week – Our Shared Responsibility
- Industry Talk – Role of AI in Balancing Automation, Trust and Human Oversight
- Role of AI in Balancing Automation, Trust and Human Oversight

3. **Excellence:** Learners need to understand the value of excellence in the and how it becomes the spring of attaining it. To help students understand and excel CDOE organizes workshops like:

- AI in Emerging Industries
- AI & HR in Global Context
- Reimagining Digital Management in the Age of AI and Sustainability
- International Talk

4. **Inclusivity:** Workshops focusing on inclusivity can have a significant impact on fostering diversity and creating a more welcoming environment. CDOE regularly plans such activities like sessions:

- Webinar on International Women's Day
- International Youth Day – Pause & Power Up: Building Women's Fitness
- Teachers' Day – I Want Mobile or I Want to Be Mobile – Empowering Educators to Pursue Their Dreams
- Independence Day – Poster Competition

5. **Sustainability:** Workshops organized by CDOE on sustainability can be incredibly valuable for raising awareness and promoting environmentally friendly practices within an organization or community.

- Hybrid Event on World Health Day – Sentient Behaviour & Ergonomic Design: Rethinking Health in Modern Workspaces
- Reimagining Digital Management in the Age of AI and Sustainability

14) Details of Implementation of Centre Best Practices:

1. National & International Talks/Webinars

Objectives:

To create a dynamic platform for knowledge exchange by bringing together distinguished national and international academicians, industry experts, and practitioners. The initiative aims to enhance students and faculty members' global perspectives, promote interdisciplinary learning, encourage innovation, and facilitate the dissemination of contemporary knowledge on emerging academic, technological, and industry trends.

Context:

Recognising the importance of global engagement in higher education, CDOE regularly organizes expert talks and webinars to bridge the gap between academia and industry. National sessions focus on addressing region-specific challenges, policy developments, and industry practices, while international engagements expose learners to global best practices, cross-cultural perspectives, and emerging trends across diverse disciplines. These interactions support the University's vision of fostering globally competent graduates equipped to thrive in an interconnected and rapidly evolving world.

The Practice:

CDOE conducts a structured series of online expert sessions throughout the academic year, typically scheduled on weekends to maximise student participation. The topics are carefully curated based on emerging industry requirements, technological advancements, research developments, and societal needs. The sessions feature eminent speakers from academia, industry, research organisations, and international institutions, providing participants with opportunities to engage in interactive discussions, case-based learning, and real-world problem-solving. Each session is supported through the University's digital learning ecosystem, ensuring seamless participation for learners irrespective of geographical location.

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Evidence of Success:

- Successful organisation of multiple national and international expert talks and webinars with active participation from students, faculty members, and external stakeholders.
- Comprehensive documentation of each event, including reports, recordings, and photographs, is maintained and made available through the University's official website and digital platforms.
- Positive participant feedback reflected increased awareness of emerging technologies, global business practices, research opportunities, and career pathways.
- Enhanced collaboration with industry experts and international institutions, creating opportunities for future academic partnerships and knowledge-sharing initiatives.

Challenges and Solutions:

- **Challenge:** Ensuring uninterrupted participation from students residing in geographically remote locations with inconsistent internet connectivity.
- **Solution:** Session schedules and joining details were communicated well in advance, enabling students to make appropriate logistical arrangements. Wherever feasible, recordings of the sessions and supporting learning resources were made available through the Learning Management System (LMS), ensuring equitable access to learning opportunities.

Outcomes and Impact Analysis:

- Significantly broadened students' exposure to national and international perspectives on emerging academic and industry developments.
- Strengthened critical thinking, global outlook, and interdisciplinary learning among participants through meaningful interactions with renowned experts.
- Enhanced students' awareness of emerging career opportunities, innovation ecosystems, and evolving workplace expectations, thereby improving their employability readiness.
- Reinforced the University's academic reputation and internationalisation efforts through sustained engagement with distinguished national and global experts.
- Fostered a culture of continuous learning, professional networking, and knowledge exchange, supporting the University's strategic commitment to academic excellence and global competency development.

2. Regular Student Feedback Mechanism**Objectives:**

- To continuously improve the quality of teaching and learning.
- To strengthen student engagement and address concerns proactively.
- To cultivate a student-centered academic environment.

Context:

In light of the evolving educational landscape and rising student expectations, regular feedback mechanisms have been institutionalized to ensure that student voices are heard and acted upon.

The feedback is based on following parameters

- Accessibility of e-content on the portal
- Accessibility of Library e-learning resources
- Trouble Shooting Technical Issues
- Relevant and beneficial expert-led sessions
- Queries sort on time by programme coordinators
- Trainings/Workshops by Industry/International Experts
- Smooth online fee and registration process

The Practice:

- Structured Feedback Sessions: Conducted every semester through LMS and google forms.
- Comprehensive Data Collection: Both qualitative and quantitative data are gathered to assess various dimensions of the academic experience, including curriculum, pedagogy, and support services.

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Evidence of Success:**Insights gathered from student feedback have led to:**

- Improved instructional methods tailored to student needs.
- Increased levels of satisfaction reflected in feedback scores and testimonials.

Challenges and Solutions:

- Low Participation: Tackled through increased awareness campaigns, user-friendly surveys, and assurances of confidentiality.
- Inconsistent Feedback Quality: Addressed by refining survey design and clearly communicating the purpose and impact of feedback.

Outcomes and Impact Analysis:

- Improved Academic Delivery: Enhanced responsiveness of faculty to learner needs.
- Higher Retention Rates: Due to a more responsive and supportive academic environment.
- Enhanced Institutional Image: Reinforces the CDOE commitment to student welfare and academic excellence.

3. Meet & Greet Program – “PARICHAY 2.0”**Objectives:**

- To foster a sense of belonging among online learners through on-campus interactions.
- To enhance engagement by providing direct access to faculty, peers, and campus facilities.

Context:

"Parichay" was launched in 2024 as a first-of-its-kind offline Meet & Greet networking event designed to foster meaningful interactions among students, faculty, and the academic community at Manav Rachna International Institute of Research and Studies (MRIIRS). The initiative aimed to strengthen student engagement and cultivate a strong sense of belonging within the institution. Following the overwhelming success of its inaugural edition, the event has become an annual tradition. Building on this legacy, "Parichay 2.0" was organized as another highly successful gathering, further enhancing collaboration, networking, and community spirit among learners.

The Practice:

- Offline Campus Engagement: Students were invited to the campus for an immersive experience.
- Interactive Activities: Included ice-breaking sessions, campus tours, and faculty as well as entire CDOE team introductions.
- Resource Awareness: Sessions on diving through the virtual world, DSW initiatives, sports and wellness resources were conducted along with campus tours arranged for all the learners.

Evidence of Success:

- Strong turnout and enthusiastic participation reflected the event's success.
- Learners shared overwhelmingly positive feedback, appreciating the personal interaction and exposure.

Challenges and Solutions:

- Student Engagement: Encouraged through personalized invites, engaging activities etc.

Outcomes and Impact Analysis:

- Strengthened student-faculty interaction and networking.
- Fostered a sense of belonging among learners.
- Enhanced student engagement and participation.
- Promoted peer learning and collaboration.
- Increased awareness of university resources and support services.
- Established Parichay as a successful annual student engagement initiative.

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4. Extra-Curricular Activities for Holistic Student Engagement

Objectives:

- To promote holistic development of learners through cultural, academic, and value-based engagement.
- To build a sense of community, inclusiveness, and institutional belongingness.
- To encourage creativity, critical thinking, and interpersonal skills among students.
- To foster awareness around national and international observances, fostering civic and global responsibility.
- To support transition, social integration, and emotional well-being of learners through orientation and interactive events.

Context:

With the rise in blended and online education modes, the institution recognized the need to strengthen student engagement beyond academics. A well-planned activity calendar of extra-curricular activities was implemented to ensure students experienced a vibrant campus life virtually and in-person. The events were designed to cater to diverse learner interests while also aligning with national and international themes to encourage participation and cultural appreciation.

The Practice:

A range of events were organized throughout the academic year, as detailed below:

List of Activities Conducted:

1. **International Women's Day Webinar**
Celebrated women's achievements and encouraged discussions on leadership, equality, and empowerment.
2. **World Health Day – Hybrid Event**
Promoted awareness about physical and mental well-being through expert talks and interactive sessions.
3. **International Youth Day: *Pause & Power Up – Building Mental Fitness***
Focused on mental wellness, resilience, stress management, and building emotional strength among students.
4. **Independence Day – Poster Competition**
Encouraged students to showcase their creativity and patriotism through poster-making on the theme of national pride.
5. **Vigilance Awareness Week – *Our Shared Responsibility***
Sensitized students to the importance of ethics, integrity, transparency, and responsible citizenship.
6. **Teachers' Day 2025 – *I Want Mobile or I Want to Be Mobile: Empowering Generations to Pursue their Dreams***
An engaging celebration highlighting the role of teachers in inspiring innovation, lifelong learning, and personal growth.
7. **Utsav-e-Navratri 2025**
Celebrated the festival of Navratri with students in hybrid mode where students showcased their cultural talent and performances.
8. **Webinar – *Trends Shaping the Future of Work***
Introduced students to emerging workplace trends, future skills, and evolving career opportunities in the digital era.
9. **Parichay 2.0 – Meet & Greet**
Parichay 2.0 provided a platform for students to connect with faculty, peers, and university leadership, fostering networking, collaboration, and a strong sense of belonging within the Manav Rachna Online learning community.

Evidence of Success:

- **Increased Student Participation:** Over 80% participation in at least one event throughout the year.
- **Positive Feedback:** Event feedback forms recorded over 90% satisfaction and requests for recurring sessions.
- **Skill Showcasing:** Several students gained visibility through performances and presentations.
- **Faculty Engagement:** Multidisciplinary faculty joined as moderators and resource persons, enhancing event quality.
- **Social Media Engagement:** Strong presence and engagement metrics from event highlights shared on institutional platforms.

Challenges and Solutions:

Challenges included low initial participation, technical glitches, scheduling conflicts, and limited interaction in virtual mode. These were addressed through pre-event promotions, dedicated IT support, well-timed scheduling, and interactive tools like polls and breakout rooms. Resource constraints were managed with digital solutions and student volunteers, while multi-day event engagement was sustained through varied activities and participation incentives.

Outcomes and Impact Analysis:

- **Enhanced Student Satisfaction & Retention:** Participation helped improve students' sense of belonging, aiding retention.
- **Soft Skills Development:** Events nurtured communication, teamwork, creativity, and leadership.
- **Cross-Disciplinary Learning:** Events such as research methodology sessions and health awareness days supported academic learning with life skills.
- **Cultural and Social Awareness:** National and international observances reinforced value education and civic consciousness.
- **Alumni and Senior-Student Connect:** Farewell and fresher events helped bridge batches, enabling mentoring and community building.

These best practices have been pivotal in enhancing the learning experience for students enrolled in online degree programs. By integrating global exposure, regular feedback, and on-campus engagement opportunities, the department has successfully created a well-rounded, student-centric educational ecosystem.



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Annexure A.1 List of faculty members for the Academic Year (for which Academic Audit being conducted)

Sr. No.	Employee Code	Name of the teacher	Male / Female	PAN	Aadhaar No.	Designation	Date of Birth	UG Degree from	PG Degree from	Ph.D Degree from	PhD Degree Award Date	Field of Specialization	Teaching Experience	Research Experience (Not as Research Scholar, No Overlapping with Teaching Experience)	Industrial Experience	Total Experience	Date of Joining at MRIIRS	Date of relieving, if left	Category	State of Domicile
1	MRIIRS/160026	Prof. (Dr.) Shaveta Bhatia	F	AJOPB9752D	714452466526	Director – CDOE & Professor	26.12.1978	Kurukshetra University	Kurukshetra University	MRIU	16.10.2015	Mobile Computing	23.5 Years	-	6 Months	24 Years	01.06.2005	-	GEN	Haryana
2	MRIIRS/160071	Dr. Mridula Batra	F	ANTPB6950E	533957292298	Assistant Director – CDOE & Associate Professor	28.08.1981	MDU, Rohtak	MDU, Rohtak	MRIIRS	20.11.2020	Computer Applications (Cloud Computing)	23 Years	-	-	23 Years	16.01.2007	-	GEN	Haryana
3	MRIIRS/5601008	Dr. Tafheem Bashir	M	BKZPM7449B	274020842888	Assistant Professor	02.12.1988	Jamia Hamdard, New Delhi	Jamia Hamdard, New Delhi	MRIIRS, Faridabad		Digital Marketing / Management	11.5 Years	-	-	11.5 Years	26.09.2022	-	GEN	J & K
4	MRIIRS/5601019	Dr. Garima Sharma	F	DKEPS1897C	660564502254	Associate Professor	03.02.1985	Delhi University	Jamia Millia Islamia, Delhi	Maharshi Dayanand University	19.11.2019	Pure Algebra	15 Years	-	-	14 Years	11.12.2023	-	GEN	Haryana
5	MRIIRS/5601056	Dr. Rupal Ramawat	F	AMIPR7775H	264824937839	Associate Professor	18.12.1982	Maharshi Dayanand Saraswati University Ajmer	Mohan Lal Sukhadia University Udaipur	Rajasthan Technical University Kotal	12-08-2024	Human Resource Management and Organizational Behaviour	9 years	2 years	2 years	13 years	27 April 2026	NA	Gen	Delhi

6	MRIIRS/5601016	Dr. Deepali Seth	F	HWWP54498P	769465758978	Assistant Professor	22.02.1994	Dayalbagh Educational Institute (Deemed to be University), Agra	IGNOU	Dayalbagh Educational Institute (Deemed to be University), Agra	25.03.2025	Modern Indian Drama & Constructivist Pedagogy	9 years	-	1Year 5 months	9 years 5 months	23.11.2023	-	OBC	UP
7	MRIIRS/5601032	Dr. Sourabh Kumar	M	AVAPK3079J	478684518525	Assistant Professor	17.12.1986	Dyal Singh College, University of Delhi	Hans Raj College, University of Delhi	Department of English, University of Delhi	November 2024	Indian Literature	9 years	-	3 years	12 years	01.08.2024	-	GEN	UP
8	MRIIRS/5601025	Ms. Amrisha Minocha	F	BTOPM4841D	318617212397	Assistant Professor	12.11.1993	University of Petroleum and Energy Studies	Graphic Era Deemed to be University ; Uttarakhand Open University	Graphic era deemed to be University	Pursuing	Counselling and Criminal Psychology ; Organisational behaviour	4.5 year's	-	4 Years	8 Years	18.03.2024	-	GEN	Uttarakhand
9	MRIIRS/5601027	Ms. Ruchika	F	JZMPS0071M	380589655286	Assistant Professor	15.12.1998	IGNOU	Pt. Ravishankar Shukla University, Chhattisgarh	-	-	Finance and Commerce	4 years	-	-	4 years	24.06.2024	-	OBC	Odisha
10	MRIIRS/5601043	Dr.. Aditi Mohan	F	CYWPM5699D	923091342441	Assistant Professor	18.08.1994	Hemvati Nandan Bahuguna Garhwal University	Graphic Era Deemed to be University	Graphic Era Deemed to be University	Pursuing	Finance	2 year, 4month s1 year, 4month s	-	1 year 6 months	3 Year 10 months	03.03.2025	-	GEN	Uttarakhand
11	MRIIRS/5601037	Ms.. Priyanka Aggarwal	F	AHRPAS741J	644110388637	Assistant Professor	12.09.1984	P.G. DAV, University of Delhi	Amity University, Noida	Jamia Millia Islamia, New Delhi	Pursuing	Marketing	5 years 8 month	3 years 4 months	4 years 2 month	13 years 2 months	16.12.2024	-	GEN	Haryana

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12	MRIIRS/5601 038	Ms. Radhika Batra	F	CQBP8970 6K	419524939 793	Assistant Professor	23.09.19 97	Amity Universit y	IGNOU	MRIIRS	Pursuing	English Literature	3 years 7 months	-	-	3 years 7 months	16.12.20 24	-	GEN	Delhi
13	MRIIRS/5601 039	Ms. Priya Gupta	F	BONPG476 1C	882892436 557	Assistant Professor	13.10.19 93	Amity Universit y, Noida	Manav rachna Internatio nal University Faridabad	-	-	Computer Science	1.5 year	-	-	2.5 year	12.02.20 25	-	GEN	Haryana
14	MRIIRS/5601 057	Ms. Hema Jagja	F	CICPJ1002 R	'699728732 735	Assistant Professor	27.08.20 00	MRIIRS	MRIIRS	MRIIRS	Pursuing	Strategic managemen t	1 year	-	2 years	3 years	01-06- 2026	-	GEN	Haryana

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Annexure A.2 Faculty Achievements during the Academic/Calendar/Financial Year:

Sr. No.	Employee Code	Name of the teacher	Number of week long FDPs attended during	Number of MOOC Certifications/ Skill Enhancement Certifications	Number of MOOC Certifications from NPTEL	Number of Journal Publications Indexed in Scopus/ WoS/ SCI	Number of Indexed Conference Publications	Number of Books / Book Chapters	Number of funded research projects	Number of Patents Published	Number of Patents Granted	Number of Consultancy Projects or corporate training delivered	Number of PhDs Awarded	Amount of Financial Support provided by MRIIRS for attending conferences / Professional Membership	Total number of theory and lab courses taken	Course wise number of students enrolled	Course wise Pass %age	Course wise %age of students with grade B+ and above	Course wise Average CG Attainment
1	MRIIRS/160026	Prof. (Dr.) Shaveta Bhatia	3	2	NA	4	3	1	NA	1	0	NA	1	NA	2 THEORY, 3 PRACTICAL	4THEORY, 3 PRACTICAL	127	51	MRIIRS/160026
2	MRIIRS/160071	Dr. Mridula Batra	3	3	NIL	1	1	NIL	NIL	1	1	NIL	NIL	NIL	18 theory, 5 Labs	Software Project Management (4 students), SQL for Data Science (22 students), Vocational Training/Capstone Project (9 students), Project (6 students), Research Innovation Catalyst-II (6 students), Data Communication & Networking (21 students), Data Communications (9 students), Software Engineering (42 students), Database Management System (38 students), Database Management System (DM/BIA) (55 students), RDBMS	Software Project Management (100%), SQL for Data Science (63%), Vocational Training/Capstone Project (100%), Project (100%), Research Innovation Catalyst-II (100%), Data Communication & Networking (100%), Data Communications (100%), Software Engineering (100%), Database Management System (100%), Database Management System (DM/BIA) (78%), RDBMS using Oracle (100%), Oracle Lab (100%)	Software Project Management (100%), SQL for Data Science (63%), Vocational Training/Capstone Project (25%), Project (100%), Research Innovation Catalyst-II (25%), Data Communication & Networking (95%), Data Communications (78%), Software Engineering (97%), Database Management System (81%), Database Management System (DM/BIA) (78%), RDBMS using Oracle (95%), Oracle Lab	MRIIRS/160071

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																	using Oracle (13 students), Advance Database Systems (5 students), and Software Engineering & Testing (9 students), Oracle Lab(21).		(100%)	
3	MRIIRS/5601008	Dr. Tafheem Bashir	2	4	NIL	NIL	1	NIL	NIL	NIL	NIL	NIL	NIL	NIL	11 courses + 1 SDP	Marketing Management I (MBA-267), Marketing Management (BBA-10), Consumer Behavior (MBA-12), Consumer Behavior (BBA-7), Service Marketing (MBA-12), Service Marketing (BBA-5), Fundamentals of Digital Marketing (MBA-12), Online and Social Media Marketing (BBA-12), Social Media Marketing (MBA-15), Customer Relationship Management (BBA-7), Digital Entrepreneurship (MBA-14) - SDP Certification (Advanced Marketing Management : (78)	Marketing Management I (MBA-95%), Marketing Management (BBA-90%), Consumer Behavior (MBA-98%), Consumer Behavior (BBA-95%), Service Marketing (MBA-100%), Service Marketing (BBA-92%), Fundamentals of Digital Marketing (MBA-100%), Online and Social Media Marketing (BBA-95%), Social Media Marketing (MBA-100%), Customer Relationship Management (BBA-95%), Digital Entrepreneurship (MBA-100%) - SDP Certification (Advanced Marketing Management : (100%)	Marketing Management I (MBA-75%), Marketing Management (BBA-70%), Consumer Behavior (MBA-85%), Consumer Behavior (BBA-80%), Service Marketing (MBA-75%), Service Marketing (BBA-80%), Fundamentals of Digital Marketing (MBA-90%), Online and Social Media Marketing (BBA-90%), Social Media Marketing (MBA-85%), Customer Relationship Management (BBA-80%), Digital Entrepreneurship (MBA-75%) - SDP Certification (Advanced Marketing Management : (100%)	100%	
4	MRIIRS/5601019	Dr. Garima Sharma	4	1	NIL	2	1	1	NIL	NIL	NIL	NIL	NIL	NA	20	Statistical Methods in Economics - I = 17, Mathematical Economics - I = 10, Mathematical Economics - II = 15, Statistical Methods in	Statistical Methods in Economics - I = 88%, Mathematical Economics - I = 20%, Mathematical Economics - II = 46%, Statistical Methods in	Statistical Methods in Economics - I = 53%, Mathematical Economics - I = 100%, Mathematical Economics - II = 71%, Statistical Methods in	100%	

Dr. Garima Sharma
Director-CDPE, MRIIRS

																in Economics – II = 10, Managerial Statistics = 187, Statistical Methods in Decision Making = 3, Operations Research = 41, Operations Management = 24, Production & Operations Research = 74, Linear Algebra & Statistical Techniques = 58, Business Statistics = 15, Business Mathematics = 59, Elements of Mathematics = 25, Mathematical Foundation of Computer Science = 16, Numerical Analysis and Statistical Techniques = 11, Research Innovation Catalyst II = 12, Project = 18, Research Innovation Catalyst-III = 21, Introduction to Data = 17, Research Innovation Catalyst I = 30	Economics – II = 30%, Managerial Statistics = 91%, Statistical Methods in Decision Making = 67%, Operations Research = 100%, Operations Management = 67%, Production & Operations Research = 93%, Linear Algebra & Statistical Techniques = 93%, Business Statistics = 90%, Business Mathematics = 83%, Business Mathematics = 92%, Elements of Mathematics = 68%, Mathematical Foundation of Computer Science = 69%, Numerical Analysis and Statistical Techniques = 91%, Research Innovation Catalyst II = 92%, Project = 94%, Research Innovation Catalyst-III = 90%, Introduction to Data = 94%, Research Innovation Catalyst I = 83%.	Economics – II = 0%, Managerial Statistics = 78%, Statistical Methods in Decision Making = 67%, Operations Research = 59%, Operations Management = 21%, Production & Operations Research = 62%, Linear Algebra & Statistical Techniques = 72%, Business Statistics = 23%, Business Statistics = 80%, Business Mathematics = 36%, Business Mathematics = 45%, Elements of Mathematics = 76%, Mathematical Foundation of Computer Science = 55%, Numerical Analysis and Statistical Techniques = 45%, Research Innovation Catalyst II = 40%, Project = 65%, Research Innovation Catalyst-III = 68%, Introduction to Data = 42%, Research Innovation Catalyst I = 72%	
5	MRIIRS/5601056	Dr. Rupal Ramawat	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	9	NA	NA	NA	100%	
6	MRIIRS/5601032	Dr. Sourabh	3	NIL	NIL	NIL	2	NIL	NIL	3	NIL	NIL	NIL	INR 11500	7	1. Research Methodology - 8, 2.	1. Research Methodology - 100 %	1. Research Methodology - 100 %	100%

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																		Data Science - 40	12. Introduction to Data Science - 98%	Data Science - 56%	
11	MRIIRS/5601037	Ms. Priyanka Aggarwal	3	NIL	NIL	1	1	NIL	NIL	NIL	NIL	NIL	NIL	NIL	16	Business Information System (27), Digital Technologies & Systems (105), Research Methodology & Analysis (185), Data Analysis and visualization using Excel and SPSS (10), Integrated Marketing Communication (13), Introduction to Logistics and Supply Chain Management (9), Project Appraisal and Finance (11), International Marketing (12), International Supply Chain Management (15), Supply chain and logistics Management (18), Business Research Methods (BBA DM & BIA) (16), Business Analytics with R (30), Marketing of Logistics (21), Supply Chain Analytics (21), Global Leadership Strategies and Acquisitions (18), Business Research Methods (11),	Business Information System (87%), Digital Technologies & Systems (92%), Research Methodology & Analysis (93%), Data Analysis and visualization using Excel and SPSS (50%), Integrated Marketing Communication (88%), Introduction to Logistics and Supply Chain Management (83%), Project Appraisal and Finance (89%), International Marketing (90%), International Supply Chain Management (89%), Supply chain and logistics Management (76%), Business Research Methods (BBA DM & BIA) (16), Business Analytics with R (93%), Marketing of Logistics (100%), Supply Chain Analytics (100%), Global Leadership Strategies and Acquisitions (100%), Business Research Methods (82%)	Business Information System (87%), Digital Technologies & Systems (92%), Research Methodology & Analysis (93%), Data Analysis and visualization using Excel and SPSS (50%), Integrated Marketing Communication (88%), Introduction to Logistics and Supply Chain Management (83%), Project Appraisal and Finance (89%), International Marketing (90%), International Supply Chain Management (89%), Supply chain and logistics Management (76%), Business Research Methods (BBA DM & BIA) (16), Business Analytics with R (93%), Marketing of Logistics (100%), Supply Chain Analytics (100%), Global Leadership Strategies and Acquisitions (100%), Business Research Methods (82%)	100%		

																ENG 4), Women's Writing (BA ENG 21), Continental Literature (MA ENG 4), English Novel (MA ENG 4), South Asian Literature (MA ENG 13), Language and Linguistics (MA ENG 13), Gender and Literary Adaptations (MA ENG 5), English Literature: Victorian Age (MA ENG 8), Bhagwad Gita	70%), Women's Writing (BA ENG 82%), Continental Literature (MA ENG 90%), English Novel (MA ENG 92%), South Asian Literature (MA ENG 86%), Language and Linguistics (MA ENG 87%), Gender and Literary Adaptations (MA ENG 90%), English Literature: Victorian Age (MA ENG 85%), Bhagwad Gita (92%)	75%), Women's Writing (BA ENG 84%), Continental Literature (MA ENG 94%), English Novel (MA ENG 93%), South Asian Literature (MA ENG 88%), Language and Linguistics (MA ENG 89%), Gender and Literary Adaptations (MA ENG 91%), English Literature: Victorian Age (MA ENG 86%), Bhagwad Gita (95%)	
14	MRIIRS/5601 025	Ms. Amrisha Minocha	2	NIL	NIL	2	NIL	NIL	NIL	NIL	NIL	NA	NA	NA	14 theory	10 theory, 2 Practical	246	578	13

NOTE:

1. For Annexure A.1 and A.2
For Research Publications, Patents: Calendar Year
For Financial data: Financial Year
For remaining heads: Academic Year
2. Faculty members are required to present themselves before Audit Team along with relevant details.

Meidula
Dr. MRIDULA BATRA
 (Name and signatures of Centre Coordinator)

Shaveta
Prof. (Dr.) SHAVETA BHATIA
 (Name and signatures of Director)

Prof. Pooja Kumar
Prof. Pooja Kumar
 Verified by the Auditor
 (Name and signatures of the Auditor) *Aug 14, 2026*

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PART-B

S. No.	Audit parameters	Auditee Response	Rating Assessment out of 5 by the Auditor
1.	Enrolment Percentage (Total number of seats filled during CAY / Total number of sanctioned seats) *100 BBA BCA MBA MCA	$(75/720)*100 = 10\%$ $(37/720)*100 = 5\%$ $(289/360)*100 = 80\%$ $(78/360)*100 = 22\%$	☐
2.	Student – Faculty Ratio a. With respect to total students enrolled in all programmes offered by the Centre b. With respect to total student intake of all programmes offered by the Centre	1:22 1:30	☐
3.	Percentage of faculty members appointed against the number of sanctioned posts (Number of faculty members appointed during CAY/ Total number of sanctioned posts)*100	100%	☐
4.	a. Percentage of faculty members with PhD b. Percentage of faculty members with Professional Qualification	57% 100%	☐
5.	Faculty Cadre Ratio Professors : Associate Professors : Assistant Professors	1: 3: 10	☐
6.	Journal Publications per faculty: a. No. of Research Papers published in International Journals: b. No. of Research Papers published in National Journals: Total No. of Research Papers published in journals(a+b) c. No. of Research Paper published in Q1 Journals d. No. of Research Paper published in Q2 Journals e. No. of Research Paper published in Q3 Journals f. No. of Research Paper published in Q4 Journals	7 NIL 7 1 2 1 3	☐

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7.	Conference Publications/Books/Book Chapters per faculty: a. No. of Research Paper published in Proceedings of International Conference: b. No. of Research Paper published in Proceedings of National Conference: c. No. of Research Paper published as Book Chapters: d. No. of authored Books published: e. No. of edited Books published: Total No. of conference publications/books/book chapters (a+b+c+d+e) Unique count:	13 NIL 3 NIL NIL 16	☐
8.	Scopus Publication Count: Average h-index of the Centre Average number of citations of the Centre Google Scholar: Average h-index of the Centre Average number of citations of the Centre	14 1.4 19 2 55	☐
9.	No. of Patents Generated a. No. of Patents filled: b. No. of Patents published: c. No. of Patents Granted: Number of awareness programmes/workshops organized by the Centre on Research Methodology, IPR, innovation, entrepreneurship etc.	0 3 1 7	☐
10.	Number of awards received for research/innovations by the Centre/teachers/students	3	☐
11.	External academic engagement of Faculty (%age of faculty involved as resource persons, editors etc.)	14%	☐
12.	Average Guest/Visiting Faculty Lectures per Course: No. of Guest/ Expert lectures organized: No. of visiting faculty engaged:	10% 17 2	☐

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13.	Professional Development of Faculty Members Percentage of faculty members attending the at least week long FDPs: Total No. of FDPs attended by faculty: No. of FDPs attended outside MRIIRS: No. of faculty members attending the FDPs outside MRIIRS: Percentage of faculty members attending training programmes (AICTE, UGC, ARPIT and similar): Percentage of faculty members sponsored for industrial training, fellowships etc.:	100% 16 12 12 36% NIL	☐
14.	Percentage of faculty members attaining MOOC certifications: Total No. of MOOC certifications earned by faculty: Mention the number against the name of MOOC platform LinkedIn learning: 3 Harvard Business Publishing: 2 Microsoft: 3 Swayam Plus: 1	29% 9	☐
15.	Percentage of faculty members provided with the financial support to attend the conferences/FDPs and attain the membership of professional bodies: Name of the professional bodies for which membership has been sought:	21%	☐
16.	Total number of Professional Development Programmes including FDPs, and Workshops organized for the skill enhancement of the faculty members of the Centre a. No. of FDPs/workshops/training programmes etc organized: b. No. of FDPs/workshops/training programmes etc organized for at least week long duration: - Number of Short Duration Certifications launched - Number of International Series Organised c. No. of SDPs (Staff Development Programmes) organized:	2 1 4 NIL	☐
17.	Number of functional MoUs /linkage with institutions/ industries in India and abroad for internship, on-the-job training, project work of students: a. No. of MoUs with International Bodies: b. No. of MoUs with National Knowledge Partners: c. Whether the activities organized under each MoU. If yes, details have been recorded for each of the activity:	2 NIL Yes	☐

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18.	Quality of Curriculum Content and Delivery		
	a. Whether PEOs, POs, COs and their mapping are well stated and defined	Yes	
	b. Academic curriculum flexibility offered and is reflected through components such as MEME, ABC, electives, Minors, inter-institution credit transfer etc.	Yes	☐
	c. Whether the Curricula developed and implemented have the relevance to the local, regional, national, and global development needs	Yes	
	d. Whether the programmes offered by the focus on employability/ entrepreneurship/ skill development and their course syllabi are being adequately revised	Yes	
	e. Percentage of skill-oriented courses aligned with NSQF and skill focus included in the curriculum	30 %	
	f. Approved Curricula booklets have been maintained by the Centre	Yes	
	g. Whether Lesson Plans, Assignments/Tutorial Sheets/ Quizzes/Question Papers etc. are well mapped with COs	Yes	
	h. Adequate initiatives are taken for Advanced and Slow Learners	Yes	
	i. Curricula is delivered through adequate student centric teaching learning methodologies (Participative, Experiential, Problem Solving) and is evident through the session plans and records	Yes	☐
	j. Percentage of teachers who used PPTs/Teaching aids in their lectures	100%	
	k. Percentage of teachers who adopted innovative practice(s). If any, give details	100%	
	l. Based on evaluation results, was the counselling of teachers done?	The Centre regularly holds counselling sessions for enhancement of teaching learning methodologies which is based on the feedback received	
	m. Content prepared and maintained by the faculty members as per the SoPs of MRIIRS	Yes	
	n. Details of e-content developed by the faculty members on portals like e-PG Pathshala, CEC, SWAYAM, other MOOCs platforms, any other Govt initiative, institutional LMS	High quality e-content has been developed by faculty members of CDOE like Self Learning Material (SLM) and recordings 1 credit = 10 recordings.	

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19.	Curricula Revision a. %age of Courses in which Major Revision was done b. %age of New Courses introduced out of total number of courses across all programmes offered by the Centre c. Frequency of curricula revision (Programmes and courses) d. Whether the Minutes of BoS are clearly specifying the curricula revisions e. Whether Minutes of Academic Council extracts are endorsing the decisions of BoS	The curriculum booklets have been comprehensively revised in accordance with NEP 2020 and are fully aligned with the curriculum booklets offered in the conventional (offline) mode. 14% Once in an Academic Year Yes Yes	☐
20.	a. Number of Inter-Disciplinary/open elective/MOOC courses offered where students have enrolled and successfully completed for credit transfer ○ Interdisciplinary/ open electives: ○ MOOCs through SWAYAM: ○ MOOCs through other platforms: b. Number of Professionally-Oriented Value-Added Courses offered where students have enrolled and successfully completed c. IKS (Indian Knowledge System), SDGs (Sustainable Development Goals) and UHV (Universal Human Values) has been incorporated through integration of components such as Course/Certificate course/workshops/seminars/Awareness Programmes/ Student Projects/Research on IKS, SDGs and UHV in curriculum d. Whether the records of the same have been maintained in the Centre as per the SoPs of MRIIRS (Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes, List of students for the above-mentioned programs)	25 1 18 11 155 (Harvard Business Publishing), 143 (Google Cloud), 110 (British Council), 687 (Bhagwat Gita) 48 Yes Yes	☐

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21.	a. %age of programmes offered by the Centre that have components of internships	88%	☐
	b. %age of students undertaking internships	49%	
	c. Whether the records of assessment including internships have been maintained by the Centre as per the SoPs of MRIIRS	Yes	
	d. Extent and Quality of Industry Interaction and Networking Number of workshops/expert talks/training programmes organized for the students with resource persons from Industry	6	
22.	a. Whether Mentor- Mentee allocation has been done to address academics and student-psychological issues (Mentor-mentee allocation records)	Yes	☐
	b. Adequacy of mentorship records including Mentor-mentee meetings, Addressing of mentee academic and psychological issues, mentee diaries etc.	Yes	
23.	Emphasis on Competitive Guidance and Career Counselling:		☐
	a. Number of Competitive Guidance Sessions/ Workshops/Training Programmes organized:	15	
	b. Number of Career Counselling Sessions/ Workshops/Training programmes organized:	3	
	c. Percentage of students benefitted through Career counselling and competitive guidance	58%	
24.	Emphasis on Soft Skills/ Personality Development, and Awareness of Trends and Technology:		☐
	a. Details of Soft Skills/Personality Development related modules designed and delivered to the students:	Classes were conducted through CDC, MRIIRS, complemented by expert sessions to enhance students' competencies, enrich their learning experience, and bridge the gap between academia and industry.	
	b. Number of Sessions/Workshops/Expert talks organized by the Centre for Awareness of Trends and Technology	10	
	c. Technical domain related competitions organized by the Centre with details of internal and external students' participation	NIL	

25.	Pass percentage of students as per Table B.1 Average pass percentage of all the programmes as offered by the Centre:	BBA: 95% BCA: 100% B. Com: 100% BA (H) Economics: 87% BA (H) English: 85% MBA: 95% MCA: 94% MA (Economics): 100% MA (English): 100%	☐
26.	%age of Interested Final Year Students Successfully Placed of last completed academic year Highest salary offered to the placed student(s) No. of students placed in that organization: Average salary offered to the placed students: Median salary offered to the placed students:	NIL	☐
27.	%age of students of last completed academic year joined Higher studies	15%	☐
28.	%age of students of last completed academic year qualifying state/National/International level Examination (eg. SLET, NET, UPSC, GATE, GPAT, GMAT, CAT, CEED etc)	NIL	☐
29.	Extent and Depth of Alumni Engagement No. of Registered Alumni: No. of Alumni meets during the year: No. of Alumni engagements in the center during the year Name, Batch and Position of three prominent Alumni: 1. Priyakshi Chaudhary, MBA July 23, Obstetrician, Gynecologist 2. Vikas Chauhan, MCA July 23, CEO TRIANGLE EYE REALTY 3. Veliveti Hemanth, BCA July 22, Indian Navy as a Leading Seaman	59 1 3	☐
30.	Upgradation of Academic Infrastructure as per Table B.2 - Number and details of new Learning Management System and Examination portal created with implementation - Upgradation of existing LMS, examination portal and ERP - Setup/Upgradation of Studio for Video Recordings - Were the teachers satisfied with the facilities provided for their lectures? - What was/were the specific point(s) on which teachers felt dissatisfied? (Annexure may be attached to fill the details)	1 Yes Yes Yes NIL	☐
31.	Availability of course material w.r.t to online programmes in Digital library	Yes	☐

32.	% of Students accessing LMS and Examination portal % of students completing Online Certifications	100% 80%	☐
33.	%age Student Participation in Co-curricular and Extra-Curricular Activities: a. Number of Cultural events organized by the Centre: b. Number of extra-curricular events organised by the Centre c. Number of Technical/Academic fests organized by the Centre: d. Number of institutions participated in the technical festivals: e. Number of Industrial talks organised	70% 5 5 1 (Central Level Fest) - 4	☐
34.	%age of students with Outstanding Performance in Academic, Cultural and Sports activities a. Number of student start ups incubated b. Number of external Academic Awards and Recognitions received by the students c. Number of research/innovation Awards received by the students d. Number of awards/medals for outstanding performance in co-curricular activities inter-university/state/national/international events e. Number of awards/medals won by students for outstanding performance in cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) f. Number of awards/medals won by students for outstanding performance in sports activities at inter-university/state/national/international events (award for a team event should be counted as one)	NIL 3 NIL 4 NIL 4	☐
35.	Number of extension & outreach programmes/Activities conducted by the Centre. %age of students of the Centre participating in extension and outreach programs	21 70%	☐
36.	Average Dropout Rate (%) of Students as per Table B.3	2%	☐
37.	New Quality Initiatives Undertaken during the Year: State any five New Quality initiatives taken: 1. Introduction of Short Duration Certification Programmes Introduced industry-oriented short-duration certification programmes to enhance students' professional competencies and employability. The initial offering focused on Cybersecurity, equipping learners with foundational knowledge and practical skills in one of the most sought-after technology domains. 2. Deployment of in house Learning Management System (LMS) Implemented a robust and user-centric Learning Management		☐

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	System (LMS) to facilitate seamless delivery of online education. The platform integrates course content, live classes, assessments, learner progress tracking, and interactive learning tools, thereby enriching student engagement and improving the overall teaching-learning experience. 3. Research Workshop Launched research workshop to strengthen research competencies and promote ethical scholarly publishing among students and faculty. The theme included JAMOVl-Based Statistical Analytics, 3D Printing in Scientific Research and Sustainable Innovation. These initiatives significantly strengthened research capability and encouraged high-quality academic output. 4. Masterclass on Business Operations and Supply Chain Management Organised an industry-focused masterclass titled "<i>Mastering Business Operations – Insights into Operations Management and Supply Chain Management</i>" to provide students with practical exposure to contemporary operational strategies, supply chain optimization, and business process excellence. The session bridged theoretical learning with real-world industry practices, enhancing managerial and decision-making competencies. 5. Cross-Cultural Engagement through "Utsav-e-Navratri" Conducted "<i>Utsav-e-Navratri 2025</i>" as a cross-cultural engagement initiative to celebrate India's rich cultural diversity and promote inclusivity among learners from varied geographical and cultural backgrounds. The event fostered cultural appreciation, social interaction, community engagement, and a sense of belonging within the online learning ecosystem. 6. Promoting Health and Well-being through World Health Day Organised a special programme on "<i>Sedentary Behaviour & Ergonomic Design: Rethinking Health in Modern Workspaces</i>" on the occasion of World Health Day. The session focused on workplace ergonomics, healthy work habits, posture management, physical well-being, and occupational health, creating awareness about preventive healthcare practices and encouraging students to adopt healthier lifestyles while pursuing online education and professional commitments.		
38.	Depth and Range of Feedback System as per Table B.4	Yes	☐
39.	Extent of Implementation of LMS in the Centre:	100%	☐
40.	Effectiveness of Grievance Redressal	The Centre has instituted a dedicated Student Grievance Redressal Committee (SGRC) in compliance with the UGC (Redressal of Grievances of Students) Regulations. The Committee provides a structured and transparent mechanism for addressing student concerns, ensuring prompt and equitable	☐

		resolution of grievances. During the reporting period, the Committee maintained a 100% grievance resolution rate, reflecting its effectiveness and commitment to student welfare.	
41.	Number of awareness programmes organized on: a. Code of Conduct: 1 b. Professional ethics: 2 c. Sustainable Development Goals (SDGs): 1 d. Entrepreneurship and Innovation: 3 e. Research Methodology/IPR: 1 f. Indian Knowledge System: 1 g. Universal Human Values: 1 Centre Progress towards SDGs (100 words progress report with geotagged pictures, certificates, recognitions etc. The Centre for Distance and Online Education (CDOE), MRIIRS, is committed to advancing the United Nations Sustainable Development Goals (SDGs) by integrating sustainability-focused concepts into its academic programmes. As part of the Environmental Studies (EVS) curriculum, faculty members actively engage students in discussions on various SDGs, fostering an understanding of critical global issues such as climate action, clean energy, responsible consumption and production, biodiversity conservation, and sustainable development. This curricular integration encourages learners to develop environmental awareness, social responsibility, and a global perspective while equipping them to contribute meaningfully to sustainable development initiatives. Looking ahead, the Centre intends to strengthen its commitment to the SDGs by incorporating more structured learning modules, interdisciplinary activities, project-based learning, awareness programmes, and collaborative initiatives aligned with the SDG framework. Through these efforts, CDOE aims to cultivate socially conscious, environmentally responsible, and future-ready graduates while contributing to a more sustainable and inclusive digital learning ecosystem. https://vimeo.com/1104430976?share=copy#t=0	Planned for upcoming session	☐
42.	Highlight your Centre involvement in Indian Knowledge System The Centre for Distance and Online Education (CDOE), MRIIRS, is actively committed to promoting the Indian Knowledge System (IKS) by integrating its principles into the academic curriculum. A dedicated IKS course is offered in Semester I across all online undergraduate programmes, providing students with a comprehensive understanding of India's rich cultural, scientific, philosophical, and technological heritage. Through regular online classes, interactive learning, and a well-structured curriculum,		☐

	students are encouraged to appreciate and engage with India's indigenous knowledge traditions. Further strengthening this commitment, CDOE also offers an in-house Open Elective course, "The Bhagavad Gita: Life Skills, Sustainability & Leadership." The course explores the timeless wisdom of the Bhagavad Gita and its relevance to contemporary life by focusing on ethical decision-making, value-based leadership, sustainable living, emotional resilience, and holistic personal development. This initiative aligns with the objectives of the Indian Knowledge System by connecting ancient Indian philosophical insights with modern educational and professional contexts, thereby nurturing socially responsible and ethically grounded learners.		
43.	Regularity in holding Centre Meetings as per Table B.5	Yes	☐
44.	Future plans of the Centre The Centre for Distance and Online Education is committed to transforming the digital learning ecosystem through technology-driven innovation, industry integration, academic excellence, and research-led initiatives. The Centre's strategic priorities for the upcoming academic years include: <i>1. Expansion of Future-Focused Academic Specialisations</i> Introduce new industry-aligned specialisations in emerging domains such as Artificial Intelligence, FinTech, Data Science, Cybersecurity, and Digital Transformation. These programmes will be designed in consultation with industry experts to ensure curriculum relevance, future-readiness, and enhanced graduate employability in the evolving digital economy. <i>2. Strengthening Industry-Recognised Certification Ecosystem</i> Establish strategic collaborations with globally reputed certification providers and technology leaders to offer industry-recognised professional certification programmes embedded within the academic curriculum. These certifications will complement academic learning with globally benchmarked competencies, enabling students to acquire job-ready skills and improve their competitive advantage in national and international employment markets. <i>3. Creation of a Scalable Digital Learning Ecosystem</i> Develop a robust, AI-enabled, and scalable digital learning ecosystem capable of supporting a large and geographically diverse learner base. The ecosystem will integrate adaptive learning technologies, intelligent academic support, personalized learning pathways, digital content repositories, analytics-driven learner tracking, and collaborative learning tools to provide an		☐

	engaging, flexible, and learner-centric educational experience.		
	4. Establishment of a Research Orientation and Collaboration Centre Establish a dedicated research ecosystem by promoting interdisciplinary collaboration between faculty members and students. It will facilitate research mentorship, methodology training, scholarly writing, funded research projects, patent development, consultancy, and high-quality publications, thereby strengthening the University's research culture and fostering innovation-driven academic excellence.		
Total Score of the Centre			
Average Rating of the Centre			

Major Suggestions for further Improvement:

1. Promoting two Courses has been discussed.
2. Alum relationship is required.
3. Need to run MAP for industrial relationships.
4. Need to launch 2-4 Credit Courses for students outside the Institute.

Signatures of the Academic Audit Committee

P. J. Indar

Shamita
14/8/2026

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Table B.1 Pass Percentage of Students

Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
December, 2025 UG	BA ENG 1ST SEMESTER	45	41	45	97%	95%
	BA(H) ECO 1ST SEMESTER	17	16	17	81%	75%
	BBA 1ST SEMESTER	45	40	45	98%	89%
	BCA 1ST SEMESTER	25	22	24	100%	77%
	BCOM 1ST SEMESTER	30	27	30	100%	100%
	BCA 2ND SEMESTER	16	15	16	100%	66%
	BBA 2ND SEMESTER	11	9	11	100%	88%
	BA(H) ENG 2ND SEMESTER	14	7	14	100%	100%
	BA(H) ECONOMICS 2ND SEMESTER	10	5	10	60%	60%
	BCOM 2ND SEMESTER	5	5	5	100%	100%
	BBA 3RD SEMESTER	24	21	24	93%	90%
	BCOM 3RD SEMESTER	12	11	12	100%	100%
	BA(H) ECONOMICS 3RD SEMESTER	15	9	15	88%	88%
	BA(H) ENG 3RD SEMESTER	23	17	23	93%	93%
	BCA 3RD SEMESTER	30	29	30	100%	100%
	BA(H) ECONOMICS 4TH SEMESTER	5	5	5	100%	100%
	BCA 4TH SEMESTER	11	10	11	100%	100%
	BBA 4TH SEMESTER	12	10	12	90%	80%
	BA(H) ENG 4TH SEMESTER	5	4	5	75%	50%
	BA(H) ECONOMICS 5TH SEMESTER	3	3	3	100%	100%
	BBA 5TH SEMESTER	10	8	10	90%	90%
	BCA 5TH SEMESTER	21	20	21	100%	95%
	BCOM 5TH SEMESTER	5	3	5	100%	100%
	BA(H) ECONOMICS 6TH SEMESTER	1	1	NA	100%	100%
	BBA 6TH SEMESTER	4	4	NA	100%	100%
	BCA 6TH SEMESTER	18	17	NA	100%	100%

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Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
December, 2025 PG	MA ENG 1ST SEMESTER	13	13	13	100%	100%
	MBA 1ST SEMESTER	185	178	186	100%	98%
	MCA 1ST SEMESTER	58	56	58	96%	98%
	MCA 2ND SEMESTER	10	9	9	100%	100%
	MBA 2ND SEMESTER	73	71	72	100%	94%
	MA ENG 2ND SEMESTER	8	8	8	100%	100%
	MA ECO 2ND SEMESTER	1	1	1	100%	100%
	MA ENG 3RD SEMESTER	4	4	4	100%	100%
	MCA 3RD SEMESTER	41	41	41	100%	95%
	MBA 3RD SEMESTER	159	151	159	93%	91%
	MA ECO 4TH SEMESTER	1	1	NA	100%	100%
	MA ENG 4TH SEMESTER	2	2	NA	100%	100%
	MBA 4TH SEMESTER	49	49	NA	100%	98%
	MCA 4TH SEMESTER	6	6	NA	83%	83%

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Table B.2 Upgradation and Maintenance of Academic Infrastructure

Programme Name	Name and detail of LMS / ERP / Examination Portal / Studio	Upgraded or newly established during the AY	Additional details (what type of upgradation has been done) in every session	Monthly usage of the software by the students / faculty members (in hrs.)
BBA, BCA, B.COM, BA (Hons.) Economics, BA (Hons.) English, MBA, MCA, M.COM, MA Economics, MA English	MRO LMS	Upgraded every Academic Year	1. Creation of new courses as per the updated NEP guidelines and revised curriculum. 2. Recreation of batches for each course to accommodate session-specific requirements. 3. Configuration and revision of assignment and quiz schedules in accordance with the approved academic calendar. 4. Redesigning and restructuring course content to align with the curriculum and requirements of the new batch. 5. Creating and publishing the academic timetable and scheduling live classes. 6. Creating and maintaining the academic calendar within the LMS, including event creation and scheduling. 7. Onboarding students onto the LMS by enrolling them in the appropriate courses and batches. 8. Increasing the seat capacity for specific courses based on the latest admission count.	1680 Hrs
	AI PROCTORED EXAMINATION PORTAL		Uploading semester-wise question papers to the AI Examination Portal for Sessional and End-Term Examinations. Scheduling online examinations for students as per the approved examination timetable. Uploading examination question papers to the LMS before the commencement of examinations. Configuring examination settings, including exam windows, duration, instructions, student eligibility, and access permissions.	
	Video Shooting Studio		Redesigning PowerPoint presentations for each course to reflect updated curriculum, improved instructional design, and enhanced visual appeal. Upgrading video content by improving backgrounds, transitions, animations, audio quality, and visual effects to ensure an engaging learning experience. Reviewing and updating course content to align with the latest curriculum, NEP guidelines, and academic requirements. Creating high-quality instructional materials, including presentations, infographics, and learning aids, to enhance student understanding. Standardizing the design and branding of course materials to maintain consistency across all programs. Performing quality assurance checks on presentations and video content before publishing on the LMS.	

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Table B.3 Average Drop Out Rate of Students

Name of Programme	(Jan, 26 & July 25)		(Jan, 25 & July 24)		(Jan, 24 & July 23)		(Jan, 23)	
	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment
BBA	77	75	36	34	26	21	4	4
BCA	40	36	58	42	44	32	43	18
B. Com	40	38	19	17	9	5	2	0
BA (H) Economics	23	23	28	24	16	8	2	1
BA (H) English	74	73	47	31	8	5	Nil	Nil
MBA	292	289	236	226	103	92	Nil	Nil
MCA	79	78	55	49	23	21	Nil	Nil
M. Com	2	1	NIL	NIL	2	1	1	1
MA (English)	17	17	16	13	7	5	Nil	Nil
MA(Economic s)	NIL	NIL	NIL	NIL	2	2	Nil	Nil

Table B.4 Depth and Range of Feedback System

Type of Stakeholder involved for giving Feedback (Student/ Faculty/Employer/ Alumni etc) along with details of Feedback	Frequency of Feedback System	%age. of respondents of the feedback	Whether analysis and Action To Be Taken report prepared or not	Action taken report in place or not
Feedback on Curricula and Course Delivery by Students	Twice in semester (Mid Semester and End Semester)	96.8%	YES	YES
Feedback on IT and Admin by Students	Twice in semester (Mid Semester and End Semester)	93.6%	YES	YES
Feedback on Teaching Learning by Students	Twice in semester (Mid Semester and End Semester)	91.0%	YES	YES
Feedback on Curricula by Faculty members	Twice in semester (Mid Semester and End Semester)	86%	YES	YES
Feedback on Curricula by Industry Experts	Twice in semester (Mid Semester and End Semester)	80%	YES	YES

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Table B.5: Regularity in holding Centre Meetings

Name of the Centre Committee	Role of the Committee	Frequency of Meetings	Whether Minutes of Meeting well stated and placed or not	Action taken report in place or not
Board of Studies	Responsible for designing, reviewing, and updating the curriculum to ensure academic relevance and quality.	Once in a Semester	Yes	NA
CIQA	Oversees the maintenance and enhancement of academic standards through regular quality assurance and audit processes.	Once in a Semester	Yes	Yes
Grievance Committee	Addresses and resolves learner grievances promptly to ensure a supportive and fair academic environment.	Once in a Semester	Yes	Yes
Feedback Committee	Collects, analyses, and acts on feedback from learners/stakeholders to enhance teaching-learning processes and learner satisfaction.	Twice in a Semester	Yes	Yes

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