

HEI ID: HEI-U-0262

Name of HEI: Mahatma Gandhi University,  
Kottayam, Kerala

Type of HEI: State

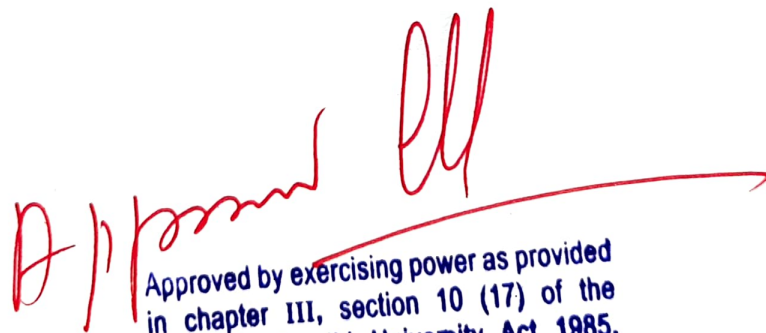
# Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER ONLINE MODE

2023-2024



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

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**Part – I: General Information**

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

**1. Details of Director, CIQA**

- Name : Prof. (Dr.) Noushad.P.P
- Qualification: MA, M.Ed,Ph D
- Appointment Letter and Joining Report:

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

**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 From which programme is being offered 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., PhD	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 <ul style="list-style-type: none"> <li>• Administration</li> <li>• Finance</li> </ul>	Member 9 Administration	Registrar- Mahatma Gandhi university		31/07/2023
		Member 10 Finance	Finance Officer - Mahatma Gandhi university		31/07/2023
f.	Director, CIQA	Member Secretary	Prof. Noushad P P	School of Gandhian Thought and Developmental Studies	31/07/2023

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

Yes

3. 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	24.07.2023	2	uploaded	uploaded
Meeting 2	22.02.2024	2	uploaded	uploaded

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Yet to start

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

From January 2024 academic session: TO BE EXTRACTED FROM WEBPORTAL

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	286	220		506

From July 2023 and January 2024 academic session

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.	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	46	32	0	78
							17	13	0	30

## Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

### 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>CIQA has consistently upheld its quality through several key services:</p> <p><b>Interactive and Engaging Content:</b> The instructional materials, including video classes, PowerPoint presentations, and self-learning resources, are designed with interactive elements to keep learners engaged and enhance their understanding. The Director and Assistant Director of the Center of Excellence (COE) have been tasked with ensuring that the instructional design of the Learning Management System (LMS) is both user-friendly and inclusive. Integrated communication tools that facilitate seamless interaction between students and instructors, including forums, chatrooms, and live interactive sessions are implemented.</p> <p><b>Live Interactive Sessions (LISs):</b> These sessions offer learners the opportunity to ask questions and clarify doubts with subject matter experts (SMEs). LMS can be upgraded to improve user experience and support new pedagogical tools. Prompt responses to queries contribute to a positive learning experience. LISs also facilitate communication between instructors, learners, and support staff such as Programme Coordinators, Course Mentors, and Course Coordinators. The Centre for Internal Quality Assurance (CIQA) team emphasizes the importance of thorough preparation and adequate support for these sessions.</p> <p><b>Expert Faculty:</b> MGU Online ensures that its subject matter experts are proficient in online teaching methods. To enhance their skills, SMEs receive training in e-content creation and online teaching through specialized workshops led by experts. This approach has resulted in a skilled pool of faculty members adept in online learning.</p> <p><b>Additional Learning Material:</b> For students interested in expanding their knowledge beyond the standard syllabus, additional learning materials are provided. These materials are prepared by subject experts and reviewed by a committee of experts before being added to the LMS. This initiative aims to make online learning more adaptable to individual strengths and weaknesses.</p> <p><b>Continuous Improvement:</b> The CIQA team mandates regular reviews and updates of course content based on learner feedback. The Programme Coordinator is responsible for analyzing this feedback and working with the Course Coordinator and Course Mentor to identify and implement necessary modifications.</p>	

<p>2.</p>	<p>Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution.</p>	<p>The University has established both an Executive Committee and an Academic Core Committee to address administrative and academic issues within the Center for Distance and Online Education Of (CDOE). A key part of their approach to continual improvement involves gathering feedback from learners on various aspects, including video classes, e-learning materials, live interactive sessions, and instructional design. After live interactive sessions, subject matter experts (SMEs) provide feedback to Programme Coordinators, Course Coordinators, and Course Mentors. This feedback is used for a comprehensive evaluation of the sessions, identifying areas for improvement, and exploring new strategies to enhance online learning quality. Regular reviews and audits of online programmes are conducted based on feedback from students, faculty, and industry experts to ensure relevance and quality.</p> <p>The Centre for Internal Quality Assurance (CIQA) team plays a crucial role in this process. CIQA directs SMEs to specifically address issues encountered by learners during live sessions. If gaps in performance or opportunities for improvement are identified, CIQA may instruct SMEs to enhance e-learning materials by adding more examples, making the content more understandable. The feedback data is analyzed to identify trends, strengths, and areas needing improvement. CIQA compares current practices against benchmarks and best practices in higher education to guide developing a more robust system for tracking student progress.</p> <p>The Programme Coordinator and Assistant Programme Coordinator are responsible for setting specific, measurable, relevant, and time-bound goals for each identified area.</p> <p>The curriculum and syllabi of various programs are regularly revised to ensure they reflect the latest academic knowledge and industry trends. Subject Matter Experts receive clear instructions on conducting classes in an inclusive and respectful manner, taking into account the diverse socio-cultural backgrounds of international students when providing examples.</p> <p>To ensure effective educational and operational outcomes, CIQA bases strategic planning and analysis on student feedback and suggestions from SMEs. This strategy involves prioritizing areas that align with the COE's vision, mission, and long-term objectives. Workshops on e-learning trends are conducted for SMEs to keep them updated with the latest developments. CIQA believes that such initiatives will foster a culture of continuous improvement across all activities.</p> <p>CIQA also emphasizes that e-learning materials should be an organic extension of video classes, providing students with a broader perspective on the topics. These materials are expected to support and complement the video content with practical examples. If needed, additional study materials prepared by competent SMEs may be</p>	
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		<p>included to enhance the learners' depth of knowledge. Finally, the design of question papers is a thorough process. CIQA ensures that exams align with the learning objectives and outcomes stated in the e-learning materials. The aim is for students to gain specific skills in the subject matter, ensuring that successful candidates are well-prepared in accordance with the established educational goals.</p> <p>This structured approach ensures that the Center for Distance and Online Education Of (CDOE) continually enhances its online learning offerings, aligning them with academic and industry standards, and maintaining a high quality of education.</p>	
<p>3.</p>	<p>Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality</p>	<p>To ensure effective educational and operational outcomes, the Centre for Internal Quality Assurance (CIQA) team has implemented a strategic planning approach based on student feedback and suggestions from subject matter experts (SMEs). This strategy directs the Programme Coordinator and Assistant Programme Coordinator to prioritize areas that align with the Center for Distance and Online Education Of (CDOE) vision, mission, core values, and long-term objectives.</p> <p>As part of this strategic initiative, CIQA has mandated the conduct of workshops on e-learning for SMEs. These workshops are designed to keep SMEs updated with the latest trends and developments in online learning. CIQA believes that such initiatives will foster a culture of continuous improvement across all areas of activity within the CDOE.</p> <p>In addition to these workshops, CIQA has directed stakeholders to ensure that e-learning materials are effectively integrated with video classes. These materials should serve as a supporting text, providing students with a broader perspective on the topics covered. E-learning content should include practical examples to elucidate the nuances of the subject matter. To further enhance and enrich learners' understanding, CIQA has also suggested the inclusion of additional study materials prepared by competent SMEs when necessary.</p> <p>The process of designing question papers involved extensive brainstorming sessions to finalize the pattern. CIQA emphasized that students who successfully pass the examinations must be proficient in the topics as outlined in the objectives and learning outcomes of the e-learning materials. This thorough approach ensures that the exams accurately reflect the educational goals and provide a reliable measure of student competence.</p> <p>By integrating these strategies and practices, CIQA aims to continuously enhance the quality of online learning and ensure that it remains aligned with academic and industry standards.</p>	



<p>4.</p>	<p>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>	<p>The University has adopted a syllabus and curriculum identical to those used for conventional mode students, ensuring consistency in educational content. Live interactive sessions are utilized to address student doubts about completed modules. During these sessions, subject matter experts (SMEs) not only clarify academic questions but also offer motivation, counseling, and career guidance. The Centre for internal Quality Assurance (CIQA) team ensures that these interactions are designed to make students feel comfortable asking questions and that SMEs provide suggestions to enhance the effectiveness and learner orientation of these sessions.</p> <p>To support this, the University employs a reliable and user-friendly technology platform that facilitates a seamless online learning environment, improving the overall student experience and maintaining the quality of online programs.</p> <p>An Academic Core Committee has been established to oversee and uphold the quality of online programs, ensuring they meet the same standards as conventional programs. This alignment helps maintain educational consistency and quality across different modes of delivery. Data collected on student progress, engagement, and performance is crucial for monitoring and enhancing program quality. This information provides valuable insights into areas needing improvement, ensuring that the quality of online programs remains high and consistent with conventional educational standards.</p>	
<p>5.</p>	<p>Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.</p>	<p>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.</p>	
<p>6.</p>	<p>Measures suggested to the authorities of Higher Educational Institution for qualitative improvement</p>	<p>To enhance the online learning experience, the University is pursuing several key initiatives. First, it plans to integrate the e-library portal with the Learning Management System (LMS). This integration will provide learners with seamless access to a broad range of books and academic resources directly through the LMS, making it easier for students to find and use relevant materials for their programs.</p> <p>Additionally, the University is exploring the feasibility of offering virtual internships. These internships would allow online learners to gain practical experience and apply their theoretical knowledge in real-world settings, even from a remote location. By providing virtual internships, the University aims to bridge the gap between academic learning and professional practice.</p>	

		<p>Another initiative involves developing a virtual placement portal exclusively for online learners. This portal will serve as a specialized platform to assist students in finding job placements and career opportunities. It will connect learners with potential employers and facilitate their transition from education to the job market.</p> <p>Furthermore, to enhance the quality of educational content, the University intends to seek the assistance of professionals with specialized expertise in certain subjects. For example, in areas such as taxation, the University may consult a qualified Chartered Accountant to contribute to content development. This approach ensures that the materials are accurate and relevant, incorporating expert knowledge into the curriculum.</p> <p>Together, these initiatives aim to enrich the online learning environment by providing better access to resources, practical experience, career support, and expert insights.</p>	
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.	<p>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.</p> <p>This structured approach ensures that issues and new concepts are discussed and evaluated at various levels of responsibility, promoting thorough examination and effective resolution.</p>	

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.	
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 specifically designed to align with the demands of the job market, ensuring that learners are well-prepared for employment opportunities. Additionally, the University's Employment Guidance and Information Bureau, which functions as the placement cell, organizes job fairs to facilitate employment opportunities for students.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	The Center for Distance and Online Education (CDOE) has recognized the critical importance of fostering a learner-centric environment to enhance the quality of education provided to students. This approach focuses on personalizing the learning experience to meet each student's unique needs, acknowledging their diverse backgrounds and learning styles. By creating such an environment, students are empowered to take ownership of their education, which increases their chances of achieving academic success.	

		<p>To support this goal, CDOE has facilitated system-based research to identify ways to implement qualitative changes across the entire system. This research involves collaboration between researchers and educators to improve the learning experience, particularly in distance education where students are not physically present in a traditional classroom setting. The insights gained from this research help in developing strategies tailored to the specific needs of students.</p> <p>One key challenge in creating a learner-centric environment is establishing effective communication channels between students and educators. Distance education can sometimes feel isolating, leading to a disconnect between students, their instructors, and peers. To address this issue, CDOE has implemented various strategies, such as using social media platforms and online discussion forums, to encourage interaction and engagement among students and with their instructors.</p> <p>Another challenge is developing assessment methods that accurately reflect student learning. Traditional assessments, like exams and quizzes, may not suit every student. In response, CDOE has explored alternative assessment methods, including project-based assessments and assignments, to provide students with opportunities to demonstrate their learning in ways that are more meaningful to them.</p> <p>Additionally, CDOE has focused on enhancing the quality of its curriculum and course materials. This involves creating new courses that address the specific needs of students and updating existing courses to ensure they remain current and relevant.</p> <p>Overall, the facilitated system-based research conducted by CDOE has been instrumental in creating a learner-centric environment and achieving qualitative improvements in the education system. By adopting this approach and addressing the unique needs of its students, CDOE is committed to providing high-quality education that prepares students for success in their chosen fields.</p>	
16.	<p>Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.</p>	<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>	

17.	Measures adopted to ensure internalisation and institutionalization of quality enhancement practices through periodic accreditation and audit	Strict measures have been implemented to integrate academic and administrative operations for quality assurance. The institution's academic operations are closely monitored by a dedicated Academic Core Committee, which was established specifically to oversee, guide, and supervise the academic activities of The Center for Distance and Online Education (CDOE).As part of internalizing and institutionalizing quality enhancement mechanisms, the Academic Core Committee plays a direct role in executing and monitoring development measures. This committee is responsible for overseeing various aspects such as teaching methods, admission procedures, feedback systems, and improvements in teaching and research quality. The in-house quality auditing conducted by this committee ensures that quality enhancement practices are effectively integrated and sustained within the institution.	
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.	The Centre for Distance and Online Education (CDOE) is dedicated to providing high-quality education to its students. To achieve this, CDOE benchmarks against other higher education institutions to identify best practices and quality standards. Given the evolving nature of online education, it is crucial for CDOE to remain vigilant and responsive to innovative measures adopted by other institutions in this field. To enhance its online education offerings, CDOE incorporates various innovative ideas, including seeking input from teaching faculty, promoting mental health through counseling, providing entrepreneurship training, and forming collaborations with NGOs. These strategies help CDOE stay at the forefront of online education and continuously improve its programs.	
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.	
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.	

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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> <ul style="list-style-type: none"> <li>a. Organisation Structure and Governance</li> <li>b. Management</li> <li>c. Strategic Planning</li> <li>d. Operational Plan, Goals and Policies</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	

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).	
3.	<p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p> <p>d. Learning Resource</p> <p>e. Feedback System</p>	<p>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.</p> <p>b. The Academic Council provides specific guidance on implementation plans for programs, including detailing the time allocations for various components of the implementation phase.</p> <p>c. The Academic Core Committee assesses the viability of academic flexibility requests, taking into account the technical aspects of the academic curriculum.</p> <p>d. Learners have access to the University's extensive resources, including the e-library, advanced laboratory facilities, and computer labs.</p> <p>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.</p>	
4.	Programme Monitoring and Review	<p>The quality of academic programs is ensured through a comprehensive monitoring and review system that includes:</p> <p><b>**Assignments:**</b> Regular submission and evaluation of assignments.</p> <p><b>**Online Assessments:**</b> Conducting multiple-choice question (MCQ) examinations.</p> <p><b>**Participation in Live Interactive Sessions:**</b> Engaging students in real-time discussions and feedback.</p> <p><b>**Periodic Tests:**</b> Administering quizzes to assess ongoing understanding and progress.</p>	
5.	Infrastructure Resources	<ol style="list-style-type: none"> <li>1. e-library</li> <li>2. web resources</li> </ol>	
6.	Learning Environment and Learner Support	<p>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.</p> <p>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.</p> <p>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.</p>	



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Kottayam, Kerala

Type of HEI: State

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"> <li>1. <b>Remote Proctored Examinations</b>: Conducted to ensure integrity and security in online testing.</li> <li>2. <b>Multiple Choice Questions (MCQs)</b>: Designed with varying difficulty levels, adhering to Bloom’s Taxonomy to comprehensively assess different cognitive skills.</li> <li>3. <b>Automated Evaluation</b>: Employed for efficient and objective scoring of exams.</li> <li>4. <b>Assignments</b>: Reviewed and assessed by Subject Matter Experts (SMEs) to ensure quality and relevance.</li> <li>5. <b>Projects</b>: Evaluated by expert faculty to provide in-depth feedback and assessment.</li> </ol>	
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	The curriculum and syllabi undergo periodic revisions every three years to keep the content aligned with current academic knowledge and practices. This ensures that students receive the most up-to-date and relevant learning experience. Furthermore, video classes and e-material are carefully crafted to meet academic planning objectives with a high degree of dedication and commitment, enhancing the overall quality of education.	
3.	<p>Monitoring, Evaluation and Enhancement Plans</p> <p>a. Reports from Examination Centres</p> <p>b. External Auditor or ther External Agencies report</p> <p>c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>d. Reporting and Analytics by the Higher Educational Institution</p> <p>e. Periodic Review</p>	<p>a. CDOE conducts remotely proctored examinations</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. 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.</p> <p>e. 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.</p>	

**Part – III: Human Resources and Infrastructural Requirements****Name and details of Director of Centre for Distance and Online Education****(Dual Mode University)** – Prof. Noushad P P<https://www.mgu.ac.in/uploads/2024/08/Director.pdf>**Name and details of Deputy Director of Centre for Distance and Online Education****(Dual Mode University)** – Dr. Siby G Netto<https://www.mgu.ac.in/uploads/2024/08/Deputy-director.pdf>**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:*

**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
	BBA	Dr. Roshna Varghese, Assistant Professor	Ph D	Regular	15.10.2020
	B.Com	Dr Madhulal M Assistant Professor	Ph D	Regular	15.10.2020
	BCA	Dr.Bindhu V.R,Professor	Ph D	Regular	06.06.2023
	M. Com.	Dr. E Sulaiman, Assistant Professor	Ph D	Regular	15.10.2020
	MBA	Dr.Johnney Johnson, Professor	Ph D	Regular	06.06.2023
	MSc Statistics	Dr Jose K K, Assistant Professor	PhD	Regular	30.07.2021
	MA Journalism and Mass Communication	Dr Muhammad K V, Assistant Professor	Ph D	Regular	30.07.2021
	MA English	Dr. Rajesh V Nair, Assistant Professor	PhD	Regular	30.07.2021
	MA Business Economics	Dr. Rajesh Many, Assistant Professor	Ph D	Regular	30.07.2021
	MA Sociology	Dr. Abhilash G Nath, Assistant Professor	PhD	Regular	30.07.2021
	MA Graphic Design	Dr. Sujithkumar Parayil, Assistant Professor	Ph D	Regular	30.07.2021
	MA Animation	Dr. P Abdul Jabbar, Assistant Professor	PhD	Regular	30.07.2021
	MA Multimedia	Dr. Ismail Thamarassery, Assistant Professor	Ph D	Regular	30.07.2021

**HEI ID: HEI-U-0262****Name of HEI: Mahatma Gandhi University,  
Kottayam, Kerala****Type of HEI: State****MBA - 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	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	1.5 L	22.06.2023
2	Business Economics	Dr.S. Muralidharan	MA (Economics), MPhil, PhD (Economics)	39 Years	1.5 L	22.06.2023
3	Business Communication and Soft Skills	Dr.Johney Johnson	BFSc, MBA, Ph.D, M Phil, PGDOR	17 Years	1.5 L	22.06.2023
4	Accounting for Managers	Dr.Rakesh Krishnan. M	UGC/CSIR NET (Lectureship), Ph.D.	15 years	1.5 L	22.06.2023
5	Quantitative Methods	Dr. Biju M. K	Ph.D, M.Phil, Post Graduate Diploma in Operations Management	15 Years	1.5 L	22.06.2023
6	Environmental Management	Dr. Radhika P. C	MTA, MBA (Marketing Management), PGDCA, PhD (Management Science)	10 years	1.5 L	22.06.2023
7	Business Law	Dr.Bismi Gopalakrishnan	BAL, LL.B.,LL.M., Ph.D	22 Years	1.5 L	22.06.2023
8	Corporate Governance and Ethics	Dr. Afsal E. M	MBA PhD	16 Years	1.5 L	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	Alan George	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, Pursuing Ph.D	6 years experience in academics	Contract	13/07//2023

HEI ID: HEI-U-0262

Name of HEI: Mahatma Gandhi University,  
Kottayam, Kerala

Type of HEI: State

**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	Mr.Akhil Sebastian	UGC/CSIR NET (Lectureship), M.Phil	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

## a. Course mentor – M.Com

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

## b. Course mentor – M.Com

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

## 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****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

### 1. 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	



**2. 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.	<p>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:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>i. 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;</p> <p>ii. 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.</p>	Yes	
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.	<b>Upload sample question paper</b>  Yes	
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	<b>Yes</b> <b>Upload sample</b>	
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.	<b>Yes</b> <b>Upload Process</b>	
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.	<b>No exam centre</b>	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.	a. 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 i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes Upload samples	
	(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 Upload samples	

**3. 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
Jan 2022	II SEM M.Com	20	20	13	65	
July 2022	II SEM M.Com	37	37	19	51	
Jan 2023	I SEM M.Com	8	7	4	57	
July 2023	I SEM M.Com	78	Result not published yet.			
Jan 2024	I SEM M.Com	30	Exam not conducted yet			
Jan 2024	I SEM MBA	506	Exam not conducted yet			

**Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)****1. Compliance status of ‘Guidelines on Programme Project Report’ – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

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

**1. 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.*

**2. 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

### 1. Details of Learning Platform

*Please provide link and details of Learning Platform opted by HEI.*

- In case of SWAYAM Learning Platform, In case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for - Learner Authentication, Learner Registration, Payment Gateway and Learning Management System*
- 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*

### 1. 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)*

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

a. 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)
COE 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 ( <b>Mention link</b> )			
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	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	
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	
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	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	
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	
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	
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****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- a. as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; b. with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; c. 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- a. record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; b. maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; c. exhibit such records as permissible under law on its website; and d. 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 <b>sr. no. '8'</b> 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- a. 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; b. 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

**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

### 1. Compliance status of ‘Grievance Redressal Mechanism’ – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

*HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention how the learners have been made aware about this mechanism.*

#### 1. Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
44	44

#### 2. Complaint Handling Mechanism

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

#### 3. 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

### 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.

### 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 provide with the technical edge and creative width for the HEI to excel in new areas of Information and Knowledge.
4. HEI is the one and only state university in kerala to have applied for online programme and got the approval of UGC to start 11 programmes via online mode.

### 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>

### Success Stories of students of Online mode of the HEI

The first batch of M.Com & MBA is yet to finish the programme.

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

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

### Number of students placed through Campus Placements

The first batch is yet to finish the programme.

### Details of Alumni Cell and its activity

The first batch is yet to finish the programme.

### 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: Dr. Sibin G. Netto  
Director

Seal: Centre for Distance and  
Online Education  
Mahatma Gandhi University

Date: 29.08.2024

Signature of the Registrar:



Name: Dr. Jayachandran K

Seal:

REGISTRAR (I/C)

Date: 29.08.2024



Note: Kindly take the printout of duly filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer to provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.