

HEI ID: HEI-U-0262

Name of HEI: Mahatma Gandhi University,
Kottayam, Kerala

Type of HEI: State

Approved by exercising power as provided
in chapter III, section 10 (17) of the
Mahatma Gandhi University Act 1985.
Issue orders and report to the Syndicate /
Academic Council.

Annual Report


27/8/25
VICE-CHANCELLOR

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER ONLINE MODE

2024 - 2025

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Kottayam, Kerala

Type of HEI: State

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Part – I: General Information

1.1 Date of notification of the Centre (<https://www.mgu.ac.in/uploads/2024/08/4714-COE-Formation.pdf>) : 14/10/2020

1.2 Details of Director, CIQA

- Name : Prof. (Dr.) Siby G Netto
- Qualification: MSc, M.Ed,MBA,NET,PGDDE, PGDHE,Ph D
- Appointment Letter and Joining Report:
(https://www.mgu.ac.in/uploads/2025/05/4179-AD_A1-2025-.-.pdf?x83403)

1.3 Details of CIQA Committee:**a. Composition as per Regulations**

| S. No. | Designation | Nomination as | Name and Qualification | Specialization | Date of Nomination in CIQA Committee |
|--------|--|----------------------------|--------------------------------|--|--------------------------------------|
| a. | Vice Chancellor of the University | Chairperson | Prof C.T.Aravindakumar | School of Environmental Science | 31/07/2023 |
| b. | Three Senior teachers of HEI | Member 1 | Prof.Jayachandran K | School of Biosciences | 31/07/2023 |
| | | Member 2 | Prof.M.H.Ilias | School of Gandhian Thought and Developmental Studies | 31/07/2023 |
| | | Member 3 | Prof.Asha J V | School of Pedagogical Sciences | 31/07/2023 |
| c. | Head of three Departments or School of Studies offering recognized programmes in ODL and Online mode | Member 4 | Prof.Santhosh P Thampy | School of Management & Business Studies | 31/07/2023 |
| | | Member 5 | Dr. Pushpalatha K.P., | School of Computer Science | 31/07/2023 |
| | | Member 6 | Dr.Bindu V R | School of Artificial Intelligence and Robotics | 31/07/2023 |
| d. | Two External Experts of ODL and/or Online Education | Member 7 | Prof. P. Sivakumar | Department of Education,Alagappa University, Tamil Nadu | 31/07/2023 |
| | | Member 8 | Prof.S. Senthilnathan | Department of Educational Technology, Bharathidasan University, Tamil Nadu | 31/07/2023 |
| e. | Officials from departments of HEI • Administration • Finance | Member 9 Administration | Prof.(Dr.)Bismi Gopalakrishnan | Registrar - Mahatma Gandhi university | 31/07/2023 |
| | | Member 10 Finance | Sri. Biju Mathew | Finance Officer - Mahatma Gandhi university | 31/07/2023 |
| f. | Director, CIQA | Member Secretary | Prof Dr Siby G Netto | Director , CDOE | 31/07/2023 |

b. Whether members mentioned at 'b' to 'e' changed every 2 years?

Yes

1.4 Number of meetings held and its approval:

a. No. of meetings held every year : 2

b. Meeting details:

| Meetings | Date – Month - Year | No. of External Expert Present | Minutes | Approval of Minutes |
|-----------|---------------------|--------------------------------|----------|---------------------|
| Meeting 1 | 08.08.2024 | 2 | uploaded | uploaded |
| Meeting 2 | 28.07.2025 | 2 | uploaded | uploaded |

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Not Applicable

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Not Applicable

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:

Not Applicable

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:

One

**1.9 Number of programmes started at Post-graduate Degree Programmes as per
Commission Order:**

From July 2024 & Jan 2025 academic sessions:

| Sr. No. | Post-graduate Degree Title | Duration (years) | No. of Credits | Admission Eligibility | Fee (Rs.) | UGC Recognition Letter No. and date | Number of students admitted (Male/Female/Trans-gender) | | | |
|---------|----------------------------|------------------|----------------|---|-----------|--|--|-----|----|-------|
| | | | | | | | M | F | TG | Total |
| 1. | MBA | 2 | 109 | A Bachelor's Degree of a minimum of 03 years duration in any stream recognised by Mahatma Gandhi University with not less than 50% marks taken together in all the subjects including languages in all the years of the degree examination OR a Masters Degree in any subject. Only a pass in the qualifying examination is required for SC/ST candidates. Relaxation of marks and Reservation of seats are based on University/Government Rules. Admission will be confirmed only after the verification of the credentials uploaded by the student and the remittance of the required fee. | 100000/- | F. No.2-1/2024 (DEB-II) dated 01.02.2024 | 512 | 333 | | 845 |
| 2 | M Com | 2 | 80 | A candidate who has passed B Com/BBA/ BBM approved by M G University with a minimum of 45% are eligible to pursue the M. Com Programme on a regular basis. Relaxation in percentage is allowed for SC/ST, OEC, SEBC and Physically challenged students as prescribed by the University from time to time. | 80000/- | F. No. 1-14/2020 (DEB-I) Dated: 16/08/2021 | 82 | 40 | | 122 |
| 3. | MA English | 2 | 80 | Graduation in English under (Model I/II/III) or graduation in other faculties of language and literature, social science, science, oriental studies are eligible for applying for MA programme in English provided they satisfy the eligibility criteria as detailed below. I. For CBCCS 2013 pattern - CCCPA of 4.5 out of 10.00 in the Core Group (core + open + complementary courses or if the CCPA scored by the graduate for common course is greater than the CCPA scored for core course and is 5.0 or above. II. For CBCSS 2009 pattern – CGPA of 1.80 out of 4 or if the CGPA for common course if greater and is 2 or above. III. For Other patterns – 45% marks in core + subsidiary under part III or if the marks for Part I English is greater than the marks in Part III and is 50% or above. | | F. No. 1-14/2020 (DEB-I) Dated: 16/08/2021 | 9 | 14 | | 23 |

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| 4. | B Com | 4 | 177 | Admission to the B.Com Honours Degree Programmes shall be open only to candidates who have passed the Plus Two or equivalent examination recognized by this University with Bookkeeping and Accountancy and any two of the following subjects, viz., (1) Commerce (2) Commercial Correspondence and Commercial Geography (3) Economics (4) Life Insurance with Salesmanship (5) Banking with Secretarial Practice (6) Business Studies (7) Mathematics (8) Computer Science/Computer applications (9) Informatics Practice & Management, (10) Informatics Practice, (11) Management, (12) Accountancy as optional under Part III of the Examination. OR Have passed Plus Two or equivalent examination recognized by this University with other subjects under Part III optional subjects provided they have secured 45% of the aggregate marks. | | E mail communication dated on 01/10/2024 | 9 | 10 | | 19 |
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Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA:-

| S. No. | Provisions in Regulations | Details of Action taken by CIQA and Outcome thereof (Not more than 500 words) | Upload Relevant Document |
|--------|--|--|--------------------------|
| 1. | Quality maintained in the services provided to the learners. | <p>The Centre for Internal Quality Assurance (CIQA) has consistently upheld high standards of quality through several key initiatives and services:</p> <p>One of the major strengths lies in the development of interactive and engaging instructional content. This includes video lectures, PowerPoint presentations, and self-learning materials designed to capture learners' interest and enhance comprehension. The Director and Assistant Director of the Center of Excellence (COE) are responsible for ensuring that the instructional design within the Learning Management System (LMS) remains user-friendly and inclusive.</p> <p>To further enhance learning, the LMS integrates communication tools such as discussion forums, chatrooms, and live interactive sessions. These features enable seamless communication between students and instructors, fostering an engaging and supportive learning environment.</p> <p>Live Interactive Sessions (LISs) provide learners with direct access to subject matter experts (SMEs), offering opportunities to clarify doubts and ask questions in real time. These sessions also encourage active communication among instructors, learners, and support personnel such as Programme Coordinators, Course Mentors, and Course Coordinators. The CIQA team places strong emphasis on ensuring that LISs are well-prepared and adequately supported. Furthermore, the LMS is periodically upgraded to improve user experience and accommodate emerging pedagogical tools. Prompt responses to learner queries during these sessions also contribute to a positive overall learning experience.</p> <p>Expert faculty play a crucial role in the delivery of quality education. MGU Online ensures that its SMEs are well-versed in online teaching methodologies. They undergo specialized training in e-content development and online instruction through workshops led by experts, resulting in a highly competent and skilled faculty pool.</p> <p>In addition to core course content, supplementary learning materials are made available for students who wish to deepen their knowledge. These resources are prepared by subject experts and reviewed by a committee before being uploaded to the LMS. This initiative caters to the diverse learning needs of students, supporting both advanced learners and those who may need additional reinforcement.</p> <p>Lastly, CIQA emphasizes continuous improvement in all aspects of course delivery. Regular reviews and content updates are conducted based on student feedback. The Programme Coordinator is responsible for analyzing this feedback and collaborating with the Course Coordinator and Course Mentor to implement necessary changes.</p> | |

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| 2. | Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution. | <p>The University has established an Executive Committee and an Academic Core Committee to address administrative and academic matters within the Centre for Distance and Online Education (CDOE). A core aspect of the University's commitment to continuous improvement is its systematic collection and analysis of feedback from students on video classes, e-learning materials, instructional design, and live interactive sessions (LISs).</p> <p>Following LISs, Subject Matter Experts (SMEs) provide feedback to Programme Coordinators, Course Coordinators, and Course Mentors. This feedback is used to evaluate session quality, identify gaps, and implement enhancements in online teaching. Regular reviews and audits of programmes, incorporating insights from students, faculty, and industry experts, ensure academic relevance and quality.</p> <p>The Centre for Internal Quality Assurance (CIQA) plays a key role in this process by guiding SMEs to address learner concerns, enrich content with examples, and enhance clarity. Feedback is systematically analyzed to identify trends, strengths, and improvement areas. CIQA benchmarks institutional practices against national and global standards to refine strategies and monitor student progress effectively.</p> <p>Programme Coordinators, along with Assistant Coordinators, are responsible for setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for quality improvement. Curricula and syllabi are periodically updated to reflect current academic and industry developments. SMEs are instructed to conduct classes that are inclusive, respectful, and sensitive to the socio-cultural diversity of learners, particularly international students.</p> <p>To build teaching capacity, CIQA organizes regular workshops on emerging e-learning trends and technologies. Strategic planning is grounded in learner feedback and SME recommendations, aligning all initiatives with the COE's vision and long-term goals. CIQA also ensures that e-learning materials complement video lectures by offering broader perspectives and additional study resources where necessary.</p> <p>Furthermore, CIQA oversees the design of question papers to ensure alignment with learning outcomes. Assessments are intended to help students acquire specific, outcome-based competencies that prepare them effectively for academic and professional success.</p> <p>This structured and learner-centric approach enables CDOE to deliver high-quality, industry-aligned online education while fostering a culture of continuous improvement.</p> | |
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| 3. | Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality | <p>To ensure effective educational and operational outcomes, the Centre for Internal Quality Assurance (CIQA) has adopted a strategic planning approach guided by student feedback and input from Subject Matter Experts (SMEs). This strategy requires Programme Coordinators and Assistant Programme Coordinators to prioritize initiatives that align with the vision, mission, core values, and long-term goals of the Centre for Distance and Online Education (CDOE).</p> <p>As part of this initiative, CIQA mandates regular workshops for SMEs on emerging trends in e-learning. These sessions are intended to keep faculty up-to-date with best practices in online education and to foster a culture of continuous improvement across all academic and operational activities within CDOE.</p> <p>CIQA also emphasizes the seamless integration of e-learning materials with video lectures. These materials should serve as comprehensive learning aids, offering broader context and practical examples to clarify key concepts. When necessary, additional study resources developed by experienced SMEs may be included to further support student learning.</p> <p>The design of question papers is a carefully structured process involving detailed discussions to finalize exam patterns. CIQA ensures that assessments are aligned with the objectives and learning outcomes defined in the e-content. The goal is for students who successfully complete exams to demonstrate clear proficiency in the subject matter.</p> <p>Through these coordinated strategies, CIQA aims to elevate the quality of online learning, ensuring its alignment with academic standards and industry requirements.</p> | |
| 4. | Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs) | <p>The University has adopted a curriculum and syllabus identical to those used in the conventional mode, ensuring consistency in academic content across all delivery formats. To support student learning, live interactive sessions are conducted, allowing learners to clarify doubts related to completed modules. During these sessions, Subject Matter Experts (SMEs) not only address academic queries but also provide motivation, counseling, and career guidance.</p> <p>The Centre for Internal Quality Assurance (CIQA) ensures that these sessions are learner-friendly and encouraging, enabling students to engage confidently. SMEs are also guided to offer suggestions for improving the structure and effectiveness of these interactions.</p> <p>A robust and user-friendly technology platform supports this initiative, providing a seamless and efficient online learning experience. This infrastructure plays a vital role in maintaining the quality and accessibility of online programs.</p> <p>To further uphold academic standards, an Academic Core Committee has been constituted to monitor the quality of online programs, ensuring they are on par with conventional offerings. This alignment guarantees uniformity and credibility across all modes of instruction.</p> <p>Additionally, continuous monitoring of student engagement, performance, and progress provides valuable data for quality enhancement. These insights help identify areas for improvement and ensure that the online learning experience remains consistent with the academic rigor of traditional education.</p> | |

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| 5. | Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement. | Feedback from learners and teachers is collected through the Learning Management System (LMS). Additionally, a toll-free number, email address, and WhatsApp number are provided on the official COE website, allowing the general public to submit suggestions for quality improvement. | |
| 6. | Measures suggested to the authorities of Higher Educational Institution for qualitative improvement | <p>To further enrich the online learning experience, the University is undertaking several forward-looking initiatives aimed at enhancing academic access, employability, and content quality.</p> <p>One of the primary initiatives involves integrating the e-library portal with the Learning Management System (LMS). This integration will offer students direct and seamless access to a vast repository of books, journals, and academic resources within the LMS, eliminating the need for multiple platforms and enabling efficient research and learning.</p> <p>In addition, the University is actively exploring the implementation of virtual internships tailored for online learners. These internships will provide students with the opportunity to gain hands-on, practical experience and apply their academic knowledge in real-world professional contexts, regardless of their physical location. This initiative is expected to significantly bridge the gap between theoretical learning and industry practice.</p> <p>To support students in their career progression, the University also plans to launch a dedicated virtual placement portal. This platform will be designed exclusively for online learners, connecting them with potential employers, showcasing job opportunities, and facilitating placement-related support services. The portal will also offer career counseling, resume-building resources, and virtual interview preparation sessions to strengthen students' employability.</p> <p>To further ensure the academic rigor and relevance of course content, the University will seek contributions from external professionals and industry experts. For instance, in specialized domains like taxation, the expertise of Chartered Accountants may be enlisted to develop and review course material. This collaborative approach helps maintain content accuracy and relevance to current industry standards.</p> <p>Moreover, the University is considering the development of skill-based certification modules in emerging areas such as data analytics, digital marketing, financial modeling, and AI-driven business tools. These certifications would be made available through the LMS and designed to equip students with in-demand skills alongside their degree programs.</p> <p>Regular webinars and industry interaction sessions are also planned, offering students opportunities to engage with professionals, alumni, and thought leaders. These sessions aim to expand student exposure to contemporary trends and career pathways.</p> <p>Collectively, these initiatives are intended to create a holistic and supportive online learning ecosystem—one that not only delivers academic excellence but also equips students with the practical tools and professional guidance needed for success in today's competitive world.</p> | |

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| 7. | Implementation of its recommendations through periodic reviews. | The authorities have carefully considered the merit of the suggestions and have taken steps to implement them. In terms of placements, the University's Employment Guidance Bureau, which handles placement services, has been integrated with the Center for Distance and Online Education Of (CDOE). This integration aims to streamline and enhance the support provided to online learners in securing employment opportunities | |
| 8. | Workshops/seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution. | As the central body overseeing online programs in the Higher Education Institution (HEI), Centre for Internal Quality Assurance (CIQA) team ensures that all stakeholders are actively involved in the quality enhancement process. Regular feedback from stakeholders is collected and reviewed. Technical issues are addressed by the Technical Committee of the Center for Distance and Online Education Of (CDOE) while academic issues are considered by the Academic Core Committee. Matters related to improving the overall functioning of CDOE are reviewed by CIQA itself. This structured approach ensures that issues and new concepts are discussed and evaluated at various levels of responsibility, promoting thorough examination and effective resolution. | |
| 9. | Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution | The selection process for subject matter experts is rigorous. It evaluates not only their in-depth knowledge of the subject but also their ability to effectively handle online teaching platforms. This comprehensive assessment ensures that experts are well-prepared to deliver high-quality education in an online format. Center for Distance and Online Education Of (CDOE) takes feedback from students and stakeholders very seriously. This approach is essential for fostering innovation and integrating best practices into the system. By valuing and responding to feedback, CDOE continuously adapts and improves its processes, keeping the door open to new ideas and enhancing the overall quality of its online examination services. | |

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| 10. | Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s). | A dedicated team is responsible for preparing detailed statistics crucial for evaluating the overall quality of the system. Data on admissions, examination registrations, and feedback activities are collected online and stored on a server. This process enables the generation of accurate statistical reports electronically. | |
| 11. | Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme | The Programme Project Report is prepared as per the direction of the UGC, approved by the Statutory Body and uploaded to the CDOE website | |
| 12. | Mechanism to ensure the proper implementation of Programme Project Reports | The Programme Project Report for the respective program is prepared in accordance with UGC guidelines and is subsequently approved by the University's Academic Council | |
| 13. | Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports. | The Center for Distance and Online Education (CDOE) prepares its Annual Reports with meticulous attention to detail, adhering to UGC guidelines. These reports summarize the CDOE's committed efforts to enhance the overall quality of online education provided to learners. | |
| 14. | Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market. | The syllabus and curriculum are thoughtfully designed to align with current job market demands, ensuring that learners are equipped with the skills and knowledge required for gainful employment. To further support students in their career pursuits, the University's Employment Guidance and Information Bureau, functioning as the placement cell, actively organizes job fairs and recruitment drives. These initiatives provide students with valuable opportunities to connect with potential employers and explore career prospects across various sectors. | |

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| 15. | Facilitated system based research on ways of creating a learner centric environment and to bring about qualitative change in the entire system. | <p>The Centre for Distance and Online Education (CDOE) is committed to fostering a learner-centric environment that prioritizes personalized learning experiences tailored to students' diverse needs, backgrounds, and learning styles. This approach empowers learners to take active ownership of their education, ultimately improving academic outcomes.</p> <p>To support this vision, CDOE promotes system-based research in collaboration with educators and researchers to identify and implement qualitative improvements in distance education. This research guides the development of student-focused strategies that address the challenges unique to remote learning.</p> <p>Recognizing the importance of communication in a virtual setting, CDOE has strengthened interaction through online forums, live sessions, and integrated social media tools, ensuring that students remain engaged and connected with instructors and peers. The introduction of peer mentoring and virtual study groups has further enhanced collaboration and support among learners.</p> <p>In assessment practices, CDOE has moved beyond traditional exams to adopt alternative methods such as project-based evaluations, reflective assignments, and portfolio submissions, offering students more meaningful ways to demonstrate their learning.</p> <p>Additionally, CDOE continuously updates and enhances its course content to reflect industry trends, technological advancements, and learner feedback. New skill-based courses and micro-credentials are being introduced to boost employability and lifelong learning.</p> <p>By embracing innovation, research-driven strategies, and student-centered practices, CDOE is building a dynamic online learning ecosystem that ensures academic excellence, relevance, and success for its learners.</p> | |
| 16. | Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc. | <p>The Centre for Internal Quality Assurance, the Academic Core Committee, and the dedicated committee for monitoring and improving the overall functioning of The Center for Distance and Online Education (CDOE) work together to ensure the quality of education delivered through online modes. As the central coordinating unit, CDOE undertakes a comprehensive effort to assess, evaluate, and document all activities related to the online program.</p> <p>CDOE prepares the Annual Report using its institutional database, focusing on quality enhancement in line with the guidelines and parameters set by the UGC-DEB. This report reflects CDOE's commitment to maintaining and improving the standards of online education</p> | |

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| 17. | Measures adopted to ensure internalisation and institutionalization of quality enhancement practices through periodic accreditation and audit | <p>To ensure quality assurance, strict measures have been implemented to integrate academic and administrative operations at the Centre for Distance and Online Education (CDOE). A dedicated Academic Core Committee has been established to oversee, guide, and supervise all academic activities.</p> <p>As part of institutionalizing quality enhancement practices, the committee plays a central role in planning, executing, and monitoring developmental initiatives. Its responsibilities include reviewing teaching methodologies, admission processes, feedback mechanisms, and improvements in both teaching and research quality. Regular in-house quality audits conducted by the committee help ensure that these practices are consistently applied and continuously improved, fostering a culture of accountability and excellence within the institution.</p> | |
| 18. | Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines | The Centre for Online Education adheres strictly to the guidelines set forth by the UGC Regulations, 2020, for maintaining quality assurance in online programs. To ensure compliance with these regulations, the Centre for Internal Quality Assurance, the Academic Core Committee, and the Committee for Monitoring and Improving the CDOE's overall functioning, chaired by the Pro Vice Chancellor, work together. These bodies are instrumental in ensuring that UGC's quality enhancement measures are implemented fully and effectively. | |
| 19. | Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices. | <p>The Centre for Distance and Online Education (CDOE) remains committed to delivering high-quality education by continuously evaluating and enhancing its practices. One of the key strategies employed is benchmarking against leading higher education institutions to adopt proven quality standards and emerging best practices. As online education continues to evolve, CDOE actively monitors advancements across the sector to stay responsive and future-ready.</p> <p>To further strengthen its online offerings, CDOE embraces a range of innovative approaches. These include gathering feedback and suggestions from teaching faculty to refine academic delivery, integrating mental health support services such as counseling for student well-being, and offering entrepreneurship development programs to equip learners with practical, industry-relevant skills.</p> <p>In addition, CDOE actively seeks partnerships with NGOs and other external organizations to expand learning opportunities and deliver value-added services. These collaborative efforts not only enhance the learning experience but also foster social responsibility and real-world engagement.</p> <p>Through these dynamic and student-focused initiatives, CDOE ensures its programs remain relevant, inclusive, and aligned with global standards in online education.</p> | |

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| 20. | Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance. | The Center for Distance and Online Education (CDOE) maintains a comprehensive record of all activities undertaken to ensure that the learning program remains learner-oriented. Every action taken by the quality assurance committees is meticulously documented and monitored to ensure that it aligns with the intended objectives and achieves the desired outcomes | |
| 21. | (a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. | YES | |
| | (b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission. | Yes. A detailed report in the prescribed format duly approved by the statutory authorities are submitted. | |
| 22. | Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes | YES | |
| 23. | Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes | CDOE ensures that the course content, including video classes and e-material, is comprehensive and well-adapted to the online format. The existing instructional design is regularly reviewed, and any necessary changes are considered by the Academic Advisory Committee, which initiates relevant steps as needed. The online programs, including their syllabi and curriculum, align with the syllabus provided to Mahatma Gandhi University's affiliated colleges, which is updated every three years. | |
| 24. | Promoted automation of learner support services of the Higher Educational Institution | To manage the entire student life-cycle and deliver programs comprehensively, CDOE utilizes a custom-developed digital platform known as MGU-CDOE LMS. This platform supports various aspects of student engagement and program delivery, ensuring an integrated approach to education and evaluation. | |
| 25. | Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes | Have incorporated the assistance of qualified external faculty as subject matter experts, reviewers of PPTs, preparation of question banks, external assessments, as invigilators etc. | |
| 26. | Coordinated with third party auditing bodies for quality audit of programme(s) | Routine Local fund (Finance/Accounts) and AGS Audits (Finance/ Performance) are conducted at the institution. | |

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| 27. | Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution | Yes. Overseen the preparation of the Self Appraisal Report. | |
| 28. | Promoted collaboration and association for quality enhancement of Online mode of education and research there in | External faculty are introduced as Subject Matter Experts and reviewers to enhance the quality of the online programs. A special committee, chaired by the Vice Chancellor, conducts weekly assessments of CDOE's activities to coordinate the various functional units within CDOE. Additionally, the Mahatma Gandhi University Innovation Foundation (MGUIF), established with RUSA funding, provides technical support and human resources to further refine the technical aspects of the online programs. | |
| 29. | Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability. | CDOE is dedicated to developing a generation of knowledgeable, skilled, and industry-ready professionals capable of addressing the emerging challenges of the 21st century. The center aims to transform traditional educational practices and lead the way in evolving educational methodologies. Mahatma Gandhi University already has a placement cell, and a proposal is underway to establish a similar placement cell specifically for CDOE. This new placement cell is expected to be operational by the time the first batch of students graduates | |

Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

| Sr. No. | Provisions in Regulations | Action taken in respect of online Programmes | Upload relevant document |
|---------|--|--|--------------------------|
| 1. | <p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning Operational Plan,</p> <p>d. Goals and Policies</p> | <p>a. CDOE follows the organizational structure mandated by UGC regulations for online programs. It establishes transparent, efficient, and vibrant governance through the appointment of highly qualified personnel, all united by a common vision.</p> <p>b. Driven by a common vision, the leadership at CDOE is dedicated to fostering a cultural shift in attitudes toward education, which is crucial for the success of the online program. The hierarchy, from the Vice Chancellor to the Director of CDOE, upholds discipline and maintains a coherent structure, contributing to improved results.</p> <p>c. A well-considered and realistic strategic plan is essential for monitoring the institution's progress toward its objectives. By effectively integrating both academic and administrative aspects, CDOE aims to enhance its overall functioning and achieve its desired goals.</p> <p>d. CDOE ensures that its policies, whether academic or administrative, are clearly communicated to all stakeholders. This communication fosters a unified vision, allowing the institution to remain focused and resilient in the face of emerging challenges.</p> | |

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|----|---|--|---|
| 2. | Articulation of Higher Educational Institution Objectives | CDOE's vision and mission are expressed through its programs. These include a revised and up-to-date syllabus that addresses contemporary demands, meticulously prepared e-content tailored to academic needs, and an exam pattern designed to assess both the skill level and depth of knowledge of learners. These objectives align with the broader goals of the Higher Education Institution (HEI). | Link |
| 3. | Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System | a. Curriculum planning, design, and development for academic programs are overseen by the Academic Council, a statutory body composed of experts in the relevant fields. b. The Academic Council provides specific guidance on implementation plans for programs, including detailing the time allocations for various components of the implementation phase. c. The Academic Core Committee assesses the viability of academic flexibility requests, taking into account the technical aspects of the academic curriculum. d. Learners have access to the University's extensive resources, including the e-library. e. The LMS features built-in feedback mechanisms for students, including an AI chatbot, a 24x7 toll-free number, an email address, and a WhatsApp number. These tools facilitate quick responses and enable both learners and the general public to provide feedback on our programs. | Link |
| 4. | Programme Monitoring and Review | Periodical review and assessment to improve the overall quality by CIQA. | |
| 5. | Infrastructure Resources | 1. e-library 2. web resources | Link |
| 6. | Learning Environment and Learner Support | The e-material prepared by experts is designed to address the specific needs and requirements of learners. It is crafted to be self-explanatory, self-contained, comprehensive, and simple, ensuring that it effectively supports and enhances the learning experience. Exclusive forums are established to address and resolve students' doubts related to their programs. These forums provide a dedicated space where students can seek clarification, receive guidance, and discuss their queries with subject matter experts and peers. The Learning Management System (LMS) is well-equipped, offering extensive support to learners. It provides a range of resources and tools, including interactive content, online assessments, discussion forums, and real-time feedback mechanisms. This comprehensive support enhances the learning experience and facilitates effective engagement with the educational material. | https://g01.tcsion.com/per/g01/pub/32884/SelfServices/templates/Login%20page BU ver318062024121745/Login%20page BU/Login%20Page-118062024121827.html |

| | | | |
|----|--|--|--------------------------------------|
| 7. | Assessment and Evaluation | <p>The Center for Distance and Online Education (CDOE) implements a rigorous examination and assessment process:</p> <ol style="list-style-type: none"> 1. Remote Proctored Examinations: Conducted to ensure integrity and security in online testing. 2. Multiple Choice Questions (MCQs): Designed with varying difficulty levels, adhering to Bloom's Taxonomy to comprehensively assess different cognitive skills. 3. Automated Evaluation: Employed for efficient and objective scoring of exams. 4. Assignments: Reviewed and assessed by Subject Matter Experts (SMEs) to ensure quality and relevance. 5. Projects: Evaluated by expert faculty to provide in-depth feedback and assessment. | model question paper |
| 8. | Teaching Quality and Staff Development | <p>All subject matter experts (SMEs) at The Center for Distance and Online Education (CDOE) are drawn from our affiliated colleges. They possess extensive experience in teaching and have demonstrated their effectiveness through years of interaction with students of various intellectual levels. CDOE ensures that the syllabus for online programmes mirrors that of the conventional courses.</p> <p>SMEs are instructed to use globally relevant examples in their teaching to accommodate our diverse international student body. Emphasis is placed on making video classes clear, concise, engaging, and comprehensive. To foster active participation, learners are assigned tasks that complement their studies.</p> <p>In alignment with conventional programmes, CDOE provides technical support for project work and viva voce sessions, ensuring a robust and interactive learning experience.</p> | |

Compliance of Process of Internal Quality Audit – As per Annexure-I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

| Sr.No. | Provisions in Regulations | Action taken in respect of online programmes | Upload relevant document |
|--------|---------------------------|---|--------------------------|
| 1. | Academic Planning | The curriculum and syllabi are revised periodically every three years to ensure that the content remains current with academic knowledge and practices. This revision process helps the University provide the best possible learning experience for students. Additionally, the quality of video classes and the comprehensiveness of the e-material are meticulously prepared to ensure that the objectives of academic planning are met with utmost dedication and commitment. | |

| | | | |
|----|---|---|--|
| 2. | Validation | Depending upon the nature of the work/process, validation in CDOE is sought through Academic Committee and then from the higher authorities such as Vice Chancellor, Syndicate, Academic Council etc | |
| 3. | Monitoring, Evaluation and Enhancement Plans. Reports from Examination Centres . External Auditor or other External Agencies report a. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels b. Reporting and Analytics by the Higher Educational Institution c. Periodic Review | CDOE conducts remotely proctored examinations . The Higher Educational Institution takes into account the suggestions and comments provided by external auditors and experts, including those from local fund audits and AGS audits (finance and performance). These insights are considered crucial for improving financial management and overall institutional performance. a. Easy access is provided for performance monitoring information, including semester pass rates, internal assessment marks, and final semester pass rates. This ensures transparency and allows stakeholders to track academic progress efficiently. b. CDOE generates the necessary reports and data, which enables the analysis and evaluation of learner performance. This systematic approach supports comprehensive assessment and informed decision-making regarding educational outcomes. c. CDOE has established an effective system for regularly collecting feedback from stakeholders to enhance its programs. The center conducts self-assessments on a routine basis and utilizes the results to continuously improve its systems. | |

Part – III: Human Resources and Infrastructural Requirements

**Name and details of Director of Centre for Distance and Online Education
(Dual Mode University) – Prof.(Dr) Sibu G Netto**

https://www.mgu.ac.in/uploads/2025/05/4179-AD_A1-2025-.-.pdf?x83403

**Name and details of Deputy Director of Centre for Distance and Online Education
(Dual Mode University) – Dr. Ismail Thamarasseri**

https://www.mgu.ac.in/uploads/2025/05/4179-AD_A1-2025-.-.pdf?x83403

**Name and details of Assistant Director of Centre for Distance and Online Education
(Dual Mode University) – Dr. Rajesh M**

<https://www.mgu.ac.in/uploads/2024/08/Director.pdf>

**Compliance status in respect of Human Resource – As per Annexure – IV of UGC
(ODL Programmes and Online Programmes) Regulations, 2020**

HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

i. Programme name:**a. Programme Coordinator**

| S. No. | Name of the Programme | Names with Designation | Qualification | Type (Regular/ Contract) with gross salary/month | | Date of joining programme |
|--------|--------------------------------|--|---------------|--|------------------|---------------------------|
| 1 | BBA (Honours) | Dr. Roshna Varghese, Assistant Professor | Ph D | Regular | As per UGC scale | 31.12.2024 |
| 2 | B.Com (Honours) | Dr Madhulal M Assistant Professor | Ph D | Regular | As per UGC scale | 31.07.2024 |
| 3 | BA Political Science (Honours) | Ibrahim Badusha, Asst.Professor | MA,NET | Contract | Contract | 31.12.2024 |
| 4 | M. Com. | Dr. E Sulaiman, Assistant Professor | Ph D | Regular | As per UGC scale | 15.10.2020 |
| 5 | MBA | Dr.Johney Johnson, Professor | Ph D | Regular | As per UGC scale | 06.06.2023 |
| 6 | MA English | Dr. Rajesh V Nair, Assistant Professor | PhD | Regular | As per UGC scale | 30.07.2021 |
| 7 | MA Economics | Dr. Tomy Joseph, Assistant Professor, | Ph D | Contract | Contract | 31.12.2024 |

Course Coordinator**MBA - First Semester**

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/ Contract) with gross salary/month | Date of joining programme |
|--------|--|-------------------------|--|-------------|--|---------------------------|
| 1 | Principles and Practice of Management | Dr. Santhosh P Thampi | Ph.D in Management, M.Phil, M.B.A, MTM, B.Tech, DRTM (Rail Transport Management) | 21 Years | As per UGC scale | 22.06.2023 |
| 2 | Business Economics | Dr.S. Muralidharan | MA (Economics), MPhil, PhD (Economics) | 39 Years | As per UGC scale | 22.06.2023 |
| 3 | Business Communication and Soft Skills | Dr.Johney Johnson | BFSc, MBA, Ph.D, M Phil, PGDOR | 17 Years | As per UGC scale | 22.06.2023 |
| 4 | Accounting for Managers | Dr.Rakesh Krishnan. M | UGC/CSIR NET (Lectureship), Ph.D. | 15 years | As per UGC scale | 22.06.2023 |
| 5 | Quantitative Methods | Dr. Biju M. K | Ph.D, M.Phil, Post Graduate Diploma in Operations Management | 15 Years | As per UGC scale | 22.06.2023 |
| 6 | Environmental Management | Dr. Radhika P. C | MTA, MBA (Marketing Management), PGDCA, PhD (Management Science) | 10 years | As per UGC scale | 22.06.2023 |
| 7 | Business Law | Dr.Bismi Gopalakrishnan | BAL, LL.B.,LL.M., Ph.D | 22 Years | As per UGC scale | 22.06.2023 |
| 8 | Corporate Governance and Ethics | Dr. Afsal E. M | MBA PhD | 16 Years | As per UGC scale | 22.06.2023 |

MBA - Second Semester

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/ Contract) with gross salary/month | Date of joining programme |
|--------|---|-------------------------|--|-------------|--|---------------------------|
| 1 | Human Resource Management | Dr. Santhosh P Thampi | Ph.D in Management, M.Phil, M.B.A, MTM, B.Tech, DRTM (Rail Transport Management) | 21 Years | As per UGC scale | 22.06.2023 |
| 2 | Financial Management | Dr.S. Muralidharan | MA (Economics), MPhil, PhD (Economics) | 39 Years | As per UGC scale | 22.06.2023 |
| 3 | Marketing Management | Dr.Johney Johnson | BFSc, MBA, Ph.D, M Phil, PGDOR | 17 Years | As per UGC scale | 22.06.2023 |
| 4 | Operations Management | Dr.Rakesh Krishnan. M | UGC/CSIR NET (Lectureship), Ph.D. | 15 years | As per UGC scale | 22.06.2023 |
| 5 | Management Information System | Dr. Biju M. K | Ph.D, M.Phil, Post Graduate Diploma in Operations Management | 15 Years | As per UGC scale | 22.06.2023 |
| 6 | Organisational Behaviour | Dr. Radhika P. C | MTA, MBA (Marketing Management), PGDCA, PhD (Management Science) | 10 years | As per UGC scale | 22.06.2023 |
| 7 | Management Science | Dr.Bismi Gopalakrishnan | BAL, LL.B.,LL.M., Ph.D | 22 Years | As per UGC scale | 22.06.2023 |
| 8 | Entrepreneurship Development and Project Management | Dr. Siby C Chithran | MBA PhD | 16 Years | Contract, Consolidated Pay | 22.06.2023 |

M.Com First Semester*Course Coordinator*

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/ Contract) with gross salary/ month | Date of joining programme |
|--------|--|------------------------|--|----------------------------------|---|---------------------------|
| 1 | Specialised Accounting | Dr. Santhosh Kumar K | UGC/CSIR NET (Lectureship), M.Phil, Post Doctoral Degree | 10 years experience in academics | Contract | 13/07//2023 |
| 2 | Organisational Behaviour | Surya P Sunil | UGC/CSIR NET (Lectureship), M.Com, Pursuing Ph.D | 3 years experience in academics | Contract | 13/07/2023 |
| 3 | Marketing Management | Dr. Arundev P R | UGC/CSIR NET (Lectureship) | 8 years experience in academics | Contract | 13/07//2023 |
| 4 | Methodology of Social Science Research | Dr. Asha E Thomas | UGC/CSIR NET (Lectureship), M.Phil, Post Doctoral Degree | 16 years experience in academics | Contract | 13/07//2023 |
| 5 | Management Optimisation Technique | Dr. Athira GJ | UGC/CSIR NET (Lectureship), M.Com, Ph.D | 6 years experience in academics | Contract | 13/07//2023 |

Second Semester

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/ Contract) with gross salary/ month | Date of joining programme |
|--------|------------------------------------|------------------------|-----------------------------------|--------------------------|---|---------------------------|
| 1 | Advanced Corporate Accounting | Ms.Lidia Durom | UGC/CSIR NET (Lectureship) | 122 months | Contract | 30/12/2023 |
| 2 | Human Resource Management | Mr.Sajan N M Thomas | UGC/CSIR NET (Lectureship) | 250 months approximately | Contract | 30/12/2023 |
| 3 | International Business and Finance | Dr.Raji Mohan | UGC/CSIR NET (Lectureship), Ph.D. | 94 months | Contract | 30/12/2023 |
| 4 | Quantitative Techniques | Nikhil S Nair | UGC/CSIR NET (Lectureship), | 5 years | Contract | 30/12/2023 |
| 5 | Strategic Management | Dr.Tinsy Rose Tom | B. Ed., Ph.D. | 9 years | Contract | 30/12/2023 |

Third Semester

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/ Contract) with gross salary/ month | Date of joining program me |
|--------|--|--------------------------|---|-------------|---|----------------------------|
| 1 | Strategic Financial Management | Dr. Deepa K K Sidhardhan | B. Ed., Ph.D. | 9 years | Contract | 03/04/2024 |
| 2 | Income Tax - Law and Practice | Dr.Andrews Thomas | UGC/CSIR NET (Lectureship), Ph.D. | 127 months | Contract | 03/04/2024 |
| 3 | Security Analysis and Portfolio Management | Dr. Titto Varghese | UGC/CSIR NET (Lectureship), Ph.D., Post Doctoral Degree | 132 months | Contract | 03/04/2024 |
| 4 | Indirect Tax Laws | Dr. Rajani B Bhat | UGC/CSIR NET (Lectureship), M.Phil, Ph.D. | 252 months | Contract | 03/04/2024 |

Fourth Semester

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/Contract) with gross salary/month | Date of joining programme |
|--------|---|--------------------------|---|----------------------------------|---|---------------------------|
| 1 | Advanced Cost and Management Accounting | Prof Dr. Antony Joseph K | M.Com,MBA, M.Phil,Ph.D in Commerce | 29 Years | Contract | 16/08/2024 |
| 2 | Income Tax - Assessment and Procedure | Dr.Santhosh kumar K | UGC/CSIR NET (Lectureship), M.Phil, Ph.D., Post Doctoral Degree | 10 years experience in academics | Contract | 16/08/2024 |
| 3 | Derivatives and Risk Management | Dr. Sebastian K S | UGC/CSIR NET (Lectureship) | 252 months | Contract | 16/08/2024 |
| 4 | Personal Investment and Behavioural Finance | Dr.Karthika K | M.Com(NET), PG Diploma in Journalism, PGDHRM, Ph.D | 11 years | Contract | 16/08/2024 |

MA English**First Semester**

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/Contract) with gross salary/month | Date of joining programme |
|--------|--|---|---------------|------------------|---|---------------------------|
| 1 | Up Until Chaucer: Early Literatures in English | Dr Lima Antony, Professor | PhD, MA,NET | 20 yrs | Contract | 18/12/2024 |
| 2 | Literatures of the English Renaissance | Dr. Malini Murali, Assistant Professor | PhD, MA,NET | 6 yrs | Contract | 18/12/2024 |
| 3 | Literatures of the English Revolution/ Enlightenment | Dr. Rajesh.M, Assistant Professor | PhD, MA,NET | 21 yrs | Contract | 18/12/2024 |
| 4 | 19 th Century English Literatures | Dr.Reenu S John, Assistant Professor | PhD, MA,NET | 3 yrs, 8 months | Contract | 18/12/2024 |
| 5 | Literary Criticism | Dr Teena Rachel Thomas, Assistant Professor | PhD, MA,NET | 11 yrs, 5 months | Contract | 18/12/2024 |

B Com (Honours)**First Semester**

| S. No. | Course name | Names with Designation | Qualification | Experiences | Type (Regular/Contract) with gross salary/month | Date of joining programme |
|--------|--|------------------------|---------------------------|-------------|---|---------------------------|
| 1 | Basic Finance For Daily Life | Dr. Leena Varghese | M.Com., MBA, PhD NET | 20 years | Contract | 23-12-2024 |
| 2 | Corporate Regulations and Compliance | Dr. Rajani B Bhat | M Com, M Phil MBA NET PhD | 24 years | Contract | 23-12-2024 |
| 3 | Marketing Management | Dr Diana Ann Issac | NET PhD MBA | 14 years | Contract | 23-12-2024 |
| 4 | Management Foundations In Tourism and Hospitality Industry | Dr. Toney K Thomas | PhD | 20 years | Contract | 23-12-2024> |

. Course Mentor**a. MBA**

| S. No. | Names with Designation | Qualification | Experiences | Type (Regular/Contract) with gross salary/month |
|--------|------------------------|-----------------------------|-------------|---|
| 1 | Swethamol S | UGC/CSIR NET (Lectureship), | 3 years | Contract , Consolidated Pay |
| 2 | Annie B Das | UGC/CSIR NET (Lectureship), | 3 years | Contract ,Consolidated Pay |

b. M.Com

| S. No. | Names with Designation | Qualification | Experiences | Type (Regular/Contract) with gross salary/month |
|--------|------------------------|-----------------------------|-------------|---|
| 1 | Devika Soman | UGC/CSIR NET (Lectureship), | 3 years | Contract ,Consolidated Pay |

c. M.A English

| S. No. | Names with Designation | Qualification | Experiences | Type (Regular/Contract) with gross salary/month |
|--------|------------------------|-----------------------------|-------------|---|
| 1 | Chasmi Chacko | UGC/CSIR NET (Lectureship), | 3 years | Contract. Rupee 1750/day |

d. B Com (Honours)

| S. No. | Names with Designation | Qualification | Experiences | Type (Regular/Contract) with gross salary/month |
|--------|------------------------|-----------------------------|-------------|---|
| 1 | Rejitha V K | UGC/CSIR NET (Lectureship), | 3 years | Contract ,Consolidated Pay |

3.5 Details of Administrative staff**a. Number of Administrative staff available exclusively for Online programmes**

| Admin Staff | Required | Available |
|---------------------|---------------------------|-----------|
| Deputy Registrar | 1 | 1 |
| Assistant Registrar | 1 | 1 |
| Section Officer | 1 | 1 |
| Assistants | 3 (2 for DM Universities) | 2 |
| Computer Operator | 2 | 2 |
| Multi Tasking Staff | 2 | 2 |

(Attach duly attested photocopy of appointment letter with salary details)

b. Number and details of Technical Support for Online Programmes as per Annexure - IV:**i. Technical Team for Development of e-Content as Self-Learning e- Modules:**

| Post | Required | Available |
|---|----------|-----------|
| Technical Manager (Production) | 1 | 1 |
| Technical Associate (Audio- Video recording and editing) | 1 | 1 |
| Technical Assistant (Audio - Video recording) | 1 | 1 |
| Technical Assistant (Audio - Video editing) | 1 | 1 |

ii. For Delivery of Online Programmes:

| Post | Required | Available |
|---|-------------------|-----------|
| Technical Manager (LMS and Data Management) | 1 (per Centre) | 1 |
| Technical Assistant (LMS and Data Management) | 2 | 2 |

iii. For Admission and Examination for Online mode:

| Post | Required | Available |
|--|-------------------|-----------|
| Technical Manager (Admission, Examination and Result) | 1 (per Centre) | 1 |
| Technical Assistant (Admission, Examination and Result) | 2 | 2 |

(Attach duly attested photocopy of appointment letter with salary details)

Part – IV: Examinations**4.1. Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:**

| S.No. | Provisions in Regulations | Whether complied Yes/No | If No, Reason thereof |
|-------|--|---------------------------------------|--|
| 1. | All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced | Yes | |
| 2. | For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc | Yes | |
| 3. | A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examinations through technology mediated proctoring. | Yes Remotely Proctored Examination | |
| 4. | The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students. | No | CDOE conducts Remotely Proctored Examination |
| 5. | The number of examination centres in a city or State must be proportionate to the student enrolment from the region | No | CDOE conducts Remotely Proctored Examination |
| 6. | Building and grounds of the examination centre must be clean and in good condition. | No | CDOE conducts Remotely Proctored Examination |
| 7. | The examination centre must have an examination hall with adequate seating capacity and basic amenities | No | CDOE conducts Remotely Proctored Examination |
| 8. | Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions | No | CDOE conducts Remotely Proctored Examination |
| 9. | The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities | No | CDOE conducts Remotely Proctored Examination |
| 10. | Safety and security of the examination centre must be ensured | No | CDOE conducts Remotely Proctored Examination |
| 11. | Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order | No | CDOE conducts Remotely Proctored Examination |
| 12. | Provision of drinking water must be made for learners | No | CDOE conducts Remotely Proctored Examination |
| 13. | Adequate parking must be available near the examination centre | No | CDOE conducts Remotely Proctored Examination |
| 14. | Facilities for Persons with Disabilities should be available | No | CDOE conducts Remotely Proctored Examination |

4.2 Compliance of facilities required for the conduct of Online examination for online programmes

| S. No. | Provisions in Regulations | Whether being complied Yes/No If yes, please provide details and upload relevant documents | If No, Reason thereof |
|--------|---|---|--|
| 1. | Requirements at Test Centres (as mentioned in provision II (B) (13)(i) of Annexure II) | No | CDOE conducts Remotely Proctored Examination |
| 2. | Requirement of proctors (as mentioned in provision II (B) (13)(ii) of Annexure II) | No | CDOE conducts Remotely Proctored Examination |
| 3. | Security arrangements in the testing centre (as mentioned in provision II (B) (13)(iii) of Annexure II) | No | CDOE conducts Remotely Proctored Examination |
| 4. | Remote Proctoring (as mentioned in provision II (B) (13)(iii) of Annexure II) | Yes | |

4.3 Compliance status of 'Evaluation' and 'Certification' - As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

| S.No. | Provisions in Regulations | Whether complied Yes/No If Yes, Upload relevant document | If No, Reason thereof |
|-------|--|---|-----------------------|
| 1. | The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations. | Yes | |
| 2. | A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification. | Yes | |
| 3. | The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: . The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; i. For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination. | Yes | |

| S.No. | Provisions in Regulations | Whether complied Yes/No If Yes, Upload relevant document | If No, Reason thereof |
|-------|--|--|--|
| 4. | The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities | Yes | |
| 5. | The weightage for different components of assessments for Online mode shall be as under: continuous or formative assessment (in semester): Maximum 30 per cent. Summative assessment (end semester examination or term end examination) : Minimum 70 per cent. | Yes sample question paper | |
| 6. | The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments | Yes | |
| 7. | Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card | Yes sample grade card | |
| 8. | A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner. | Yes https://drive.google.com/file/d/1FtKPPTuSey-hKJzhHxV-CYXNDGP2nwB7/view?usp=sharing | |
| 9. | The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations. | No exam centre | CDOE conducts remotely proctored examination |
| 10. | (a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television(CCTV) recording of the entire examination procedure. | No | CDOE conducts remotely proctored examination |
| | (b) Availability of biometric system | Yes | CDOE conducts remotely proctored examination |
| | (c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners | Yes | CDOE conducts remotely proctored examination |
| | (d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution | No | CDOE conducts remotely proctored examination |

| S.No. | Provisions in Regulations | Whether complied Yes/No If Yes, Upload relevant document | If No, Reason thereof |
|-------|--|---|--|
| 11. | The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years | No | CDOE conducts remotely proctored examination |
| 12. | (a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and | No | CDOE conducts remotely proctored examination |
| | (b) It shall be mandatory to have observer report submitted to the Higher Educational Institution | No | CDOE conducts remotely proctored examination |
| 13. | An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission | Yes | CDOE conducts remotely proctored examination |
| 14. | As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learners shall endeavour to conduct proctored examinations for such learners | Yes | CDOE conducts remotely proctored examination |
| 15. | Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have . Photograph i. Aadhaar number or other government recognised identifier or Passport number, as applicable, ii. Other relevant details of the learner along with the Programme name. | Yes sample degree certificate | |
| | (b) Each award shall also be uploaded on the National Academic Depository | Yes | |
| 16. | It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres | Yes sample degree certificate | |

4.4 Result and Student Progression For UG, PG and PGD programmes

| Semester Beginning | Programme Name | No. of Students admitted | No. of Students appeared in exams | Number of Students progressed to next year | % of Students Passed | % of Students passed in first class |
|--------------------|--------------------------|--------------------------|-----------------------------------|--|----------------------|-------------------------------------|
| January 2024 | MBA 1st Semester | 393 | 362 | 364 | 70.07 | follows grading pattern |
| July 2024 | MBA 1st Semester | 276 | 267 | 276 | 72.65 | |
| July 2023 | M. Com 1st Semester | 78 | 60 | 70 | 40.00 | |
| January 2024 | M. Com 1st Semester | 25 | 24 | 24 | 52.17 | |
| July 2024 | M. Com 1st Semester | 74 | 65 | 74 | 66.07 | |
| July 2022 | M. Com 2nd Semester | 37 | 37 | 37 | 51.00 | |
| January 2023 | M. Com 2nd Semester | 5 | 5 | 5 | 75.00 | |
| July 2023 | M. Com 2nd Semester | 59 | 51 | 41 | 85.37 | |
| January 2022 | M. Com 3rd Semester | 19 | 17 | 19 | 60.00 | |
| July 2022 | M. Com 3rd Semester | 35 | 33 | 35 | 73.33 | |
| January 2023 | M. Com 3rd Semester | 5 | 5 | 5 | 80.00 | |
| January 2022 | M. Com 4th Semester | 18 | 18 | completed the programme | 76.92 | |
| July 2022 | M. Com 4th Semester | 34 | 34 | completed the programme | 81.48 | |
| July 2024 | M A English 1st Semester | 9 | 7 | 9 | 75.00 | |

Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)

5.1 Compliance status of ‘Guidelines on Programme Project Report’ – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

Yes. The University Complied all the Guidelines on Programme Project Report – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

University Order

5.2 Compliance status of ‘Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy’ – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

5.3 Compliance status in respect of e-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

Part – VI: Programme Delivery through Learning Platform

6.1 Details of Learning Platform

In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online programmes including all the required components of Online education and compliance to all the provisions of the regulations

[LMS Link](#)

The Learning Management System (LMS) is well-equipped, offering extensive support to learners. It provides a range of resources and tools, including interactive content, online assessments, discussion forums, and real-time feedback mechanisms. This comprehensive support enhances the learning experience and facilitates effective engagement with the educational material.

6.2 Compliance status in respect of the Programme delivery

HEI shall mention mechanism followed to ensure the learner's participation at least for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching-Learning scheme (as per table 3, Annexure – VII)

Yes. We are providing Live interactive sessions for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching- Learning scheme (as per table 3, Annexure – VII)

6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N

. Provide details as under:

| S. No. | Programme Name | Courses allowed through OER/MOOC | Name of Platform | Name of HEI offering The course (if any) | Duration Of the Course | No. of Credits Assigned to the Course | Percentage of Total courses in a particular programme in a semester (Semester wise – programmes wise) |
|---|----------------|----------------------------------|------------------|--|------------------------|---------------------------------------|---|
| CDOE uses the affluent instructional resources of the University in delivering the programmes in a panoptical mode. | | | | | | | |

b. Upload approval of statutory authorities of the Higher Educational Institution : *Upload*

Part – VII: Self Regulation through disclosures, declarations and reports

7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020 – Self-regulation through disclosures, declarations and reports

| S.No. | Provision | Complied Yes/No with explicit link address | If no. Reasons, thereof |
|---|---|--|---|
| 1. | Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website? | Yes | |
| Uploading of the following on HEI website (Mention link) | | | |
| 2. | The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode | Yes | https://drive.google.com/file/d/19hB44tUjDGyXjMlgYFjGD6a70Dizlfhq/view?usp=sharing |
| 3. | Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities | Yes | recognition letter |
| 4. | Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure | Yes | Brochure |
| 5. | Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule | Yes | Syllabus |
| 6. | Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc. | Yes | notification Result Notification |
| 7. | Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes | Yes | |
| 8. | The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any | Yes | |

| S.No. | Provision | Complied Yes/No with explicit link address | If no. Reasons, thereof |
|-------|--|---|---|
| 9. | Information regarding all the programmes recognised by the Commission | Yes | https://cdoe.mgu.ac.in/programmes/master-of-arts/ |
| 10. | Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded | Yes | |
| 11. | Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes; | Yes | |
| 12. | A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes | Yes | https://cdoe.mgu.ac.in/ |
| 13. | List of the Examination Centres along with the number of learners in each centre, for Online programmes | No | CDOE conducts Remotely Proctored Examination |
| 14. | Details of proctored examination in case of end semester examination or term end examination of Online programmes | No | CDOE conducts Remotely Proctored Examination |
| 15. | Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc | Yes | |
| 16. | Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance | Yes | |

Part – VIII: Admission and Fees**8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC
(ODL Programmes and Online Programmes) Regulations, 2020**

| S.No. | Provision | Whether being complied Yes/No |
|-------|--|-------------------------------|
| 1. | Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid | Yes |
| 2. | A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- <ul style="list-style-type: none"> . as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; a. with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; b. only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution. | Yes |
| 3. | It shall be mandatory for the Higher Educational Institution to upload the details of all kinds of payment or fee paid by the learners on the website of the Higher Educational Institution. | Yes |
| 4. | The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners | Yes |
| 5. | Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Headquarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners | Yes |
| 6. | Every Higher Educational Institution shall- <ul style="list-style-type: none"> . record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; a. maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; b. exhibit such records as permissible under law on its website; and c. be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force. | Yes |

| | | |
|--------|---|---|
| 7. | Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below | Yes |
| 8. (a) | Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment | Yes |
| 8. (b) | The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner | Yes |
| 8. (c) | The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources | Yes (Unlimited seats) |
| 8. (d) | the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution | Yes |
| 8. (e) | The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority | Yes |
| 8. (f) | The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test | Yes |
| 8. (g) | Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other | Yes |
| 8. (h) | Pay and other emoluments payable for each category of teachers and other employees | Yes |
| 8. (i) | Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution | No (CDOE conducts remotely proctored examination only) |
| 8. (j) | Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study | Yes |
| 8. (k) | Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions | Yes |
| 9. | Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order | Yes |

| | | |
|-----|---|-----|
| 10. | No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it | Yes |
| 11. | No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution | Yes |
| 12. | No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution | Yes |
| 13. | In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution | Yes |
| 14. | No Higher Educational Institution shall, issue or publish- <ul style="list-style-type: none"> . any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; a. any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading | Yes |

8.2 Whether Higher Educational Institution provided the details of all International learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission : Yes

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

CDOE has adopted a well-defined mechanism for handling the grievances of distance learners in accordance with the HEI policy. The students are informed about it through various platforms such as CDOE website, Prospectus and during Personal Contact Programmes.

<https://grievance.mgu.ac.in/index.php>

9.2 Details of Grievance received

| Numbers of Grievance Received | Numbers of Grievance Resolved |
|-------------------------------|-------------------------------|
| 11 | 11 |

9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers.

[University Order](#)

9.4 Details of Complaints received from UGC (DEB)

| Numbers of Complaint Received | Numbers of Complaint Resolved | Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No) |
|-------------------------------|-------------------------------|---|
| 0 | 0 | Not Applicable |

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

- 1.MGU CDOE - LMS a well equipped learning management system which can map the entire academic cycle spanning from admission to graduation of the learner.
2. Remotely proctored examination – a student can appear for the examination from anywhere in the world. This facility truly reflects the essence and character of online learning.

10.2 Best Practices of the HEI

1. Vibrant and responsive website that can cater almost all the queries of the learner
2. A credible and dependable academic system which is time tested and error proof
3. Mahatma Gandhi University Innovation Foundation, a section (8) company built under RUSA fund, always provides the technical edge and creative width for the HEI to excel in new areas of Information and Knowledge.
4. HEI is the First state university in Kerala to have applied for an online programme and got the approval of UGC to start 11 programmes via online mode.

10.3 Details of Job Fairs conducted by the HEI

Job Fair Conducted on August 2024 Organized by MGUEIGB

<https://www.mgu.ac.in/uploads/2024/08/Press-Release-JobFAIR-august-2024.pdf?x79243>

10.4 Success Stories of students of Online mode of the HEI

- One of our MBA students Smt. Lidiya Durom got doctorate in MCom

10.5 Initiatives taken towards conversion of e-LM into Regional Languages

All the UGC approved programmes have their medium of instruction in the English language.

10.6 Number of students placed through Campus Placements

The Centre for Distance and Online Education (CDOE) has been providing career guidance services every semester to support students in their employment journey. Employment Exchange Officers conducted counseling sessions for CDOE students, while the Director and the Placement Cell of CDOE consistently made efforts to enhance employability and connect learners with potential opportunities. As a result of these initiatives, many students secured placements in banks and IT companies.

Through the counseling sessions, the Employment Exchange familiarized students with the workplace environment, essential skills and attitudes, entry requirements, eligibility criteria, job prospects, remuneration, and future career progression opportunities. These efforts ensured that CDOE students were not only academically prepared but also professionally guided for successful careers.

10.7 Details of Alumni Cell and its activity

<https://mguaa.com/mguaa-home>

10.8 Any other Information

NIL

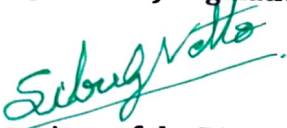
HEI ID: HEI-U-0262

Name of HEI: Mahatma Gandhi University,
Kottayam, Kerala

Type of HEI: State

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.


Signature of the Director:

Name: Prof (Dr.) Sibu G Netto

Seal: Director
Centre for Distance and
Online Education
Mahatma Gandhi University

Date: 27/08/2025


Signature of the Registrar:

Name: Prof (Dr.) Bismi Gopalakrishnan

Seal: Prof. (Dr.) BISMI GOPALAKRISHNAN
REGISTRAR
Mahatma Gandhi University
Priyadarsini Hills P.O., Kottayam - 686 560

Date: 27/08/2025

