

HEI ID: HEI-U-0412 Name of HEI: Mody University of Science and Technology Type of  
HEI: State Private University

# **Annual Report**

**OF**

**CENTRE FOR INTERNAL QUALITY ASSURANCE  
(CIQA)**

**PROGRAMMES UNDER**

**ONLINE MODE**

**2024-25**

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	Online mode				
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. Binod Kumar	Computer Applications.	15/03/2024
		Member 8	Dr. Ajay Jaiswal.	Computer Science.	15 May 2025
e.	Officials from departments of HEI	Member 9 Administration	Dr. Vinod Purohit (Registrar)	LAW	15/01/2024
	<ul style="list-style-type: none"> <li>Administration</li> <li>Finance</li> </ul>	Member 10 Finance	S. V. Vyas (GM Finance)	Finance	15/01/2024
f.	Director, CIQA	Member Secretary	Dr. Reva Prasad Mishra	Ph.D (Data Science) & Management.	15/03/2024

**b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)**

If No, reason thereof

Yes

#### 1.4 Number of meetings held and its approval:

**a. No. of meetings held every year: 2 Meetings**

**b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	18-04-2024(Exam Conduction)	2	<a href="https://docs.google.com/document/d/17KkkC-NpKt2YDrSHSTpaTCpa4RWxnnCo/edit?usp=drive_link&amp;oid=103581988161612956382&amp;rtpof=true&amp;s">https://docs.google.com/document/d/17KkkC-NpKt2YDrSHSTpaTCpa4RWxnnCo/edit?usp=drive_link&amp;oid=103581988161612956382&amp;rtpof=true&amp;s</a>	<a href="https://drive.google.com/file/d/1CKP10oQlqcwvXXilj1BwacrFyXtOHlxx/view?usp=drive_link">https://drive.google.com/file/d/1CKP10oQlqcwvXXilj1BwacrFyXtOHlxx/view?usp=drive_link</a>



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### Part - I: General Information

#### 1.1 Date of notification of the Centre(attach a copy of the notification):

[https://onlinemodyuniversity.ac.in/wp-content/uploads/2023/07/UGC\\_July2023%20program%20approval.pdf](https://onlinemodyuniversity.ac.in/wp-content/uploads/2023/07/UGC_July2023%20program%20approval.pdf)

#### 1.2 Details of Director, CIQA

- Name : Dr. Reva Prasad Mishra
- Qualification: Phd. Data Science, MCA, MBA (HR & Marketing), LL.B(Hons.), LL.M.(Criminology).
- Appointment Letter and Joining Report: Upload (PDF) - <https://drive.google.com/file/d/1LOH0pIlg0fvvTuFT4fwlAh-tdH4M1oDp/view>

#### 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. Dr. Ashutosh Bharadwaj	Physics	15/11/2024
b.	Three Senior teachers of HEI	Member 1	Dr. Reva Prasad Mishra	Ph.D (Data Science) & Management.	15/03/2024
		Member 2	Dr. Vikas Raina	Electronic and Communication	29/04/2025
		Member 3	Dr. Amit Khare	Computer Science and Engineering.	
c.	Head of three Departments or School of Studies From which programme is being offered in ODL and	Member 4	Dr. Sanjeev Patwa	Computer Application	15/01/2024
		Member 5	Dr. Lalita Kumari	Economics	15/01/2024
		Member 6	Dr. Richa Pareek	Marketing Management	15/01/2024

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			d=true	
Meeting 2	28-07-205(BOS Meetings)	2	<a href="https://docs.google.com/document/d/1Qt1T9Ux1dJ7Rv9wcmWh2eJE2NGffpB5r/edit?usp=drive_link&amp;ouid=103581988161612956382&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1Qt1T9Ux1dJ7Rv9wcmWh2eJE2NGffpB5r/edit?usp=drive_link&amp;ouid=103581988161612956382&amp;rtpof=true&amp;sd=true</a>	<a href="https://drive.google.com/file/d/1zvEdPEs9HpzAu0N3w1zrqULOSdNDJ1e/view?usp=drive_link">https://drive.google.com/file/d/1zvEdPEs9HpzAu0N3w1zrqULOSdNDJ1e/view?usp=drive link</a>

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

From <Month, Year> academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	T G	Total
1.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
N.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.



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

From <Month, Year> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
N.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

**Note:** Mention details separately for <Month, Year>academic session, as applicable, as above.

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

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post Graduate Diploma 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.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
N.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

**Note:** Mention details separately for <Month, Year>academic session, as applicable, as above.

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

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - 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.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
N.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

**Note:** Mention details separately for <Month, Year>academic session, as applicable, as above.

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

From <Month, Year>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.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
N.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.



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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><b>Mody University of Science and Technology – Centre for Online and Distance Education (CODE)</b></p> <p>Ensuring the quality of services provided to learners is central to the success of any academic program, particularly in the domain of online and distance education. At Mody University of Science and Technology – Centre for Online and Distance Education (CODE), considerable efforts have been undertaken to maintain and continuously enhance the quality of services offered to students. These initiatives are aimed at enriching the learner experience, ensuring academic effectiveness, and supporting student success across all phases of their educational journey.</p> <p>A key focus area in our quality assurance process is the effective design and robust implementation of the Learning Management System (LMS). The LMS is</p>	<p><a href="https://drive.google.com/drive/folders/1SB0ZaH2NBL0i8hGX8uuuygi9YkFIBs?usp=sharing">https://drive.google.com/drive/folders/1SB0ZaH2NBL0i8hGX8uuuygi9YkFIBs?usp=sharing</a></p>



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		<p>equipped with multiple learner-centric features such as a calendar view, advance session schedules, academic circulars, and real-time notifications. These tools are specifically integrated to help students plan their academic activities efficiently, stay informed about important updates, and engage with the course content in an organized manner. This structured environment significantly contributes to reducing learner anxiety and increasing academic focus.</p> <p>Another critical component of our quality framework is the delivery of comprehensive, well-structured academic resources. Course-wise e-content—including lecture notes, PowerPoint presentations, and pre-recorded video lectures—is systematically uploaded to the LMS. This multi-format approach supports varied learning styles and provides learners with the flexibility to study at their own pace. The content is reviewed by qualified faculty members to ensure its relevance, accuracy, and alignment with the prescribed curriculum.</p> <p>To further promote holistic development, CODE provides free access to additional skill enhancement courses. These courses focus on competencies such as communication, digital tools, and workplace readiness, thereby preparing students</p>
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		<p>for both academic and professional challenges. These initiatives enable learners to grow beyond the boundaries of the classroom and become well-rounded professionals.</p> <p>In alignment with our commitment to academic fairness and inclusivity, the LMS facilitates reassessment opportunities for students. Learners who require an additional attempt due to valid reasons are supported through a transparent, student-friendly reassessment mechanism. This feature empowers students to overcome challenges and improve their academic performance.</p> <p>Moreover, industry interaction plays a vital role in bridging the gap between theoretical learning and real-world application. Regular sessions with industry professionals—including webinars, expert talks, and panel discussions—offer learners practical insights into their chosen domains. These engagements significantly enhance the employability and industry-readiness of our students.</p> <p>In terms of administrative convenience, CODE has introduced a fully online admission and fee payment interface for learners enrolled in Online Learning (OL) mode. This seamless, digital-first process eliminates logistical barriers and ensures timely access to</p>	
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		<p>academic services.</p> <p>Finally, learner support is at the heart of our service model. Students are provided with continuous academic and technical assistance through discussion forums, dedicated mentors, and course coordinators. This multi-layered support structure ensures that learners receive timely help, stay motivated, and progress confidently through their academic journey.</p> <p>In conclusion, all these initiatives collectively reflect CODE's unwavering commitment to maintaining and advancing high standards of quality in learner services. Through ongoing review and innovation, we strive to meet the evolving expectations of our learners in the rapidly transforming digital education landscape.</p>	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	<p>At Mody University's Centre for Online and Distance Education (CODE), a culture of continual self-evaluation and reflective practice is actively cultivated to ensure consistent quality enhancement across all academic and administrative systems. Regular internal academic audits, stakeholder feedback collection, and review meetings are central to our quality assurance mechanism. Course content, teaching methodologies, and learner support services are evaluated periodically through learner satisfaction</p>	<p><a href="https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFFxogr5oaqYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFFxogr5oaqYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf_link</a></p>



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		<p>surveys, faculty self-assessments, and peer reviews.</p> <p>Reflective exercises are undertaken at the program and institutional levels, involving SWOT analysis, benchmarking with best practices, and feedback incorporation from industry experts. Data-driven decision-making ensures that improvements are evidence-based. Technological infrastructure, including the Learning Management System (LMS), is routinely updated based on usability reviews and learner analytics.</p> <p>These self-reflective efforts promote transparency, accountability, and a learner-centric approach, ensuring that CODE remains dynamic, relevant, and responsive to the changing landscape of online and distance education.</p>	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	<p>Another vital area is learner support, which includes timely academic assistance, technical help, and mentorship—ensuring a student-centric approach. Administrative efficiency, such as smooth admission, grievance redressal, and fee processing, is also identified as a crucial quality domain.</p> <p>Industry linkage and employability enhancement are key focus areas, with regular expert interactions and skill-based training.</p>	

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		<p>Lastly, the institution emphasizes professional development for faculty and staff to adapt to evolving educational trends.</p> <p>These identified areas form the foundation of CODE's commitment to continuous quality improvement and institutional growth in online and distance education.</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>Mody University Centre for Online and Distance Education (MU-CODE) has implemented a robust mechanism to ensure that the quality of its online programmes matches that of the conventional mode. The curriculum for online programmes is designed in alignment with the university's regular programmes and approved by the statutory academic bodies, including the Board of Studies and Academic Council. All online programmes follow the Choice-Based Credit System (CBCS) and are delivered using the four-quadrant approach prescribed by UGC-DEB, incorporating e-tutorials, e-content, discussion forums, and self-assessment tools.</p> <p>Subject matter experts and faculty members from the conventional mode are involved in designing, reviewing, and delivering online course content to maintain academic equivalence. Regular training</p>	<p><a href="https://drive.google.com/drive/folders/1su7hbMVtvb30qg9QhRZ8-Ns9IecZl7wc?usp=drive_link">https://drive.google.com/drive/folders/1su7hbMVtvb30qg9QhRZ8-Ns9IecZl7wc?usp=drive_link</a></p>



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		<p>and capacity-building workshops are organized for online instructors to ensure high-quality digital pedagogy. Continuous assessment through quizzes, assignments, projects, and proctored examinations ensures academic rigor.</p> <p>Moreover, Learning Management Systems (LMS) are used to track student engagement and learning outcomes. Feedback mechanisms from learners are integrated to monitor and improve course quality. Internal and external quality audits, benchmarking, and compliance with NAAC and UGC-DEB guidelines further guarantee that online learners receive an educational experience on par with conventional students.</p>	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	<p>Mody University of Science and Technology – Center for Online and Distance Education (MU-CODE) has established a comprehensive and systematic mechanism to interact with and obtain feedback from all stakeholders—learners, teachers, staff, parents, society, employers, and Government bodies—for continuous quality improvement. Regular online surveys, virtual meetings, student feedback forms, and interactive webinars are conducted to understand learners' academic</p>	<p><a href="https://drive.google.com/drive/folders/10bjeZU_XFrupa8b8yUesyTidh0VLEdsy?usp=drive_link">https://drive.google.com/drive/folders/10bjeZU_XFrupa8b8yUesyTidh0VLEdsy?usp=drive_link</a></p> <p>LMS :MU-CODE Using LMS for fulfil all the purposes.</p> <p>Link: <a href="https://modyuniversity.digiicampus.com/home">https://modyuniversity.digiicampus.com/home</a></p>



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		experiences and expectations. Faculty members participate in workshops, peer reviews, and curriculum committees to share academic inputs. Administrative and support staff are engaged through internal review sessions and capacity-building programs.	
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6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	<p>The Center for Online and Distance Education (MU-CODE) at Mody University of Science and Technology has suggested several strategic measures to the university authorities for qualitative improvement. These include the adoption of advanced Learning Management Systems (LMS) for seamless delivery, continuous curriculum upgradation based on industry trends, incorporation of outcome-based learning, and enhanced student support services. Regular faculty development programs, integration of AI-driven feedback analytics, and periodic academic audits were also proposed. Emphasis was placed on learner-centric approaches, blended learning models, and strong industry-academia collaboration to ensure the quality, relevance, and effectiveness of online education offerings.</p>	<p><a href="https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive_link">https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive link</a></p>
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7.	Implementation of its recommendations through periodic reviews	The Center for Online and Distance Education (MU-CODE) at Mody University of Science and Technology ensures the implementation of its quality improvement recommendations through regular and structured periodic reviews. These reviews involve academic audits, feedback analysis, and performance evaluations of courses, faculty, and support systems. Based on findings, necessary actions such as syllabus revisions, faculty training, and technological upgrades are undertaken. Review outcomes are documented and shared with the academic council and management for transparency and accountability. This continuous review mechanism helps MU-CODE maintain high standards, align with regulatory guidelines, and ensure learner satisfaction in online and distance education.	<a href="https://drive.google.com/drive/folders/1yA2KHBXxPyUdvRV_rC2DVjYkQF_Ds2yN?usp=drive_link">https://drive.google.com/drive/folders/1yA2KHBXxPyUdvRV_rC2DVjYkQF_Ds2yN?usp=drive link</a>
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.	NA	NA



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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 Center for Online and Distance Education (MU-CODE) at Mody University of Science and Technology has developed and collated best practices across all functional areas to ensure quality enhancement in services to learners. These include learner-centric course design, timely academic support, interactive content delivery, and continuous assessment mechanisms. MU-CODE promotes digital literacy, faculty development, and integration of emerging technologies in teaching-learning. All best practices are documented and shared with concerned departments, faculty, and administrative units through training sessions, internal reports, and review meetings. This structured dissemination ensures consistent service quality and a unified approach to excellence across the institution.	<a href="https://drive.google.com/drive/folders/1rUF0_b4nPzT4TKzTEtu04SvpCGhlDMCR?usp=drive_link">https://drive.google.com/drive/folders/1rUF0_b4nPzT4TKzTEtu04SvpCGhlDMCR?usp=drive_link</a>
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The Center for Online and Distance Education (MU-CODE) at Mody University has developed a robust mechanism to collect, collate, and disseminate accurate, complete, and reliable statistics related to the quality of its programmes. Comprehensive data analysis and continuous monitoring are conducted across multiple academic and	<a href="https://drive.google.com/drive/folders/15lQUcjEOXo0WreXee8CBUh5k5hCxcXQV?usp=drive_link">https://drive.google.com/drive/folders/15lQUcjEOXo0WreXee8CBUh5k5hCxcXQV?usp=drive_link</a>



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		<p>administrative domains to ensure quality assurance and enhancement.</p> <p>The findings from these analyses are periodically reviewed and translated into actionable insights for continual improvement. The following key criteria guide the monitoring process:</p> <p><b>Question Bank:</b> Regular progression tracking and quality checks ensure the relevance, accuracy, and alignment of questions with learning outcomes.</p> <p><b>Assignments:</b> Rigorous evaluation of the structure, difficulty level, and academic integrity of assignments is carried out to promote critical thinking and learning.</p> <p><b>Content Development:</b> The instructional content is routinely checked for quality, coherence, and pedagogical soundness to support effective online delivery.</p> <p><b>Student Performance and Results:</b> Continuous monitoring of student performance, including pass percentages and progression metrics, helps identify trends and areas for academic support.</p>	
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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	<p>The Centre for Online and Distance Education (MU-CODE) at Mody University ensures that each Programme Project Report (PPR) is meticulously developed in strict compliance with the norms and guidelines laid down by the University Grants Commission (UGC) under the ODL and Online Regulations, 2020. Where applicable, additional requirements from other statutory or regulatory authorities are also duly incorporated to ensure full adherence to national academic standards.</p> <p>Each PPR is prepared with detailed information on programme objectives, learning outcomes, curriculum structure, instructional design, delivery mechanisms, assessment methods, and learner support services. These reports undergo a structured multi-tier review and approval process.</p> <p>Initially, the draft PPR is reviewed and recommended by the respective Board of Studies (BoS) and subsequently examined by the Faculty Board. After incorporating feedback, the final document is placed before the Academic Council for formal approval. This rigorous process ensures</p>	<a href="https://drive.google.com/drive/folders/19SqwpP9mzip2lPnZsj5DgEqdn4JZ86s?usp=drive_link">https://drive.google.com/drive/folders/19SqwpP9mzip2lPnZsj5DgEqdn4JZ86s?usp=drive link</a>
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		academic integrity, regulatory compliance, and alignment with institutional quality benchmarks.  Through these systematic measures, MU-CODE maintains the credibility and academic quality of its programmes offered in online and distance learning modes	
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12.	Mechanism to ensure the proper implementation of Programme Project Reports	Mody University Centre for Online and Distance Education (MU-CODE) follows a systematic mechanism to ensure the proper implementation of Programme Project Reports (PPRs). Each PPR is prepared in accordance with UGC ODL and Online Regulations and is reviewed and approved by statutory bodies like the Board of Studies and Academic Council. Implementation is closely monitored through internal quality assurance systems, ensuring that the curriculum, learning outcomes, and assessment methods align with the approved PPR. Regular reviews, academic audits, and the use of a centralized Learning Management System (LMS) support consistent delivery, transparency, and continuous improvement in programme execution.	<a href="https://drive.google.com/drive/folders/1qr1U0s5fcKZg47Lvwg1Z62Y8mYL6sMGr?usp=drive_link">https://drive.google.com/drive/folders/1qr1U0s5fcKZg47Lvwg1Z62Y8mYL6sMGr?usp=drive_link</a>
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13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Mody University Centre for Online and Distance Education (MU-CODE) maintains comprehensive records of Annual Plans and Annual Reports to ensure academic and administrative accountability. These documents are systematically archived and reviewed periodically by designated committees to assess progress, identify gaps, and align institutional objectives with regulatory requirements. The review process involves data analysis, stakeholder feedback, and performance evaluations, which help in generating actionable reports. These reports provide strategic insights for policy formulation, resource optimization, curriculum enhancement, and quality assurance. This mechanism ensures continuous improvement, transparency, and effective implementation of institutional goals across all online and distance learning programmes.	<a href="https://drive.google.com/drive/folders/1lgY1FlI2iQkKl2qGIVQJ_4cT3vvpPUY4?usp=drive_link">https://drive.google.com/drive/folders/1lgY1FlI2iQkKl2qGIVQJ_4cT3vvpPUY4?usp=drive_link</a>
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	NIL	NIL

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15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Mody University Centre for Online and Distance Education (MU-CODE) regularly provides inputs for restructuring programmes to align them with job market demands. Dedicated academic and industry advisory committees are formed to evaluate the relevance of each programme. Inputs are collected from industry experts, alumni, recruiters, and academicians through surveys, feedback sessions, and panel discussions. These insights are used to revise course content, introduce emerging subjects, and incorporate practical skills and industry certifications. The updated curriculum is then reviewed and approved by statutory bodies, ensuring that programmes remain current, market-driven, and effective in enhancing students' employability and career readiness.	<a href="https://drive.google.com/drive/folders/19SqwpP9mzip2_lPnZsj5DgEqdn4lZ86s?usp=drive_link">https://drive.google.com/drive/folders/19SqwpP9mzip2_lPnZsj5DgEqdn4lZ86s?usp=drive link</a>
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	As the nodal coordinating unit, the Centre for Internal Quality Assurance (CIQA) at Mody University Centre for Online and Distance Education (MU-CODE) takes proactive steps to seek assessment and accreditation from designated bodies like NAAC. Biannual CIQA meetings are conducted under the supervision of institutional heads and external quality experts to monitor academic and	<a href="https://drive.google.com/drive/folders/10XP_Muh1rlrRrHeEXZPlfdDx7q71Pvwci?usp=drive_link">https://drive.google.com/drive/folders/10XP_Muh1rlrRrHeEXZPlfdDx7q71Pvwci?usp=drive link</a>



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		administrative activities. The unit ensures that all programmes comply with UGC and NAAC guidelines by maintaining accurate documentation, conducting academic audits, and preparing Self-Study Reports (SSR). Feedback from stakeholders is integrated to enhance quality benchmarks, ensuring readiness for assessment and continuous institutional improvement.	
17.	Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit	NIL	NIL
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	To ensure alignment with the Commission's quality-related initiatives and guidelines, the Centre for Internal Quality Assurance (CIQA) at Mody University Centre for Online and Distance Education (MU-CODE) has actively coordinated with the UGC. During the academic year 2023-24, CIQA ensured timely submission of admission data to the UGC-DEB after each admission cycle, strictly adhering to prescribed deadlines. Additionally, the compliance report on the creation of Academic Bank of Credit (ABC) IDs for all enrolled students was submitted as per UGC-DEB requirements. CIQA continues to act as the	<a href="https://drive.google.com/drive/folders/1yvqykPo3WwWAHgAdwmty3pAohUdCuyv?usp=drive_link">https://drive.google.com/drive/folders/1yvqykPo3WwWAHgAdwmty3pAohUdCuyv?usp=drive_link</a>

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		central liaison, ensuring seamless communication and implementation of UGC directives.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Mody University Centre for Online and Distance Education (MU-CODE) actively engages with other Higher Educational Institutions (HEIs) to gather information on quality benchmarks, parameters, and best practices. This is achieved through participation in national conferences, academic workshops, webinars, and quality assurance forums organized by NAAC, UGC, and other reputed bodies. CIQA also conducts benchmarking exercises and peer interaction sessions to understand innovative practices in curriculum design, learner support, digital content delivery, and assessment methodologies. The insights gained are analyzed and adapted to MU-CODE's context to enhance academic quality, operational efficiency, and learner satisfaction across all programmes.	<a href="https://drive.google.com/drive/folders/1CPsvW0V1xShUV88TEG4TRc0wDw07w?usp=drive link">https://drive.google.com/drive/folders/1CPsvW0V1xShUV88TEG4TRc0wDw07w?usp=drive link</a>
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The Centre for Internal Quality Assurance (CIQA) at Mody University Centre for Online and Distance Education (MU-CODE) prepares a comprehensive Annual Report documenting all quality assurance	NIL



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		activities. This report includes details of academic audits, curriculum reviews, learner feedback analysis, faculty development programmes, and compliance with UGC-DEB guidelines. It also records the outcomes of biannual CIQA meetings, initiatives for enhancing digital infrastructure, and measures adopted for continuous improvement. The report highlights best practices, corrective actions taken, and future quality enhancement plans. Submitted to statutory bodies and regulatory authorities, the CIQA Annual Report serves as a vital tool for transparency and institutional accountability.	
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.	A) At the end of each academic session, the Centre for Internal Quality Assurance (CIQA) at Mody University Centre for Online and Distance Education (MU-CODE) prepares and submits a detailed Annual Report to the statutory authorities and bodies of the University. This report outlines all CIQA activities, including academic quality monitoring, programme reviews, stakeholder feedback, regulatory compliance, and improvements made in learner support and digital delivery. The report is reviewed by the Academic	<a href="https://drive.google.com/drive/folders/1O4KwAh5bVKApf0I2Gi9CLzxAXWrOE9X?usp=drive_link">https://drive.google.com/drive/folders/1O4KwAh5bVKApf0I2Gi9CLzxAXWrOE9X?usp=drive_link</a>

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		Council, Board of Management, and other statutory bodies to ensure transparency, accountability, and alignment with the institution's mission of continuous quality enhancement in online education.	
(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.		Mody University Centre for Online and Distance Education (MU-CODE) through its Centre for Internal Quality Assurance (CIQA), submits a copy of the Annual Report in the prescribed format specified by the Commission every academic year. This report, which includes all quality assurance activities, outcomes, and future action plans, is first reviewed and duly approved by the University's statutory authorities such as the Academic Council and Board of Management. Once approved, the final report is submitted to the University Grants Commission-Distance Education Bureau (UGC-DEB) within the stipulated timeline, ensuring full compliance with regulatory requirements and promoting institutional transparency and accountability.	<a href="https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/08/Annual-Report-of-CIQA-2023-24.pdf">https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/08/Annual-Report-of-CIQA-2023-24.pdf</a>



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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	The Centre for Internal Quality Assurance Committee (CIQAC) at Mody University Centre for Online and Distance Education (MU-CODE) regularly oversees the functioning of the CIQA by convening scheduled meetings to review and evaluate all reports related to various qualitative aspects of the institution. CIQAC critically examines the implementation of quality benchmarks, academic processes, learner support mechanisms, and compliance with UGC-DEB regulations. Based on these evaluations, the committee approves the annual and periodic reports generated by CIQA. This oversight mechanism ensures that the quality assurance systems remain effective, dynamic, and aligned with institutional goals and regulatory expectations.	<a href="https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive link">https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive link</a>
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	Mody University Centre for Online and Distance Education (MU-CODE) has actively facilitated the adoption of instructional design requirements in alignment with the philosophy of Open and Distance Learning, as approved by the statutory bodies of the University. Programmes are designed with a learner-centric approach, ensuring flexibility, accessibility, and	<a href="https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive link">https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive link</a>

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		self-paced learning. The instructional design incorporates multimedia content, interactive assessments, and continuous learner engagement strategies. Content development follows the four-quadrant approach recommended by UGC, integrating e-text, video lectures, discussion forums, and self-assessment tools. These measures ensure that all academic programmes are pedagogically sound, technologically enabled, and aligned with the principles of open learning.	
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24.	Promoted automation of learner support services of the Higher Educational Institution	Mody University Centre for Online and Distance Education (MU-CODE) has actively promoted the automation of learner support services to enhance accessibility, efficiency, and learner satisfaction. The University operates a fully automated Learning Management System (LMS) that offers 24/7 access to digital study materials, recorded video lectures, interactive discussion forums, and live sessions. The system supports automated attendance, assignment submissions, grading, and feedback mechanisms. Additionally, online grievance redressal, counseling support, and academic progress tracking are integrated within the	<a href="https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive_link">https://drive.google.com/drive/folders/1WOCdfxysswnD8P4rMdIpzSppgXbcExA7?usp=drive_link</a>
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		platform. This seamless automation ensures that learners receive timely academic assistance and support, thereby fostering an engaging and self-directed learning environment.		
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The Centre for Internal Quality Assurance (CIQA) at Mody University's Center for Distance and Online Education ensures annual internal quality audits of all programs offered. To further strengthen this process, CIQA is in the process of initiating an external quality audit by engaging independent experts. Coordination with external subject experts, industry professionals, and academic leaders is a regular practice, especially through their involvement in the Board of Studies (BoS) for online learning programs. These collaborations play a key role in validating academic content, reviewing in-house processes, and maintaining academic rigor, thereby aligning the programs with industry expectations and regulatory standards.	<a href="https://drive.google.com/drive/folders/1su7hbMVtvb30qg9QhRZ8-Ns9lecZI7wc?usp=drive_link">https://drive.google.com/drive/folders/1su7hbMVtvb30qg9QhRZ8-Ns9lecZI7wc?usp=drive_link</a>	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	NIL	NIL	

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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	The Centre for Internal Quality Assurance (CIQA) has overseen the preparation of the Self-Appraisal Report (SAR) on behalf of Mody University's Center for Distance and Online Education. This comprehensive report highlights institutional strengths, quality initiatives, learner-centric practices, and compliance with regulatory norms. The SAR is being developed for submission to the appropriate Assessment and Accreditation agencies as part of the continuous quality enhancement and accreditation process.	<a href="https://drive.google.com/drive/folders/1MEjmgp_klTQtuSKuFzT6-04n5cfCGy9h?usp=drive_link">https://drive.google.com/drive/folders/1MEjmgp_klTQtuSKuFzT6-04n5cfCGy9h?usp=drive_link</a>
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The Centre for Internal Quality Assurance (CIQA) has actively promoted collaboration and association with academic experts, industry professionals, and reputed institutions to enhance the quality of curriculum, learning pedagogy, and research. The curriculum is regularly updated to align with modern educational needs and evolving industry standards. Innovative teaching methodologies, blended learning approaches, and research-oriented practices are integrated to ensure that programs remain relevant, outcome-driven, and globally competitive.	<a href="https://drive.google.com/drive/folders/105HWE8-JGC38qKbrP18vdszR3yD8ech6?usp=drive_link">https://drive.google.com/drive/folders/105HWE8-JGC38qKbrP18vdszR3yD8ech6?usp=drive_link</a>



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29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	<p><b>Facilitated Industry-Institution Linkages to Enhance Learner Exposure and Employability — Mody University Centre for Online and Distance Education</b></p> <p>Mody University Centre for Online and Distance Education (MU-CODE) actively cultivates strong linkages with industry partners to bridge the gap between academic learning and practical application. Through strategic collaborations, learners are offered opportunities such as virtual internships, expert-led webinars, live industry projects, and interactive sessions with professionals. These initiatives not only enrich the learning experience but also enhance employability by equipping students with industry-relevant skills and insights across diverse sectors.</p>	<a href="https://drive.google.com/drive/folders/11GnR7F_sowlMGafTUqQGrMsKbuBtpqul?usp=drive_link">https://drive.google.com/drive/folders/11GnR7F_sowlMGafTUqQGrMsKbuBtpqul?usp=drive_link</a>
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**2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-1 (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

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1.	<p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p>	<p>a) List of all the organizational employees of MU-CODE according to their role and responsibility</p> <p>b) Director</p> <p>c) Time Table &amp; In strategic planning we implement programs wise, semester wise implementation of classes and we have different course code and subjects phases wise along with full implementation of credits system in the curriculum of UG &amp; PG</p> <p>d) Technical, Office Assistant and Faculties.</p>	<p>a) <a href="https://onlinemodyuniversity.ac.in/faculty/">https://onlinemodyuniversity.ac.in/faculty/</a></p> <p>c) <a href="https://onlinemodyuniversity.ac.in/live-sessions/">https://onlinemodyuniversity.ac.in/live-sessions/</a></p> <p>d) <a href="https://drive.google.com/drive/folders/1qCYHAUFD8gjAtPZTVEbBNzRSWe7On6gr?usp=drive_link">https://drive.google.com/drive/folders/1qCYHAUFD8gjAtPZTVEbBNzRSWe7On6gr?usp=drive_link</a></p>
2.	Articulation of Higher Educational Institution Objectives	HEI Objectives Quality Management Education	<a href="https://drive.google.com/drive/home">https://drive.google.com/drive/home</a>
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) Board of Study</p> <p>b) Time Table</p> <p>c) Timely Delivered</p> <p>d) LMS</p> <p>e) Google Form</p>	<p>a) <a href="https://drive.google.com/drive/folders/1-r3-ob2ENnCcJ1U5w-akp6i1apWoXsx?usp=sharing">https://drive.google.com/drive/folders/1-r3-ob2ENnCcJ1U5w-akp6i1apWoXsx?usp=sharing</a></p> <p>b) <a href="https://onlinemodyuniversity.ac.in/live-sessions/">https://onlinemodyuniversity.ac.in/live-sessions/</a></p> <p>c/d) <a href="https://modyuniversity.digiicampus.com/home">https://modyuniversity.digiicampus.com/home</a></p> <p>e) <a href="https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFExoqr5oagYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFExoqr5oagYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf_link</a></p>
4.	Programme Monitoring and Review	Program Coordinator doing this with the help of Technical Person.	<a href="https://drive.google.com/drive/folders/1CTveZ0jXcJdBCUHV2_UsQA2iHGyTlwI7?usp=sharing">https://drive.google.com/drive/folders/1CTveZ0jXcJdBCUHV2_UsQA2iHGyTlwI7?usp=sharing</a>



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5.	Infrastructure Resources	Independent Building in the university campus.	<a href="https://www.modyuniversity.ac.in/virtual_tour/index.htm">https://www.modyuniversity.ac.in/virtual_tour/index.htm</a> <a href="https://drive.google.com/drive/folders/1nTCpfjhTXbSLGgu2DF8UpCp0LfxIJWX7">https://drive.google.com/drive/folders/1nTCpfjhTXbSLGgu2DF8UpCp0LfxIJWX7</a>
6.	Learning Environment and Learner Support	LMS (Learning Management System)	<a href="https://modyuniversity.digicampus.com/home">https://modyuniversity.digicampus.com/home</a>
7.	Assessment and Evaluation	Learning Spiral	<a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>
8.	Teaching Quality and Staff Development	Office Managemnt	<a href="https://drive.google.com/drive/folders/1ZC-e1OFrEQCORz3BHt1WZFwUuQT7EtU?usp=drive_link">https://drive.google.com/drive/folders/1ZC-e1OFrEQCORz3BHt1WZFwUuQT7EtU?usp=drive_link</a>

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

	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	Orientation and Academic Calander	<a href="https://drive.google.com/file/d/1-5VSVmsGtfk7DxtCJ202XEObdRady1fo/view?usp=sharing">https://drive.google.com/file/d/1-5VSVmsGtfk7DxtCJ202XEObdRady1fo/view?usp=sharing</a>
2.	Validation	NIL	NIL
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review	a) Examination Software Report. b) NIL c) About the faculty(Subjects) d) NIL e) Review of SLM and PPT by third party expert	a) <a href="https://drive.google.com/drive/folders/1luHiEdQxKCZidZ59TKUQNt5X0TeuuxGl?usp=drive_link">https://drive.google.com/drive/folders/1luHiEdQxKCZidZ59TKUQNt5X0TeuuxGl?usp=drive_link</a> c) <a href="https://online.modyuniversity.ac.in/faculty/">https://online.modyuniversity.ac.in/faculty/</a> e) <a href="https://drive.google.com/drive/folders/1CTveZ0jXcJdBCUHV2UsQA2iHGyTlwI7?usp=drive_link">https://drive.google.com/drive/folders/1CTveZ0jXcJdBCUHV2UsQA2iHGyTlwI7?usp=drive_link</a>



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### Part – III: Human Resources and Infrastructural Requirements

- 3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University) - Regular, full time, atleast Associate Professor

Or

Name and details of Head for each school (for Open University) - Full time dedicated, not below the rank of an Associate Professor

Mention details such as Regular Employee, Designation, Qualification, Salary  
<https://drive.google.com/file/d/1LOH0p1lg0fvvTuFT4fwlAh-tdH4M1oDp/view?usp=sharing>

- 3.2 Name and details of Deputy Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, atleast Associate Professor

Or

Name and details of Deputy Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Associate Professor

Mention details such as Regular Employee, Designation, Qualification, Salary  
<https://drive.google.com/file/d/1AeGeEKDf6IPmtQmqZLSLBQQdUS-7-aGc/view?usp=sharing>

- 3.3 Name and details of Assistant Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, not below the rank of an Assistant Professor

Or

Name and details of Assistant Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Assistant Professor

Mention details such as Regular Employee, Designation, Qualification, Salary  
<https://drive.google.com/file/d/1AeGeEKDf6IPmtQmqZLSLBQQdUS-7-aGc/view?usp=sharing>

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3.4 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:

<https://onlinemodyuniversity.ac.in/faculty/>

- i. Programme name:
  - a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Dr. Ramesh Chandra Nayak	Phd.	Appointment Letter	Appointment	Appointment
2.	Dr. Sanjeev Patwa	Phd.	Attached3.5 (b)iii	Letter Attached3.5	Letter
3.	Dr. Lalita Kumari	Phd.		(b)iii	Attached 3.5
4.	Prof. (Dr.) Amit Khare	Phd.			(b)iii
5.	Dr. Richa Pareek	Phd.			
6.	Dr. Anupal Mongia	Phd.			
7.	Dr. Rajeev Singh	Phd.			

b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	BA	Dr. Ramesh Chandra Nayak	Phd.	Appointment Letter	Appointment	Appointment
2.	BCA	Dr. Sanjeev Patwa	Phd.	Attached3.5 (b)iii	Letter Attached	Letter
3.	BCom	Dr. Lalita Kumari	Phd.		3.5 (b)iii	Attached 3.5
4.	MCA	Prof. (Dr.) Amit Khare	Phd.			(b)iii
5.	MBA	Dr. Richa Pareek	Phd.			
6.	MCom	Dr. Anupal Mongia	Phd.			
7.	MA(J)	Dr. Rajeev Singh	Phd.			



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**c. Course mentor**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	BA	Dr. Ramesh Chandra Nayak	Phd.	Appointment Letter Attached	Appointment Letter Attached	Appointment Letter Attached
2.	BCA	Dr. Sanjeev Patwa	Phd.	3.5 (b)iii	3.5 (b)iii	3.5 (b)iii
3.	BCom	Dr. Lalita Kumari	Phd.			
4.	MCA	Prof. (Dr.) Amit Khare	Phd.			
5.	MBA	Dr. Richa Pareek	Phd.			
6.	MCom	Dr. Anupal Mongia	Phd.			
7.	MA(J)	Dr. Rajeev Singh	Phd.			

Any other details

**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)	3
Computer Operator	2	2
Multi-Tasking Staff	2	2

([https://drive.google.com/file/d/14-hHLc6N9Us08cu3qPqhm5VnMG5MYOmR/view?usp=drive\\_link](https://drive.google.com/file/d/14-hHLc6N9Us08cu3qPqhm5VnMG5MYOmR/view?usp=drive_link))

**b. Number and details of Technical Support for Online Programmes as per Annexure -IV:**

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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-	1	1

Video editing)

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

([https://drive.google.com/drive/folders/1X4YDw2Nka88\\_F0hT8e7fyK18fyadqg2f](https://drive.google.com/drive/folders/1X4YDw2Nka88_F0hT8e7fyK18fyadqg2f))



## 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 examination through technology mediated proctoring.	Yes	
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.	NA	We are running Online Mode.
5.	The number of examination centres in a city or		

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S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
	State must be proportionate to the student enrolment from the region	NA	We are running Online Mode.
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	NA	We are running Online Mode.
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	NA	We are running Online Mode.
10.	Safety and security of the examination centre must be ensured	Yes	
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	NA	We are running Online Mode.
12.	Provision of drinking water must be made for learners	NA	We are running Online Mode.
13.	Adequate parking must be available near the examination centre	NA	We are running Online Mode.
14.	Facilities for Persons with Disabilities should be available	NA	We are running Online Mode.

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

S.	Provisions in Regulations	Whether	If No,
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No.		being complied Yes/No  If yes, please provide details and upload relevant documents	Reason thereof
1.	Requirements at Test Centres  (as mentioned in provision II (B)(13)(i) of Annexure II)	Yes	<a href="https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index">https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index</a>
2.	Requirement of proctors  (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes	<a href="https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index">https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index</a>
3.	Security arrangements in the testing centre  (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	<a href="https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index">https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index</a>
4.	Remote Proctoring  (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	<a href="https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index">https://onlinemodyuniversity.ac.in/https://mody.uacanapply.com/onlineexam/public/index</a>

**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

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1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes	<a href="https://deb.ugc.ac.in/Uploads/HEIDocument/HEI-U-0326_20220311043339.pdf">https://deb.ugc.ac.in/Uploads/HEIDocument/HEI-U-0326_20220311043339.pdf</a>
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of		

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	learners enrolled through Online mode and their certification.	Yes	<a href="https://mody.uca.napoly.com/onlineexam/public/index">https://mody.uca.napoly.com/onlineexam/public/index</a>



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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	<a href="https://mody.uca.napply.com/onlineexam/public/index">https://mody.uca.napply.com/onlineexam/public/index</a>  <a href="https://modyuniversity.digiicampus.com/home">https://modyuniversity.digiicampus.com/home</a>
4.	<p>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</p>	Yes	<p>UG - 120 Credits PG - 90 Credits</p>

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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Yes	<a href="https://modyuniversity.digiicampus.com/home">https://modyuniversity.digiicampus.com/home</a>  <a href="https://drive.google.com/file/d/1jrcKK0mWCwzI9X4D0jL2qeSsCB76gCt1/view">https://drive.google.com/file/d/1jrcKK0mWCwzI9X4D0jL2qeSsCB76gCt1/view</a>
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes	<a href="https://modyuniversity.digiicampus.com/home">https://modyuniversity.digiicampus.com/home</a>
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	<a href="https://onlinemodyuniversity.ac.in/result-july-2023/">https://onlinemodyuniversity.ac.in/result-july-2023/</a>



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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	Yes	<a href="https://drive.google.com/file/d/1jrcKK0mWCwzI9X4D0jL2qeSsCB76gCt1/view">https://drive.google.com/file/d/1jrcKK0mWCwzI9X4D0jL2qeSsCB76gCt1/view</a> <a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>
S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	that no part of the syllabus is left out of study by a learner.		
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.	Yes	<a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	<a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>
	(b) Availability of biometric system	Yes	<a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>

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	(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	<a href="https://mody.universityofscienceandtechnology.com/onlineexam/public/index">https://mody.universityofscienceandtechnology.com/onlineexam/public/index</a>
	(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	NA	



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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	centre to the Higher Educational Institution	Yes	<a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	NIL	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	NIL	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	NIL	
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	<a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>

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14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored	Yes	<a href="https://mody.ucanapply.com/onlineexam/public/index">https://mody.ucanapply.com/onlineexam/public/index</a>
S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	examinations for such learners		
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 <ul style="list-style-type: none"> <li>i. Photograph</li> <li>ii. Aadhaar number or other government recognised identifier or Passport number, as applicable,</li> <li>iii. Other relevant details of the learner along with the Programme name.</li> </ul>	NIL	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	<a href="https://www.abec.gov.in/about.php">https://www.abec.gov.in/about.php</a>



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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	NA	
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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	No. of students progressed to next year	% of student passed	% of students passed in first class
<July 2024>	Bachelor of Compute Applications	10	7	7	7	72%
	Bachelor of Commerce	14	11	11	10	86%
	Bachelor of Arts	7	6	7	6	75%
	Master of Business Administration	64	55	55	54	93%
	Master of Commerce	6	5	5	5	86%
	Master of Computer Applications	2	2	2	2	63%
	Master of Arts in Journalism	1	1	1	1	80%
<January 2025>	Bachelor of Compute Applications	1	1	In Progress	In Progress	In Progress
	Master of Business Administration	4	3	In Progress	In Progress	In Progress
	Master of Commerce	1	1	In Progress	In Progress	In Progress
	Master of	2	2	In Progress	In Progress	In Progress

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	Computer Applications					
	Master of Arts in Journalism	I	I	In Progress	In Progress	In Progress



**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**

*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.*

INSERT TEXT BOX

<https://drive.google.com/file/d/1z13uLq8EibVa78QkZTKSlgG4yKdz9MVq/view?usp=sharing>

Upload samples and authority approval

**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.*

INSERT TEXT BOX

<https://modyuniversity.digiicampus.com/home>

**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.*

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INSERT TEXT BOX

<https://drive.google.com/file/d/1z13uLq8ElbVa78QkZTKSlgG4yKdz9MVq/view?usp=sharing>



## Part – VI: Programme Delivery through Learning Platform

### 6.1 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*

*We have our own LMS (Learning Management System)*  
<https://modyuniversity.digiicampus.com/home>

- *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*

<https://modyuniversity.digiicampus.com/home>

### 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)*

<https://modyuniversity.digiicampus.com/home>

### 6.3 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

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							wise programmes wise)
1	BCA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	3 Years	97	
2	BCom	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	3 Years	96	
3	BA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	3 Years	98	
4	MCom	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2 Years	72	
5	MA(J)	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2 Years	70	
6	MBA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2 Years	72	
7	MCA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2Years	72	

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

*Upload*

<https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/MUST-EOA-Report-2023-24-2.PDF.pdf>



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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) <a href="https://onlinemodyuniversity.ac.in/">https://onlinemodyuniversity.ac.in/</a>			
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	<a href="https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/Act29-2013-ENGLISH.pdf">https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/Act29-2013-ENGLISH.pdf</a>	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	<a href="https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/ugc-2f.pdf">https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/ugc-2f.pdf</a>	
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	<a href="https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbXhcgVVudjjvg/view">https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbXhcgVVudjjvg/view</a>



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5.	Programme-wise information on syllabus, suggested readings, contact points for	<p>BCA - <a href="https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbXhcgVVudjvg/view">https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbXhcgVVudjvg/view</a></p> <p><a href="https://online.modyuniversity.ac.in/b-c-a-sem-1/">https://online.modyuniversity.ac.in/b-c-a-sem-1/</a></p> <p>B.Com - <a href="https://online.modyuniversity.ac.in/b-com-sem1/">https://online.modyuniversity.ac.in/b-com-sem1/</a></p> <p>BA - <a href="https://online.modyuniversity.ac.in/b-a-sem-1/">https://online.modyuniversity.ac.in/b-a-sem-1/</a></p> <p>M.Com - <a href="https://online.modyuniversity.ac.in/m-com-sem-1/">https://online.modyuniversity.ac.in/m-com-sem-1/</a></p> <p>MBA - <a href="https://online.modyuniversity.ac.in/mba-sem1/">https://online.modyuniversity.ac.in/mba-sem1/</a></p> <p>MCA - <a href="https://online.modyuniversity.ac.in/mca-sem-1/">https://online.modyuniversity.ac.in/mca-sem-1/</a></p> <p>MA(J) - <a href="https://online.modyuniversity.ac.in/maj-sem-1/">https://online.modyuniversity.ac.in/maj-sem-1/</a></p>	<p><a href="https://online.modyuniversity.ac.in/faculty/">https://online.modyuniversity.ac.in/faculty/</a></p>
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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	<a href="https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/04/CODE-Academic-calendar-Jan-2024.pdf">https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/04/CODE-Academic-calendar-Jan-2024.pdf</a>	
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	<a href="https://drive.google.com/file/d/1eXulN19RGGRdQ-EaGBGwhXDiGP-huGeOH/view?usp=drive_link">https://drive.google.com/file/d/1eXulN19RGGRdQ-EaGBGwhXDiGP-huGeOH/view?usp=drive_link</a> <a href="https://drive.google.com/file/d/1JkJKbrj1TNr4eHDNsf-yhxjhSDrGKTzd/view?usp=drive_link">https://drive.google.com/file/d/1JkJKbrj1TNr4eHDNsf-yhxjhSDrGKTzd/view?usp=drive_link</a>	
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	<a href="https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFFxogr5oaqYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFFxogr5oaqYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf_link</a>



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9.	Information regarding all the programmes recognised by the Commission	Yes	<a href="https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbXhcgVVudjjvg/view">https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbXhcgVVudjjvg/view</a>  <a href="https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/ugc-2f.pdf">https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/ugc-2f.pdf</a>
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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	<a href="https://docs.google.com/spreadsheets/d/1E-7bbB2IzgDHosLS5rtemLNYIQ4UrvjHn5cYwhM9Rkg/edit?gid=0#gid=0">https://docs.google.com/spreadsheets/d/1E-7bbB2IzgDHosLS5rtemLNYIQ4UrvjHn5cYwhM9Rkg/edit?gid=0#gid=0</a>	
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.	<a href="https://onlinemodyuniversity.ac.in/live-sessions/">https://onlinemodyuniversity.ac.in/live-sessions/</a>	
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	<a href="https://modyuniversity.digiicampus.com/home">https://modyuniversity.digiicampus.com/home</a>	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	NA	We are running online mode.
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes	<a href="https://mody.universityapply.com/onlineexam/public/index">https://mody.universityapply.com/onlineexam/public/index</a>
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	<a href="https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/04/CODE-Academic-calendar-Jan-2024.pdf">https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/04/CODE-Academic-calendar-Jan-2024.pdf</a>
16.	Reports of the third party academic audit to be undertaken every five years and internal	NA	



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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	academic audit every year by Centre for Internal Quality Assurance		

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### 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	No
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 kind 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	No

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	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	
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 Head Quarters 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	



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	such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
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, <a href="https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbxhcgVVudjjvg/view">https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbxhcgVVudjjvg/view</a>
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
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	No

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	admission to each programme of study and the amount of fee to be paid for the admission test	
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 Time Table Link Take all details from shivani/KYC
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	NA
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	Yes



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	in the Commission Order	
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	No
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	No
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	No
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	Yes <a href="https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbxcgVVudjjvg/view">https://drive.google.com/file/d/1KHJgfi4WgSAbGRmib1UbxcgVVudjjvg/view</a>



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	Educational Institution	
14.	<p>No Higher Educational Institution shall, issue or publish-</p> <p>(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;</p> <p>(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</p>	No

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/No  
If No, reason thereof:

No, we can't have the International Students as of now

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

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

INSERT TEXT BOX

<https://onlinemodyuniversity.ac.in/wp-content/uploads/2025/08/grievance-redressal-committee.pdf>

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
0	0

9.3 Complaint Handling Mechanism

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

INSERT TEXT BOX

[https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFFxogr5oaqYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeF4iysCsS2H2HLdplFFxogr5oaqYUQxOqvHT7NdF2oUfy7NQ/viewform?usp=sf_link)

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	NIL



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## Part – X: Innovative and Best Practices

### 10.1    Innovations introduced during academic year

#### Mody University Center for Online and Distance Education (MU-CODE)

In order to improve the learning experience and ensure that online learners receive comprehensive support and meaningful opportunities for academic and professional development, the Center has introduced a series of innovative practices throughout the academic year. These practices aim to foster a more engaging and effective digital learning environment, provide supplemental resources, and bridge existing educational gaps.

#### *Pedagogy Sessions*

To equip instructors with the necessary skills and methodologies for effective online teaching, MU-CODE organized specialized pedagogy sessions. These seminars focus on:

- **Digital Teaching Techniques:** Leveraging tools such as Learning Management Systems (LMS), virtual whiteboards, and multimedia presentations.
- **Innovative Teaching Methods:** Including flipped classrooms, gamification, microlearning, and scenario-based learning.
- **Best Practices in Online Pedagogy:** Emphasizing student engagement, real-time feedback, and interactive content delivery.

### 10.2    Best Practices of the HEI

AI & Proctored Based Examination Module: Implementing AI-driven proctoring systems for online exams enhances the integrity of the assessment process. These systems use artificial intelligence to monitor exams, ensuring that the examination environment is secure and that students adhere to the academic standards. This practice reduces the possibility of academic dishonesty, provides real-time monitoring, and offers a scalable solution for large student populations.

### 10.3    Details of Job Fairs conducted by the HEI

NA

<https://onlinemodyuniversity.ac.in/>

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

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

NIL

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**10.6    Number of students placed through Campus Placements**

NIL

**10.7    Details of Alumni Cell and its activity**

NIL

**10.8    Any other Information**

NIL



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### 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:

Seal:

Date:

*[Signature]*  
Director, Mody University of Science and Technology  
Center for Online and Distance Education  
22/08/2025

Signature of the Registrar:

Name:

Seal:

Date:

*[Signature]*  
Dr. Vinod Pyrohit  
22/08/2025

Note: Kindly take the print out of dully 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 provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.