

Academic Audit Proforma

Manav Rachna International Institute of Research and Studies

Academic Audit of Centre (Academic Year 2024 - 25)

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: HEI – 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 2024-25		Name of Program	Duration of Program	Academic Year 2023-24		Total Enrolment	
		Sanctioned Intake	Present Enrolment			Sanctioned Intake	Present Enrolment	Sanctioned Intake	Present Enrolment
BBA (July, 2024 & Jan, 25)	3 Years	720	35	BBA (July, 2023 & Jan, 24)	3 Years	No Limit	22	No Limit	BBA (35 + 22) = 57
BCA (July, 2024 & Jan, 25)	3 Years	720	55	BCA (July, 2023 & Jan, 24)	3 Years	No Limit	33	No Limit	BCA (55+33) = 88
B.Com (July, 2024 & Jan, 25)	3 Years	No Limit	18	B.Com (July, 2023)	3 Years	No Limit	5	No Limit	B. Com (18+ 5) = 23
BA (H) Economics (July, 2024 & Jan, 25)	3 Years	No Limit	27	BA (H) Economics (July, 2023 & Jan, 24)	3 Years	No Limit	9	No Limit	BA (H) Economics (27+9) = 36
BA (H) English (July, 2024 & Jan, 25)	3 Years	No Limit	42	BA (H) English (Jan, 2024)	3 Years	No Limit	6	No Limit	BA (H) English (42+6) = 48
MBA (July, 2024 & Jan, 25)	2 Years	360	236	MBA (July, 2023 & Jan, 24)	2 Years	360	93	360	MBA (236+93) = 329
MCA (July, 2024 & Jan, 25)	2 Years	360	51	MCA (July, 2023 & Jan, 24)	2 Years	360	21	360	MCA (51+21) = 72
MA (English) (July, 2024 & Jan, 25)	2 Years	No Limit	14	MA (English) (July, 2023 & Jan, 24)	2 Years	No Limit	5	No Limit	MA (English) (14+5) = 19
				MA (Economics) (July, 2023 & Jan, 24)	2 Years	No Limit	2	No Limit	MA (Economics) (2)
				M. Com (July, 2023)	2 Years	No Limit	1	No Limit	M. Com (1)

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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	2
BCA	Jan, 22	2
B.Com	Jan, 22	2
BA (H) Economics	Jan, 22	2
BA (H) English	Jan, 24	NA
MBA	Jan, 22	2
MCA	Jan, 22	2
M.Com	Jan, 22	4
MA (English)	July, 23	1
MA (Economics)	July, 23	1

6) Full-Time Faculty on roll:

Number of Sanctioned Posts (Cadre wise):

Professor: 1

Associate Professor: 2

Assistant Professor: 11

a) Cadre wise:

Professor			Associate Professor			Assistant Professor			Total		
Male	Female	Others	Male	Female	Others	Male	Female	Others	Male	Female	Others
—	1	—	—	2	—	2	9	—	2	12	—

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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
1	5	-	1	5	-	-	2	-	-	-	-	2	12	-

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

7) Part Time/Visiting Faculty on roll, if any: 3

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	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	-	-	1	-	-	-	-	-	-	-	1	2	-

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

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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	Preparation of E-Content and Live Lectures	3 Hrs.
Adjunct Professor	Dr. Suruchi Satsangi	Institute of Professional Excellence & Management, Ghaziabad	Finance and Commerce	Live Lectures	8 Hrs.
	Ms. Aditi Mohan	Grapic Era, Dehradun	Finance	Preparation of E-Content and Live Lectures	14 Hrs.
	Mr. Akshay Mudgal	SDK ITS Pvt. Ltd., Gurugram	Cyber Security	Live Lectures	6 Hrs.
Professor of Practice	Ms. Alpana Srivastava	NBC Fashion India Pvt. Ltd., New Delhi	Management	Live Lectures	12 Hrs.
	Mr. Anil Chopra	Feedback Infra, New Delhi	Financial Management	Preparation of E-Content and Live Lectures	28 Hrs.
	Mr. Abhishek Bhattacharya	The Impact Wave, Kolkata	Blockchain	Live Lectures	6 Hrs.
	Mr. Rohit Checker	Rajiv Gandhi Cancer Institute of Research Centre, New Delhi	Healthcare	Live Lectures	6 Hrs.
	Mr. Aman Raj Gupta	IIHMR, Dwarka, Gurugram	Healthcare	Preparation of E-Content and Live Lectures	11

9) Non-teaching Staff:

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

10) Details of the students enrolled in the Centre during the current Academic Year: 2024- 25

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, 24 Batch)	Male	31	42	0	4	77	0	59	2	2	14	77
	Female	16	25	1	1	43	0	34	2	0	7	43
	Others	0	0	0	0	0	0	0	0	0	0	0

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PG (July, 24 Batch)	Male	62	67	0	1	130	0	102	7	0	21	130
	Female	36	40	0	3	79	1	67	11	1	0	79
	Others	0	0	0	0	0	0	0	0	0	0	0
UG (Jan, 25 Batch)	Male	17	22	0	2	41	0	35	2	1	3	41
	Female	5	10	1	0	16	0	13	1	0	2	16
	Others	0	0	0	0	0	0	0	0	0	0	0
PG (Jan, 25 Batch)	Male	21	29	0	1	51	0	41	1	0	9	51
	Female	16	23	0	2	41	0	35	2	0	4	41
	Others	0	0	0	0	0	0	0	0	0	0	0

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

The Centre, guided by its strategic vision to foster academic excellence, industry-readiness, and global competencies, developed and effectively implemented a multi-pronged *Strategic Perspective Plan* for the academic year. The plan revolved around six core pillars: employability enhancement, value-added skilling, academic mentoring, research advancement, global exposure, and digital infrastructure. The following are the major highlights and their implementation outcomes:

a) Skilling for Employability, Entrepreneurship, and Innovation

- Successfully introduced and conducted new specializations in the field of management and computer applications such as Aviation Management, Logistics & Supply Chain Management, Operations Management, Business Intelligence & Analytics, Banking & Finance, Business Analytics, Cloud Computing & IOT which aimed at employability and entrepreneurship. Also conducted skill development courses like Indian Knowledge System and Sustainable Development.
- Emphasis placed on practical learning outcomes and hands-on training to align student capabilities with industry demands.

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

- Multiple Memoranda of Understanding (MoU's) were executed with globally reputed organizations:
 - Microsoft, Harvard Business Publishing, UNITY, CISCO, IBM, Adobe, Autodesk, IT Specialist
 These MoU's enabled students to access certifications, projects, internships, and online learning tools, contributing to outcome-based education and improved employability metrics.
- Offered a wide suite of value-added certifications under Azure and related technologies to enhance technical competencies and professional credentials: *Azure Fundamentals, Azure Data Fundamentals, Azure AI Fundamentals, Security Operations Analyst Associate, Azure AI Engineer Associate*, among others.
- In partnership with *LinkedIn Learning*, a selection of industry-endorsed micro-courses focused on digital fluency, soft skills, leadership, and domain-specific tools to complement technical certifications and boost employability across sectors.
- These certifications were strategically aligned with the evolving demands of AI, cybersecurity, data science, and cloud-based roles.

c) Strengthening Curriculum through Distinguished Industry-Academia Collaborations

As part of its strategic objective to integrate industry expertise with academic delivery, the Centre appointed distinguished *Adjunct Professors and Professors of Practice* from reputed institutions and industry. These experts added value through *live lectures, content creation, and recordings, delivering over 300 hours* of cumulative engagement across domains like Blockchain, Finance, Healthcare, and Management. This initiative significantly enhanced curriculum relevance, skill alignment, and professional orientation for students.

d) Intellectual Capital and Industry-Academia Interface

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- Organized impactful workshops and faculty development programme (FDP) focused on professional development of faculty members through *Intellectual Property Rights (IPR)* and *Innovative Industry-Academia Practices*. The titles are:
 - Data Science using R*
 - E-content Delivery using AI and Digital Tools*
 - Advanced Research Methodologies & Journal Selection: Navigating Quantitative & Qualitative Techniques & Identifying Reputable Journals (Series - 1)*
 - Business Start-ups and IPRs*
 - Advanced Research Methodologies & Journal Selection: Understanding Meta Analysis and Identifying Predatory Journals (Series - 2)*
- These events were integral to sensitizing students and faculty to contemporary academic practices and fostering research-led teaching.

e) 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.

f) Holistic Student Mentoring and Engagement Framework

- A structured Student Mentoring System was institutionalized to ensure academic success, emotional well-being, and career progression:
 - Round-the-clock student interaction.
 - Continuous monitoring, guidance, and motivation.
 - Career advisory and post-graduation engagement.
 - 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.

g) 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
Artificial Intelligence, IoT & Data Security	Advanced Technologies & Ethics	To provide cross-disciplinary exposure to AI applications, IoT frameworks, and contemporary challenges in cybersecurity.

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Career Advancements and Professional Growth: Navigating a Successful Future	Holistic Career Planning	To inspire long-term visioning, goal-setting, and strategies for continuous professional development in a dynamic job market.
Work-Life Balance & Mental Health	Psychological well-being, emotional resilience, and sustainable productivity among students and professionals.	To cultivate a mentally healthy academic environment that supports holistic development and long-term career sustainability.
Mastering Markets: Insights into Stock Market	Financial Literacy & Investment Education	To equip students with practical insights into equity markets, trading fundamentals, and financial planning for future decision-making.
The Art of Resume Writing	Career Readiness & Soft Skills	To enhance professional communication and improve placement readiness through impactful resume-building techniques.
Career in Digital Marketing	Emerging Career Pathways	To expose students to new-age careers in digital branding, SEO/SEM, influencer marketing, and data-driven campaign strategy.

Impact and Outcomes:

- Over 500 students and faculty members actively participated across the sessions.
- Real-time Q&A and case discussions bridged academic learning with real-world insights.
- Enhanced career clarity, digital skills, and interdisciplinary awareness among participants.
- Strengthened the CDOE network with industry professionals and opened avenues for future collaboration, mentorship, and internships.

These expert-led interventions are integral to the Centre's strategic focus on future-skilling, employability, and global competency development among students.

h) Research Ecosystem Development

- Faculty members published numerous research papers in peer-reviewed national and international journals and edited volumes.
- Active participation and paper presentations were recorded in several renowned conferences, reinforcing the institution's research credentials.
- Successful filing and grant of patents, reflecting innovation and applied research culture.

i) Infrastructure for Digital Learning and Content Creation

- A dedicated video lecture recording studio was operationalized, empowering faculty to develop high-quality asynchronous learning content.
- CDOE has implemented a customized Learning Management System (LMS) to streamline content delivery, assessments, and learner engagement. Additionally, an AI-proctored examination system ensures secure, scalable, and integrity-driven virtual examinations.

j) 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.

k) 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

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to students across technical disciplines, this internship aims to bridge the gap between academia and industry by providing hands-on, structured learning. Twenty-one learners from the BCA and MCA programs are currently undertaking the one-month virtual internship from 1st July to 30th July 2025, gaining practical exposure to next-generation technologies and career-oriented competencies.

l) Proposed Student-Centric Activities for the Upcoming Academic Year

Name of the Activity	Focus	Outcome
<i>Expert Talk on "Digital Transformation and Sustainability: Careers of the Future"</i>	Integrating ESG, digital innovation, and sustainability in business and career planning	Sensitizing students to responsible professional conduct and global sustainability mandates
<i>International Webinar Series on "Next-Gen Careers in AI, Cloud, and Blockchain"</i>	Real-world applications and emerging career paths in disruptive technologies	Enhanced awareness of tech trends, global employability, and innovation-driven skills
<i>Hands-on Workshop on "Academic Writing and Research Ethics"</i>	Academic publishing, dissertation writing, and plagiarism avoidance	Improved research quality and publication potential on national and international platforms
<i>Panel Discussion on "Global Education Opportunities and Cross-Cultural Competencies"</i>	Insights from international experts on study-abroad, internships, and collaborative research	Global mindset development and awareness of transnational academic mobility
<i>Career Enrichment Series: Resume Crafting, Interview Mastery & Corporate Grooming</i>	Resume writing, group discussions, LinkedIn optimization, and mock interviews	Placement preparedness and improved corporate readiness
<i>Innovation Talk: "AI in AgriTech, HealthTech & FinTech – India's Growth Frontiers"</i>	Sector-specific application of AI/IoT in agriculture, healthcare, and finance	Encouragement of entrepreneurial thinking and interdisciplinary innovation

m) Proposed Global Academic Collaborations and Student Mobility

- A strategic academic partnership with the **National University of Singapore (NUS)** offers students intensive immersion program focused on *"Business Analytics: Using Analytics as a Competitive Advantage,"* promoting global exposure and cross-cultural academic engagement.
- The program includes academic instruction with assignments and assessments directly from NUS faculty, enabling students to gain globally relevant competencies in data-driven decision-making and analytics, aligned with international industry standards.
- Faculty and students will gain cross-border academic exposure through pre-arranged classroom sessions, technical visits, and networking opportunities, students benefit from mobility-based experiential learning while also engaging with global peers which will enhance their academic portfolio and employability in a competitive global landscape, thus strengthening internationalisation efforts.

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


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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:
 - **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 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 and internal assessments are conducted through Computer-Based Testing (LMS) with end term examinations conducted through AI-enabled proctoring. This ensures integrity, transparency, and flexibility in remote assessments while maintaining regulatory compliance.
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 mechanism in each session. Proper action taken on the suggestions and pointers given by the stakeholders.


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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:

- Student Enhancement Program on Digital Evolution
- Pathways to Global Sustainability, Learning, and Healing

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

- Pathways to Global Sustainability, Learning, and Healing
- Harnessing Intersectionality to Tackle Diverse Sustainability Challenges
- Designing Online Learning through Immersive Learning Technologies

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:

- Advances in Intelligent Systems
- Student Enhancement Program on Digital Evolution

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:

- Healing through Storytelling
- Student Enhancement Program on Digital Evolution

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.

- Pathways to Global Sustainability, Learning, and Healing
- Harnessing Intersectionality to Tackle Diverse Sustainability Challenges
- Emerging Research Areas in Sustainable Development

14) Details of Implementation of Centre Best Practices:

1. National & International Talks/Webinars

Objectives:

To foster cross-border knowledge exchange, encourage global collaboration, and promote thought leadership by engaging experts in relevant disciplines. These sessions aim to inspire innovation and address pressing local and global challenges through shared insights.

Context:

At the national level, the sessions are designed to highlight regional expertise, address localized issues, and build a network of professionals across the country. Internationally, they facilitate the exchange of global best practices, encourage cross-cultural dialogue, and bring international perspectives to students and faculty alike.

The Practice:

Online sessions are conducted regularly, typically on Saturdays, to ensure consistent engagement with national and international experts. These webinars are carefully curated to align with current academic and industry trends.


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Evidence of Success:

All sessions are documented with detailed reports are available on the official website.

Challenges and Solutions:

One of the primary challenges was unstable internet connectivity, especially for students in remote areas. This was mitigated by early communication about session schedules, allowing students to make necessary arrangements to ensure reliable internet access.

Outcomes and Impact Analysis:

- Broadened student exposure to diverse viewpoints and industry developments.
- Strengthened institutional visibility through association with global experts.
- Encouraged students to think beyond the classroom and develop a global mindset.

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 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.

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”**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 introduced as a first-of-its-kind offline Meet & Greet networking event, aimed at building meaningful student-centre connections and creating a sense of belonging within the academic community of the MRIIRS.

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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 introductions.
- Resource Awareness: Sessions on dive through the virtual world, DSW initiatives, sports and wellness resources were conducted along with campus tour 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-Institution Bond: Students felt more connected and supported in their online learning journey.
- Community Building: Laid the foundation for a strong alumni network and enhanced peer connections.
- Reputational Growth: The success of the program contributed to positive word-of-mouth and reinforced the institution's commitment to student welfare.

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. **National Storytelling Week Celebration**
Interactive storytelling sessions, character sketching, and creative narration to promote linguistic and creative skills.
2. **Orientation & Induction Programme for all UG & PG Programmes**
Familiarizing students with institutional culture, policies, LMS usage, support services, and academic expectations.
3. **Advanced Research Methodologies & Journal Selection - Series II**
Academic development workshop focusing on quantitative and qualitative research approaches and reputable publication avenues.


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4. **International Women's Day**
Celebrations with talks, panel discussions, and student performances focused on gender equity and empowerment.
5. **Mother's Day Celebration**
Heartfelt student dedications, messages, and virtual events appreciating the role of mothers.
6. **World Health Day**
Health awareness sessions, fitness webinars, and wellness challenges aimed at promoting physical and mental well-being.
7. **Fresher cum Farewell Party**
An event to welcome new students and bid farewell to outgoing batches through performances and shared experiences.
8. **Meet and Greet - PARICHAY**
An ice-breaking event fostering interaction among faculty, coordinators, and learners.
9. **Independence Week Celebration**
Activities including Poster Making, Poem Writing, and Quiz Competition highlighting patriotism and creative expression.
10. **Hindi Diwas**
Poetry recitation, essay writing, and singing competitions to promote linguistic pride and cultural roots.

Evidence of Success:

- **Increased Student Participation:** Over 70% 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	22 Years	-	6 Months	23 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)	21 Years	-	-	21 Years	16.01.2007	-	GEN	Haryana
3	MRIIRS/5601008	Mr. Tafheem Bashir	M	BKZPM7449B	274020842888	Assistant Professor	02.12.1988	Jamia Hamdard, New Delhi	Jamia Hamdard, New Delhi	MRIIRS, Faridabad (Pursuing)		Digital Marketing / Management	10.5 Years	-	-	10.5 Years	26.09.2022	-	GEN	J & K
4	MRIIRS/5601015	Dr. Anita Prasad	F	CRCPP6669M	829649226572	Assistant Professor	22.08.1993	Government PG College, Noida, Affiliated	Government PG College, Noida, Affiliated	MRIIRS	12.04.2024	Economics	1.5 Years	4 Years	-	5.5 Years	17.11.2023	-	GEN	UP

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10	MRIIRS/560 1032	Dr. Sourabh Kumar	M	AVAPK307 9J	47868451 8525	Assistant Professor	17.12.1 986	Dyal Singh College, University of Delhi	Hans Raj College, University of Delhi	Department of English, University of Delhi	November 2024	Indian Literature	8 years	-	2 years	10 years	01.08.2024	-	GEH	UP
11	MRIIRS/560 1037	Ms. Priyanka Aggarwal	F	AHRPA57 41J	64411038 8637	Assistant Professor	12.09.1 984	P.G. DAV, University of Delhi	Amity University, Noida	Jamia Millia Islamia, New Delhi	Pursuing	Marketing	4 years 8 months	3 years 4 months	4 years 2 months	12 years 2 months	16.12.2024	-	GEH	Haryana
12	MRIIRS/560 1038	Ms. Radhika Batra	F	CQBPB970 6K	41952493 9793	Assistant Professor	23.09.1 997	Amity University	IGNOU	MRIIRS	Pursuing	English Literature	2 years 7 months	-	-	2 years 7 months	16.12.2024	-	GEH	Delhi
13	MRIIRS/560 1039	Ms. Priya Gupta	F	BONPG47 61C	88289243 6557	Assistant Professor	13.10.1 993	Amity University, Noida	Manav Rachna International University, Faridabad	-	-	Computer Science	1 year	-	-	1 year	12.02.2025	-	GEH	Haryana
14	MRIIRS/560 1043	Ms. Aditi Mohan	F	CYWPM56 99D	92309134 2441	Assistant Professor	12.08.1 994	Hemvati Nandan Bahuguna Garhwal University	Graphic Era Deemed to be University	Graphic Era Deemed to be University	Pursuing	Finance	1 year, 4 months 51 year, 4 months	-	1 year 6 months	2 year 10 months	03.03.2025	-	GEH	Uttarakhand

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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 trainings delivered	Number of PhDs Awarded	Amount of Financial Support provided by MRIIRS for attending conference s / Professional Memberships	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 CO Attainment
1	MRIIRS /160026	Prof. (Dr.) Shaveta Bhatia	3	2	NA	4	3	NA	NA	1	0	NA	1	NA	2 THEORY, 3 PRACTICAL	4 THEORY, 3 PRACTICAL	127	51	100 %
2	MRIIRS /160071	Dr. Mridula Batra	3	NA	NA	3	3	NA	NA	2	NA	NA	NA	NA	6 THEORY, 5 PRACTICAL	8 THEORY, 7 PRACTICAL	112	119	100 %
3	MRIIRS /5601008	Mr. Tafheem Bashir	3	3	NA	2	NA	NA	NA	1	NA	NA	NA	NA	12 Theory Subjects	11 Theory Subjects and One SDP	226	191	91%
4	MRIIRS /5601015	Dr. Anita Prasad	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	12 THEORY, 3 PRACTICALS	16 THEORY 3 PRACTICAL	34	40	97%
5	MRIIRS /5601016	Dr. Deepali Seth	5	NA	NA	NA	NA	1	NA	NA	NA	NA	NA	NA	10 theory subjects	10 theory subjects	6	27	91%
6	MRIIRS /5601019	Dr. Garima Sharma	5	4	NA	NA	1	1	NA	NA	NA	NA	NA	NA	15 theory	13 Theory	408	504	92%

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7	MRIIRS /56010 24	Ms. Sneha	5	3	0	1	1	0	0	1 (filed)	0	NA	0	0	14 theory, 8 labs	16 theory, 9 labs	217	216	100 %
8	MRIIRS /56010 25	Ms. Amrisha Minocha	3	2	1	2	1	1	0	1	0	NA	NA	NA	14 theory	10 theory, 2 Practicals	246	578	100 %
9	MRIIRS /56010 27	Ms. Ruchika	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	10 theory + Practicals	15	218	305	98%
10	MRIIRS /56010 32	Dr. Sourabh Kumar	2	NA	NA	2	NA	NA	NA	NA	NA	NA	NA	NA	9 Theory	10 Theory	50	39	100 %
11	MRIIRS /56010 37	Ms. Priyanka Aggarwal	2	NA	NA	1	NA	NA	NA	NA	NA	NA	NA	NA	-	10 theory subjects	-	11	-
12	MRIIRS /56010 38	Ms. Radhika Batra	4	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	10	-	67	-
13	MRIIRS /56010 39	Ms. Priya Gupta	1	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	7	-	153	-
14	MRIIRS /56010 43	Ms. Aditi Mohan	2	2	NA	NA	1	NA	NA	NA	NA	NA	NA	NA	-	12 Theory Subjects + 1 Practical	-	380	-

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

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2. Faculty members are required to present themselves before Audit Team along with relevant details.

Meidura 31/7/25

(Name and signatures of Centre Coordinator)

Shaweta 31/7/2025

(Name and signatures of Director)

Director-CDOE, MRIIRS

P. J. J. J. J.

Verified by the Auditor
(Name and signatures of the Auditor)

Q. J. J. J. J.

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	$(35/720)*100= 5\%$ $(55/720)*100= 8\%$ $(236/360)*100= 66\%$ $(51/360)*100= 14\%$	3
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	1:20 1:30	5
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%	5
4.	a. Percentage of faculty members with PhD b. Percentage of faculty members with Professional Qualification	43% 57%	4
5.	Faculty Cadre Ratio Professors : Associate Professors : Assistant Professors	1:2:11	4
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	 9 3 12 2 2	4

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	e. No. of Research Paper published in Q3 Journals f. No. of Research Paper published in Q4 Journals	2 6	
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:	8 2 3 NIL NIL 13	<div style="border: 1px solid black; padding: 2px; display: inline-block;">4</div>
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	15 1.6 13 1.5 47	<div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div>
9.	No. of Patents Generated a. No. of Patents filled: b. No. of Patents published: c. No. of Patents Granted:	1 4 3 (Copyrights)	<div style="border: 1px solid black; padding: 2px; display: inline-block;">4</div>

	Number of awareness programmes/workshops organized by the Centre on Research Methodology, IPR, innovation, entrepreneurship etc.	2	
10.	Number of awards received for research/innovations by the Centre/teachers/students	2	1
11.	External academic engagement of Faculty (%age of faculty involved as resource persons, editors etc.)	14%	2
12.	Average Guest/Visiting Faculty Lectures per Course: No. of Guest/ Expert lectures organized: No. of visiting faculty engaged:	17% 21 3	5
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% 9 5 4 14% NIL	4
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 IBM: 2 LinkedIn learning: 6 Swayam Plus: 1 IIT Delhi: 1 Commcad: 1 NPTEL: 1 Simplilearn: 1 Gokul Global University: 1 Harvard Business Publishing: 3	50% 17	4
15.	Percentage of faculty members provided with the financial support to attend the conferences/FDPs and attain the	NIL	—


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	<p>membership of professional bodies:</p> <p>Name of the professional bodies for which membership has been sought:</p>		
16.	<p>Total number of Professional Development Programmes including FDPs, and Workshops organized for the skill enhancement of the faculty members of the Centre</p> <p>a. No. of FDPs/workshops/training programmes etc organized:</p> <p>b. No. of FDPs/workshops/training programmes etc organized for at least week long duration:</p> <ul style="list-style-type: none"> Number of Short Duration Certifications launched Number of International Series Organised <p>c. No. of SDPs (Staff Development Programmes) organized:</p>	<p>4</p> <p>2</p> <p>3</p> <p>1</p>	<p>5</p>
17.	<p>Number of functional MoUs /linkage with institutions/ industries in India and abroad for internship, on-the-job training, project work of students:</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 organized under each MoU. If yes, details have been recorded for each of the activity:</p>	<p>1</p> <p>1</p> <p>Yes</p>	<p>4</p>
18.	<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 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 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>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>30 %</p>	<p>5</p>

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	<p>f. Approved Curricula booklets have been maintained by the Centre</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>l. Based on evaluation results, was the counselling of teachers done?</p> <p>m. Content 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>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>100%</p> <p>100%</p> <p>Based on the feedback received the Centre holds counselling session for enhancement of teaching learning methodologies.</p> <p>Yes</p> <p>High quality e-content has been developed by faculty members of CDOE like Self Learning Material (SLM) and recordings 1 credit = 5 recordings.</p>	<p>5</p>
19.	<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 Centre</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>Curriculum booklets are totally aligned with Conventional booklets that are offered in offline mode.</p> <p>60%</p> <p>Once in an Academic Year</p> <p>Yes</p>	<p>5</p>

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	e. Whether Minutes of Academic Council extracts are endorsing the decisions of BoS	Yes	
20.	<p>a. Number of Inter-Disciplinary/open elective/MOOC courses offered where students have enrolled and successfully completed for credit transfer</p> <ul style="list-style-type: none"> ○ Interdisciplinary/ open electives: ○ MOOCs through SWAYAM: ○ MOOCs through other platforms: <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 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)</p>	<p>19</p> <p>9</p> <p>7</p> <p>3</p> <p>117 (Harvard Business Publishing), 68 (SDP)</p> <p>Yes</p> <p>Yes</p>	<p>5</p>
21.	<p>a. %age of programmes offered by the Centre that have components of internships</p> <p>b. %age of students undertaking internships</p> <p>c. Whether the records of assessment including internships have been maintained by the Centre 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 	<p>80%</p> <p>16%</p> <p>Yes</p> <p>6</p>	<p>3</p>
22.	<p>a. Whether Mentor- Mentee allocation has been done to address academics and student-psychological issues (Mentor-mentee allocation records)</p> <p>b. Adequacy of mentorship records including Mentor-mentee</p>	<p>Yes</p>	<p>5</p>



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	meetings, Addressing of mentee academic and psychological issues, mentee diaries etc.	Yes	
23.	<p>Emphasis on Competitive Guidance and Career Counselling:</p> <p>a. Number of Competitive Guidance Sessions/ Workshops/Training Programmes organized:</p> <p>b. Number of Career Counselling Sessions/ Workshops/Training programmes organized:</p> <p>c. Percentage of students benefitted through Career counselling and competitive guidance</p>	<p>7</p> <p>11</p> <p>47%</p>	3
24.	<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 Centre for Awareness of Trends and Technology</p> <p>c. Technical domain related competitions organized by the Centre with details of internal and external students' participation</p>	<p>The classes have been conducted through CDC under MRIIRS and through other Expert sessions. The session focused on enhancing skill set of the students alongwith learning curves of the academia and aided in bridging the gap between academic and industry requirements.</p> <p>11</p> <p>NIL</p>	4
25.	<p>Pass percentage of students as per Table B.1</p> <p>Average pass percentage of all the programmes as offered by the Centre:</p>	<p>BBA 100%</p> <p>BCA 97%</p> <p>B. Com 97%</p> <p>BA (H) Economics 91%</p> <p>BA (H) English 92%</p> <p>MBA 100%</p> <p>MCA 97%</p> <p>M. Com 100%</p>	5


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		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:	3% 6.5 LPA 2 5 LPA 5 LPA	<div>2</div>
27.	%age of students of last completed academic year joined Higher studies	14%	<div>3</div>
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)	(0.2) (Total Students 2)	<div>2</div>
29.	Extent and Depth of Alumni Engagement No. of Registered Alumni: No. of Alumni meets during the year: No. of Alumni engagements in the centre during the year Name, Batch and Position of three prominent Alumni: 1. Sughandha (MBA Jan, 22 Batch), Medical Admin, Fortis, Mohali 2. Kapil Sharma (MCA Jan, 22 Batch), Entrepreneur 3. Chandni Lakra (MBA Jan, 22 Batch), Entrepreneur	11 02 02	<div>3</div>
30.	Upgradation of Academic Infrastructure as per Table B.2 <ul style="list-style-type: none"> 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 ongoing Yes Yes NIL	<div>4</div>



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31.	Availability of course material w.r.t to online programmes in Digital library	Yes	5
32.	<ul style="list-style-type: none"> % of Students accessing LMS and Examination portal % of students completing Online Certifications 	100% 100%	5
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	85% 3 6 1 (Central Level Fest) - 6	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 2 NIL 2 NIL 1	4
35.	Number of extension & outreach programmes/Activities conducted by the Centre. %age of students of the Centre participating in extension and outreach programs	16 70%	5
36.	Average Dropout Rate (%) of Students as per Table B.3	11 %	4



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37.	<p>New Quality Initiatives Undertaken during the Year:</p> <p>State any five New Quality initiatives taken:</p> <p>1. Introduction of Short Duration Certification Programmes Launched industry-relevant short-term certifications to enhance learner skillsets in key areas, including:</p> <ul style="list-style-type: none"> • Data Intelligence • Cloud Computing and DevOps • Strategic HR Management • Advanced Marketing Management <p>2. Deployment of a New Learning Management System (LMS) Introduced a user-friendly LMS to streamline access to academic e-content, facilitate live sessions, and manage assessments efficiently, enhancing the overall learning experience.</p> <p>3. Revision of Internal Evaluation Components Revamped internal assessment structure to promote continuous learner engagement through diversified components such as quizzes, assignments, and sessional.</p> <p>4. Research Workshop Series To strengthen research capabilities and promote ethical publishing, Centre launched a Research Workshop Series:</p> <ul style="list-style-type: none"> • Navigating Quantitative & Qualitative Techniques and Identifying Reputable Journals – Focused on advanced research design and selecting credible journals via Scopus, Web of Science, and UGC-CARE. • Understanding Meta-Analysis and Identifying Predatory Journals – Introduced meta-analysis methods and tools to detect and avoid predatory publishing. <p>These workshops empowered learners and faculty to pursue quality, impactful research.</p>		5
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	<p>5. Implementation of AI-Proctored Examinations Adopted AI-based proctoring to conduct secure and transparent online examinations, ensuring academic integrity and scalability of assessments.</p> <p>6. Curriculum Mapping with Industry 4.0 Competencies Aligned programme content with current industry needs by integrating modules on data science, cybersecurity, and cloud computing—fostering employability through future-ready computing—fostering employability through future-ready</p>		
38.	Depth and Range of Feedback System as per Table B.4	Yes	5
39.	Extent of Implementation of LMS in the Centre:	70%	4
40.	Effectiveness of Grievance Redressal	The Centre has constituted a dedicated Student Grievance Redressal Committee (SGRC) which is in line with UGC guidelines. The learners register the grievance which gets resolved on a timely basis. The effectiveness is 100%	5
41.	<p>Number of awareness programmes organized on:</p> <p>a. Code of Conduct:</p> <p>b. Professional ethics:</p> <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>Centre Progress towards SDGs (100 words progress report with</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>Planned for upcoming session</p>	3

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	<p>geotagged pictures, certificates, recognitions etc.</p> <p>The Centre for Distance and Online Education (CDOE) is progressively aligning with the Sustainable Development Goals (SDGs) of United Nations. Consequently, in the Environmental Studies (EVS) curriculum, educators actively discuss various SDGs in detail, helping students understand global challenges such as climate action, clean energy, and responsible consumption. This academic integration fosters awareness and responsible thinking among learners. Moving forward, the Centre aims to expand its engagement in this vertical by incorporating more structured content, projects, and discussions related to the SDGs in future academic years, thereby contributing to a more sustainable and informed digital learning environment.</p> <p>https://vimeo.com/1104430976?share=copy#t=0</p>		
42.	<p>Highlight your Centre involvement in Indian Knowledge System</p> <p>CDOE, MRIIRS actively promotes the Indian Knowledge System by offering a dedicated course on IKS in Semester 1 across all online UG programs. Students are guided through a well-structured curriculum, and regular online classes are conducted to ensure effective teaching and engagement. The course introduces learners to India's rich diverse, scientific, philosophical, and technological heritage, fostering a strong foundation in indigenous knowledge traditions.</p>		4
43.	<p>Regularity in holding Centre Meetings as per Table B.5</p>	Yes	5
44.	<p>Future plans of the Centre</p> <ol style="list-style-type: none"> 1. The Centre plans to introduce new market-oriented online programs across emerging domains to meet industry demands. Necessary statutory approvals shall be obtained to ensure quality and regulatory compliance. 2. There is a long-term vision to transform CDOE into a full-fledged Digital University, aligning with national digital education initiatives and expanding access to flexible, technology-driven learning. 3. A dedicated Research Excellence Unit is proposed to be established within the Centre to promote high-quality academic research, innovation, and knowledge creation in online and distance education. 		



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	4. The curriculum shall be enriched with new certifications and short-term skill-based programs that are aligned with current market needs, aiming to make students job-ready and industry oriented with competitiveness.		
Total Score of the Centre			175
Average Rating of the Centre			$175/215 = 81.3\%$

Major Suggestions for further Improvement:

1. Please enroll your regular students in online Courses.
2. Keep track of completion of courses on SWAYAM platform.
3. Enroll foreign students of your Institute in short-term
4. Courses like IKS, yoga etc.

Signatures of the Academic Audit Committee

Shameta
31/7/2025
Director-CDOE, MRIIRS

[Signature]

[Signature]
[Signature]

[Signature]
Registrar
Mansarovar International Institute of Research and Studies

[Signature]

Table B.1 Pass Percentage of Students

Programme and semester	July- Dec 2024			
	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
BCA SEM 1(JUL 2024 BATCH)	O4.5CA100C00	70.73%	58.54%	41.46%
	O4.5CA100C01	75.61%	60.98%	39.02%
	O4.5CA101C01	73.17%	48.78%	51.22%
	O4.5CA102C01	73.17%	46.34%	53.66%
	O4.5CDC196C05	70.73%	48.78%	51.22%
	O4.5SBSS100C04	75.61%	58.54%	41.46%
	O4.5CA151C01	78.05%	60.98%	39.02%
	O4.5CA152C01	78.05%	58.54%	41.46%
	O4.5CA153C01	78.05%	60.98%	39.02%
	CDOE-OE-030	100.00%	100.00%	0.00%
	CDOE-OE-022	100.00%	100.00%	0.00%
BA ENG SEM1 (JUL 2024 BATCH)	O4.5ENG100C04	68.75%	62.50%	37.50%
	O4.5SBSS100C04	78.13%	65.63%	34.38%
	O4.5SET100C04	65.63%	53.13%	46.88%


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	O4.5JMC103C04	78.13%	75.00%	25.00%
	O4.5ENG101C00	75.00%	65.63%	34.38%
	O4.5CDC190C05	78.13%	68.75%	31.25%
	O4.5ENG100E03	68.75%	46.88%	53.13%
	CDOE-OE-031	100.00%	100.00%	0.00%
	CDOE-OE-022	100.00%	100.00%	0.00%
	CDOE-OE-032	100.00%	100.00%	0.00%
	CDOE-OE-030	100.00%	100.00%	0.00%
BA (H) ECO SEM1 (JUL 2024 BATCH)	O4.5FLGR100E04	70.59%	41.18%	58.82%
	O4.5CDC186C05	70.59%	47.06%	52.94%
	O4.5ECO101C01	58.82%	47.06%	52.94%
	O4.5BSS100C04	64.71%	58.82%	41.18%
	O4.5SET100C04	64.71%	52.94%	47.06%
	O4.5ECO102C01	70.59%	58.82%	41.18%
	O4.5ECO111C01	64.71%	47.06%	52.94%
BBA(BIA) SEM1 (JUL 2024 BATCH)	O4.5LMU101C00	100%	100%	0%
	O4.5LMU102C00	100%	100%	0%
	O4.5LMU100C00	100%	100%	0%



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	O4.5LMU106C04	100%	100%	0%
	O4.5LMU103C01	100%	100%	0%
	O4.5LMU104C01	100%	100%	0%
	O4.5LMU135C01	100%	100%	0%
	O4.5SBSS100C04	100%	100%	0%
BBA(DM) SEM1 (JUL 2024 BATCH)	O4.5LMU101C00	96.00%	52.00%	48.00%
	O4.5LMU102C00	88.00%	52.00%	40.00%
	O4.5LMU100C00	80.00%	56.00%	44.00%
	O4.5LMU106C04	96.00%	80.00%	20.00%
	O4.5LMU103C01	88.00%	32.00%	64.00%
	O4.5LMU104C01	80.00%	36.00%	60.00%
	O4.5LMU125C01	88.00%	56.00%	48.00%
	O4.5SBSS100C04	92.00%	72.00%	32.00%
BCA SEM1 (JUL 2024 BATCH)	O4.5CA100C00	70.73%	60.98%	39.02%
	O4.5CA100C01	75.61%	65.85%	34.15%
	O4.5CA101C01	73.17%	51.22%	48.78%
	O4.5CA102C01	73.17%	46.34%	53.66%
	O4.5CDC196C05	70.73%	53.66%	46.34%



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	O4.5SBSS100C04	75.61%	58.54%	41.46%
	O4.5CA151C01	78.05%	63.41%	36.59%
	O4.5CA152C01	78.05%	60.98%	39.02%
	O4.5CA153C01	78.05%	63.41%	36.59%
	CDOE-OE-030	100.00%	100.00%	0.00%
	CDOE-OE-022	100.00%	100.00%	0.00%
BCOM SEM1 (JUL 2024 BATCH)	O4.5COM101C00	71.43%	64.29%	35.71%
	O4.5COM103C01	71.43%	71.43%	35.71%
	O4.5COM102C00	64.29%	50.00%	50.00%
	O4.5COM104C01	64.29%	50.00%	50.00%
	O4.5SBSS100C04	64.29%	64.29%	35.71%
	O4.5CDC176C05	64.29%	64.29%	35.71%
MA ENG SEM1(JULY 2024 BATCH)	O6.0ENG100C01	100.00%	100.00%	0.00%
	O6.0ENG102C01	100.00%	100.00%	0.00%
	O6.0ENG103C01	100.00%	100.00%	0.00%
	O6.0ENG100E02	100.00%	100.00%	0.00%
	O6.0CDC190C05	100.00%	100.00%	0.00%
	CDOE-OE-031	100.00%	100.00%	0.00%

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	CDOE-OE-022	100.00%	100.00%	0.00%
	CDOE-OE-032	100.00%	100.00%	0.00%
MBA SEM1(JULY 2024 BATCH)	O6.0LMP101C00	95.08%	67.21%	32.79%
	O6.0LMP101C01	95.08%	75.41%	24.59%
	O6.0LMP102C01	95.08%	81.97%	18.03%
	O6.0LMP103C01	93.44%	77.05%	22.95%
	O6.0LMP104C01	93.44%	65.57%	34.43%
	O6.0LMP105C01	93.44%	80.33%	19.67%
	O6.0LMP101C04	95.08%	78.69%	21.31%
	O6.0LMP101C05	95.08%	77.05%	22.95%
	CDOE-OE-022	95.08%	77.05%	22.95%
	CDOE-OE-031	95.08%	73.77%	26.23%
BCA SEM 2(JAN 2024 BATCH)	OBCA-DS-201	90.00%	90.00%	20.00%
	OBCA-DS-202	80.00%	70.00%	50.00%
	OBCA-DS-203	80.00%	50.00%	60.00%
	OCDC-112	66.67%	66.67%	33.33%
	OCH-202B	77.78%	55.56%	55.56%
	CDOE-OE-022	100.00%	85.71%	14.29%
	OBCA-DS-251	90.00%	90.00%	10.00%

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	OBCE-DS-252	90.00%	90.00%	10.00%
	CDOE-OE-032	100.00%	100.00%	0%
BA (H) ECO SEM 2(JAN 2024 BATCH)	OECO-DS-303	83.33%	66.67%	33.33%
	OBECO-DS-206	83.33%	66.67%	33.33%
	OBECO-DS-207	83.33%	66.67%	33.33%
	OBECO-DS-208	66.67%	33.33%	66.67%
BA (H) ENG SEM 2(JAN 2024 BATCH)	OBENG-DS-201	100%	100%	0%
	OBENG-DS-202	100%	100%	0%
	OBENG-DS-203	100%	60%	40%
	OBENG-DS-204	100%	80%	20%
	OBENG-DS-206	100%	80%	20%
	OCH 202B	100%	60%	40%
	CDOE-OE-031	100%	100%	0%
	CDOE-OE-022	100%	100%	0%
BBA DM SEM 2(JAN 2024 BATCH)	OBBA- DS-201	75.00%	75.00%	25.00%
	OCH-202B	75.00%	75.00%	25.00%
	OBBA-DS-205	100.00%	50.00%	50.00%
	OBBA-DS-207	100.00%	100.00%	0.00%
	OBBA-DS-208	100.00%	100.00%	0.00%



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	OBBA-DS-209	100.00%	0.00%	100.00%
	OBBA-DS-259	100.00%	66.67%	33.33%
	OBBA-DS-507	66.67%	33.33%	66.67%
MBA SEM 2 (JAN 2024 BATCH)	OMBA-DS-103A	97.30%	78.38%	21.62%
	OMBA-DS-202A	91.89%	70.27%	29.73%
	OMBA-DS-204	97.30%	83.78%	16.22%
	OMBA-DS-205A	97.30%	70.27%	29.73%
	OMBA-DS-206	100.00%	86.49%	13.51%
	OMBA-DS-207	97.30%	70.27%	29.73%
	OMBA-DS-208	97.30%	75.68%	24.32%
	OMBA-DS-209	97.30%	64.86%	35.14%
	CDOE-OE-022	100.00%	94.59%	5.41%
	CDOE-OE-031	100.00%	94.59%	5.41%
BBA GEN SEM 2(JAN 2024 BATCH)	OBBA-DS-201	71.43%	42.86%	57.14%
	OBBA-DS-202	71.43%	14.29%	85.71%
	OBBA-DS-252	85.71%	85.71%	28.57%
	OBBA-DS-204	85.71%	57.14%	42.86%
	OBBA-DS-205	85.71%	57.14%	42.86%


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	OBBA-DS-206A	85.71%	42.86%	57.14%
	OBBA-DS-410	85.71%	71.43%	28.57%
	OCH-202B	85.71%	28.57%	71.43%
MA ECO SEM 2 (JAN 2024 BATCH)	OMECO-DS-207	100%	100%	0%
	OMECO-ID-006A	100%	100%	0%
	OMECO-DS-202A	100%	100%	0%
	OMECO-DS-206	100%	100%	0%
	OMECO-DS-001A	100%	100%	0%
	OMECO-DS-205A	100%	100%	0%
MA ENG SEM 2 (JAN 2024 BATCH)	OMENG-DS-201	100%	100%	0%
	OMENG-DS-202	100%	100%	0%
	OMENG-DS-203	100%	100%	0%
	OMENG-DS-205	100%	100%	0%
	CDOE-OE-022	100%	100%	0%
	CDOE-OE-032	100%	50%	50%
MCA SEM 2 (JAN 2024 BATCH)	OMCA-DS-210	83.33%	66.67%	33.33%
	OMCA-DS-211	83.33%	66.67%	33.33%
	OMCA-DS-212	83.33%	50.00%	50.00%

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	OMCA-DS-213	100.00%	100.00%	0.00%
	OMCA-DS-263	100.00%	100.00%	0.00%
	OMCA-DS-264	100.00%	100.00%	0.00%
	OCDC-512	83.33%	66.67%	33.33%
	OMCA-AI-003	66.67%	66.67%	33.33%
	OMCA-CS-004	100.00%	100.00%	0.00%
	OMCA-DaS-004	66.67%	66.67%	33.33%
	OMCA-BC-003	100.00%	75.00%	25.00%
	OMCA-RIC-II	100.00%	75.00%	25.00%
	OMCA-MM-003	100.00%	0.00%	100.00%
	OMCA-AR-003	100.00%	0.00%	100.00%
	CDOE-OE-032	100.00%	100.00%	0.00%
BA(H) ECO SEM 3 (JUL 2023 BATCH)	OBECO-DS-306	100%	100%	0%
	OBECO-DS-307	100%	33.33%	66.67%
	OECO-DS-501	100%	0%	100%
	OECO-GE-001	100%	100%	0%
BBA DM SEM 3 (JUL 2023 BATCH)	OBBA-DS-301	71.43%	57.14%	42.86%
	OBBA-DS-302A	85.71%	71.43%	42.86%



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	OBBA-DS-305A	85.71%	42.86%	57.14%
	OBBA-DS-307	85.71%	57.14%	42.86%
	OBBA-DS-308	85.71%	57.14%	42.86%
	OBBA-DS-309	85.71%	42.86%	57.14%
	OBBA-DS-311	85.71%	42.86%	57.14%
	CDOE-OE-032	100%	66.67%	33.33%
BBA GEN SEM 3 (JUL 2023 BATCH)	OBBA-DS-301	60.00%	40.00%	60.00%
	OBBA-DS-302A	60.00%	40.00%	60.00%
	OBBA-DS-311	60.00%	40.00%	60.00%
	OBBA-DS-304	60.00%	40.00%	60.00%
	OBBA-DS-305A	60.00%	40.00%	60.00%
	OBBA-DS-306	60.00%	40.00%	60.00%
	CDOE-OE-032	60.00%	60.00%	40.00%
	OBBA-DS-203	60.00%	60.00%	40.00%
BCA SEM 3 (JUL 2023 BATCH)	OBCA-DS-301	90.48%	80.95%	19.05%
	OBCA-DS-302	95.24%	80.95%	19.05%
	OBCA-DS-303	95.24%	85.71%	14.29%
	OBCA-DS-304	95.24%	80.95%	19.05%

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	OBCA-DS-351	95.24%	76.19%	23.81%
	OBCA-DS-354	95.24%	66.67%	33.33%
	OBCA-DS-356	100.00%	85.71%	14.29%
	OBCA-DS-357	100.00%	85.71%	14.29%
	OBCA-DS-358	95.24%	80.95%	19.05%
	CDOE-OE-022	100.00%	95.24%	4.76%
	CDOE-OE-032	100.00%	100.00%	0.00%
	OCDC-211	100.00%	100.00%	0.00%
	OBCA-RIC-I	100.00%	100.00%	0.00%
BCOM SEM 3 (JUL 2023 BATCH)	OBCOM-DS-302A	100%	80.00%	20.00%
	OBCOM-DS-303	100%	60.00%	40.00%
	OBCOM-DS-304A	100%	60.00%	40.00%
	OBCOM-DS-305	100%	40.00%	60.00%
	OBCOM-DS-307	100%	60.00%	40.00%
	OCDC-BCOM-211	100%	80.00%	0.00%
	ORIC-300	100%	100.00%	0.00%
MA ECO SEM 3 (JUL 2023 BATCH)	OMECO-DS-305	100%	100%	0%
	OMECO-DS-306	100%	100%	0%
	OMECO-DS-307	100%	100%	0%

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	OMECO-DC-002A	100%	100%	0%
	OMECO-DS-453A	100%	100%	0%
MA ENG SEM 3 (JUL 2023 BATCH)	OMENG-DS-301	100%	100%	0%
	OMENG-DS-302	100%	100%	0%
	OMENG-DS-303	100%	66.67%	33.33%
	OMENG-DS-304	100%	100%	0%
	OMENG-DS-306	100%	100%	0%
	CDOE-OE-032	100%	100%	0%
MBA SEM 3 (JUL 2023 BATCH)	OMBA-DS-301	92.31%	87.18%	12.82%
	OMBA-DS-302	100.00%	100.00%	0.00%
	OMBA-DS-FN-301	100.00%	100.00%	0.00%
	OMBA-DS-FN-304	100.00%	100.00%	0.00%
	OMBA-DS-FN-306	100.00%	100.00%	0.00%
	OMBA-DS-HC-302	100.00%	96.67%	3.33%
	OMBA-DS-HC-304	100.00%	100.00%	0.00%
	OMBA-DS-HC-306	100.00%	100.00%	0.00%
	OMBA-DS-HROB-301	97.44%	94.87%	5.13%
	OMBA-DS-HROB-302	100.00%	100.00%	0.00%

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	OMBA-DS-HROB-303	94.59%	91.89%	8.11%
	OMBA-DS-IB-301	97.56%	92.68%	7.32%
	OMBA-DS-IB-303	100.00%	100.00%	0.00%
	OMBA-DS-IB-305	100.00%	97.44%	2.56%
	OMBA-DS-MK-302	100.00%	97.56%	2.44%
	OMBA-DS-MK-303	100.00%	100.00%	0.00%
	OMBA-DS-MK-304	100.00%	97.44%	2.56%
	OMBA-DS-OM-301	100.00%	97.56%	2.44%
	OMBA-DS-OM-302	100.00%	100.00%	0.00%
	OMBA-DS-OM-304	100.00%	100.00%	0.00%
	CDOE-OE-022	100.00%	100.00%	0.00%
	CDOE-OE-031	100.00%	100.00%	0.00%
MCA SEM 3 (JUL 2023 BATCH)	OMCA-DS-310	100%	100%	0%
	OMCA-DS-311	100%	86.67%	13.33%
	OMCA-DS-312	100%	80.00%	20.00%
	OMCA-DS-314	100%	93.33%	6.67%
	OMCA-DS-360	100%	100%	0%
	OMCA-DS-364	100%	100%	0%

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	OMCA-AI-005	100%	92.31%	7.69%
	OMCA-CS-006	100%	100%	0%
	OMCA-DS-005	100%	85.71%	14.29%
	OMCA-BC-005	100%	83.33%	16.67%
	OMCA-RIC-III	100%	100%	0%
MCOM SEM 3 (JUL 2023 BATCH)	OMCOM-DS-301	100%	100%	0%
	OMCOM-DS-302	100%	100%	0%
	OMCOM-DS-305	100%	100%	0%
	OMCOM-DS-306	100%	100%	0%
	OMCOM-DS-307	100%	100%	0%
	OMCOM-DS-308	100%	100%	0%
MCOM SEM4 (JAN 2023 BATCH)	OMCOM-DS-401	100%	100%	0%
	OMCOM-DS-402	100%	100%	0%
	OMCOM-DS-404	100%	100%	0%
	OMCOM-DS-405	100%	100%	0%
BA (H) ECO SEM4 (JAN 2023 BATCH)	OECO-DS-401	100%	100%	0%
	OECO-DS-402	100%	100%	0%
	OECO-DS-053A	100%	100%	0%

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BBA (DM) SEM4 (JAN 2023 BATCH)	OBBA-DS-401	100%	66.67%	33.33%
	OBBA-DS-402	100%	66.67%	33.33%
	OBBA-DS-407	100%	66.67%	33.33%
	OBBA-DS-408	100%	66.67%	33.33%
	OBBA-DS-409	100%	66.67%	33.33%
	OBBA-DS-410	100%	66.67%	33.33%
	OBBA-DS-503	100%	33.33%	66.67%
	CDOE-OE-32	100%	100.00%	0.00%
BBA (GEN) SEM4 (JAN 2023 BATCH)	OBBA-DS-401	100%	25.00%	75.00%
	OBBA-DS-402	100%	0%	100%
	OBBA-DS-403	75.00%	0%	100%
	OBBA-DS-107	75.00%	25.00%	75.00%
	OBBA-DS-404	100%	0%	100%
	OBBA-DS-405	75.00%	25.00%	75.00%
	CDOE-OE-032	100%	100%	0%
BCA SEM4 (JAN 2023 BATCH)	OBBA-DS-401	66.67%	61.11%	44.44%
	OBBA-DS-402	72.22%	44.44%	61.11%
	OBBA-DS-403	72.22%	22.22%	83.33%
	OBBA-DS-404	72.22%	72.22%	27.78%

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	OBCA-DS-452	66.67%	72.22%	33.33%
	OBCA-DS-457	50.00%	50.00%	50.00%
	OBCA-DS-458	100.00%	100.00%	0.00%
	OBCA-DS-459	100.00%	100.00%	0.00%
	OBCA-DS-460	100.00%	100.00%	0.00%
	OBCA-DS-461	100.00%	100.00%	0.00%
	OBCA-DS-456	100.00%	100.00%	0.00%
	CDOE-OE-032	72.22%	72.22%	27.78%
	CDOE-OE-022	70.59%	70.59%	29.41%
BCOM SEM4 (JAN 2023 BATCH)	OBCOM-DS-401	100%	33.33%	66.67%
	OBCOM-DS-509	100%	0%	100%
	OBCOM-DS-403	100%	100%	0.00%
	OBCOM-DS-405	100%	50%	50%
	OBCOM-DS-409	100%	0%	100%
BA(H) ECO SEM 5(JUL 2022 BATCH)	OECO-DS-501	81.82%	27.27%	72.73%
	OECO-DS-502	81.82%	54.55%	45.45%
	CDOE-OE-026	100.00%	100.00%	0.00%
	CDOE-OE-031	100.00%	85.71%	14.29%

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	OECO-DS-551	100.00%	100.00%	0.00%
	CDOE-OE-032	100.00%	100.00%	0.00%
BBA (DM) SEM 5(JUL 2022 BATCH)	OBBA-DS-501	100%	55.56%	44.44%
	OBBA-DS-504	100%	55.56%	44.44%
	OBBA-DS-505	100%	77.78%	22.22%
	OBBA-DS-506	100%	88.89%	11.11%
	OBBA-DS-507	100%	100%	0%
	OBBA-DS-510	100%	100%	0%
	CDOE-OE-032	100%	100%	0%
BBA (G) SEM 5(JUL 2022 BATCH)	OBBA-DS-311	72.73%	45.45%	54.55%
	OBBA-DS-411	63.64%	27.27%	63.64%
	OBBA-DS-502	63.64%	63.64%	36.36%
	CDOE-OE-032	100.00%	87.50%	12.50%
BCA SEM 5 (JUL 2022 BATCH)	OBBA-DS-501	88.24%	70.59%	29.41%
	OBBA-DS-502	85.29%	76.47%	23.53%
	OBBA-DS-503	96.97%	75.76%	24.24%
	OBBA-DS-505	90.63%	56.25%	43.75%
	OBBA-DS-552	86.67%	60.00%	40.00%



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	OBCA-DS-553	86.67%	63.33%	36.67%
	OBCA-DS-556	86.96%	69.57%	30.43%
	OBCA-DS-557	91.30%	73.91%	26.09%
	OBCA-DS-558	95.65%	82.61%	17.39%
	OBCA-DS-559	85.00%	75.00%	25.00%
	OBCA-DS-560	89.47%	68.42%	31.58%
	CDOE-OE-032	95.65%	78.26%	21.74%
	CDOE-OE-022	95.65%	73.91%	26.09%
BCOM SEM 5 (JUL 2022 BATCH)	OBCOM-DS-308	100%	87.50%	12.50%
	OBCOM-DS-501	100%	85.00%	15.00%
	OBCOM-DS-502	95.00%	40.00%	60.00%
	OBCOM-DS-504	100%	100.00%	0.00%
	OBCOM-DS-512	100%	100.00%	0.00%
	OBCOM-DS-514	100%	100.00%	0.00%
	CDOE-OE-022	100%	100.00%	0.00%
	CDOE-OE-032	100%	100.00%	0.00%
	OBCOM-DS-551	100%	100.00%	0.00%
B.COM SEM 6 (JAN 2022 BATCH)	OBCOM-DS-604	100%	100%	0%



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	OBCOM-DS-602	100%	100%	0%
	OBCOM-DS-605	100%	100%	0%
	OBCOM-DS-607	100%	100%	0%
	CDOE-OE-022	100%	100%	0%
	CDOE-OE-031	100%	100%	0%
	CDOE-OE-032	100%	100%	0%
BCA SEM 6 (JAN 2022 BATCH)	OBCA-DS-601	92.31%	76.92%	15.38%
	OBCA-DS-651	92.31%	92.31%	7.69%
	OBCA-DS-652	92.31%	84.62%	15.38%
	OBCA-DS-605	92.31%	76.92%	15.38%
	OBCA-DS-606	92.31%	92.31%	7.69%
	OBCA-DS-657	80.00%	80.00%	20.00%
	OBCA-DS-658	80.00%	80.00%	20.00%
	OBCA-DS-659	80.00%	80.00%	20.00%
	OBCA-DS-660	85.71%	85.71%	14.29%
	CDOE-OE-032	90.91%	90.91%	9.09%
	CDOE-OE-022	90.91%	90.91%	9.09%
BBA(G) SEM 6 (JAN 2022 BATCH)	OBBA-DS-601	100%	50%	50%


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	OBBA-DS-602	100%	75%	25%
	OBBA-DS-510	100%	75%	25%
	OBBA-DS-412	100%	50%	50%
	CDOE-OE-032	100%	100%	0%
BA(H) ECO SEM 6(JAN 2022 BATCH)	OECO-DS-601	100%	100%	0%
	OECO-DS-651	100%	33.33%	66.67%

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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 updated NEP or curriculum guidelines. 2. Recreation of batches for each course to reflect session-specific requirements. 3. Updating of start and end dates for each course. 4. Setting and revising assignment and quiz dates as per the academic calendar. 5. Redesigning and restructuring the course content to match the needs of the new batch. 6. Marking timetable in the calendar.	1480 Hrs
	AI PROCTORED EXAMINATION PORTAL		1. AI examination portal uploading the question papers for every semester for the end term exam 2. Scheduling the exam for the students.	
	Video Shooting Studio		1. Re-designing PowerPoint presentations for each course to reflect updated content and improved instructional design. 2. Upgrading video content, including background enhancements, transitions, and visual effects, to ensure high-quality and engaging delivery.	

Table B.3 Average Drop Out Rate of Students

Name of Programme	(Jan, 25 & July 24)		(Jan, 24 & July 23)		(Jan, 23 & July 22)		(Jan, 22)	
	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment	Students Admitted	Present Enrollment
BBA	36	35	26	22	35	22	5	4
BCA	58	55	44	33	119	69	22	13
B. Com	19	18	9	5	31	21	3	2
BA (H) Economics	28	27	16	9	26	12	3	3
BA (H) English	47	42	8	6	–	–	–	–
MBA	236	236	103	93	–	–	24	19
MCA	55	51	23	21	–	–	8	7
M. Com	–	–	2	1	11	4	1	1
MA (English)	16	14	7	5	–	–	–	–
MA(Economics)	–	–	2	2	–	–	–	–

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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)	92%	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)	91.2%	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)	86%	YES	YES

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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My signature

Registrar

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