

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

Annual Report

OF

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

PROGRAMMES UNDER

Online Learning

2025-26

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

Contents

Part – I: General Information.....	3
Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning	7
Part – III: Human Resources and Infrastructural Requirements	14
Part – IV: Examinations	18
Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)	27
Part – VI: Programme Delivery through Learning Platform	28
Part – VII: Self Regulation through disclosures, declarations and reports.....	30
Part – VIII: Admission and Fees	34
Part – IX: Grievance Redressal Mechanism.....	40
Part – X: Innovative and Best Practices.....	41
DECLARATION	42

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

1.2 Details of Director, CIQA

- Name: **Prof. (Dr.) Abhishek Srivastava**
- Qualification: Ph.D.
- Appointment Letter and Joining Report: (PDF)

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 / President of the University	Chairperson	Prof. (Dr.) Ashutosh Bharadwaj	Astrophysics	14/01/2025
b.	Three Senior teachers of HEI	Member 1	Prof. (Dr.) Abhishek Srivastava	Management	28/11/2025
		Member 2	Dr. Vikas Raina	Electronic and Communication	29/04/2025
		Member 3	Prof. (Dr.) Amit Khare	Computer Science and Engineering	29/04/2025
c.	Head of three Departments or School of Studies From which programme is being offered in ODL and Online mode	Member 4	Dr. Sanjeev Patwa	Computer Application	15/01/2025
		Member 5	Dr. Lalita Kumari	Economics	15/01/2025
		Member 6	Prof. (Dr.) Atul Agarwal	Management	01/10/2025
d.	Two External Experts of ODL and / or Online Education	Member 7	Dr. Binod Kumar	Computer Applications	15/03/2025
		Member 8	Prof. (Dr.) Ajay Jaiswal	Computer Science	15/05/2025

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

e.	Officials from departments of HEI	Member 9 Administration	Dr. Vinod Purohit (Registrar)	Law	15/01/2024
	Administration & Finance	Member 10 Finance	S. V. Vyas (GM Finance)	Finance	15/01/2024
f.	Director, CIQA	Member Secretary	Prof. (Dr.) Abhishek Srivastava	Ph. D.	24/11/2025

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.

c. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	(Exam Conduction)	2	https://drive.google.com/drive/folders/162I-qpRZYfh3f-DQYKj8EEIUFeiV1vm4?usp=drive_link	Academics MOM general meeting - Google Drive
Meeting 2	(BOS Meetings)	2	https://drive.google.com/drive/folders/162I-qpRZYfh3f-DQYKj8EEIUFeiV1vm4?usp=drive_link	Academics MOM general meeting - Google Drive

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	Number of students admitted (Male/Female/Trans-gender)
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HEI ID: HEI-U-0412 Name of HEI: Mody University of Science and Technology Type of HEI: State Private University

	ment			ts	y		y (s) (D D- MM- YYYY) of HEI/Reg ulatory authority (if required)	M	F	T G	T o t a l
I.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI L	NIL
N.	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI L	NIL

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

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
I.	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
I.	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
I.	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.**

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

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 · N o.	Post-graduate Degree Title	Duration (years)	No. of Credi ts	Admissio n Eligibilit y	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.

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	Mody University of Science and Technology - Centre for Online and Distance Education (CODE) Delivering strong quality in learner services is a key priority at Mody University of Science and Technology – Centre for Online and Distance Education (CODE). Ongoing initiatives are undertaken to improve academic delivery, enrich the student experience, and support learners in achieving their educational goals. The Learning Management System serves as the central platform for academic engagement. It includes features such as a calendar-based schedule, planned session details, academic announcements, and instant alerts, enabling students to manage their studies efficiently, stay updated, and remain actively engaged with their coursework. CODE provides well-organized digital learning materials, including lecture notes, presentation slides, and recorded video lectures. These resources are regularly vetted by faculty members to ensure correctness, relevance, and alignment with the syllabus, while also supporting flexible and self-directed learning. To support overall student growth, the institution offers free add-on courses focused on skills such as communication, digital literacy, and job readiness. These programmes help learners build practical abilities required in today’s professional world. A fair and transparent reassessment facility is also available through the Learning Management System, allowing students facing genuine difficulties another opportunity to improve their academic performance under defined guidelines.	CIQA Annexure 2(A)

		Interaction with industry experts is encouraged through webinars, guest lectures, and panel discussions, helping students gain real-world insights and better understand professional practices, thereby improving career readiness. For administrative convenience, CODE has introduced a fully online system for admissions and fee payments in the Online Learning (OL) mode, ensuring a simple, efficient, and paperless process. In addition, continuous academic and technical assistance is provided through mentors, course coordinators, and discussion forums, ensuring students receive timely guidance and consistent support. Overall, these measures reflect CODE's dedication to maintaining high standards in education delivery through continuous improvement, accessibility, and learner-focused innovation.	
2.	Self-evaluative and reflective exercises under taken for continual quality improvement in all the systems and processes of the Higher Educational Institution	At Mody University's Centre for Online and Distance Education (CODE), a strong culture of continuous self-assessment and reflective practice is actively promoted to ensure ongoing quality improvement across academic and administrative domains. Regular internal academic evaluations, collection of stakeholder feedback, and structured review meetings form the foundation of the quality assurance system. Course content, pedagogical approaches and student support services are assessed periodically through learner satisfaction surveys, faculty self-evaluations, and peer review processes. Systematic reflective practices are carried out at both programme and institutional levels, incorporating analysis, benchmarking against established best practices, and integration of feedback from industry professionals. Decision-making is guided by data and evidence, ensuring that all enhancements are informed and outcome-oriented. The technological infrastructure, including the Learning Management System (LMS), is regularly	Sample Sheet for Live Session Review <i>Annexure 2(B)</i>

		upgraded based on usability assessments and learner behaviour analytics. These ongoing reflective and evaluative practices foster transparency, accountability, and a strong learner-focused orientation, enabling CODE to remain adaptive, relevant, and responsive to the evolving demands of online and distance education.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	A key focus area is comprehensive learner support, which includes prompt academic guidance, responsive technical assistance, and structured mentoring systems. Dedicated faculty mentors, helpdesks, and digital support channels ensure that students receive timely resolution of queries, continuous academic direction, and personalized assistance, reinforcing a strong student-centric learning environment. Administrative efficiency is another critical domain of quality enhancement, covering streamlined admission processes, efficient fee management, and a transparent grievance redressal mechanism. These systems are designed to minimize delays, improve accessibility, and ensure a smooth and hassle-free student experience across all administrative touchpoints. Strengthening industry connect and employability is also a priority, with regular engagement through expert-led webinars, guest lectures, live projects, and skill-oriented training sessions. These initiatives are aligned with current industry expectations and help students develop practical competencies, professional awareness, and job-ready skills. In addition, continuous professional development of faculty and staff is actively supported through training programmes, workshops, and exposure to emerging digital teaching tools and pedagogical innovations. This ensures that educators remain updated with evolving trends in	

		online education and can effectively enhance learner outcomes. Collectively, these focused areas learner support, administrative efficiency, industry engagement, and staff development form the core pillars of CODE's continuous quality improvement framework, driving sustained institutional growth and excellence in online and distance education.	
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)	Mody University Centre for Online and Distance Education (MU-CODE) ensures that its online programmes maintain strict academic parity with conventional mode offerings through a well-structured quality assurance framework aligned with UGC-DEB and AICTE guidelines. The design and delivery of all online programmes adhere to approved curricula vetted by statutory academic bodies such as the Board of Studies and Academic Council, ensuring regulatory compliance and academic integrity. A central component of this framework is the Learning Management System (LMS), which serves as the primary platform for content delivery, learner engagement, and academic monitoring. The LMS is structured in accordance with the UGC-DEB four-quadrant model, integrating e-content, e-tutorials, interactive discussion forums, and self-assessment tools to provide a comprehensive and standardized learning experience. The LMS also enables real-time tracking of learner participation, progress, and performance analytics, allowing faculty to monitor engagement and identify learning gaps effectively. Continuous internal assessments such as quizzes, assignments, and project-based evaluations are conducted through the LMS, ensuring academic rigor and outcome-based learning. Course content is developed and reviewed by subject matter experts and experienced	Proceedings of Board of Studies <i>Annexure 2(D)</i>

		faculty from the conventional mode to maintain consistency in academic standards. In addition, regular capacity-building programmes are conducted to enhance faculty proficiency in digital pedagogy and effective LMS usage. Student feedback collected through the LMS is systematically analyzed to support continuous improvement in course design and delivery. This feedback loop, combined with structured internal reviews and external quality audits, ensures ongoing enhancement of academic quality. Through strict adherence to UGC-DEB and AICTE guidelines, integration of robust LMS-based delivery mechanisms, and continuous quality monitoring, MU-CODE ensures that its online learners receive an academic experience fully aligned with the standards of conventional education.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Mody University of Science and Technology, Centre for Online and Distance Education (MU-CODE) has established a structured stakeholder feedback system to support continuous quality improvement. Regular online surveys, LMS-based feedback forms, virtual meetings, and interactive webinars are used to gather insights from learners regarding their academic experience and expectations. Feedback from students, parents, employers and government bodies is also considered through consultations and advisory interactions. This integrated mechanism ensures continuous improvement, responsiveness, and alignment with stakeholder needs.	Learner Feedback Report <i>Annexure 2(E)</i>
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	To continuously elevate our institutional performance, we have embedded an evidence-led quality engine powered by peer expertise and quantitative intelligence. This dynamic framework bridges real-time data with rigorous human insight, turning operational metrics into immediate, impactful enhancements across every academic and administrative track.	CIQA Annexure 2 (F)

		Core Pillars of Our Quality Architecture² Expert Peer Audits: Discipline specialists continuously inspect course content, assessment models, and pedagogical quality to preserve high academic standards. Data-Led Performance Intelligence: Measurable metrics systematically track learner satisfaction, program success, and operational efficiency to reveal clear trends and opportunities. Agile Learner Experience: Insights directly inform the rapid redesign of student services and course delivery, keeping the student journey central. Systemic Innovation & Research: Institutional data doubles as a research tool, grounding administrative and academic strategy in concrete evidence. Feedback-Driven SLM Evolution: Multi-stakeholder input fuels continuous refinement of Self-Learning Materials (SLMs) to ensure full compliance with UGC directives. Specialized Advisory Panels: Dedicated task-based committees routinely diagnose program health and optimize core support infrastructure.	
7.	Implementation of its recommendations through periodic reviews	The institution systematically conducts periodic reviews of its academic, administrative and learner support operations to pinpoint strengths, resolve gaps and drive quality enhancements. Dedicated quality monitoring committees deliver regular recommendations grounded in internal audits, assessments, and stakeholder feedback. These review outcomes and feedback analyses are submitted to key leadership to enable data-driven decisions and quick execution. Ultimately, this structured framework fosters continuous improvement while ensuring full alignment with UGC-DEB quality benchmarks.	CIQA Annexure 2 (G)

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.	To foster continuous professional development and operational excellence, regular training sessions, workshops and orientation programs are conducted for key stakeholders across core functional areas: Faculty Orientation: Structured onboarding and academic alignment programs. Teaching Pedagogy: Adoption of modern, student-centric instruction techniques. Mapping of Learning Outcomes: Alignment of Course Outcomes (COs) and Programme Outcomes (POs). Application Software: Hands-on training on academic LMS and administrative software systems. Self-Learning Material (SLM): Design and development of effective instructional content & Standardized formulation of official academic project frameworks.	CIQA Annexure 2 (H)
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 Centre for Online and Distance Education (MU-CODE) at Mody University of Science and Technology has identified and consolidated a range of best practices across its academic and administrative functions to strengthen overall service quality for learners. These practices focus on learner-oriented course design, prompt academic assistance, engaging digital content delivery, and robust continuous assessment systems. All identified best practices are systematically documented and disseminated across departments, faculty members, and administrative units through structured training programmes, internal reports, and periodic review meetings. This ensures standardized implementation across all units, uniformity in service delivery, and a collective commitment to achieving institutional excellence.	CIQA Annexure 2 (I)
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the	The Centre for Online and Distance Education (MU-CODE) at Mody University has developed a structured system to collect, analyze, and utilize reliable data to ensure continuous quality	CIQA Annexure 2 (J)

	programme(s).	improvement of its academic programmes. Regular monitoring across academic and administrative areas supports evidence-based decision-making and quality enhancement. Findings from data analysis are periodically reviewed and converted into actionable improvements for teaching and learning processes. The monitoring framework focuses on key areas: 1. Question Bank: Regular review ensures questions are relevant, updated, and aligned with learning outcomes. 2. Assignments: Evaluated for clarity, academic rigor, and their ability to promote critical thinking. 3. Content Development: Learning materials are checked for accuracy, consistency, and effectiveness in online delivery. 4. Student Performance: Academic results and progression are tracked to identify learning gaps and support student improvement. This data-driven approach enables MU-CODE to continuously enhance academic quality and ensure better learner outcomes.	
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The Centre for Online and Distance Education (MU-CODE) at Mody University develops each Programme Project Report (PPR) in strict adherence to the University Grants Commission (UGC) norms and guidelines under the ODL and Online Regulations, 2020. Wherever required, provisions of other relevant statutory and regulatory bodies are also integrated to ensure full compliance with national standards of higher education. Each PPR is prepared in a comprehensive manner, covering programme objectives, expected learning outcomes, curriculum design, instructional strategies, delivery modes, assessment frameworks, and	CIQA Annexure 2 (K)

		learner support services. These reports are then subjected to a systematic multi-level review and approval process. The draft PPR is first examined and recommended by the respective Board of Studies (BoS), followed by review by the Faculty Board. After necessary revisions based on feedback, the final document is submitted to the Academic Council for approval. This structured process ensures academic rigor, regulatory compliance, and alignment with institutional quality standards. Through these well-defined procedures, MU-CODE upholds the credibility, transparency, and academic excellence of its online and distance education programmes.	
12.	Mechanism to ensure the proper implementation of Programme Project Reports	The Centre for Online and Distance Education (MU-CODE) at Mody University adopts a well-structured process to ensure effective implementation of Programme Project Reports (PPRs). Each PPR is developed in line with the UGC ODL and Online Regulations and is duly reviewed and approved by statutory bodies such as the Board of Studies and the Academic Council. The execution of the approved PPRs is carefully supervised through robust internal quality assurance mechanisms. This ensures alignment between the curriculum, intended learning outcomes, and assessment practices. Continuous monitoring is carried out through periodic reviews, academic audits, and the use of a centralized Learning Management System (LMS), which collectively promote consistency, transparency, and ongoing enhancement in programme delivery.	CIQA Annexure 2 (L)
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational	The Centre for Online and Distance Education (MU-CODE) at Mody University systematically maintains detailed records of Annual Plans and	CIQA Annexure 2 (M)

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

	Institution, review them periodically and generate actionable reports.	Annual Reports to support academic and administrative accountability. These records are properly documented, stored, and periodically examined by designated committees to evaluate progress, detect shortcomings, and ensure alignment with regulatory and institutional requirements. The review process includes analysis of relevant data, feedback from stakeholders, and assessment of overall performance, which collectively contribute to the preparation of meaningful and actionable reports. These reports serve as important inputs for strategic decision-making, including policy development, efficient utilization of resources, curriculum improvement, and strengthening of quality assurance mechanisms. Through this structured approach, MU-CODE promotes transparency, continuous improvement, and effective execution of institutional objectives across its online and distance education programmes.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	At Centre for Online and Distance Education (MU-CODE) at Mody University, an annual curriculum audit cycle has been formally established to ensure continuous updates driven by placement trends.	CIQA Annexure 2 (N)
15.	Facilitated system based research on ways of creating a learner centric environment and to bring about qualitative change in the entire system.	The Centre for Online and Distance Education (MU-CODE) at Mody University continuously contributes to the restructuring of academic programmes to ensure alignment with evolving industry requirements and employment trends. To support this, specialized academic and industry advisory committees are established to assess the relevance and effectiveness of each programme. Feedback is systematically gathered from industry professionals, alumni, recruiters, and faculty members through surveys, consultation meetings, and expert panel discussions. These valuable inputs are utilized to update course content, add new and emerging subject areas, and integrate	CIQA Annexure 2 (O)

		practical competencies along with industry-recognized certifications. The revised curriculum is subsequently examined and approved by the relevant statutory authorities. This process ensures that all programmes remain up-to-date, industry-oriented, and focused on improving students' employability and professional preparedness.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The Centre for Internal Quality Assurance (CIQA) at Mody University's Centre for Online and Distance Education (MU-CODE) functions as the central coordinating body responsible for initiating and facilitating accreditation and assessment processes with recognized agencies such as NAAC. CIQA conducts meetings twice a year under the guidance of institutional leadership and external quality experts to review academic and administrative performance. It ensures strict compliance with UGC and NAAC standards through proper documentation, regular academic audits, and preparation of Self-Study Reports (SSR). In addition, feedback from various stakeholders is systematically collected and incorporated to strengthen quality parameters. This continuous process supports institutional readiness for accreditation and promotes ongoing enhancement in academic and operational effectiveness.	CIQA Annexure 2 (P)
17.	Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit	NIL	

18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The University formulates and periodically updates its operational policies and academic processes in strict compliance with the Commission's latest regulatory guidelines. To ensure seamless policy adoption, the institution conducts regular orientations, issues official circulars, and organizes capacity-building programs to keep faculty fully informed of new reforms. Additionally, the University ensures the timely submission of all statutory reports and compliance documentation required by the Commission. Through ongoing workshops and alignment initiatives, the University fosters a proactive, collaborative culture of continuous quality enhancement.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	A comparative analysis of quality benchmarks across leading Higher Educational Institutions, emphasizes the necessity of curriculum modernization, transparent academic evaluation, advanced infrastructure, structured faculty development and responsive learner support. By adapting these national best practices, our institution is establishing robust quality assurance frameworks designed to deliver continuous service improvements and an enriched learning environment.	
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 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.	The Centre for Internal Quality Assurance (CIQA) at Mody University's Centre for Online and Distance Education (MU-CODE) compiles and submits a comprehensive Annual Report to the University's statutory authorities after each academic session. This report presents a detailed account of CIQA activities, covering academic quality monitoring, programme evaluation, stakeholder feedback, regulatory compliance, and enhancements in learner support services and digital learning systems. The report is further examined by the Academic Council, Board of Management, and other governing bodies to ensure transparency, accountability, and alignment with the institution's commitment to continuous quality improvement in online education.	CIQA Annexure 2 (U)
	(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.	The Centre for Online and Distance Education (MU-CODE) at Mody University, through its Centre for Internal Quality Assurance (CIQA), prepares and submits the Annual Report in the format prescribed by the Commission each academic year. The report captures all quality assurance initiatives, key outcomes, and planned actions for improvement. Before submission, the report is reviewed and approved by the University's statutory bodies, including the Academic Council and the Board of Management. After obtaining the necessary approvals, the final document is submitted to the University Grants Commission–Distance Education Bureau (UGC-DEB) within the designated timeframe, ensuring adherence to	CIQA Annexure 2 (V)

		regulatory norms along with maintaining transparency and accountability.	
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's Centre for Online and Distance Education (MU-CODE) actively monitors the functioning of CIQA through regularly held meetings. During these meetings, all reports related to the institution's qualitative performance are thoroughly reviewed and assessed. The committee carefully evaluates the execution of quality standards, academic procedures, learner support services, and adherence to UGC-DEB regulations. On the basis of these assessments, CIQAC provides approval for the annual and periodic reports prepared by CIQA. This structured oversight framework helps ensure that the quality assurance system remains robust, responsive, and fully aligned with both institutional objectives and regulatory requirements.	CIQA Annexure 2 (W)
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's Centre for Online and Distance Education (MU-CODE) has implemented instructional design practices in accordance with the Open and Distance Learning philosophy, as approved by the University's statutory bodies. The programmes are developed with a strong learner-centric focus, emphasizing flexibility, accessibility, and self-paced learning. The instructional design integrates multimedia resources, interactive assessment methods, and strategies for continuous learner engagement. Content development is carried out using the UGC-recommended four-quadrant model, which includes e-text materials, video	CIQA Annexure 2 (X)

		lectures, discussion forums, and self-assessment tools. Through these structured approaches, MU-CODE ensures that its academic programmes are pedagogically robust, technology-enabled, and fully aligned with the principles of online learning.	
24.	Promoted automation of learner support services of the Higher Educational Institution	Mody University's Centre for Online and Distance Education (MU-CODE) has strengthened the automation of learner support services to improve accessibility, operational efficiency, and overall learner satisfaction. The University provides a fully automated Learning Management System (LMS) that enables round-the-clock access to digital study resources, recorded lectures, interactive discussion forums, and live classes. The system also facilitates automated processes for attendance tracking, assignment submission, evaluation, and feedback. In addition, it integrates features such as online grievance redressal, academic counseling support, and real-time progress monitoring. This comprehensive automation ensures prompt academic assistance and continuous support for learners, thereby promoting an interactive, flexible, and self-directed learning experience.	CIQA Annexure 2 (Y)
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,	CIQA Annexure 2 (Z)

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

		reviewing in-house processes, and maintaining academic rigor, thereby aligning the programs with industry expectations and regulatory standards.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	NIL	
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.	CIQA Annexure 2 (AB)
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The Centre for Internal Quality Assurance (CIQA) actively encourages collaboration with academic staff, industry professionals, and other different organisations to strengthen the quality of curriculum design, teaching methods, and research activities. The curriculum is regularly revised to keep pace with contemporary educational requirements and changing industry standards. Innovative pedagogical approaches, blended learning models, research-focused practices and project based practice are incorporated to ensure that programs remain relevant, outcome-oriented, and globally competitive.	CIQA Annexure 2 (AC)

29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The Mody University Centre for Online and Distance Education (MU-CODE) actively fosters strong partnerships with industry stakeholders to bridge the divide between academic learning and real-world practice. Through these strategic collaborations, learners gain access to virtual internships, expert-led webinars, live industry-based projects, and interactive engagements with professionals. These initiatives enhance the overall learning experience while also improving employability by developing industry-relevant skills and practical insights across multiple sectors.	CIQA Annexure 2 (AD)
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2.2 Compliance of Quality Monitoring Mechanism – As per Annexure–I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	a) List of all the organizational employees of MU-CODE according to their role and responsibility b) Director c) Time Table & 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 & PG d) Technical, Office Assistant and Faculties.	CIQA Annexure 2 (A)

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

2.	Articulation of Higher Educational Institution Objectives	HEI Objectives Quality Management Education	CIQA Annexure 2 (B)
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	a) Board of Study b) Time Table c) Timely Delivered d) LMS e) Google Form	CIQA Annexure 2 (C)
4.	Programme Monitoring and Review	Program Coordinator doing this with the help of a Technical Person.	CIQA Annexure 2 (D)
5.	Infrastructure Resources	Independent Building in the university campus.	CIQA Annexure 2 (E)
6.	Learning Environment and Learner Support	LMS (Learning Management System)	CIQA Annexure 2 (F)
7.	Assessment and Evaluation	LMS	CIQA Annexure 2 (G)
8.	Teaching Quality and Staff Development	Office Management	CIQA Annexure 2 (H)

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 Calendar	CIQA Annexure 2 (A)

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

2.	Validation	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	CIQA Annexure 2 (C)

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, at least 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

Prof. (Dr.) Abhishek Srivastava, Professor & Director, Centre for Distance and Online Education, Mody University

CIQA Annexure 3 (A)

3.2 Name and details of Deputy Director of Centre for Distance and Online Education (Dual Mode

University) - Full time or contractual basis, at least 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

Prof. (Dr.) Atul Agarwal, Professor, Centre for Distance and Online Education, School of Business, Mody University

CIQA Annexure 3 (B)

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

Prof. (Dr.) Atul Agarwal, Professor, Centre for Distance and Online Education, Mody University

CIQA Annexure 3 (C)

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:

CIQA Annexure 3 (D)

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. 2. 3. 4. 5. 6. 7.	Dr. Ramesh Chandra Nayak Dr. Sanjeev Patwa Dr. Lalita Kumari Prof. (Dr.) Amit Khare Dr. Atul Kumar Agarwal Dr. Anupal Mongia Dr. Rajeev Singh	Ph.D. Ph.D. Ph.D. Ph.D. Ph.D. Ph.D. Ph.D.	Appointment Letter Attached3.5 (b)iii	Appointment Letter Attached3.5 (b)iii	Appointment Letter Attached 3.5 (b)iii

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

b. Course Coordinator

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

c. Course mentors

Any other details						
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	Ph.D.	Appointment Letter	Appointment Letter	Appointment Letter
2.	BCA	Dr. Sanjeev Patwa	Ph.D.	Attached 3.5	Attached 3.5	Attached 3.5
3.	BCom	Dr. Lalita Kumari	Ph.D.	(b)iii	(b)iii	(b)iii
4.	MCA	Prof. (Dr.) Amit Khare	Ph.D.			
5.	MBA	Dr. Atul Kumar Agarwal	Ph.D.			
6.	MCom	Dr. Anupal Mongia	Ph.D.			
7.	MA(J)	Dr. Rajeev Singh	Ph.D.			

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

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

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

i. Technical Team for Development of e-Content as Self-Learning e- Modules:

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

ii. For Delivery of Online Programmes:

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

iii. For Admission and Examination for Online mode:

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

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 center 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	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	NA	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
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	
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	
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	
12.	Provision of drinking water must be made for learners	NA	
13.	Adequate parking must be available near the examination centre	NA	
14.	Facilities for Persons with Disabilities should be available	NA	

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

S.No.	Provisions in Regulations	Whether being complied Yes/No If yes, please provide details and upload relevant documents	If No, Reason thereof
1.	Requirements at Test Centers (as mentioned in provision II (B)(13)(i) of Annexure II)	Yes	CIQA Annexure 4 (A)
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes	CIQA Annexure 4 (B)
3.	Security arrangements in the testing center (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	CIQA Annexure 4 (C)
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	CIQA Annexure 4 (D)

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

S. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes	CIQA Annexure 4 (A)
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	Yes	CIQA Annexure 4 (B)
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: 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; 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.	Yes	CIQA Annexure 4 (C)

4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional	Yes	UG – 120 Credits PG – 90 Credits
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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	CIQA Annexure 4 (E)
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes	CIQA Annexure 4 (F)
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	CIQA Annexure 4 (G)

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

8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner	Yes	CIQA Annexure 4 (H)
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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	CIQA Annexure 4 (I)
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	CIQA Annexure 4 (I)
	(b) Availability of biometric system	Yes	
	(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	
	(d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution.	Yes	

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	CIQA Annexure 4 (N)
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 examinations for such learners	Yes	CIQA Annexure 4 (O)

15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	NIL	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	CIQA Annexure 4 (P)
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	

4.4 Result and Student Progression ForUG, 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 2025>	Bachelor of Computer Applications	11	9	9	81%	81%
	Bachelor of Commerce	1	1	1	100%	100%
	Bachelor of Arts	2				

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

	Master of Business Administration	20	18	20	90%	90%
	Master of Commerce	0	NA	NA	NA	NA
	Master of Computer Applications	4	4	4	100%	100%
	Master of Arts in Journalism	4	3	3	100%	100%
<January 2026>	Bachelor of Computer Applications	1	1	1	100%	100%
	Master of Business Administration	5	In Progress	In Progress	In Progress	In Progress
	Master of Commerce	0	In Progress	In Progress	In Progress	In Progress
	Master of Computer Applications	1	1	1	100%	100%
	Master of Arts in Journalism	0	0	0	0	0
	Bachelor of Commerce	3	In Progress	In Progress	In Progress	In Progress
	Bachelor of Arts	3	2	2	100%	100%

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.

Yes, PPR are submitted as per the requirement and the programmes are duly approved

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.

<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.

Part – VI: Programme Delivery through Learning Platform

6.1 Details of Learning Platform

Please provide links and details of the 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 mechanisms 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

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

							wise –programmes wise)
1	BCA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	3 Years	120	
2	BCom	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	3 Years	90	
3	BA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	3 Years	124	
4	MCom	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2 Years	90	
5	MA(J)	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2 Years	94	
6	MBA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2 Years	90	
7	MCA	In place of MOOC , we are using LMS	LMS	Mody University of Science and Technology	2Years	90	

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

Upload

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

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes	
https://onlinemodyuniversity.ac.in/			
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	https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/Act29-2013-ENGLISH.pdf	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	https://onlinemodyuniversity.ac.in/wp-content/uploads/2024/05/ugc-2f.pdf	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes	
5.	Programme-wise information on syllabus, suggested readings, contact points	BCA - https://online	

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

	for counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	modyuniversity.ac.in/b-c-a-sem-1/ B.Com - https://online.modyuniversity.ac.in/b-com-sem1/ BA - https://online.modyuniversity.ac.in/b-a-sem-1/ M.Com - https://online.modyuniversity.ac.in/m-com-sem-1/ MBA - https://online.modyuniversity.ac.in/mba-sem1/ MCA - https://online.modyuniversity.ac.in/mca-sem-1/ MA(J) - https://online.modyuniversity.ac.in/maj-sem-1/	
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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	https://onlinemodyuniversity.ac.in/wp-content/uploads/2025/12/UPDATED%20END%20TERM%20TIMETABLE.pdf	
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	https://drive.google.com/file/d/1eXuINi9RGGRdQ-EaGBGwhXDIGPhuGeOH/view?usp=drive_link https://drive.google.com/file/d/1JkJHkbrj1TNr4eHDNsfyhxjhSDrGKTzd/view?usp=drive_link	
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	CIQA Annexure (H)
9.	Information regarding all the programmes recognised by the Commission	Yes	CIQA Annexure (I)

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	https://drive.google.com/drive/folders/1vo_amiApUq3cqp_h8aaK4Xia_ornbMnxq?usp=drive_link	
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.	https://onlinemodyuniversity.ac.in/live-sessions/	
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	https://modyuniversity.digiicampus.com/home	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	NA	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes	CIQA Annexure (N)
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	CIQA Annexure (O)
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	NA	

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

	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 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,
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 admission to each programme of study and the amount of fee to be paid for the admission test.	No

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

8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	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 in the Commission Order	Yes

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

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 Educational Institution	Yes

14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	No
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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
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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.

<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.

https://drive.google.com/drive/folders/1m0rQv9jVqLWBp7jAX6Lea8ONfLS_wdkx?usp=drive_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

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

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

NIL

10.6 Number of students placed through Campus Placements

NIL

10.7 Details of Alumni Cell and its activity

NIL

NIL

10.8 Any other Information

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

DECLARATION

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


Signature of the Director:

Name: Prof. (Dr.) Abhishek Srivastava

Seal: Director, MUST, CODE 26/08/2026.

Date: Center for Online and Distance Education
Mody University of Science & Technology
Laxmangarh-332311, Sikar (Rajasthan)


Signature of the Registrar:

Name: Dr. Vinod Purohit

Seal:

Date: 26/08/2026



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