

Manav Rachna International Institute of Research and Studies

Centre for Distance and Online Education

Academic Audit (Academic Year 2023- 24)

Annexure II Academic Audit Report 2023-24

Part A

Basic Information of the Department

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

Name of Programme	Duration	Academic Year 2023-24			Academic Year 2022-23			Academic Year 2021-22			Total enrollment	
		Sanctioned Intake	Students admitted	Present Enrollment	Name of Programme	Sanctioned Intake	Present Enrollment	Name of Programme	Sanctioned Intake	Present Enrollment	Sanctioned Intake	Present Enrollment
BBA (July, 2023)	3	No Limit	14	12	BBA (July, 2022)	No Limit	21	BBA (Jan, 2022)	No Limit	04	No Limit	BBA (12+12+21+6+4)= 55
BCA (July, 2023)	3	No Limit	27	24								
B.Com (July, 2023)	3	No Limit	07	07	BCA (July, 2022)	No Limit	56	BCA (Jan, 2022)	No Limit	14	No Limit	BCA (24+16+56+20+14)= 130
BA (H) Economics (July, 2023)	3	No Limit	09	03								
MBA (July, 2023)	2	360	48	48	B.Com (July, 2022)	No Limit	23	B.Co m (Jan, 2022)	No Limit	02	No Limit	B.Com (7+1+23+2)= 33
MCA (July, 2023)	2	180	16	15								
M.Com (July, 2023)	2	No Limit	01	01	BA (H) Economics (July, 2022)	No Limit	11	BA (H) Economics (Jan, 2022)	No Limit	03	No Limit	BA (H) Economics (3+6+11+1+3)= 24
MA (Economics) (July, 2023)	2	No Limit	01	01								
MA (English) (July, 2023)	2	No Limit	03	03	M.Com (July, 2022)	No Limit	03				No Limit	BA (H) English= 08
BBA (Jan, 2024)	3	No Limit	12	12								
							06	MBA	360	21	360	

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BCA (Jan, 2024)	3	No Limit	17	16	BBA (Jan, 2023)	No Limit		(Jan, 2022)				MBA (48+54+21)= 123
B.Com (Jan, 2024)	3	No Limit	02	01							180	MCA (15+7+7)= 29
BA (H) Economics (Jan, 2024)	3	No Limit	07	06	BCA (Jan, 2023)	No Limit	20	MCA (Jan, 2022)	180	07	No Limit	M.Com (1+1+3+1+1)= 07
BA (H) English (Jan, 2024)	3	No Limit	08	08							No Limit	MA (Economics) (1+1)= 02
MBA (Jan, 2024)	2	360	55	54	BA (H) Economics (Jan, 2023)	No Limit	01				No Limit	
MCA (Jan, 2024)	2	180	07	07							No Limit	
M.Com (Jan, 2024)	2	No Limit	01	01							No Limit	
MA (Economics) (Jan, 2024)	2	No Limit	01	01	M.Com (Jan, 2023)	No Limit	01	M.Co m (Jan, 2022)	No Limit	01	No Limit	MA (English) (3+3)= 06
MA (English) (Jan, 2024)	2	No Limit	04	03							No Limit	

4) No. of Batches produced for different programmes:

Name of the Programme	Year of Start	No. of Batches Produced
MBA	Jan, 22	01
MCA	Jan, 22	01
M.Com	Jan, 22	02
MA (English)	July, 23	NA
MA (Economics)	July, 23	NA
BBA	Jan, 22	NA
BCA	Jan, 22	NA
B.Com	Jan, 22	NA
BA (H) Economics	Jan, 22	NA
BA (H) English	Jan, 24	NA

5) Full-Time Faculty on roll:

Number of Sanctioned Posts (Cadre wise): 15

Professor: 01

Associate Professor: 02

Assistant Professor: 12

a) Cadre wise:

Professor			Associate Professor			Assistant Professor			Total		
Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others



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-	01	-	-	02	-	04	8	-	04	11	-
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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
01	04	-	03	6	-	-	1	-	-	-	-	04	11	-

6) Part Time/Visiting Faculty on roll, if any: 16

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
3	01	-	-	01	-	-	11	-	03	13	-

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
03	03	-	-	10	-	-	-	-	-	-	-	03	13	-

7) Distinguished Academicians/Industrial Experts Appointed:

	Name	Organization with which affiliated	Area of Expertise	Type of engagement in the department	Engagement in the department
Emeritus Professor	NA				
Adjunct Professor	Dr. Jaykesh Giri	Sanskar Educational Group, Ghaziabad	Mathematics	Live Lectures	12 hours
	Dr. Sudhir Kumar Sharma	IITM, Delhi	Data Science	Live Lectures	6 hours
	Dr. Anil Kumar	Echelon Institute of Technology, Faridabad	Mathematics	Live Lectures	2 hours



	Dr. Suruchi Satsangi	Institute of Professional Excellence & Management, Ghaziabad	Finance and commerce	Live Lectures	19 hours
Professor Practice of	Ms. Alpana Srivastava	NBC Fashion India Pvt. Ltd., New Delhi	Management	Live Lectures, Content Creation, Recordings	43 hours
	Mr. Anil Chopra	Feedback Infra, New Delhi	Financial Management	Live Lectures, Content Creation, Recordings	61 hours
	Mr. Abhishek Bhattacharya	The Impact Wave, Kolkata	Blockchain	Live Lectures, Content Creation, Recordings	26 hours
	Mr. Rohit Checker	Rajiv Gandhi Cancer Institute and Research Centre, New Delhi	Healthcare	Live Lectures, Content Creation, Recordings	48 hrs.
	Mr. Aman Raj Gupta	IHMRR, Dwarka, Gurugram	Healthcare	Live Lectures, Content Creation, Recordings	24 hrs.

8) Chair Professors Appointed by the University:

S. No.	Name of the Department	Name of the Chair Professor	Name of the Sponsoring Organization/Agency
NIL			

9) Non-teaching Staff:

Administrative Staff		Technical Supporting Staff		Total	
Male	Female	Male	Female	Male	Female
3	3	1	1	4	4



10) Details of the students enrolled in the department during the current Academic Year:

Programme Title		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total	PWD	Category				
Programme wise								GEN	SC	ST	OBC	Total
UG (July, 23 Batch)	Male	11	24	0	0	35	NIL	25	1	1	8	35
	Female	3	8	0	0	11		9	1	0	1	11
	Others	0	0	0	0	0		0	0	0	0	0
PG (July, 23 Batch)	Male	13	20	0	0	33		23	1	0	9	33
	Female	21	13	1	0	35		31	1	0	3	35
	Others	0	0	0	0	0		0	0	0	0	0
UG (Jan, 24 Batch)	Male	11	17	1	2	31		24	2	0	5	31
	Female	4	8	0	0	12		8	1	1	2	12
	Others	0	0	0	0	0		0	0	0	0	0
PG (Jan, 24 Batch)	Male	19	24	0	0	43		28	4	1	10	43
	Female	6	17	0	0	23		18	1	0	4	23
	Others	0	0	0	0	0		0	0	0	0	0

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

The following quality-improved strategies have been developed for the department for the Academic Year 2023-2024:

1. Curriculum Development:

- The self-learning material (SLM) of all the Courses of Sem 1, Sem 2 and Sem 3 were revised to maintain the quality of material provided to the students.
- The presentation formats and designs were updated to enhance their quality. Also the work has been done on the improvement of video recordings.
- The curriculum is regularly revised as per the industrial requirements and feedback of the stakeholders.
- There has been a continuous Quality checks of the lectures recorded by the faculty members in the studio, which are required to be uploaded on the portal so that students can learn from them in an online mode.

2. Teaching & Learning:

- Hybrid mode of teaching methodology has been practiced so that the students can be benefitted in both the synchronous and asynchronous modes.
- Successful online live lectures have been conducted as per the specified time table and the e- content is uploaded on the SWAYAM portal as per the 4-Quadrant Approach.
- International Webinars and Industry Talks on various domains such as Applications of the Internet of Things (IoT) in Mushroom Farm Management, Academic Writing, Intersection of Digital Transformation AI and IoT, Global Career and Educational Opportunities for Students, etc. have been organized for the students to make them aware of the new emerging trends in the market.
- Regular Training sessions have been provided to the students on "How to access SWAYAM Portal" enabling the students to retrieve the E-Content related to the courses.



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- Regular Training sessions have been provided to the students on “How to use Online Library Resources” enabling the students to utilise the reservoir of E-Books for the courses.
- Regular Training sessions have been provided to the students on Mettl Platform enabling the students to accustom the students appear for Internal and External Examination in smooth manner.
- Regular Training sessions have been provided to the students on “How to use LinkedIn Learning” enabling the students to utilise the reservoir of the courses from the LinkedIn platform.
- Students have been enrolled on the SUPERSET platform to avail their domain-specific job opportunities.
- Dedicated Mentors have been allocated to the students to guide and support the mentees (students) concerning all their Academic pursuits and personal issues.
- 24/7 Student Facilitation Centre has been active throughout to cater to student’s queries.

3. Examination and Evaluation:

- Setting of the Question Papers to achieve the course outcomes as per Bloom's Taxonomy.
- Dedicated proctors are assigned to maintain the sanctity of the Examination and reduce the use of unfair means.

To maintain the transparency of the evaluation, the learners are monitored from time to time during the course of examination.

Exams are conducted and the papers are evaluated as per the defined policies of CDOE.

- Open House was conducted to maintain the transparency to the students.

4. Research and Development:

- Faculty Members at CDOE are rigorously involved in the practice of publishing research papers in journals of repute and also presenting papers at International & National level conferences.
- Faculty Members have published their patents and are in the regular practice of applying research projects in DST and other Government Agencies.

5. ICT:

- Recording of Video Lectures is a continuous practice. Professional Studio and a well-dedicated team have been deployed exclusively for content creation and editing for CDOE.
- Access to Online Digital Library & Free Udemy & LinkedIn Learning Courses were provided to the students.
- Exams conducted on the METTL Platform
- Storage of Video Lectures on the Vimeo Platform.
- No paper form facility for admissions.

6. Industry Interaction / Collaboration:

The following collaborations have been taken after taking the suggestions/advice from the Industry Experts.



- B.COM has been approved with an international qualification in ACCA and it will be implemented from the AY 2024-2025.
- Memorandum of Understanding with seven organizations have been signed for offering the various certifications to Online MCA & MBA Students through different platforms i.e. Microsoft, UNITY, CISCO, IBM, Adobe, IT Specialist, Autodesk.
- A Memorandum of Understanding has been signed with Harvard Business Publishing for online certifications for MBA and BBA students.

7. Admission of Students:

Admission Percentage has been gradually increased from AY 2022-23 to AY 2023-24

- Academic Year 2022-23: 209
- Academic Year 2023-24: (89 + 134 = 223)

8. Extra-curricular activities:

- Students have been given the opportunities to showcase their talents through various competitions & exhibitions conducted online.
- Students are also allowed to avail the best sports practices in the premises and bring laurels to CDOE as done by Mr. Parth Lakra, of M.A. English program who has won several national and international recognitions in Shot-put Game.
- Students have been given a warm welcome and farewell through the **Students Induction Program** conducted Online & Freshers-cum-Farewell Program.

12) Status of Implementation of NEP 2020 by the department

MRCDOE is the process of implementing NEP 2020 for the online programme total aligned with the conventional mode. The implementation will be done as per the guidelines UGC-Distance Education Bureau. Efforts are underway to restructure curriculum frameworks, assessment methods, and teacher training programs to meet the policy's recommendations. NEP 2020 integrates practical training, internships, and skill-based courses, enhancing employability and readiness for the job market. Moreover, it encourages research and innovation, fostering critical thinking and problem-solving skills essential for academic and professional success in a global context.

13) Details of outcome of Activities planned in line with the Institution/Department 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:
 - A talk on "Where is digital marketing headed? What you must know!" delivered by Ms Rachna Ganatra, a Digital Transformation Consultant. –

<https://manavrachnaonline.com/where-is-digital-marketing-headed-what-you-must-know/>

7



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- A talk on "Impact of Emerging Technologies and Trends in AI, ML, Data Analytics, Cloud: Security and Challenges Perspective" -Dr. K.K. Pandian, Scientist, Ministry of Electronics & Information Technology
<https://manavrachnaonline.com/expert-talk-on-impact-of-emerging-technologies-and-trends-in-ai-ml-data-analytics-cloud-security-and-challenges-perspective/>
- A talk on "Career, Communication and Interview Techniques" led by Mr. Alok Kumar a Speaker, Corporate Trainer, NLP & IAS coach. -
<https://manavrachnaonline.com/career-communication-and-interview-techniques/>
- Webinar on "Career Opportunities in Business Intelligence and Data Analytics" delivered by Prof. Gaurav Shekhar, Senior Assistant Dean of the Graduate Programs in the Naveen Jindal School of Management. -
<https://manavrachnaonline.com/expert-talk-on-career-opportunities-in-business-intelligence-and-data-analytics/>
- An online session on "Applications of the Internet of Things in Mushroom Farm Management"- led by Mohamed Rawidean Mohd Kassim, R & D Manager, MIMOS Berhad. –
<https://manavrachnaonline.com/expert-talk-on-applications-of-internet-of-things-in-mushroom-farm-management/>
- Online session on "ACADEMIC WRITING" taken by Dr. Vipin Sharma, head of the Planning and Development Unit at Jazan University, Saudi Arabia.
<https://manavrachnaonline.com/expert-talk-on-academic-writing/>
- An informative session on "Global Career and Educational Opportunities for Students" taken by Dr. Paul Linus Andrews, Associate Dean (International) of Sunway Business School, Selangor, Malaysia. -
<https://manavrachnaonline.com/expert-talk-on-global-career-educational-opportunities-for-students/>
- Session on "Intersection of Digital Transformation, AI, and IoT" by Mr. Manan Chandna, CPO of Honeywell MMS, Bangalore.
<https://manavrachnaonline.com/digital-intersection-of-artificial-intelligence-and-internet-of-things/>
- An enlightening talk on "Conscious Living for Sustainability" by Mr. Deepak Jain, Chairman of the ESG Committee at Delhi Management Association, India.
<https://manavrachnaonline.com/conscious-living-for-sustainability/>



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2. Integrity: Understanding the values and integrity of the industry and market CDOE organizes highly

Interactive sessions like:

- A talk on "Conscious Living for Sustainability" by Mr. Deepak Jain, Chairman of the ESG Committee at Delhi Management Association, India.
- A talk on "Where is digital marketing headed? What you must know!" delivered by Dr. K.K. Pandian, Scientist, Ministry of Electronics & Information Technology.
- A talk on "Impact of Emerging Technologies and Trends in AI, ML, Data Analytics, Cloud: Security and Challenges Perspective" -Dr. K.K. Pandian, Scientist, Ministry of Electronics & Information Technology.

3. Excellence: Learners need to understand the value of excellence in life and how to develop the spirit of attaining it. To help students understand and excel CDOE organizes workshops titled:

- A talk on "Career, Communication and Interview Techniques" led by Mr. Alok Kumar a Speaker, Corporate Trainer, NLP & IAS coach.
- Webinar on "Career Opportunities in Business Intelligence and Data Analytics" delivered by Prof. Gaurav Shekhar, Senior Assistant Dean of the Graduate Programs in the Naveen Jindal School of Management.
- Online session on "ACADEMIC WRITING" taken by Dr. Vipin Sharma, head of the Planning and Development Unit at Jazan University, Saudi Arabia.
- An informative session on "Global Career and Educational Opportunities for Students" taken by Dr. Paul Linus Andrews, Associate Dean (International) of Sunway Business School, Selangor, Malaysia.

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

- An informative session on "Global Career and Educational Opportunities for Students" taken by Dr. Paul Linus Andrews, Associate Dean (International) of Sunway Business School, Selangor, Malaysia.
- Session on "Intersection of Digital Transformation, AI, and IoT" by Mr. Manan Chandna, CPO of Honeywell MMS, Bangalore.
- A talk on "Impact of Emerging Technologies and Trends in AI, ML, Data Analytics, Cloud: Security and Challenges Perspective" -Dr. K.K. Pandian, Scientist, Ministry of Electronics & Information Technology.

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.

- An enlightening talk on "Conscious Living for Sustainability" by Mr. Deepak Jain, Chairman of the ESG Committee at Delhi Management Association, India.
- An online session on "Applications of the Internet of Things in Mushroom Farm Management"- led by Mohamed Rawidean Mohd Kassim, R & D Manager, MIMOS Berhad.
- Details of workshops are available on website having link:

<https://manavrachnaonline.com/orientation2023-2024/?preview>



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14) Details of Implementation of Department Best Practices:

1) Title: National & International talks/webinars:

Example:

- A talk on "Where is digital marketing headed? What you must know!" delivered by Dr. K.K. Pandian, Scientist, Ministry of Electronics & Information Technology.
- A talk on "Impact of Emerging Technologies and Trends in AI, ML, Data Analytics, Cloud: Security and Challenges Perspective" -Dr. K.K. Pandian, Scientist, Ministry of Electronics & Information Technology.
- A talk on "Career, Communication and Interview Techniques" led by Mr. Alok Kumar a Speaker, Corporate Trainer, NLP & IAS coach.
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- An enlightening talk on "Conscious Living for Sustainability" by Mr. Deepak Jain, Chairman of the ESG Committee at Delhi Management Association, India.

Objectives: The objectives of national and international talks/webinars is to encourage knowledge exchange, promote collaboration, and advance thought leadership in relevant fields across borders, aiming to inspire innovation and drive positive change globally.

The Context: To address local challenges, showcasing regional expertise, and fostering collaboration among professionals within the country. Also, to bring global perspectives, sharing best practices, and promoting cross-cultural dialogue to tackle global issues and drive innovation on a broader scale.

The Practice: The sessions are conducted on a regular basis on Saturday's in an online mode to provide learners with enriching experience.

Evidence of Success: Reports available on the website.

Problems encountered and overcome: As our learners are connected from all over the world and also some remote locations in the country, it's challenging to encourage all the learners to join the session and benefit out of it. This challenge was improved when students were well informed about the sessions and motivated by the Programme coordinators for better participation in the online sessions.

Outcomes with Impact Analysis: The feedback of the students helps in knowing their interest areas and the guidance they require, based on that more talks have been organised as per the requirements of the students.

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2) Udemy/LinkedIn learning training sessions:

Objectives:

1. Skill Enhancement: Improve specific skills relevant to the industry or job function in the different domains such as computer science, commerce, literature, management & Economics.
2. Career Advancement: Equip learners with tools and knowledge to advance in their careers or transition to new roles.
3. Increased Engagement: Foster a culture of continuous learning and professional development among employees or students.
4. Certification Achievement: Help learners to achieve certifications that add value to their resumes and professional profiles.

Context:

- Target Audience: Online learners and faculty members seeking to enhance their skills remotely.
- Platform: LinkedIn Learning, known for its extensive library of professional courses and resources.
- Department Role: The department provides free licence for the certifications to the students and the faculties.

Practice:

1. Session Planning: Identify relevant courses based on learner needs and departmental goals. Provide students with suggestive electives and certifications that should be done from the LinkedIn learning platform provided.
2. Enrolment & Access: Facilitate smooth enrolment processes and provide learners with necessary access to Udemy/LinkedIn Learning resources.
3. Engagement Strategies: Implement strategies to maintain learner engagement, such as regular check-ins, progress tracking, and presentations.
4. Feedback Mechanisms: Collect feedback from participants regularly to improve the training experience.

Evidence of Success:

1. Certification Rates: Monitor the number of certifications earned by learners.
2. Performance presentations: Analyse changes in performance and applications related to the skills learned, such as increased productivity or project success rates.

Problems Encountered and Overcome:

1. Technical Issues: Issues with accessing the platform or course materials. The department provided the technical support and creates a troubleshooting guide.
2. Engagement Challenges: Low participation or completion rates. The department encourages the learners to complete the electives using the LinkedIn learning platform.
3. Time Management: Learners struggling to balance training with other responsibilities. To overcome this issue the learners are motivated to understand the opportunity they get of flexible learning schedules and self-paced options.

Outcomes with Impact Analysis:

11



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1. **Skill Improvement:** Increased proficiency in targeted skills, demonstrated through improved performance in work tasks or assessments.
2. **Career Progression:** Higher rates of promotions or role changes among participants who completed the training.
3. **Learner Satisfaction:** Positive feedback from participants regarding the quality and relevance of the training, leading to higher engagement in future sessions.

By structuring the training sessions around clear objectives and continuously monitoring and addressing challenges, CDOE ensures that the LinkedIn Learning sessions are impactful and meet the needs of online learners effectively.

3) Swayam Platform & trainings:

Objectives:

1. **Education Access:** Provide high-quality educational resources to learners across India and abroad, including those in remote and underserved areas.
2. **Skill Development:** Enhance learners' skills in various disciplines.
3. **Certification:** Offer opportunities for learners to earn certifications that validate their skills and knowledge.
4. **Lifelong Learning:** Promote continuous learning and professional development among learners at all stages of their careers.

Context:

- **Platform:** Swayam, an initiative by the Government of India, offers a range of courses developed by top institutions and educators. It aims to democratize education by providing free online courses.
- **Target Audience:** Students, professionals, and lifelong learners who seek to improve their knowledge and skills.
- **Institutional Role:** CDOE provides access to the online learners ensuring the courses and the content uploaded on SWAYAM aligns with current educational standards and industry needs.

Practice:

1. **Course Development:** The faculties and subject experts create comprehensive and up-to-date course content through Self learning materials, recorded professional lectures, PPTs etc. for easy access and learning.
2. **Enrolment:** The CDOE's IT team facilitates easy enrolment for learners with user-friendly registration processes on the Swayam platform and provides them hands-on training.
3. **Learning Experience:** CDOE provides high quality course materials, including video lectures, quizzes, assignments etc. to enhance the learning experience.

Evidence of Success:

1. **Enrolment Statistics:** Track the number of learners enrolling in and completing courses.
2. **Completion Rates:** Measure the percentage of learners who complete courses and achieve certification.
3. **Skill Application:** Assess how learners are applying the skills and knowledge gained from the courses in their academic or professional roles.

Problems Encountered and Overcome:

12



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Problems Encountered and Overcome:

12



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1. **Content Quality:** Issues with course quality or relevance. **Solution:** Regularly review and update course materials based on learner feedback and industry trends.
2. **Engagement:** Keeping learners motivated and engaged throughout the course. **Solution:** Incorporate interactive Live lectures every week and regular communication with the learners to maintain engagement.
3. **Certification Recognition:** Ensuring that certificates are recognized by employers and educational institutions. **Solution:** Build partnerships with industry stakeholders and academic institutions to enhance the credibility of certificates.

Outcomes with Impact Analysis:

1. **Educational Reach:** Increased access to quality education for learners across diverse geographical locations, contributing to higher educational attainment.
2. **Skill Enhancement:** Improved skills and knowledge among learners, leading to better academic performance and career advancement.
3. **Career Progression:** Higher employment and promotion rates among learners who complete certification programs.
4. **Institutional Impact:** Enhanced reputation of participating institutions and educators due to their involvement in providing valuable online education.

By focusing on these aspects, CDOE aims to make a significant impact on education and skill development across India and abroad, addressing barriers to learning and providing opportunities for learners to advance academically and professionally.

3) Regular student feedbacks:

Objectives: The main objective of conducting student feedbacks every semester was to:

- To enhance teaching and learning: Gather insights to improve educational delivery.
- To support student engagement and satisfaction: Address concerns and improve the overall student experience.

The Context:

- **Educational Institution:** Implementing student-centric practices to ensure continuous improvement in educational quality and student satisfaction.
- **Changing Educational Landscape:** Responding to evolving student needs and expectations.

The Practice:

- **Regular Feedback Sessions:** Scheduled surveys, focus groups, or interviews with students to collect structured feedback.
- **Data Collection:** Using surveys or interviews to gather qualitative and quantitative data on various aspects of the educational experience.

Evidence of Success: A through report and analysis is done based on the student's feedback which has indeed resulted in:

- **Improved Teaching Practices:** Adjustments made based on feedback to better cater to student learning styles and needs.



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- Enhanced Student Satisfaction: Higher satisfaction scores and positive feedback on educational experiences.

Problems encountered and overcome:

- Low Participation Rates: Addressed by increasing awareness, simplifying feedback processes, and emphasizing the importance of student input.
- Feedback Quality: Improved through clearer questions, better communication, and ensuring anonymity where necessary.

Outcomes with Impact Analysis:

- Educational Quality: Demonstrated improvements in teaching effectiveness and curriculum relevance.
- Student Retention: Higher retention rates due to improved satisfaction and support.
- Institutional Reputation: Enhanced reputation as a student-focused institution, attracting more prospective students.

5) Debate competitions:

Objectives:

1. Skill Development: Enhance learners' critical thinking, public speaking, and argumentation skills.
2. Engagement: Increase engagement and interaction among learners by providing a platform for intellectual exchange and healthy competition.
3. Knowledge Application: Allow learners to apply their knowledge on various topics in a structured format.
4. Community Building: Foster a sense of community and collaboration among participants from diverse backgrounds.

Context:

- Platform: Online tools and platforms (e.g., Zoom, Microsoft Teams, or dedicated debate software) are used to host the debate competition.
- Target Audience: Online learners from various programs offered at CDOE who have an interest in debating and public speaking.

Practice:

1. Planning and Promotion: Developed a detailed plan for the competition, including rules, formats, and judging criteria. Promote the event through emails, social media, and educational platforms.
2. Registration: CDOE invites students to submit their names where participants can sign up individually.
3. Competition Format: CDOE Organizes the debate rounds, ensuring that each participant has a chance to present and rebut arguments. Use online tools to facilitate smooth communication and interaction.
4. Judging: The department selects qualified judges who can evaluate debates based on established criteria such as argument strength, delivery, and rebuttal effectiveness.
5. Feedback and Awards: CDOE awards the certificates to the top individuals.

Evidence of Success:



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1. Participant Engagement: High levels of participation and enthusiasm from learners, as indicated by registration numbers and active involvement during the competition.
2. Debate Quality: Positive feedback from judges regarding the quality of debates, including the depth of research and clarity of arguments.
3. Skill Improvement: Improvement in participants' debate and public speaking skills, measured through pre- and post-competition assessments or surveys.

Problems Encountered and Overcome:

1. Time Zone Differences: Scheduling conflicts for participants in different time zones. Solution: Organize multiple rounds at different times or offer flexible scheduling options.
2. Judging Fairness: Ensuring unbiased and consistent judging. Solution: CDOE uses a standardized rubric for evaluation and has multiple judges to ensure fairness.

Outcomes with Impact Analysis:

1. Skill Development: Participants demonstrate improved debate skills, including argumentation, public speaking, and critical thinking, which can be observed in their performance in subsequent debates or presentations.
2. Enhanced Engagement: Increased engagement and interaction among online learners, leading to stronger community ties and networking opportunities.
3. Knowledge Application: Participants apply their knowledge and research skills effectively, as evidenced by the quality of their arguments and responses during the debates.

By addressing these aspects, the debate competition can successfully provide a valuable and enriching experience for online learners, the focus is on the skill development and engagement while overcoming common challenges.

Annexure A.1 List of faculty members for the Academic Year

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

Shavita

(Name and signature of Director)

[Signature]

Verified by the Auditor

(Name and signature of the Auditor)



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Shavita

PART-B

S. No.	Audit parameters	Auditee Response	Rating Assessment out of 5 by the Auditor
	Enrolment Percentage (Total number of seats filled during CAY / Total number of sanctioned seats) *100 Applicable for MBA & MCA	$(124/540)*100=22.9\%$	
	Enrolment Percentage for MCA	$(22/180)*100=12.2\%$	
	Enrolment Percentage for MBA	$(102/360)*100=28.3\%$	
1.	Student – Faculty Ratio a. With respect to total students enrolled in all programmes offered by the department b. With respect to total student intake of all programmes offered by the department	1:16 1:15	5
2.	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%	5
3.	a. Percentage of faculty members with PhD b. Percentage of faculty members with Professional Qualification (for Dental Science)	26% NA	4
4.	Faculty Cadre Ratio Professors : Associate Professors : Assistant Professors	1:2:12	4
5.	Ph.Ds Produced per faculty: a. No. of Ph.D awarded under supervision of faculty members of the department / No. of faculty members in the department: b. No. of Ph.D awarded under supervision of faculty members of the department / No. of faculty members eligible as Ph.D supervisor in the department:	NIL 2	3

16



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6.	Journal Publications per faculty:			
	a. No. of Research Papers published in International Journals:	6		
	b. No. of Research Papers published in National Journals:	2		
	Total No. of Research Papers published in journals(a+b) :	8		
	c. No. of Research Paper published in Q1 Journals	Q1: 2	3	
	d. No. of Research Paper published in Q2 Journals	Q2: 3		
	e. No. of Research Paper published in Q3 Journals	Q3: 1		
	f. No. of Research Paper published in Q4 Journals	Q4: 2		
7.	Conference Publications/Books/Book Chapters per faculty:			
	a. No. of Research Paper published in Proceedings of International Conference:	5		
	b. No. of Research Paper published in Proceedings of National Conference:	1		
	c. No. of Research Paper published as Book Chapters:	2		
	d. No. of authored Books published:	NIL	4	
	e. No. of edited Books published:	NIL		
	Total No. of conference publications/books/book chapters (a+b+c+d+e) Unique count:	8		
8.	Scopus Publication Count:	6		
	Average h-index of the department	2.14	3	
	Average number of citations of the department	22.25		
	Google Scholar:			
	Average h-index of the department	2.83		
	Average number of citations of the department	97		



9.	% age of faculty members who have been provided with seed money for research Total amount received by the department as seed money (INR in Lakhs)	NIL	nil
10.	Number of Funded Research Projects in Operation Number of Funded Research Projects per teacher a. Research funding received by the department and its faculties through Government bodies (INR in lakhs) b. Research funding received by the department and its faculties through non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs (INR in lakhs)	NIL	nil
11.	No. of Patents Generated a. No. of Patents filed: b. No. of Patents published: c. No. of Patents Granted: Number of awareness programmes/workshops organized by the department on Research Methodology, IPR, innovation, entrepreneurship etc.	NIL 1 3 3 3 workshops	5
12.	Consultancy Projects / Corporate Training Undertaken a. No. of consultancy projects completed: b. No. of consultancy projects undergoing: c. No. of Corporate Training completed: d. No. of Corporate Training undergoing:	NIL	nil
13.	Total revenue generated out of consultancy and Corporate Training: Consultancy Revenue Generated: Revenue generated out of corporate training:	NIL	nil
14.	Number of awards received for research/innovations by the department/teachers/research scholars/students Whether the Department has maintained the brief report with awarded certificates and pictures	1	2
15.	External academic engagement of Faculty (%age of faculty involved as resource persons, editors etc.)	14%	3



16.	Average Guest/Visiting Faculty Lectures per semester: No. of Guest/ Expert lectures organized: No. of visiting faculty engaged:	8 (July 23) 8 (Jan 24) Total: 16	5
17.	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% 29 3 2 NIL NIL	4
18.	Percentage of faculty members attaining MOOC certifications: Total No. of MOOC certifications earned by faculty: Mention the number against the name of MOOC platform	20% Total: 7 2-LinkedIn learning 5 Udemy 1-Microsoft IIBM	3
19.	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:	6% IEEE membership	3
20.	Total number of Professional Development Programmes including FDPs, Conferences, Workshops organized for the skill enhancement of the faculty members of the department a. No. of FDPs/workshops/training Programmes etc. organized: b. No. of FDPs/workshops/training Programmes etc. organized for at least week long duration: c. No. of International Conferences organized: d. No. of National Conferences organized: e. No. of SDPs (Staff Development Programmes) organized:	3 3 3 NIL NIL NIL	3



21.	<p>Number of functional MoUs /linkage with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research:</p> <p>a. No. of MoUs with International Bodies:</p> <p>b. No. of MoUs with National Knowledge Partners:</p> <p>c. Whether the activities are organized under each MoU. If yes, details have been recorded for each of the activity:</p>	<p>10</p> <p>Copy of MOU is attached as Annexure A1.3</p>	<p>5</p>
22.	<p>Quality of Curriculum Content and Delivery</p> <p>a. Whether PEOs, POs, COs and their mapping are well stated and defined</p> <p>b. Academic curriculum flexibility is offered and is reflected through components such as MEME, ABC, electives, Minors, inter-institution credit transfer etc.</p> <p>c. Whether the Curricula developed and implemented have the relevance to the local, regional, national, and global development needs</p> <p>d. Whether the programmes offered by the department focus on employability/ entrepreneurship/ skill development and their course syllabi are being adequately revised</p> <p>e. Percentage of skill-oriented courses aligned with NSQF and skill focus included in the curriculum</p> <p>f. Approved Curricula booklets have been maintained by the department</p> <p>g. Whether Lesson Plans, Assignments/Tutorial Sheets/ Quizzes/Question Papers etc. are well mapped with COs</p> <p>h. Adequate initiatives are taken for Advanced and Slow Learners</p> <p>i. Curricula is delivered through adequate student centric teaching learning methodologies (Participative, Experiential, Problem Solving) and is evident through the session plans and records</p> <p>j. Percentage of teachers who used PPTs/Teaching aids in their lectures</p> <p>k. Percentage of teachers who adopted innovative practice(s). If any, give details</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>20 %</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>100%</p> <p>100%</p> <p>E.g. Online challenges, quizzes, presentations and various case studies.</p> <p>Yes</p>	<p>5</p> <p>5</p>



	<p>l. Based on evaluation results, was the counseling of teachers done?</p> <p>m. Course files have been prepared and maintained by the faculty members as per the SoPs of MRIIRS</p> <p>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</p>	<p>Faculties are counseled and guided by the department head after every feedback analysis for better teaching skills and pedagogies.</p> <p>Yes</p> <p>SLM (per course recorded lectures (1 credit = 5 recordings) etc. developed and shared on Swayam.</p>	
24.	<p>Curricula Revision</p> <p>a. %age of Courses in which Major Revision was done</p> <p>b. %age of New Courses introduced out of total number of courses across all programmes offered by the department</p> <p>c. Frequency of curricula revision (Programmes and courses)</p> <p>d. Whether the Minutes of BoS are clearly specifying the curricula revisions</p> <p>e. Whether Minutes of Academic Council extracts are endorsing the decisions of BOS</p>	<p>Curriculum followed parallel to conventional programs.</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	5
25.	<p>a. Number of Inter-Disciplinary/open elective/MOOC courses offered where students have enrolled and successfully completed for credit transfer</p> <p>o Interdisciplinary/ open electives: 15</p> <p>o MOOCs through SWAYAM: 3</p> <p>o MOOCs through other platforms: 12</p>	<p>8 electives (Jan 2024) + 7 (July 23) = 15</p> <p>15</p>	4



	<p>b. Number of Professionally-Oriented Value-Added Courses offered where students have enrolled and successfully completed</p> <p>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</p> <p>d. Whether the records of the same have been maintained in the department as per the SoPs of MRIIRS (Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes, List of students and the attendance sheet for the above mentioned programs)</p>	<p>These courses have been Introduced for the first time and will be implemented in 2024-25.</p> <p>Yes</p>	
26.	<p>a. %age of programmes offered by the department that have components of field projects/ research projects/ internships</p> <p>b. %age of students undertaking internships and projects</p> <p>c. Whether the records of assessment including rubrics of field projects/ research projects/ internships/Industry immersion practices have been maintained by the departments as per the SoPs of MRIIRS</p> <p>d. Extent and Quality of Industry Interaction and Networking</p> <ul style="list-style-type: none"> Number of workshops/expert talks/training programmes organized for the students with resource persons from Industry Number of industrial/field visits organized by the department 	<p>40%</p> <p>32%</p> <p>Yes</p> <p>Industry professional online talks and webinars for enlightening students with recent industry trends and market requirements.</p> <p>9</p> <p>NA</p>	3
27.	<p>a. Whether Mentor- Mentee allocation has been done to address academics and student-psychological issues (Mentor-mentee allocation records)</p>	<p>Yes dedicated Program Coordinators are there to guide students and stay connected with them actively.</p> <p>Yes</p>	4



	b. Adequacy of mentorship records including Mentor-mentee meetings, Addressing of mentee academic and psychological issues, mentee diaries etc.		
28.	<p>Emphasis on Competitive Guidance and Career Counseling:</p> <p>a. Number of Competitive Guidance Sessions/ Workshops/Training Programmes organized:</p> <p>b. Number of Career Counseling Sessions/ Workshops/Training programmes organized:</p> <p>c. Percentage of students benefited through Career counseling and competitive guidance</p>	<p>2</p> <p>4</p> <p>NIL</p>	2
29.	<p>Emphasis on Soft Skills/ Personality Development, and Awareness of Trends and Technology:</p> <p>a. Details of Soft Skills/Personality Development related modules designed and delivered to the students:</p> <p>b. Number of Sessions/Workshops/Expert talks organized by the department for Awareness of Trends and Technology</p> <p>c. Number of Hackathons/technical domain related competitions organized by the departments with details of internal and external students' participation</p>	<p>1</p> <p>5</p> <p>NIL</p>	5
30.	<p>Pass percentage of students as per Table B.1</p> <p>Average pass percentage of all the programmes as offered by the department:</p> <p>BCA:</p> <p>BBA:</p> <p>B.COM:</p> <p>BA(H) Eco:</p> <p>BA (H) English:</p> <p>MCA:</p> <p>MBA:</p> <p>M.COM:</p> <p>MA Eco:</p> <p>MA English:</p>	<p>68%</p> <p>95%</p> <p>82%</p> <p>88%</p> <p>65%</p> <p>84%</p> <p>89%</p> <p>100%</p> <p>98%</p> <p>87%</p>	5
31.	<p>%age of Interested Final Year Students Successfully Placed of last completed academic year:</p> <p>Highest salary offered to the placed student(s)</p> <p>No. of students placed in that organization:</p> <p>Average salary offered to the placed students:</p>	<p>NIL</p> <p>In Process</p>	1



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	Median salary offered to the placed students:		
32.	%age of students of last completed academic year joined Higher studies	7%	2
33.	%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	Nil
34.	Extent and Depth of Alumni Engagement No. of Registered Alumni: No. of Alumni meets during the year: Amount of alumni financial contribution: No. of Alumni engagements in the dept during the year Name, Batch and Position of three prominent Alumni: 1. Shivali Prakash, M.COM, JAN 22 2. Priyanka, MBA, JAN 2022 3. Govind Pillay MCA JAN 2022	27 NIL NIL NIL	4
35.	Up gradation of Academic Infrastructure as per Table B.2 • Number and details of New Labs Created: • Number and details of Existing Labs upgraded: • Details of Centre of Excellences established/upgraded/ maintained: • Details of Funds received from the Govt and non-Govt. bodies for infrastructure development and Maintenance • 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)	NA	NA
36.	No. of Domain-Related Book Titles added in Central Library:	NA(20)	2
37.	Student-Computer Ratio	NA	NA
38.	%age Student Participation in Co-curricular and Extra-Curricular Activities: a. Number of Cultural events organized by the department:	55% 0 2	4



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	<p>b. Number of Technical/Academic fests organized by the department:</p> <p>c. Number of institutions participated in the technical festivals:</p> <p>d. Number of active clubs and societies of the department and students registered in these clubs and societies:</p> <p>e. Number of Club activities organized by the department through active clubs:</p>	<p>NIL</p> <p>NIL</p> <p>NIL</p>	
39.	<p>%age of students with Outstanding Performance in Academic, Cultural and Sports activities</p> <p>a. Number of student startups incubated</p> <p>b. Number of external Academic Awards and Recognitions received by the students</p> <p>c. Number of research/innovation Awards received by the students</p> <p>d. Number of awards/medals for outstanding performance in co-curricular activities inter-university/state/national/international events</p> <p>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)</p> <p>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)</p>	<p>25%</p> <p>NIL</p> <p>NIL</p> <p>NIL</p> <p>1 award- Mehreen</p> <p>NIL</p> <p>3 medals - Parth Lakra</p> <p>1 medal - Sahib Singh</p>	<p>4</p>
40.	<p>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community</p> <p>%age of students of the department participating in extension and outreach programs</p>	<p>NA</p>	<p>NA</p>
41.	<p>Average Dropout Rate (%) of Students as per Table B.3</p>	<p>27%</p>	<p>5</p>



Ghansha
 Director-CDOE, MRIIRS

42.	<p>New Quality Initiatives Undertaken during the Year:</p> <p>State any five New Quality initiatives taken:</p> <ol style="list-style-type: none"> 1. Expansion of Online Resources: Expanded the online library resources with access to more e-books, journals, and multimedia materials relevant to course curricula, ensuring comprehensive learning support. 2. Enhanced Student Support Services: Strengthened student support services by introducing active LIVE lectures, doubt sessions, regular meetings and academic advising via microsoft meet, and proactive outreach initiatives to monitor student progress and address learning challenges promptly. 3. Meet and Greet program: An initiative to invite online students to the campus to familiarize them with the faculties, staff and facilities available from them on campus. 4. Free access to LinkedIn Learning: A new initiative aimed at enhancing the learning experience for our students by providing access to LinkedIn Learning, a leading online platform offering a vast library of courses and tutorials across various disciplines. 5. Free access to Udemy platform: MRCDOE provides online learners access to the Udemy platform is that it offers a wide range of courses taught by experts in various fields, allowing learners to expand their knowledge, acquire new skills, and enhance their professional development conveniently and flexibly. 6. Hands-on session for faculties: Keeping in mind the changing trends and technological advancements the department ensures that quality of teaching learning is improved through dedicated hand-on sessions like "Crafting and Delivering Effectual E-content using AI and Digital Media Tools- A Hands-on Session". 		4
43.	Depth and Range of Feedback System as per Table B.4		5
44.	Extent of Implementation of LMS in the department	Yes 100%	5
45.	Effectiveness of Grievance Redressal System	100%	5
46.	<p>Number of awareness programmes organized on:</p> <p>a. Code of Conduct:</p> <p>b. Professional ethics:</p>	<p>YES</p> <p>(These programs are conducted in a centralized</p>	



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	<p>c. Sustainable Development Goals (SDGs):</p> <p>d. Entrepreneurship and Innovation:</p> <p>e. Research Methodology/IPR:</p> <p>f. Indian Knowledge System:</p> <p>g. Universal Human Values:</p> <p>Department Progress towards SDGs (100 words progress report with geotagged pictures, certificates, recognitions etc.)</p>	manner where the faculties are also actively involved.)	
47.	Highlight your department's involvement in Indian Knowledge System	The "Indian Knowledge system" will be introduced in the upcoming session 2024-25.	2
48.	Regularity in holding Departmental Meetings as per Table B.5	Yes	5
49.	Highlight your department's initiatives and outcomes of Research Collaborations with national/international institutions of higher ranking/industries as per Table B.6	NA	NA
50.	<p>Future plans of the department: MRCDOE is committed to the expansion of the department. Key focus areas include:"</p> <p>1. CDOE has introduced industry oriented certifications keeping in mind emerging industry trends and demands, ensuring relevance and competitiveness in the education sector.</p> <p>2. Implementation of NEP 2020 and conversion of 3 year degree program into 4 year degree programs.</p> <p>3. Enhanced Research and Innovation: Encourage students and faculties with a culture of research and innovation by investing in state-of-the-art laboratories, collaboration with industry partners, and encouraging faculty and student research projects.</p> <p>4. Global Collaborations and Partnerships: Strengthen international collaborations with reputed universities and institutions worldwide to promote the recent advancements in every field, global exposure and learning as well as placement opportunities.</p> <p>5. Integration of Technology in Education: Implement advanced technologies in teaching and learning methodologies to enhance educational delivery and student engagement.</p>		



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	6. Focus on Skill Development and Employability: Develop comprehensive skill development programs aimed at enhancing students' employability through industry certifications, internships, and practical training opportunities.		
	7. Enhanced Student Support Services: The department will be providing ERP and LMS support to the students for better connectivity.		
Total Score of the department			
Average Rating of the department			

Major Suggestions for further Improvement:

Major Suggestions for further Improvement:

1. National/International must be organized by the department/CDOE.
2. FDP/Short term ^{courses} may be conducted by the CDOE
3. Faculty Members must complete their Ph.D on priority basis.
4. CDOE must focus on placement of students on priority basis.

30-07-2024
Signatures of the Academic Audit Committee

Prof. Nanhay Singh
Professor, NSUT
Delhi - 110031



Shanika
Director-CDOE, MRIIRS

Table B.1 Pass Percentage of Students

Programme and semester	July- Dec, 23				Programme and semester	Jan- June, 24			
	Course Name (Course Code)	%age of students passed in the course	%age of Students with Grade B+ and Above	%age of Students with Grade Below B		Course Name / Code	%age of students passed in the course	%age of Students with Grade B+ and Above	%age of Students with Grade Below B
BCA Sem 1 (July, 23 Batch)	OBCA-DS-101	85%	59%	14%	BCA Sem 1 (Jan, 24 Batch)	OBCA-DS-101	60%	40%	6.7%
	OBCA-DS-102	81%	52%	14%		OBCA-DS-102	60%	33%	6.7%
	OBCA-DS-103	81%	52%	10%		OBCA-DS-103	60%	20%	6.7%
	OBCA-DS-104	81%	52%	14%		OBCA-DS-104	60%	20%	13.3%
	OCDC-111	81%	45%	14%		OCDC-111	60%	47%	6.7%
	OBCA-DS-153	81%	81%	NA		CDOE-OE-023	47%	47%	NA
	OBCA-DS-154	78%	78%	NA		CDOE-OE-024	47%	33%	NA
	CDOE-OE-012	85%	78%	NA		CDOE-OE-025	47%	20%	13.3%
	CDOE-OE-013	85%	70%	7%		OBCA-DS-153	60%	60%	NA
	CDOE-OE-014	85%	70%	NA		OBCA-DS-154	60%	60%	NA
OBBA-DS-101	100%	46%	29%	OBBA Sem 1 (Jan 24 Batch)	OBBA-DS-101	100%	83%	NA	
	OBBA-DS-102	100%	83%		NA	OBBA-DS-102	100%	33%	17%
	OBBA-DS-109	100%	0%		27%	OBBA-DS-103	100%	43%	NA



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BBA Sem 1 (July, 23 Batch)	OBBA- DS-159	100%	100%	NA		OBBA- DS-153	100%	71%	NA
	OBBA- DS-104	100%	58%	14%		OBBA- DS-104	100%	50%	25%
	OBBA- DS-107	100%	29%	NA		OBBA- DS- 105A	100%	43%	8%
	OBBA- DS-112	100%	29%	44%		OBBA- DS- 106A	100%	71%	NA
	CDOE- OE-013	100%	60%	NA		OBBA- DS-109	100%	80%	NA
	CDOE- OE-014	100%	75%	NA		OBBA- DS-159	100%	100%	NA
	OBBA- DS-103	100%	20%	20%		OBBA- DS-107	100%	40%	20%
	OBBA- DS-153	100%	80%	20%		OBBA- DS-112	100%	40%	20%
	OBBA- DS-105	100%	40%	60%		OBCOM -DS-101	NA	NA	NA
	OBBA- DS-106	100%	60%	NA		OBCOM -DS-102	NA	NA	NA
BA (H) Economics Sem 1 (July, 23 Batch)	OBECO- DS-109	50%	25%	13%	B.Com Sem 1 (July, 24 Batch)	OBCOM -DS- 103A	NA	NA	NA
	OBECO- DS-108	38%	25%	25%		OBCOM -DS-104	NA	NA	NA
	OBECO- DS-110	38%	25%	NA		OBCOM -DS- 105A	NA	NA	NA
	CDOE- OE-013	100%	100%	NA		OCDC- BCOM- 111	NA	NA	NA
	CDOE- OE-014	100%	100%	NA		OBECO- DS-109	100%	67%	17%
	OCH- 202B	50%	38%	12.5%		OBECO- DS-108	83%	67%	33%
	OBCOM -DS-101	86%	57%	NA		OBECO- DS-110	100%	67%	33%
				B.A. (Hons) Economic s Sem 1 (Jan, 24 Batch)					



Shaweta
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B.Com Sem 1 (July, 23 Batch)	OBCOM-DS-102	71%	43%	NA	B.A. (Hons.) English Sem 1 (Jan, 24 Batch)	OCH-202B	100%	83%	17%
	OBCOM-DS-103A	71%	29%	14%		OBENG-DS-101	63%	63%	NA
	OBCOM-DS-104	71%	57%	NA		OBENG-DS-102	63%	63%	NA
	OBCOM-DS-105A	71%	43%	14%		OBENG-DS-103	63%	63%	NA
	OCDC-BCOM-111	71%	43%	29%		OBENG-DS-104	75%	75%	NA
	CDOE-OE-012	100%	80%	NA		OBENG-DS-105	63%	63%	NA
	CDOE-OE-020	100%	60%	NA		CDOE-OE-023	63%	63%	NA
MBA Sem 1 (July, 23 Batch)	OMBA-DS-402	92%	83%	2%	MBA Sem 1 (Jan, 24 Batch)	CDOE-OE-024	63%	63%	NA
	OMBA-DS-403	92%	62%	9%		OMBA-DS-402	88%	70%	9%
	OMBA-DS-404	92%	62%	6%		OMBA-DS-403	89%	66%	9%
	OMBA-DS-201	92%	81%	4%		OMBA-DS-404	86%	73%	7%
	OMBA-DS-203	92%	75%	2%		OMBA-DS-201	91%	82%	2%
	OMBA-DS-303	92%	72%	11%		OMBA-DS-203	88%	77%	4%
	OMBA-DS-104A	92%	79%	6%		OMBA-DS-303	88%	77%	5%
	OMBA-DS-101A	92%	85%	NA		OMBA-DS-104A	88%	64%	21%
	CDOE-OE-013	92%	98%	NA		OMBA-DS-101A	89%	80%	2%
	OMCA-DS-110	94%	56%	12.5%		CDOE-OE-023	79%	77%	NA



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MCA Sem 1 (July, 23 Batch)	OMCA-DS-111	94%	88%	NA	MCA Sem 1 (Jan,24 Batch)	OMCA-DS-110	100%	43%	29%
	OMCA-DS-112	94%	88%	NA		OMCA-DS-111	100%	NA	43%
	OMCA-DS-113	94%	69%	6%		OMCA-DS-112	100%	29%	14%
	OCDC-511	94%	88%	6%		OMCA-DS-113	100%	57%	29%
	OMCA-AI-001	93%	79%	NA		OCDC-511	100%	86%	NA
	OMCA-CS-002	100%	100%	NA		OMCA-AI-001	57%	29%	14%
	OMCA-DaS-002	93%	86%	NA		OMCA-DaS-002	57%	29%	NA
	OMCA-BC-001	100%	100%	NA		OMCA-BC-001	29%	14%	NA
	CDOE-OE-013	94%	81%	6.25%		CDOE-OE-023	71%	71%	NA
	OMCA-DS-161	100%	100%	NA		OMCA-DS-161	100%	100%	NA
	OMCA-DS-162	100%	100%	NA		OMCA-DS-162	100%	100%	NA
	OMCA-DS-163	100%	100%	NA		OMCA-DS-163	100%	100%	NA
	OMCA-DS-001	100%	75%	6.25%		OMCA-DS-001	14%	14%	NA
	OMCA-DS-002	100%	50%	NA		OMCA-DS-002	43%	43%	NA
	OMCA-RIC-I	100%	100%	NA		OMCA-RIC-I	100%	100%	NA
	M.Com Sem 1 (July, 23 Batch)	OMCO M-DS-101	100%	100%		NA	OMCA-AR-001	14%	NA
OMCO M-DS-102		100%	100%	NA	OMCA-MM-002	14%	NA	14%	
OMCO M-DS-103		100%	100%	NA	OMCA-CS-002	29%	100%	NA	



	OMCO M-DS- 104	100%	100%	NA		OMCO M-DS- 101A	NA	NA	NA
	OMCO M-DS- 105	100%	100%	NA	M.Com Sem 1 (Jan,24 Batch)	OMCO M-DS- 102A	NA	NA	NA
MA (English) Sem 1 (July, 23 Batch)	OMENG -DS-101	100%	100%	NA		OMCO M-DS- 103	NA	NA	NA
	OMENG -DS-102	100%	100%	NA		OMCO M-DS- 104	NA	NA	NA
	OMENG -DS-103	100%	100%	NA		OMCO M-DS- 105	NA	NA	NA
	OMENG -DS-104	100%	100%	NA	M.A. English Sem 1 (Jan,24 Batch)	OMENG -DS-101	67%	33%	NA
	CDOE- OE-013	100%	100%	NA		OMENG -DS-102	67%	33%	NA
MA (Economic s) Sem 1 (July, 23 Batch)	OMECO -DS- 102A	100%	100%	NA		OMENG -DS-103	67%	66%	NA
	OMECO -DS- 103A	100%	100%	NA		OMENG -DS-104	67%	66%	NA
	OMECO -DS- 104A	100%	100%	NA	M.A. Economic s Sem 1 (Jan,24 Batch)	OMECO -DS- 101A	100%	100%	NA
	OMECO -DS-105	100%	100%	NA		OMECO -DS- 102A	100%	100%	NA
	OMECO -DS- 106A	100%	100%	NA		OMECO -DS- 103A	100%	100%	NA
BCA Sem 2 (Jan, 23 Batch)	OBCA- DS-201	41%	24%	8%		OMECO -DS- 104A	100%	100%	NA
	OBCA- DS-202	41%	24%	11%		OMECO -DS-105	100%	100%	NA



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	OBBA-UC-162	41%	35%	2%	BCA Sem 2 (July, 23 Batch)	OMECO-DS-106A	100%	100%	NA
	CDOE-OE-012	41%	41%	NA		OBBA-DS-201	89%	43%	21%
	CDOE-OE-013	41%	35%	2%		OBBA-DS-202	93%	43%	25%
	OBBA-DS-251	41%	41%	NA		OBBA-DS-203	93%	68%	11%
	OBBA-DS-252	41%	41%	NA		OCDC-112	82%	54%	14%
	OBBA-DS-201	100%	20%	40%		OCH-202B	82%	57%	4%
BBA Sem 2 (Jan, 23 Batch)	OBBA-DS-202	100%	20%	40%	BBA Sem 2 (July, 23 Batch)	CDOE-OE-024	79%	50%	18%
	OBBA-DS-252	100%	60%	NA		OBBA-DS-251	93%	86%	NA
	OBBA-DS-203	100%	40%	NA		OBBA-DS-252	93%	93%	NA
	OBBA-DS-205	100%	100%	NA		OBBA-DS-201	92%	33%	50%
	OBBA-DS-207	100%	67%	NA		OCH-202B	100%	42%	25%
	OBBA-DS-208	100%	67%	NA		OBBA-DS-205	100%	67%	83%
	OBBA-UC-162	100%	60%	20%		OBBA-DS-207	100%	50%	83%
	CDOE-OE-013	100%	60%	20%		OBBA-DS-208	100%	42%	83%
	CDOE-OE-014	100%	40%	40%		OBBA-DS-209	100%	17%	33%
	OBBA-DS-204	100%	50%	NA		OBBA-DS-259	100%	42%	NA
					OBBA-DS-507	100%	33%	14%	



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	OBBA-DS-206	100%	0%	NA		OBBA-DS-202	80%	40%	NA
BA (H) Economics Sem 2 (Jan, 23 Batch)	OECO-DS-201	50%	50%	NA	B.Com Sem 2 (July, 23 Batch)	OBBA-DS-252	100%	40%	NA
	OECO-DS-202	50%	50%	NA		OBBA-DS-204	80%	40%	20%
	OECO-DS-203	50%	50%	NA		OBBA-DS-206A	100%	60%	20%
	OBBA-UC-162	50%	50%	NA		OBBA-DS-410	80%	60%	20%
	CDOE-OE-015	100%	100%	NA		OCH-202B	57%	14%	14%
	CDOE-OE-012	100%	100%	NA		OBCOM-DS-202A	71%	29%	14%
	CDOE-OE-017	100%	100%	NA		OBCOM-DS-203A	71%	29%	29%
	CDOE-OE-020	100%	100%	NA		OBCOM-DS-204	71%	NA	43%
M.Com Sem 2 (Jan, 23 Batch)	OMCO M-DS-201	100%	100%	NA	B.A. (Hons.) Economics Sem 2 (July, 23 Batch)	OBCOM-DS-301	57%	14%	43%
	OMCO M-DS-202	100%	100%	NA		OCDC-BCOM-112	71%	NA	29%
	OMCO M-DS-203	100%	100%	NA		OECO-DS-303	100%	100%	NA
	OMCO M-DS-204	100%	100%	NA		OBECO-DS-206	100%	100%	NA
	OMCO M-DS-205	100%	0%	NA		OBECO-DS-207	100%	66%	33%
	CDOE-OE-013	100%	100%	NA		OBECO-DS-208	100%	66%	NA
	CDOE-OE-014	100%	100%	NA		MBA Sem 2 (July, 23 Batch)	OMBA-DS-103A	92%	54%



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	CDOE- OE-015	100%	100%	NA		OMBA- DS- 202A	92%	71%	10%
	CDOE- OE-017	100%	100%	NA		OMBA- DS-204	85%	63%	13%
BCA Sem 3 (July, 22 Batch)	OBCA- DS-301	81%	51%	18%	MCA Sem 2 (July, 23 Batch)	OMBA- DS- 205A	90%	71%	2%
	OBCA- DS-302	80%	62%	18%		OMBA- DS-206	92%	77%	6%
	OBCA- DS-303	80%	60%	20%		OMBA- DS-207	94%	73%	6%
	OBCA- DS-304	85%	68%	13%		OMBA- DS-208	92%	67%	17%
	OBCA- DS-351	81%	50%	3.3%		OMBA- DS-209	92%	85%	2%
	OBCA- DS-354	81%	82%	NA		CDOE- OE-023	67%	67%	NA
	OBCA- DS-356	61%	56%	21%		OMCA- DS-210	100%	93%	7%
	OBCA- DS-357	70%	70%	5.5%		OMCA- DS-211	100%	67%	NA
	OBCA- DS-358	63%	58%	8%		OMCA- DS-212	100%	47%	13%
BBA Sem 3 (July, 22 Batch)	OBBA- DS-301	90%	71%	NA	OMCA- DS-213	100%	100%	NA	
	OBBA- DS-302	90%	62%	5%	OMCA- DS-263	100%	100%	NA	
	OBBA- DS-303	92%	92%	10%	OMCA- DS-264	100%	100%	NA	
	OBBA- DS-304	76%	50%	5%	OCDC- 512	100%	93%	NA	
	OBBA- DS-305	90%	48%	14%	OMCA- AI-003	87%	80%	NA	
	OBBA- DS-306	84%	84%	NA	OMCA- CS-004	13%	13%	NA	



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	CDOE- OE-013	100%	84%	NA		OMCA- DaS-004	87%	53%	7%
	CDOE- OE-014	100%	84%	5%		OMCA- BC-003	13%	13%	NA
	OBBA- DS-307	100%	56%	NA		OMCA- RIC-II	100%	100%	NA
	OBBA- DS-308	100%	89%	NA	M.Com Sem 2 (July, 23 Batch)	OMCO M-DS- 201	100%	100%	NA
	OBBA- DS-309	100%	100%	NA		OMCO M-DS- 202	100%	100%	NA
	OBBA- DS-311	100%	67%	33%		OMCO M-DS- 203	100%	100%	NA
	OBCOM -DS-302	96%	74%	NA		OMCO M-DS- 204	100%	100%	NA
	OBCOM -DS-303	100%	65%	9%		OMCO M-DS- 205	100%	100%	NA
	OBCOM -DS-304	100%	100%	NA		CDOE- OE-023	100%	100%	NA
	OBCOM -DS-305	100%	0%	NA		CDOE- OE-024	100%	100%	NA
B.Com Sem 3 (July 22 Batch)	OBCOM -DS-309	95%	58%	9%	M.A. English Sem 2 (July,23 Batch)	OMENG - DS-201	100%	67%	33%
	OBCOM -DS-307	96%	48%	17%		OMENG - DS-202	100%	67%	33%
	OBCOM -DS-310	100%	67%	NA		OMENG - DS-203	100%	100%	NA
	OBCOM -DS-408	95%	37%	22%		OMENG - DS-205	100%	100%	NA
B.A. (Hons.) Economics Sem 3	OECO- DS-301	67%	54%	NA		CDOE- OE-023	67%	67%	NA
	OECO- DS-001	67%	47%	7%		CDOE- OE-024	67%	67%	NA



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(July 22 Batch)					BCA Sem 3 (Jan 23, Batch)				
	OECD-DS-302	67%	60%	NA		OBCA-DS-301	79%	48%	21%
	OECD-DS-303	67%	67%	NA		OBCA-DS-302	79%	45%	24%
	OFEO-GE-001	67%	47%	13%		OBCA-DS-303	79%	55%	7%
	CDOE-OE-013	67%	67%	NA	OBCA-DS-304	62%	38%	14%	
M.Com Sem 3 (July 22 Batch)	OMCO M-DS-301	100%	100%	NA	OBCA-DS-351	62%	59%	NA	
	OMCO M-DS-302	100%	67%	NA	OBCA-DS-354	62%	55%	NA	
	OMCO M-DS-303	100%	100%	NA	OBCA-DS-356	66%	55%	NA	
	OMCO M-DS-307	100%	100%	NA	OBCA-DS-357	66%	55%	3%	
	OMCO M-DS-308	100%	100%	NA	OBCA-DS-358	10%	3%	3%	
BCA Sem 4 (Jan 22 Batch)	OBCA-DS-401	87%	34%	53%	CDOE-OE-025	59%	55%	7%	
	OBCA-DS-402	87%	47%	NA	BBA Sem 3 (Jan, 23 Batch)	OBBA-DS-301	83%	50%	NA
	OBCA-DS-403	87%	34%	47%	OBBA-DS-302	83%	50%	NA	
	OBCA-DS-404	87%	47%	13%	OBBA-DS-305	83%	33%	NA	
	CDOE-OE-012	80%	80%	NA	OBBA-DS-307	75%	50%	NA	
	OBCA-DS-452	87%	87%	NA	OBBA-DS-308	75%	75%	NA	
	OBCA-DS-457	80%	80%	NA	OBBA-DS-309	75%	50%	25%	
	OBCA-DS-458	75%	75%	NA	OBBA-DS-311	75%	50%	25%	



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	OBCA-DS-459	71%	71%	NA		CDOE-OE-023	83%	50%	NA
	OBCA-DS-460	71%	57%	6%		OBBA-DS-303	100%	NA	NA
	OBCA-DS-461	100%	50%	NA		OBBA-DS-304	100%	NA	100%
	OBCA-DS-456	80%	80%	13%		OBBA-DS-306	100%	50%	50%
BBA Sem 4 (Jan 22 Batch)	OBBA-DS-401	100%	75%	NA	B.A. (Hons.) Economic s Sem 3 (Jan, 23 Batch)	OECO-DS-301	100%	100%	NA
	OBBA-DS-402	100%	50%	NA		OECO-DS-001	100%	100%	NA
	OBBA-DS-403	100%	50%	NA		OECO-DS-302	100%	100%	NA
	OBBA-DS-107	100%	50%	NA		OECO-DS-303	100%	100%	NA
	OBBA-DS-404	100%	75%	NA		OECO-GE-001	100%	100%	NA
	OBBA-DS-405	100%	75%	NA		ODOE-OE-024	100%	100%	NA
	CDOE-OE-013	100%	100%	NA		ODOE-OE-025	100%	100%	NA
B.Com Sem 4 (Jan 22 Batch)	OBCOM-DS-401	100%	0%	50%	M.Com Sem 3 (Jan, 23 Batch)	OMCO M-DS-301	100%	100%	NA
	OBCOM-DS-402	100%	0%	NA		OMCO M-DS-302	100%	100%	NA
	OBCOM-DS-403	100%	50%	50%		OMCO M-DS-303	100%	100%	NA
	OBCOM-DS-405	100%	50%	50%		OMCO M-DS-307	100%	100%	NA
	OBCOM-EF-301	100%	50%	NA		OMCO M-DS-308	100%	100%	NA



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	CDOE- OE-12	100%	100%	NA	BCA Sem 4 (July, 22 Batch)	OBCA- DS-401	71%	80%	20%
	CDOE- OE-13	100%	100%	NA		OBCA- DS-402	71%	73%	27%
	CDOE- OE-20	100%	100%	NA		OBCA- DS-403	71%	70%	30%
B.A. (Hons.) Economics Sem 4 (Jan 22 Batch)	OECO- DS-401	100%	100%	NA	OBCA- DS-404	71%	68%	32%	
	OECO DS-402	100%	100%	NA	OBCA- DS-452	71%	93%	7%	
	OECO- DS-053	100%	100%	NA	OBCA- DS-457	63%	63%	38%	
	OECO- ID-004	100%	100%	NA	OBCA- DS-458	25%	21%	NA	
	OECO- ID-002	100%	100%	NA	OBCA- DS-459	29%	21%	NA	
	CDOE- OE-003	100%	100%	NA	OBCA- DS-460	29%	27%	2%	
	CDOE- OE-015	100%	67%	33%	OBCA- DS-461	38%	36%	2%	
MBA Sem 4 (Jan 22 Batch)	OMBA- DS-401	90%	34%	38%	OBCA- DS-456	91%	86%	NA	
	OMBA- DS-402	90%	86%	NA	OBBA- DS-401	81%	43%	10%	
	OMBA- DS-403	90%	72%	5%	OBBA- DS-402	81%	38%	10%	
	OMBA- DS-404	90%	81%	NA	OBBA- DS-407	100%	44%	NA	
	OMBA- DS MK- 401	80%	80%	NA	OBBA- DS-408	100%	100%	NA	
	OMBA- DS-MK- 404	80%	60%	NA	OBBA- DS-409	100%	100%	NA	
	OMBA- DS-FN- 401	100%	100%	NA	OBBA- DS-410	100%	100%	NA	



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	OMBA-DS-FN-403	100%	80%	5%		OBBA-DS-503	100%	100%	NA
	OMBA-DS-HROB - 401	89%	67%	NA		CDOE-OE-023	81%	67%	NA
	OMBA-DS-HROB - 403	89%	67%	5%		OBBA-DS-403	62%	50%	NA
	OMBA-DS-IB-401	94%	69%	14%		OBBA-DS-107	62%	67%	NA
	OMBA-DS-IB-402	94%	81%	10%		OBBA-DS-404	62%	33%	8%
	OMBA-DS-HC - 402	86%	43%	5%		OBBA-DS-405	62%	42%	NA
	OMBA-DS-HC - 404	86%	43%	NA	B.Com Sem 4 (July, 22 Batch)	OBCOM-DS-401	78%	61%	13%
	CDOE-OE-15	90%	81%	NA		OBCOM-DS-402	17%	9%	NA
MCA Sem 4 (Jan 22 Batch)	OMCA-DS-401	100%	100%	NA		OBCOM-DS-403	83%	39%	30%
	OMCA-DS-402	100%	57%	NA		OBCOM-DS-405	83%	52%	4%
	OMCA-DS-451	100%	100%	NA		OBCOM-DS-409	65%	35%	4%
	OMCA-DS-457	100%	100%	NA		OBCOM-DS-413	4%	4%	NA
	OMCO M-DS-401	100%	100%	NA		OBCOM-DS-509	56%	48%	NA
M.Com Sem 4 (Jan 22 Batch)	OMCO M-DS-402	100%	100%	NA		OBCOM-DS-606	13%	9%	4%
	OMCO M-DS-404	100%	100%	NA	B.A. (Hons.) Economic s Sem 4 (July, 22 Batch)	OECO-DS-401	100%	36%	36%
	OMCO M-DS-406	100%	100%	NA		OECO-DS-402	100%	27%	27%
	CDOE-OE-13	100%	100%	NA		OECO-DS-053A	100%	100%	NA



				NA					
	CDOE- OE-14	100%	100%			OECO- ID-004	100%	45%	9%
						OECO- ID-002	100%	100%	NA
						CDOE- OE-024	100%	18%	18%
					M.Com Sem 4 (July, 22 Batch)	OMCO M-DS- 401	100%	100%	NA
						OMCO M-DS- 402	100%	66%	NA
						OMCO M-DS- 404	100%	100%	NA
						OMCO M-DS- 405	100%	66%	33%
					BCA Sem 5 (Jan,22 Batch)	OBCA- DS 501	93%	57%	29%
						OBCA- DS-502	93%	64%	7%
						OBCA- DS-503	93%	71%	14%
						OBCA- DS-505	93%	43%	21%
						OBCA- DS-552	93%	79%	NA
						OBCA- DS-553	93%	93%	NA
						OBCA- DS-556	57%	43%	NA
						OBCA- DS-557	43%	36%	NA
						OBCA- DS-558	36%	36%	NA



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						OBBA-DS-311	100%	50%	NA
						OBBA-DS-411	100%	75%	NA
						OBBA-DS-502	100%	100%	NA
						CDOE-OE-023	100%	75%	NA
						CDOE-OE-024	100%	75%	NA
					B.Com Sem 5 (Jan, 22 Batch)	OBCOM-DS-307	100%	100%	NA
						OBCOM-DS-501	100%	100%	NA
						OBCOM-DS-304A	100%	100%	NA
						OBCOM-DS-504	100%	100%	NA
						OBCOM-DS-606	100%	100%	NA
					B.A. (Hons.) Economics Sem 5 (Jan,22 July)	OECO-DS-501	100%	100%	NA
						OECO-DS-502	100%	100%	NA
						OECO-DC-003	100%	100%	NA
						OECO-GE-005	100%	100%	NA
						OECO-DS-551	100%	100%	NA
						CDOE-OE-025	100%	66%	33%
						OBBA-DS-559	36%	21%	7%
						OBBA-DS-560	14%	14%	NA



Table B.3 Average Drop Out Rate of Students

Name of Programme	(Batch Jan-2024)		(Batch July-2023)		(Batch Jan-2023)		(Batch July-2022)		(Batch Jan-2022)	
	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment
Bachelor of Arts (Hons.)Economics (B.A. Eco)	7	6	9	3	2	1	24	11	3	3
Bachelor of Arts (Hons.) English (B.A. English)	8	8	NA	NA	NA	NA	NA	NA	NA	NA
Bachelor of Commerce (B.Com)	2	1	7	7	2	0	29	23	3	2
Bachelor of Business Administration (BBA)	12	12	14	12	4	6	31	21	5	4
Bachelor of Computer Applications (BCA)	17	16	27	24	43	20	76	56	22	14
Master of Commerce (M.Com)	1	1	1	1	1	1	10	(Pass Out)	1	(Pass Out)
Master of Business Administration (MBA)	55	54	48	48	NA	NA	NA	NA	24	(Pass Out)
Master of Computer Applications (MCA)	7	7	16	15	NA	NA	NA	NA	8	(Pass Out)
Master of Arts (MA-English)	4	3	3	3	NA	NA	NA	NA	NA	NA
Master of Arts (MA-Economics)	1	1	1	1	NA	NA	NA	NA	NA	NA
TOTAL	114	109	126	114	52	28	170	111	66	23



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 by Students	Twice in semester (Mid Semester and End Semester)	54%	YES	YES
Feedback on Generic Facilities by Students	Twice in semester (Mid Semester and End Semester)	54%	YES	YES
Feedback on Teaching Learning by Students	Twice in semester (Mid Semester and End Semester)	54%	YES	YES
Feedback on Curricula by Faculty members	Twice in semester (Mid Semester and End Semester)	54%	YES	YES
Feedback on Course Delivery by students	Twice in semester (Mid Semester and End Semester)	54%	YES	YES

Table B.5: Regularity in holding Departmental Meetings

Name of the Departmental 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	The Committee reviews the Academic curriculum and gives inputs and suggestions for modification in the Curriculum Booklets as per the Industry and job requirements.	Twice in a Semester	Yes	Yes
Board of School	The Committee takes up the suggestions/ inputs as received from BoS and then proceeds for ratification and further course of action for implementation.	Twice in a Semester	Yes	Yes
CIQA Committee	The committee dedicatedly works on maintaining the quality benchmarks of Academic Standards and ensure compliance to regulations of statutory	Once in Semester	Yes	Yes



	councils. All the work carried out in the departments is being reviewed Senior office bearers.			
Feedback Committee	The Committee takes feedback from the students and based upon their relevant suggestions and inputs the same is incorporated.	Twice in a Semester	Yes	Yes
Grievance Committee	CDOE has a dedicated grievance committee in which students can raise their grievances related to Academics or IT support. There is an around Turn Around Time (TAT) of 24 hours within that time framework the grievance of the students are resolved	Once in Semester	Yes	Yes
Department Academic Audit Committee	The committee takes up the entire work of the department carried out in the year for a review and audit purpose.	Once in a Year	Yes	Yes

Shaneta



Director, CDOE, MRIIRS
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Table B.6: Research Collaborations

Research Collaboration	Initiatives	Outcomes	Remarks
Interdisciplinary Research		NA	
Community Based Research		NA	
Technology Transfer		NA	

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30-07-2024

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