

HEI ID: HEI-U-0319

Name of HEI: NMIMS Deemed University

Type of HEI: Entitled

Annual Report

OF

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

PROGRAMMES UNDER

ONLINE MODE

2025-2026

Contents

Part – I	General Information	3
Part –II	Requirements as per Centre for Internal Quality Assurance (CIQA)	9
Part – III	Human Resources and Infrastructural Requirements	30
Part – IV	Examinations	41
Part – V	Programme Project Report (PPR) and e-Learning Material (e-LM)	48
Part – VI	Programme Delivery through Learning Platform	50
Part – VII	Self- Regulation through disclosures, declarations and reports	51
Part – VIII	Admission and Fees	53
Part – IX	Grievance Redressal Mechanism	57
Part – X	Innovative and Best Practices	58
	DECLARATION	61

Part – I: General Information**1.1 Date of notification of the Centre (attach a copy of the notification):**Annexure 1.1 [View Document](#)**1.2 Details of Director, CIQA**

- Name: Dr. Brinda Sampat
- Qualification: PHD
- Appointment Letter and Joining Report: **Annexure 1.2** [View Document](#)

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	Dr. Ramesh Bhat, PhD	Vice Chancellor	25 Nov 2025
b.	Three Senior teachers of HEI	Member 1	Dr. Mala Srivastava, PhD	Professor, SBM, NMIMS	25 Nov 2025
		Member 2	Dr. Ashu Sharma, PhD	Professor, SBM, NMIMS	25 Nov 2025
		Member 3	Dr. Chandan Dasgupta, PhD	Professor, SBM, NMIMS	25 Nov 2025
c.	Head of three Departments or School of Studies from which programme is being offered in Online mode.	Member 4	Dr. Priya Mary Mathew, PhD	Director, NCDOE	25 Nov 2025
		Member 5	Dr. Sandeep Tomar, PhD	Additional Registrar, NMIMS	25 Nov 2025
		Member 6	Ms. Archana Jog	Assistant Professor, NCDOE	25 Nov 2025
d.	Two External Experts of ODL and/or Online Education	Member 7	Prof. R.L. Raina, PhD	Vice Chancellor, JNU Jaipur	25 Nov 2025
		Member 8	Dr. Subodh Kumar, PhD	Professor, IIT Delhi	25 Nov 2025
e.	Officials from Departments of HEI	Member 9 Administration	Dr. Abhishek Ranjan, PhD	Pro Vice Chancellor, NMIMS	25 Nov 2025
		Member 10 Finance	Ms. Karuna Bhaya	Finance Officer, NMIMS	25 Nov 2025
f.	Director, CIQA	Member Secretary	Dr. Brinda Sampat, PhD	Associate Professor (IT), NCODE	25 Nov 2025

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

YES

1.4 Number of meetings held and its approval:**a. No. of meetings held every year: 2 Meeting****b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	18 th August 2025	02	Annexure 1.4.1 View Document	Approved
Meeting 2	9 th February 2026	02	Annexure 1.4.2 View Document	Approved

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:From **July, 2025** academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NCDOE	Certificate in Business Management	6 months	24	HSC (10+2) in any discipline from a recognised Board.	55000/ (excluding GST)	Yes (Academic Council)	1	4	0	5

From **January, 2026** academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NCDOE	Certificate in Business Management	6 months	24	HSC (10+2) in any discipline from a recognised Board.	55000/ (excluding GST)	Yes (Academic Council)	1	2	0	3

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

From **July, 2025** 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.	NCDOE	Diploma in Business Management	12 months	48	HSC (10+2) in any discipline from a recognised Board.	110000/-	Yes (Academic Council)	204	125	0	329
2.	NCDOE	Diploma in Finance Management	12 months	48		110000/-	Yes (Academic Council)	27	27	0	54
3.	NCDOE	Diploma in Human Resource Management	12 months	48		110000/-	Yes (Academic Council)	11	29	0	40
4.	NCDOE	Diploma in Marketing Management	12 months	48		110000/-	Yes (Academic Council)	36	31	67	20
5.	NCDOE	Diploma in Operations Management	12 months	48		110000/-	Yes (Academic Council)	15	5	0	20

From **January, 2026** 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.	NCDOE	Diploma in Business Management	12 months	48	HSC (10+2) in any discipline from a recognised Board.	110000/-	Yes (Academic Council)	143	98	0	241
2.	NCDOE	Diploma in Finance Management	12 months	48		110000/-	Yes (Academic Council)	26	18	0	44
3.	NCDOE	Diploma in Human Resource Management	12 months	48		110000/-	Yes (Academic Council)	6	21	0	27
4.	NCDOE	Diploma in Marketing Management	12 months	48		110000/-	Yes (Academic Council)	10	23	0	33

5.	NCDOE	Diploma in Operations Management	12 months	48		110000/-	Yes (Academic Council)	11	2	0	13
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1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:

Nil

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

From **July, 2025** academic session:

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.	Bachelor of Business Administration	3 years	144	HSC (10+2) in any discipline from a recognized board with	170000 /-	F. No. 1-10/2025 (DEB-SR) dated 03 October 2025	817	442	0	1259
2.	Bachelor of Commerce	3 years	144	minimum 50% (45% for SC/ST/OBC/PwD).	108000/-	F. No. 1-10/2025 (DEB-SR) dated 03 October 2025	190	108	0	298

From **January, 2026** academic session:

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.	Bachelor of Business Administration	3 years	144	HSC (10+2) in any discipline from a recognized board with minimum	170000 /-	F. No. 1-10/2025 (DEB-SR) dated 10 April 2026	320	127	0	447
2.	Bachelor of Commerce	3 years	144	50% (45% for SC/ST/OBC/PwD)	108000/-	F. No. 1-10/2025 (DEB-SR) dated 10 April 2026	57	24	0	81

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

From **July, 2025** academic session:

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans- gender)			
							M	F	TG	Total
1.	Master of Business Administration	2 years	102	Bachelor's Degree (10+2+3) in any discipline from recognised University or an equivalent degree recognised by Association of Indian Universities (AIU) with minimum 50% marks at Graduation Level. (45% for SC/ST/OBC/PwD).	220000/-	F. No. 1-10/2025 (DEB-SR) dated 03 October 2025	5360	4445	0	9805
2.	Master of Business Administration (Working Executive)	2 years	102	Bachelor's Degree (10+2+3) in any discipline from recognised University or an equivalent degree recognised by Association of Indian Universities (AIU) with a minimum of 55% and 3 + years of Work Experience (50% for SC/ST/OBC/PwD).	400000/-	F. No. 1-10/2025 (DEB-SR) dated 03 October 2025	117	75	0	192

From **January, 2026** academic session:

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Master of Business Administration	2 years	102	Bachelor's Degree (10+2+3) in any discipline from recognised University or an equivalent degree recognised by Association of Indian Universities (AIU) with minimum 50% marks at Graduation Level. (45% for SC/ST/OBC/PwD).	220000/-	F. No. 1-10/2025 (DEB-SR) dated 10 April 2026	3723	3213	0	6936
2.	Master of Business Administration (Working Executive)	2 years	102	Bachelor's Degree (10+2+3) in any discipline from recognised University or an equivalent degree recognised by Association of Indian Universities (AIU) with a minimum of 55% and 3 + years of Work Experience (50% for SC/ST/OBC/PwD).	400000/-	F. No. 1-10/2025 (DEB-SR) dated 10 April 2026	109	59	0	168

Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning**2.1 Action taken on the functions of CIQA: -**

S.N o.	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	CIQA (Committee for Internal Quality Assurance) has adopted a comprehensive, structured approach to ensuring consistent quality across all learner services. The NMIMS CDOE has laid out clear guidelines for content development based on the Four Quadrant model, encompassing e-Tutorials, e-Content, Discussion Forums, and Assessments. The Student LMS supports both asynchronous and synchronous learning and incorporates robust assessment mechanisms, a grievance redressal system, and timely resolution of doubts through moderated forums. Each course is backed by trained faculty and mentors to ensure adequate academic support. Quality improvements are reviewed regularly at CIQA meetings, where updates are reported on key areas, including stronger alignment with the Course Learning Outcome Framework (CLOF), refinement of Self-Learning Materials (SLMs), and redesign of assessment structures. Learner feedback is systematically collected, reviewed, and acted upon to drive continuous improvement (Refer Annexure 2.2.1b). The university has further strengthened learner support by automating key processes and actively tracking grievances to ensure prompt resolution. Together, these initiatives have contributed to measurable improvements in learner satisfaction and engagement. Documents presented as evidence: Annexure 2.1.1. a (NMIMS CDOE Guidelines for course writers) supports the points on SLM characteristics, unit structure, and copyright/plagiarism compliance Annexure 2.1.1.b (Feedback of online synchronous sessions) is systematically collected, monitored, and acted upon when the scores slip.	Annexure 2.1.1.a View Document Annexure 2.1.1.b View Document

2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	In AY 2025–26, this self-evaluation process was reinforced through regular CIQA meetings, where Action Taken Reports (ATRs) were presented to track progress on earlier recommendations. These meetings specifically examined: The effectiveness of asynchronous course content, alignment between course content and CLOF (Course-Level Outcome Framework) targets, Student engagement metrics, and faculty development needs The NMIMS CDOE team conducts periodic internal reviews, known as Academic Bootcamp, that cover academic, technical, and operational domains across the institution. In parallel, the content development lifecycle includes a structured post-cycle review in which student and faculty feedback is collected and analyzed at the end of each academic cycle. This process is formalized in the Content Review SOP, which sets out how feedback is consolidated and translated into content revisions or addendums for future cycles. Together, these mechanisms — Academic Bootcamp, CIQA reviews with ATR tracking, and SOP-driven content reviews — create a continuous feedback loop that drives academic and operational improvement in line with UGC standards. Documents presented as evidence: Annexure 2.1.2.a CIQA Meeting minutes held on 9th February 2026 at NMIMS, chaired by Vice Chancellor Dr. Ramesh Bhat, with members from NMIMS CDOE, university leadership, and external experts (IIT Delhi, JNU Jaipur). Annexure 2.1.2.b The NMIMS CDOE Bootcamp 2025 (December 8–9), led by Dr. Abhishek Ranjan (Pro Vice Chancellor) and Dr. Priya Mary Mathew (Director, NMIMS CDOE), brought together faculty, staff, and cross-functional teams for two days of reflection and planning aligned to NMIMS's 2026 vision — scaling online programs, adaptive learning, research culture, and student experience. Annexure 2.1.2.c This document lays out NMIMS CDOE's Process Quality Audit process—covering academic planning, program validation, and monitoring/evaluation—based on UGC Regulations 2020, along with a checklist for compliance.	Annexure 2.1.2.a View Document Annexure 2.1.2.b View Document Annexure 2.1.2.c View Document
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3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	CIQA identified several areas to work on and took initiatives in the same direction: academic delivery metrics and student engagement analytics, reviewed new initiatives (bridge courses, AI bot "NYRAA" digital badges), and covered admissions, faculty development programs, and faculty publications (Aug 2025–Feb 2026). The suggestions were to continue co-teaching, co-hosting, breakout rooms, and industry-expert sessions. Build out the newly designed AI course curriculum in line with HEI offerings — this needs to move from design to full rollout. Documents presented as evidence: Annexure 2.1.2.a This is the Minutes of the CIQA (Center for Internal Quality Assurance) Meeting held on 9th February 2026 at NMIMS, chaired by Vice Chancellor Dr. Ramesh Bhat, with members from NMIMS CDOE, university leadership, and external experts (IIT Delhi, JNU Jaipur). Annexure 2.1.3.a This document lists 41 industry expert co-teaching sessions conducted across NMIMS CDOE PG (MBA) and UG (BBA/B.Com) programs during AY 2025–26, covering topics spanning marketing, finance, HR, analytics, leadership, and emerging trends, each delivered jointly with subject faculty. Annexure 2.1.3.b This document describes NMIMS CDOE's "Knowledge Series," an interactive platform connecting students with alumni and industry experts to bridge academic learning with real-world business practice, aiming to promote peer-to-peer learning, strengthen alumni engagement, and deepen domain expertise beyond the standard curriculum. Six sessions were conducted between October 2025 and May 2026, led by senior industry professionals on topics including digital transformation, digital strategy, marketing, HR digitization, and supply chain operations. Annexure 2.1.3.c This document describes NMIMS CDOE hosted 24 guest sessions (Oct 2025–May 2026) across MBA Online, MBA Online+UG, and MBA WX programs, featuring industry executives from firms like Jio, Wipro, KPMG, BCG, and Tata Capital. Sessions supported the Knowledge Series, CampusConnect+, and Capstone Immersion initiatives, with many speakers being NMIMS alumni, thereby reinforcing industry engagement and providing students with practical learning exposure.	Annexure 2.1.2.a View Document Annexure 2.1.3.a View Document Annexure 2.1.3.b View Document Annexure 2.1.3.c View Document
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4	Mechanism devised to ensure that the quality of online programmes match with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	To ensure parity with conventional (on-campus) programs, NMIMS CDOE follows a structured instructional design and quality-review process for its Self-Learning Materials (SLMs). Each subject developed for the BBA/B.Com Semester III, IV, and V, and PG Semester III and IV programs is assigned a designated author, two independent reviewers, and a general editor, with the entire process overseen by an Advisory Committee (Annexure 2.1.4.a). This review structure is governed by the SLM Review Advisory Committee, whose charter defines its objectives, scope, and responsibilities — covering review, recommendations, and reporting — and specifies its composition (Academic Director, subject experts, and instructional designers). The Committee applies a detailed checklist evaluating alignment, content quality, instructional design, academic integrity, and formatting standards, thereby ensuring the academic rigor and UGC compliance of course materials (Annexure 2.1.4.b). To further align online delivery with conventional program expectations, NMIMS CDOE uses Course-Level Outcome Framework (CLOF) mapping, which benchmarks the program structure against HEI norms, as illustrated in the sample mapping document (Annexure 2.1.4.c). Documents presented as evidence: Annexure 2.1.4.a This document lists the author, two independent reviewers, and general editor for the subjects developed for the BBA/B.Com Semester III, IV, and V, and PG Semester III and IV programs at NMIMS CDOE, along with the overseeing Advisory Committee Annexure 2.1.4.b This charter establishes NMIMS CDOE's SLM Review Advisory Committee to ensure quality, academic rigor, and UGC compliance of self-learning materials. It defines objectives, scope, responsibilities (review, recommendations, reporting), composition (Academic Director, subject experts, instructional designers), and procedures. A detailed checklist covers alignment, content quality, instructional design, academic integrity, and formatting standards for material evaluation. Annexure 2.1.4.c This document presents a sample document that maps the program structure with the HEI.	Annexure 2.1.4.a View Document Annexure 2.1.4.b View Document Annexure 2.1.4.c View Document
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5	Mechanisms devised for interaction with obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Feedback mechanisms are embedded into every operational cycle at NMIMS CDOE. Student input is captured at multiple touchpoints, including feedback after synchronous sessions and through student engagement analytics. Faculty feedback is gathered through both formal meetings and informal channels. At the end of each program, feedback is systematically addressed through structured processes for content revision and the creation of addenda. CIQA has recommended using alumni and industry experts to provide input on curriculum relevance, some of which are implemented through guest lectures and curriculum co-design. Feedback from CIQA members is reviewed during academic review meetings, and action taken reports are created and discussed. Suggestions from the admissions team and industry partners are collected during the Bootcamp review meeting and factored into program updates. Annexure 2.1.5.a As part of its mechanisms to obtain feedback and monitor stakeholder interaction for quality improvement, NMIMS CDOE has instituted a structured Learner Engagement Analytics system that continuously captures learner interaction across the online platform — including participation in live sessions, e-tutorials, recorded content, forums, query submissions, reading resources, assignments, and quizzes. This data is made available to both learners and faculty/administration through real-time dashboards, enabling faculty to proactively identify disengaged learners and intervene, while learners themselves receive weekly engagement summaries to self-monitor their participation. Additionally, the institution deploys an AI-based query-resolution system (Nyra), which serves as a direct channel for learner feedback and interaction, with performance monitored for responsiveness and relevance. These mechanisms collectively support data-driven, continuous quality improvement of the learner experience.	Annexure 2.1.1.b View Document Annexure 2.1.5.a View Document
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The CIQA proposed a range of academic and technological improvements to enhance the qualitative quality of the online programs. Among these, the integration of alumni and industry professionals into course delivery has been operationalized through the "Knowledge Series" — an interactive platform that connects students with alumni and industry experts to bridge academic learning and real-world business practice, promote peer-to-peer learning, strengthen	Annexure 2.1.3.b View Document Annexure 2.1.6.a View Document

		alumni engagement, and deepen domain expertise beyond the standard curriculum. Sessions led by senior industry professionals covered topics such as digital transformation, digital strategy, marketing, HR digitization, and supply chain operations (Annexure 2.1.3.b). Complementing this, soft skills and employability training are delivered through KASH sessions (Knowledge, Attitude, Skills & Habits) — immersive experiences that bridge academic learning and real-world leadership, designed to help learners enhance their skill sets and future-proof their careers while keeping them apprised of industry best practices. These sessions have been conducted for the MBA program in 2025, with similar sessions extended to the UG program in the 2025–26 academic cycle (Annexure 2.1.3.c). Additional CIQA recommendations covered revamping assessment strategies in line with Bloom's Taxonomy. Feedback on online sessions is collected after every session, with faculty ratings closely monitored; faculty scoring below 5 are counselled, and those showing no significant improvement thereafter are phased out of the system. In parallel, learner engagement is tracked on the platform to monitor students' learning journeys and flag disengagement, with timely reminders issued to keep learners on track. Discussions on new programs were also held during Board of Studies (BoS) meetings.	Annexure 2.1.6.b View Document Annexure 2.1.3.c View Document
7	Implementation of its recommendations through periodic reviews	CIQA recommendations are tracked and actioned across meetings. Examples include continued co-teaching and industry guest lectures during synchronous sessions, faculty training to improve teaching and learning outcomes, and a “GenAI” policy that guides students in using AI ethically.	Annexure 2.1.7.b View Document

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.	Over the course of AY 2025–26, NMIMS CDOE held several structured workshops, Faculty Development Programs (FDPs), and an academic bootcamp to reinforce quality in teaching, learning, assessment, and governance. Faculty, academic administrators, external experts, industry speakers, and student representatives were actively engaged throughout, and the outcomes were disseminated across the institution.	Annexure 2.1.7.a View Document Annexure 2.1.2.b View Document
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	NCDOE has documented several best practices: (a) use of live digital polling tools (e.g., Mentimeter) to convert synchronous sessions into interactive, diagnostic learning experiences, (b) integration of real business case problems and industry-contextual teaching (ERP, supply chain, analytics) to link theory with applied practice, (c) structured academic integrity and assessment-readiness guidance embedded within live sessions to improve submission quality and reduce plagiarism. These practices were complemented by career-linked initiatives — including Campus Connect+ (on-campus immersion for online learners), Capstone Simulation projects for working executive MBA students, and Industry Expert Co-Teaching sessions as well as the development of a Course Learning Outcome Framework to strengthen outcome-based education and institutional audit readiness. These were disseminated through the Annual Report to all concerned in the HEI.	Annexure 2.1.9 View Document
10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Accurate statistics are maintained on student engagement, faculty performance, and program reach. Student engagement data is captured through Campus Connect attendance tracking. These data points support institutional planning and quality monitoring, with the report itself feeding into the NMIMS CDOE's broader Quality Management System blueprint and Course Learning Outcome Framework — both currently under development to strengthen compliance, transparency, and audit readiness. Technology enhancements across existing systems (Question Bank Management, Self-Learning Material creation, admissions, etc.) further support data-driven decision-making across the academic value chain.	Annexure 2.1.9 View Document

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	Before launching any new program, NCDOE follows a structured process to prepare the Programme Project Report (PPR) as per UGC-DEB guidelines, which is approved by BOS and Academic council. The PPRs incorporate program objectives, delivery methodology (Four Quadrants), learner support structure, credit distribution, and assessment plans. CIQA ensures that each PPR aligns with regulatory standards before approval and submission to UGC. Special attention is paid to technology infrastructure, assessment integrity, and CLO alignment.	Annexure 2.1.11.a View Document Annexure 2.1.11.b View Document
12	Mechanism to ensure the proper implementation of Programme Project Reports	CIQA oversees PPR implementation through a combination of internal academic audits, structured feedback mechanisms, and periodic review meetings. Progress on program readiness is documented in Action Taken Reports and presented at CIQA meetings, where delivery status, assessment execution, and learner support services are evaluated against the commitments outlined in the original PPR. LMS-based analytics and dashboards are used to monitor both asynchronous and synchronous modes of delivery. Elements such as capstone projects, mentor allocation, and faculty workload are calibrated to remain consistent with the program structure sanctioned under the PPR. Close coordination between the academic and technology teams ensures that instructional design and learning outcomes continue to align with the originally approved framework.	Annexure 2.1.2.a View Document Annexure 2.1.11.a View Document Annexure 2.1.11.b View Document
13	Maintenance of record of Annual Plans and Annual Reports of Higher Educational institution, review them periodically and generate actionable reports	CIQA maintains digital records of annual plans, meeting minutes, and the NMIMS CDOE Annual Report, which outlines program outcomes, learner engagement data, assessment statistics, and academic results. These documents are reviewed during CIQA and Board of Studies meetings to assess progress and identify areas for improvement. The 2025–26 Annual Report includes a comprehensive account of student success metrics, industry expert integration, FDPs, technology upgrades, and content development. These records inform future planning, new program design, and continuous improvement initiatives. Recommendations are converted into actionable tasks through institutional reporting and leadership review.	Annexure 2.1.9 View Document Annexure 2.1.2.d View Document Annexure 2.1.6.b View Document

14	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	NMIMS CDOE has taken a proactive approach to restructuring the programs to strengthen employability and keep pace with industry needs. Feedback gathered during the Board of Studies (BoS) meeting prompted a revision of the soft skills course, which now emphasizes digital transformation, negotiation, personal branding, emotional intelligence, and a growth mindset. The Board recommended a series of structural and content-related enhancements to strengthen the program's clarity, relevance, and market competitiveness. In addition, NMIMS CDOE runs a Career Services Program that provides access to job portals, interview practice, executive coaching, career transition support, and profile development sessions. Open to both current students and alumni, these services support personal branding, LinkedIn optimization, and overall job readiness. This initiative was developed based on CIQA recommendations to improve student outcomes and close the academia-industry gap. The KASH Module (Knowledge, Attitude, Skills, Habits) was also integrated into employability courses. Additionally, co-teaching with industry experts has been institutionalized. These revisions were implemented based on CIQA's recommendations and regular interactions with employers, alumni, and industry leaders.	Annexure 2.1.14.a View Document Annexure 2.1.6.b View Document Annexure 2.1.6.a View Document Annexure 2.1.3.a View Document
15	Facilitated system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	NMIMS CDOE has introduced several tech-enabled strategies to promote a learner-centric environment. These include real-time query resolution using AI chatbots, personalized outreach to disengaged learners using LMS analytics, and microteaching formats to improve learner engagement during synchronous sessions. NMIMS CDOE also tracks student behavior using engagement analytics and uses the data to redesign interventions and course structures. Research on emerging tools and pedagogy (e.g., Post-My-Query AI assistant, single-view asynchronous dashboard, integration of Bloom's Taxonomy) has been piloted and institutionalized, informed by data insights and student feedback.	Annexure 2.1.5.a View Document

16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	NMIMS CDOE coordinates with the university's central quality team for assessment and accreditation processes such as NAAC, NIRF, and statutory UGC-DEB approvals. CIQA ensures that all documentation related to faculty profiles, SLM quality, learner engagement, and program outcomes is aligned with accreditation criteria. During the reporting year, NMIMS CDOE ensured that required reports on student learning outcomes, technology integration, academic performance, grievance redressal, and content delivery were available in standardized formats	
17	Measures adopted to ensure internalization and institutionalization of quality Enhancement practices through periodic accreditation and audit	To bring together NMIMS CDOE's full-time and visiting faculty, along with assessment, student support, logistics, academics, tech, and product teams for a two-day collaborative bootcamp focused on reflecting on current practices, aligning academic processes with future-ready expectations and building faculty capability in online pedagogy and digital teaching tools. The Bootcamp successfully aligned teams around the University's 2026 vision—scaling high-quality online programmes, embedding adaptive learning, strengthening research culture, and elevating student experience. Through group reflections, hands-on workshops (Coursera, Mentimeter, Padlet), and a roundtable on the future of online learning, faculty and academic teams gained practical exposure to futuristic pedagogy and AI-enabled teaching tools, resulting in a unified, forward-looking roadmap for NMIMS CDOE's online education strategy. Recommendations from CIQA external experts were adopted to make progress on APAAR enrollment, and a new AI course curriculum was designed in line with HEI offerings.	Annexure 2.1.2.b View Document Annexure 2.1.2.a View Document Annexure 2.1.2.d View Document
18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The Registrar's Office at NMIMS serves as the primary liaison between NMIMS CDOE and UGC-DEB, ensuring that all communications, updates, and compliance obligations—including program approvals, content and credit norms, and reporting formats—are fulfilled accurately and on schedule. The department's DEB API sync system further supports precise and timely reporting of student data. In parallel, CIQA ensures compliance with evolving regulatory guidelines, including those governing GenAI use, credit structures for new programs and the mandatory inclusion of Bridge Courses. Minutes from BoS and CIQA meetings serve as documented evidence that UGC's quality benchmarks are consistently incorporated into institutional decision-making.	

19	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	NMIMS CDOE was represented at the Consultative Workshop for Directors of Online Education and CIQA/IQAC held at Dr. B. R. Ambedkar Open University, Hyderabad, on 27 and 28 May 2026, convened by NAAC in collaboration with the Commonwealth of Learning under Phase II of the project on Transforming Indian Higher Education through Online Learning. The workshop brought together quality heads and directors of online education from open and dual-mode universities across the country, and the two days of discussion gave NMIMS CDOE a direct view of how peer institutions organize their internal quality assurance arrangements. The ten-criteria framework, presented before the workshop, comprising five core criteria covering curriculum design, content development, teaching and learning, assessment, and learner support, together with five enabling criteria, gave NMIMS CDOE a structured vocabulary against which to review its own practice. Reading our arrangements against that framework helped identify where documentation is already strong and where the evidence base will need strengthening ahead of future assessment cycles. NMIMS CDOE gained particularly from the experience of open universities managing learner support at a very large scale, since the questions of responsiveness and consistency that arise there are ones NCD OE also faces as enrolment grows. Discussion of assessment design and academic integrity in fully online delivery highlighted approaches that differ considerably between institutions, and the comparison was useful for testing the assumptions underlying our own practice. The session on the regulatory landscape allowed points of interpretation under the UGC (ODL Programs and Online Programs) Regulations, 2020, to be raised directly with NAAC and with peer institutions, which is difficult to achieve through correspondence alone. The exchange was reciprocal, and NMIMS CDOE was able to contribute the perspective of a self-financing dual-mode university operating at scale, a category not otherwise widely represented in the discussion. Access to the national and international experts associated with the project and to the draft recommendations emerging from the first two phases gave NMIMS CDOE early insight into the direction in which sector expectations are moving. NMIMS CDOE has since begun drawing on these lessons in its internal quality review and program documentation, and the professional relationships established at the workshop continue to be valuable.	
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20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	All CIQA activities, including meeting minutes, Action Taken Reports, faculty training sessions, innovations implemented, and compliance measures, are documented and reviewed annually. These are consolidated into the CIQA Annual Report, which forms part of the NCDOE Annual Report shared with statutory bodies. The report details learner engagement trends, academic performance data, technological enhancements, feedback loops, and action items arising from audits. This serves as both a compliance record and a strategic guide for ongoing quality enhancement across all online programs.	Annexure 2.1.9 View Document
21	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Yes, the NMIMS CDOE annual report and CIQA annual report are prepared and submitted to the statutory authorities of NMIMS at the end of each academic session. This includes documentation of all CIQA activities, internal quality assurance mechanisms, content and delivery audits, innovations adopted, program reviews, stakeholder feedback analysis, and student performance metrics. The report is integrated into NCDOE's comprehensive annual reporting to the University leadership and governance bodies.	
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Yes, a copy of the CIQA Annual Report is submitted to the UGC-DEB through the designated online portal in the prescribed format. The report is approved by the CIQA Chairperson (Vice Chancellor) and is submitted on time as per UGC-DEB compliance requirements.	
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	CIQA serves as a robust quality-monitoring and advisory unit at NMIMS CDOE. The Director-CIQA convenes meetings twice a year. Minutes of CIQA meetings in August 2025 and February 2026 confirm discussions around quality benchmarks, CLOF mapping, OER use, learner engagement analytics, and action taken on prior suggestions. Reports on assessment performance, learner support systems, and content quality are reviewed, discussed, and approved in these meetings. Action Taken Reports are presented in each meeting to ensure tracking of past recommendations and transparency of implementation.	Annexure 2.1.2.a View Document Annexure 2.1.2.d View Document

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	All online programs at NMIMS CDOE follow the UGC-mandated Four Quadrant Model of instructional design, incorporating e-Tutorials, e-Content, Discussion Forums, and Assessments. CIQA ensures this framework is embedded across all courses. The Content Review SOP mandates the use of approved TOCs, peer review, and final academic validation before delivery. Every SLM undergoes structured multi-level review (Reviewer 1, Reviewer 2, IDE approval). Reviews are time-bound (fixed start/end dates), ensuring accountability. A digital audit trail is maintained for quality tracking. IDE (Instructional Design Expert) sign-off is a mandatory, separate checkpoint — showing pedagogical rigor beyond subject-matter accuracy alone. These practices ensure that instructional design aligns with statutory expectations and promotes active, self-paced, and guided learning.	Annexure 2.1.1.a View Document Annexure 2.1.4.b View Document Annexure 2.1.23 View Document
24	Promoted automation of learner support services of the Higher Educational Institution	NMIMS CDOE has significantly automated learner support to enhance responsiveness and personalization. Key automation tools include: • Nyraa AI Chatbot: Available 24/7, handling academic, technical, and policy-related queries. • Post-My-Query System: AI-assisted faculty support for resolving student academic doubts. • Engagement Analytics Dashboard: Tracks time spent on videos, participation in forums, assessments, and session attendance. • Unified Onboarding Interface: Seamlessly integrates profile update, password reset, and consent forms into a single flow. These initiatives have improved learner satisfaction and allowed academic and support teams to proactively reach out to disengaged learners.	Annexure 2.1.5.a View Document Annexure 2.1.24 View Document
25	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	External experts are routinely engaged to validate instructional design, program structure, and assessment strategy. For example: • Board of Study included inputs from experts with a detailed discussion of the MBA Online curriculum revision, contributing key suggestions covering structure clarity, elective basket alignment, credit integrity, and contemporary market updates. Their inputs emphasized practical considerations like benchmarking against comparable programs, and incorporating emerging industry themes (digital marketing, digital transformation). • Industry experts are integrated into content review committees and SLM validation processes. • CIQA external members such as offer ongoing quality insights.	

		Annual reviews of program outcomes and alignment with UGC guidelines are conducted collaboratively, ensuring industry and academic relevance.	
26	Coordinated with third party auditing bodies for quality audit of programme(s)	CIQA facilitated one third-party audit to evaluate program-level quality assurance systems. Dr. C.R.K. Murthy, Former Director, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU did a two-day visit in November 2024 and did the audit. In line with recommendations: • Student profile analyses for each program were initiated to improve relevance of learning material. • Linking eLM and SLM through QR coding is under pilot testing. • Conversations from external audits were integrated into the December 2024 Bootcamp, where internal teams reviewed and aligned future strategies. CIQA acts as the nodal office for scheduling, responding to, and implementing action points from such audits.	
27	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	NMIMS CDOE works closely with the university's central quality assurance cell to prepare Self-Appraisal Reports (SARs) for bodies like NAAC and UGC-DEB.	
28	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	NMIMS CDOE has supported both formal and informal collaboration initiatives, such as: • Participation in national-level FDPs and training along with collaborative research with institutions like KJ Somaiya and Mukesh Patel School of Technology Management • Bootcamp 2025 emphasized cross-functional planning with academic, operations, and support teams.	Annexure 2.1.7.a View Document Annexure 2.1.2.b View Document
29	Facilitated Industry-institution linkage for providing exposure to the learners and enhancing their employability.	NMIMS CDOE has robustly embedded industry-institution collaboration into its academic ecosystem to bridge the employability gap for online learners. In the academic year 2025–26, 41 experts conducted sessions for the participants. These experts represented diverse sectors—marketing, operations, HR, energy, law, AI, and consulting—and brought rich insights into current practices, strategic thinking, and emerging trends.	Annexure 2.1.3.a View Document

		Each session was aligned to a specific course and designed to complement academic content. Faculty coordinated with experts to structure sessions around application-based learning, encouraging learners to link theoretical concepts with real-world cases. Further, NMIMS CDOE has a structured Career Services Program offering: • One-on-one executive coaching and career planning sessions. • Mock interviews for job shift, promotions, or career changes. • Profile development for LinkedIn and CV refinement. • Access to a curated job portal with visibility on recruiter platforms. The integration of the KASH Module (Knowledge, Attitude, Skills, Habits) in soft skill courses, combined with practical assessments and capstone projects tied to industry domains, reinforces real-world readiness.	Annexure 2.1.6.a View Document Annexure 2.1.14.a View Document
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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:

Sr. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Governance, Leadership and Management: a. Organization Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	The NMIMS CDOE functions under a structured academic governance model led by the Vice Chancellor, with academic oversight by the Board of Studies, CIQA, and Program Heads. CIQA, chaired by the VC, meets biannually to review actions taken on learner support, assessment, instructional design, and regulatory compliance. Strategic planning is conducted annually through the Academic Bootcamp, during which vertical-specific goals are set. The NCDOE Academic and Operations Handbook outlines detailed policies on content development, delivery, grievance redressal, assessments, and faculty responsibilities. The leadership team coordinates academic, tech, and student support to ensure seamless operations across all learners.	Annexure 2.2.1.a View Document Annexure 2.2.1.b View Document
2.	Articulation of Higher Educational Institution Objectives	The University's mission emphasizes inclusive, technology-driven, flexible education aligned with NEP 2020. For online learners, NMIMS CDOE articulates its objectives through program PPRs, CLOF-based design, and institutional documentation. Each program is designed to offer industry-relevant, outcome-based learning with robust learner support, digital access, and modularity. These objectives are reviewed annually during strategic meetings and operationalized through SOPs and course design frameworks. Quality objectives are aligned to UGC-DEB norms and documented in the Annual Report and CIQA reporting.	https://online.nmims.edu/about

3.	Programme Development and Approval Processes - Curriculum Planning, Design and Development - Curriculum Implementation - Academic Flexibility - Learning Resource - Feedback System	All online programs undergo rigorous development through the following phased approach: - Curriculum Design: Conducted through Board of Studies meetings with industry and academic experts. - Curriculum Implementation: Mapped to CLOF, with Four-Quadrant delivery. - Flexibility: Includes bridge courses, self-paced content, discussion forums, and learner-driven assessments. - Learning Resources: SLMs are peer-reviewed, and OERs are embedded. - Feedback System: Multilevel feedback is collected on content, faculty, and support systems, and discussed in CIQA reviews.	Annexure 2.1.6.b View Document
4.	Programme Monitoring and Review	CIQA conducted biannual reviews of all programs based on learner feedback, assessment outcomes, engagement metrics, and content audits. Each semester, an Action Taken Report was submitted, and program teams update PPR elements accordingly. Content was reviewed using an academic + peer + tech QA checklist. Delivery effectiveness was tracked via LMS analytics.	Annexure 2.1.2.a View Document Annexure 2.1.2.d View Document
5.	Infrastructure Resources	NMIMS has invested in robust infrastructure to support large-scale online delivery. Key components include: - A custom-built LMS, integrated with Four Quadrant delivery, student dashboards, analytics, and scheduling tools. - AI-powered student support systems, including chatbots and query resolution assistants. - A dedicated tech operations team responsible for LMS management, live class integration, recording, and content hosting. - All SLMs are made accessible digitally via e-library and LMS. - Dedicated large pool of online faculty, course mentors and programme coordinators	Annexure 2.1.6.b View Document

6.	Learning Environment and Learner Support	NCDOE offers a multi-layered learner support system that includes: • Academic Support: Scheduled live sessions, faculty-student interactions, discussion forums, and Post-My-Query tool for asynchronous doubt clearing. • Administrative Support: Automated onboarding, exam scheduling, and grievance tracking via student dashboards. • Career Services: Includes LinkedIn profile building, executive coaching, interview training, and access to a job portal. • Personalized Interventions: Engagement analytics identify inactive learners, followed by outreach through faculty and counsellors. Support systems are automated, tracked, and improved using LMS feedback data.	https://online.nmims.edu/help-and-support https://online.nmims.edu/career-services
7.	Assessment and Evaluation	All assessments follow the CLOF-aligned design approved in PPRs. Key components include: • Formative and Summative Evaluations: MCQs, case studies, project work, and final proctored exams. • Integrity Mechanisms: Plagiarism checks, randomized question banks, AI-based proctoring, and session recordings. • Projects: Aligned to specialization and industry relevance, reviewed by faculty. • Assessment Moderation: Conducted by senior faculty, with faculty calibration sessions and rubrics. • Assessment results, learner performance, and feedback are reviewed each semester in CIQA.	

8.	Teaching Quality and Staff Development	Teaching quality is maintained through structured processes: • Faculty Pool: Over 100 faculty supported by academic operations team, with recruitment based on academic and professional credentials. • Faculty Development: Programs include Microteaching workshops, AI-integrity training, UDL practices, and use of LMS tools. • Performance Monitoring: Student feedback, attendance, and engagement metrics are tracked per course. • Content Review: Academic team reviews each SLM and recorded session using a quality checklist and reviewer rubric. Annual bootcamps and monthly calibration meetings ensure ongoing capacity building.	Annexure 2.1.6.b View Document Annexure 2.1.1.b View Document Annexure 2.1.23 View Document
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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:

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	Academic planning at NMIMS Online (NCDOE) follows a structured, year-round process organized by semester. The Academic Calendar outlines key milestones — onboarding, live sessions, quizzes, exams, and feedback periods — throughout the academic cycle.	Annexure 2.3.1 View Document
2.	Validation	Validation happens at multiple levels. Course content and Self-Learning Materials (SLMs) go through a three-tier review: first by internal faculty, then by a peer academic reviewer, and finally by the academic head or a domain expert for sign-off. This process, governed by the Content Review SOP, ensures the material aligns with the Four Quadrant approach, CLOF, a conversational tone, and UGC credit norms. Program structures, in turn, are validated at Board of Studies (BoS) meetings involving both academic and industry experts. Post-launch, feedback from learners and faculty is used to further assess and validate the program's effectiveness and relevance.	Annexure 2.1.6.b View Document

3.	Monitoring, Evaluation and Enhancement Plans - Reports from Examination Centers - External Auditor or other External Agencies report - Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels - Reporting and Analytics by the Higher Educational Institution - Periodic Review	The LMS enables continuous, real-time monitoring across several key areas: • Content engagement and completion • Attendance in live sessions • Assessment performance • Grievance resolution status • Faculty response times At the close of each semester, a comprehensive evaluation takes place, drawing on academic audits, learner feedback, and assessment analytics. This is further strengthened by CIQA and examination board reports, which examine success rates, assessment integrity, and overall learner outcomes. A range of inputs feed into the institution's enhancement planning process, including: • CIQA's internal audit findings • Recommendations from external auditors • Feedback gathered from the Board of Studies and industry experts • Insights emerging from bootcamps and semester reviews • Observations documented by exam centre observers Together, these inputs guide curriculum redesign, faculty capacity-building efforts (including microteaching and AI ethics training), and the enhancement of support services such as career guidance.	Annexure 2.1.9 View Document Annexure 2.1.2.a View Document Annexure 2.1.2.d View Document Annexure 4.3.12.b View Document Annexure 4.3.12.a View Document
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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, 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

Dr. Priya Mary Mathew (Regular) Designation: Professor and Director Qualification: Ph.D.
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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

Dr. Sandeep Tomar Designation: Deputy Director Qualification: Ph.D.

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

Vacant

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:

All recruitments have been carried out in adherence to the guidelines prescribed by the UGC under the “Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018.” Additionally, the infrastructure requirements have been complied with as per the applicable regulatory guidelines.

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 Vikas Gaundare (Programme - MBA)	Ph.D.	19 Years, 11 Months, 25 Days	Regular	05-Mar-24
2	Mr. Girish Parameswaran (Programme - MBA WX)	Ph.D. (pursuing)	28 Years, 2 Months, 29 Days	Regular	17-Apr-21
3	Mr. Abhijit Bhagwat (Programme - BBA)	Ph.D. (pursuing)	18 Years, 8 Months, 13 Days	Regular	03-Jun-24
4	Dr. Ritu Tripathi (Programme - B.Com.)	Ph.D.	16 Years 0 Months 19 Days	Regular	01-Aug-18

b. Course Coordinator

S.No	Course name	Names with Designation	Qualification	Experiences (Years)	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1	Financial Accounting	Abhay Singh Chauhan	PhD	10+	Regular	June-2024
2	Principles of Marketing	Abhijit Bhagwat	Masters	10+	Regular	June-2024

3	Strategic Management	Abhijit Bhagwat	Masters	10+	Regular	June-2024
4	International Management: Culture	Alpha Lokhande	Masters	10+	Contract	Jan - 2023
5	Business Communication	Archana Jog	Masters	10+	Regular	June -2024
6	Cost & Management Accounting	Ashwini Sanmath	PhD	10+	Regular	Nov - 2024
7	Legal Aspect of Business	Basim Nevrekar	Masters	10+	Regular	Jul -2024
8	Information Systems for Managers	Brinda Sampat	PhD	10+	Regular	Sep - 2013
9	Essentials of IT	Brinda Sampat	PhD	10+	Regular	Sep - 2013
10	Marketing Management	Chhavi Taneja	PhD	10+	Contract	Jan - 2023
11	Consumer Behaviour	Chhavi Taneja	PhD	10+	Contract	Jan - 2023
12	Business Statistics for Decision Making	Gourav Manjrekar	Masters	10+	Regular	Nov - 2024
13	Security Analysis and Portfolio Management II	Kiran Kumar KV	Masters	10+	Contract	Jan - 2023
14	Organization Behaviour & HRM	Monika Bhoir	Masters	10+	Contract	Aug - 2024
15	Human Resource Management	Monika Bhoir	Masters	10+	Contract	Aug - 2024
16	Logistics Management	N P Girish	Masters	10+	Regular	April - 2021
17	Operations Management	N P Girish	Masters	10+	Regular	April - 2021
18	Micro Economics & Macro Economics	Ritu Tripathi	PhD	10+	Regular	Aug - 2018
19	Strategic Management	Sandeep Khedkar	Masters	10+	Regular	June - 2024
20	Marketing Management	Sandeep Khedkar	Masters	10+	Regular	June - 2024
21	Art of Leadership	Shrinivas Shikaripurkar	Masters	10+	Contract	July - 2022
22	Project Part II	Vikas Gaundare	PhD	10+	Regular	March-2024
23	Principles of Management	Vikas Gaundare	PhD	10+	Regular	March-2024
24	Financial Accounting: Information for Decisions	Vittal Somayajula	Masters	10+	Contract	Jan - 2023

c. Course mentor

Sr.No	Course name	Names with Designation	Qualification	Experiences (Years)	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1	Capstone Project	Anuradha Kane	Masters	10+	Contract	July - 2023
2	Taxation- Direct and Indirect	Akhil MP	PhD	10+	Contract	Jan- 2024
3	Social Media and Content Marketing	Akram Ali	Masters	10+	Contract	Jan - 2023
4	International Management: Culture	Alpha Lokhande	PhD	10+	Contract	Jan - 2023
5	Corporate Finance	Amit Parakh	Masters	10+	Contract	Jan - 2023
6	Simulation: Mimic Social	Amol Patkar	Masters	10+	Contract	Jan- 2024
7	Cross Functional Collaboration	Anand Bhatnagar	Masters	10+	Contract	July - 2024
8	Business: Ethics, Governance & Risk	Anita Chouhan	Masters	10+	Contract	July - 2022
9	Audit - I	Ankit Bajaj	Masters	10+	Contract	July - 2022
10	Corporate Finance - II	Ankit Bajaj	Masters	10+	Contract	July - 2022
11	Financial Management	Ankit Bajaj	Masters	10+	Contract	July - 2022
12	Fundamentals of Taxation	Ankit Bajaj	Masters	10+	Contract	July - 2022
13	Digital Payments	Apurva Joshi	Masters	10+	Contract	Jan - 2023
14	Rural Marketing	Arun Kohli	Masters	10+	Contract	July - 2022
15	Customer Relationship Management	Ashish Mathur	Masters	10+	Contract	July - 2022
16	Principles of Marketing	Ashish Mathur	Masters	10+	Contract	July - 2022
17	Commercial Banking System & Role of RBI	Ashok Dubey	PhD	10+	Contract	July - 2022
18	Retail Banking	Ashok Dubey	PhD	10+	Contract	July - 2022
19	Data Management	Ashvini Chaudhari Bhongade	PhD	10+	Regular	July - 2024

20	IT Project Management	Ashvini Chaudhari Bhongade	PhD	10+	Regular	July - 2024
21	Managing Business Process Outsourcing	Asif Rampurawala	PhD	10+	Contract	July - 2022
22	Capital Market and Portfolio Management	Bhagyashree Tahakar	Masters	10+	Contract	July - 2022
23	Indian Accounting Standards	Bhagyashree Tahakar	Masters	10+	Contract	July - 2022
24	Portfolio Management	Bhagyashree Tahakar	Masters	10+	Contract	July - 2022
25	Consumer Behaviour	Chhavi Taneja	PhD	10+	Contract	Jan - 2023
26	Integrated Marketing Communications	Chhavi Taneja	PhD	10+	Contract	Jan - 2023
27	Digital Marketing	Dhananjay Singh	Masters	10+	Contract	July - 2022
28	Supply Chain and Logistics Analytics	Anandhi K Muralidharan	PhD	10+	Contract	Jan - 2023
29	Essentials of HRM	Moumita Acharyya	PhD	10+	Contract	Jan - 2023
30	Retail Store Operation and Inventory Management	Durgesh Buxy	Masters	10+	Contract	July - 2022
31	Total Quality Management	Furqan Shaikh	Masters	10+	Contract	Jan - 2023
32	Gratitude Leadership - Fuel Your Passion and Purpose	Geetha Krishnan	Masters	10+	Contract	July - 2024
33	Investment Products & Analysis	Harshad Sambhus	Masters	10+	Contract	Jan - 2023
34	Decision Analysis & Modeling	Hemant Solanki	Masters	10+	Contract	Jan - 2023
35	Business Ethics and Corporate Governance	Hiteshwari Jadeja	PhD	10+	Contract	Jan - 2023
36	Human Resource Management	Hiteshwari Jadeja	PhD	10+	Contract	Jan - 2023
37	Services Marketing	Hory Mukerjee	PhD	10+	Contract	July - 2022
38	Compensation & Benefits	Kamal Mukherjee	Masters	10+	Contract	Jan - 2023
39	Finance Online Course	Kiran Kumar KV	Masters	10+	Contract	Jan - 2023

40	Corporate & Information Technology Law	Madhwesh K	Masters	10+	Contract	Jan - 2023
41	Behavioural Science and Analytics	Manik Sinha	Masters	10+	Contract	Jan - 2023
42	Digital and Social Media Analytics	Manisha Sahay	PhD	10+	Contract	July - 2022
43	Business Law	Mario Sequeira	Masters	10+	Contract	Jan - 2023
44	Crafting and Providing Marketing Services	Nidhi Tak	Masters	10+	Contract	Jan - 2023
45	Marketing in a Digital World	Nikhil Prabhakar	Masters	10+	Contract	Jan - 2023
46	Business and Allied Law	Pavithra P	Masters	10+	Contract	Jan - 2023
47	Business Law and Ethics	Pavithra P	Masters	10+	Contract	Jan - 2023
48	E-Business	Praful More	PhD	10+	Regular	July - 2023
49	Lean Six Sigma	Praful More	PhD	10+	Regular	July - 2023
50	Operations and Supply Chain Management	Praful More	PhD	10+	Regular	July - 2023
51	Operations Management	Praful More	PhD	10+	Regular	July - 2023
52	Operations Research	Praful More	PhD	10+	Regular	July - 2023
53	Procurement Management	Praful More	PhD	10+	Regular	July - 2023
54	Project Management	Praful More	PhD	10+	Regular	July - 2023
55	International Business	Prakash Valecha	PhD	10+	Contract	July - 2022
56	International Business	Prakash Valecha	PhD	10+	Contract	July - 2022
57	IT Infrastructure Management	Pratiksha Seth	Masters	10+	Contract	Jan - 2023
58	Ethical and Professional Standards - Applications	Radhika Menon	Masters	10+	Contract	July - 2022
59	Performance Management System	Rajashree Gujarathi	Masters	10+	Contract	July - 2022
60	Custom Shipping and Insurance	Ramakrishnan Vijayan	Masters	10+	Contract	July - 2022
61	Custom Shipping and Insurance	Ramakrishnan Vijayan	Masters	10+	Contract	July - 2022

62	Export Import Procedures and Documentation	Ramakrishnan Vijayan	Masters	10+	Contract	July - 2022
63	Quantitative Methods Online Course	Ranjan Kumar	Masters	10+	Contract	Jan - 2023
64	Tax Insurance and Retirement Planning	Renu Singh	Masters	10+	Contract	Jan - 2023
65	Decision Science	Rooshabh Mehta	PhD	10+	Contract	July - 2022
66	Multivariate Techniques	Rooshabh Mehta	PhD	10+	Contract	July - 2022
67	Corporate Accounting	Sadaf Hashmi	PhD	10+	Contract	July - 2022
68	International Marketing	Sameer Charania	Masters	10+	Contract	July - 2022
69	Quantitative Methods for Valuation	Samprit Chakrabarti	PhD	10+	Contract	July - 2022
70	Derivatives - Valuation and Strategies	Santosh Kumar	PhD	10+	Contract	July - 2022
71	Financial Modeling	Santosh Kumar	PhD	10+	Contract	July - 2022
72	Dress for Business Success: The Art of Non-Verbal Communication Through Style	Sharmila Katre	Masters	10+	Contract	July - 2024
73	Architecting Enterprise Applications and Design Thinking-2	Shilpa Kadam	Masters	10+	Contract	Jan - 2023
74	Capstone Project	Shridhar Sampath	Masters	10+	Contract	Jan - 2023
75	Time Series Forecasting	Shrikant Mulik	PhD	10+	Contract	July - 2024
76	Art of Leadership	Shrinivas Shikaripurkar	Masters	10+	Contract	July - 2022
77	Customer Relationship Management	Shrinivas Shikaripurkar	Masters	10+	Contract	July - 2022
78	Customer Relationship Management	Shrinivas Shikaripurkar	Masters	10+	Contract	July - 2022
79	Environment and Disaster Management	Shrinivas Shikaripurkar	Masters	10+	Contract	July - 2022

80	Managing Organization Change	Shriram Deshpande	Masters	10+	Contract	Jan - 2023
81	Business Communication and Presentation Skills for Data Analytics	Sonali L	PhD	10+	Contract	Jan - 2023
82	Economics for Analysts	Sonali Yadav	Masters	10+	Contract	July - 2022
83	India's Foreign Trade	Sreedhar Kadambi	Masters	10+	Contract	July - 2022
84	Cost Accounting	Surabhi Gawade	Masters	10+	Contract	July - 2022
85	Retail Store Design and Location	Suresh Bhat	Masters	10+	Contract	July - 2022
86	Audit - II	Swapnil Wagh	Masters	10+	Contract	July - 2022
87	Entrepreneurship Management	Utsavi Patel	Masters	10+	Contract	July - 2022
88	Cloud Computing	Vijay Sai	Masters	10+	Contract	Jan - 2023
89	Information Systems for Managers	Vijay Sai	Masters	10+	Contract	Jan - 2023
90	Quantitative Research Methods	Vinay Chowdary	PhD	10+	Contract	July - 2024
91	Quantitative Research Methods	Vinay Chowdary	PhD	10+	Contract	July - 2024
92	Equity Analysis and Evaluation - II	Vittal Somayajula	Masters	10+	Regular	Jan - 2023
93	Financial Accounting: Information for Decisions	Vittal Somayajula	Masters	10+	Contract	Jan - 2023
94	Marketing Management	Sandeep Khedkar	Masters	10+	Regular	June - 2024
95	Strategic Management	Sandeep Khedkar	Masters	10+	Regular	June - 2024
96	Business Statistics for Decision Makers	Sunil Pathak	PhD	10+	Regular	June - 2024
97	Quantitative Methods - I	Sunil Pathak	PhD	10+	Regular	June - 2024
98	Employee Development & Talent Management	Archana Jog	Masters	10+	Regular	June - 2024
99	Business Communication	Archana Jog	Masters	10+	Regular	June - 2024
100	Cost & Management Accounting	Abhay Chauhan	PhD	10+	Regular	June - 2024
101	Analytics in Business domains	Brinda Sampat	PhD	10+	Regular	Sep - 2013

102	Data Visualization with Tableau	Brinda Sampat	PhD	10+	Regular	Sep - 2013
103	Emerging Technologies: IoT, Augmented Reality, Virtual Reality	Brinda Sampat	PhD	10+	Regular	Sep - 2013
104	Information Systems for Managers	Brinda Sampat	PhD	10+	Regular	Sep - 2013
105	Introduction to Analytics	Brinda Sampat	PhD	10+	Regular	Sep - 2013
106	Research Methodology	Brinda Sampat	PhD	10+	Regular	Sep - 2013
107	Principles of Management	N P Girish	Masters	10+	Regular	April - 2021
108	Production & Total Quality Management	N P Girish	Masters	10+	Regular	April - 2021
109	Corporate Finance	Pooja Gholap	PhD	10+	Regular	July - 2024
110	Financial Accounting	Pooja Gholap	PhD	10+	Regular	July - 2024
111	Banking and Insurance	Ritu Tripathi	PhD	10+	Regular	Aug - 2018
112	Financial Institutions & Markets	Ritu Tripathi	PhD	10+	Regular	Aug - 2018
113	Micro Economics	Ritu Tripathi	PhD	10+	Regular	Aug - 2018
114	Micro Economics & Macro Economics	Ritu Tripathi	PhD	10+	Regular	Aug - 2018
115	Organizational Behavior	Vikas Gaundare	PhD	10+	Regular	March- 2024

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

Admin Staff	Required	Available
Deputy Registrar	13	14
Assistant Registrar	13	14
Section Officer	13	14
Assistants	39	40
Computer Operator	30	35
Multi-Tasking Staff	30	35

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

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

Post	Required	Available
Technical Manager (Production)	1	2
Technical Associate (Audio-Video recording and editing)	1	1
Technical Assistant (Audio-Video recording)	1	4
Technical Assistant (Audio-Video editing)	1	4

ii. **For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1	4
Technical Assistant (LMS and Data Management)	2	4

iii. **For Admission and Examination for Online mode:**

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

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 recognized 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.	Remotely proctored online exam held	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Remotely proctored online exam held	
6.	Building and grounds of the examination centre must be clean and in good condition.	Remotely proctored online exam held	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Remotely proctored online exam held	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Remotely proctored online exam held	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Remotely proctored online exam held	

10.	Safety and security of the examination centre must be ensured	Remotely proctored online exam held	
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	Remotely proctored online exam held	
12.	Provision of drinking water must be made for learners	Remotely proctored online exam held	
13.	Adequate parking must be available near the examination centre	Remotely proctored online exam held	
14.	Facilities for Persons with Disabilities should be available	Yes	

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

S. No.	Provisions in Regulations	Whether being complied Yes/No If yes, please provide details and upload relevant documents	If No, Reason thereof
1.	Requirements at Test Centres (As mentioned in provision II (B)(13)(i) of Annexure II)	Yes Annexure 4.2.1 View Document	
2.	Requirement of proctors (As mentioned in provision II (B)(13)(ii) of Annexure II)	Yes Annexure 4.2.2 View Document	
3.	Security arrangements in the testing centre (As mentioned in provision II (B)(13)(iii) of Annexure II)	Yes Annexure 4.2.3 View Document	
4.	Remote Proctoring (As mentioned in provision II (B)(13)(iii) of Annexure II)	Yes Annexure 4.2.4 View Document	

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 Annexure 4.3.1 View Document	
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 Annexure 4.3.2 View Document	
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, the Higher Educational Institution ensures that evaluation in Online Programmes includes both continuous/formative assessments and summative assessments in the form of end-semester or term-end examinations. The institution strictly adheres to the regulatory provisions by conducting semester or year-end examinations only after confirming that (i) at least 75% of the programme of study for the semester has been actually delivered, and (ii) each learner has achieved a minimum of 75% participation across all mandated online activities before being permitted to appear for the examination. Yes Annexure 4.3.2 View Document	

4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes Annexure 2.1.4.c View Document	
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 Annexure 4.3.5 View Document	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes Annexure 4.3.6 View Document	
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 Annexure 4.3.7 View Document	
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.	Annexure 4.3.8 View Document	
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 Annexure 4.3.9 View Document	

10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	YES Annexure 4.3.10(a) View Document	
	(b) Availability of biometric system	No	Discontinued during Covid
	(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 (Attendance data is available on student portal also captured at centers)	
	(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 in charge 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	Yes	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes Annexure 4.3.12a View Document	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes Annexure 4.3.12b View Document	
13.	A 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 Annexure 4.3.13 View Document	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learners shall endeavor to conduct proctored examinations for such learners	Yes	

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 recognized identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes Complied	
	(b) Each award shall also be uploaded on the National Academic depository	ABC ID has been created Document uploaded	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	Yes	

4.4 Result and Student Progression

For Diploma, UG and PG Programmes:

Program name	Semester beginning	Admitted	Appeared for Exam	Passed Progressed to next year	Passed in first class	% Of student passed	% Of student Passed in first class
C-BM	Jul-25	5	4	4	4	100	100
D-BM	Jul-25	329	295	237	217	80.34	91.56
D-FM	Jul-25	54	52	45	43	86.54	95.56
D-HRM	Jul-25	40	36	31	31	86.11	100
D-MM	Jul-25	67	60	52	50	86.67	96.15
D-OM	Jul-25	20	20	16	16	80	100
BBA	Jul-25	1259	1053	965	867	91.64	89.84
BCom	Jul-25	298	253	231	211	91.3	91.34
MBA	Jul-25	9805	9012	8580	8312	95.21	96.88
MBA(WX)	Jul -25 (July drive includes data of July 2025 and October 2025)	192	192	179	179	93.23	100
C-BM	Jan-26	3	1	1	1	100	100
D-BM	Jan-26	241	230	206	197	89.57	95.63
D-FM	Jan-26	44	38	35	33	92.11	94.29
D-HRM	Jan-26	27	21	20	17	95.24	85
D-MM	Jan-26	33	27	26	24	96.3	92.31
D-OM	Jan-26	13	12	12	12	100	100
BBA	Jan-26	447	340	315	302	92.65	95.87
BCom	Jan-26	81	61	59	57	96.72	96.61
MBA	Jan-26	6936	6214	5912	5854	95.14	99.02
MBA(WX)	Jan -26 (Jan drive includes data of Jan 2026 and April 2026)	168	162	149	149	91.98	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.

- NCDOE prepares Programme Project Reports (PPRs) for all new and revised programmes strictly in accordance with Annexure-V of the UGC (Online Programmes) Regulations, 2020.
- Process followed:
 - Initial Drafting: Academic team develops PPR including programme objectives, PLOs, CLOs, eligibility, fee structure, course design, Four Quadrants mapping, instructional design, and assessment methods.
 - Quality Review: The draft undergoes review by the CIQA and is checked for regulatory alignment with UGC norms.
 - Industry & Academic Validation: PPR is presented to the Board of Studies, which includes industry experts, for validation of relevance and employability outcomes.
 - Statutory Approval: Post-BoS, the Academic Council provide formal approval before submission to UGC-DEB.

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.

- NCDOE complies with Annexure-VI for learning material in print, audio-video, online, and computer-based formats.
- **Compliance highlights:**
 - **SLM:** Self-Learning Materials (SLMs) written in conversational style, broken into units/modules with learning objectives, summaries, self-check exercises, and references. Content mapped to CLOF and Four Quadrants.
 - **Audio-Video Material:** Recorded faculty-led lectures, chapterized slides for learner orientation. Accessibility features such as captions are integrated.
 - **Online Material:** e-SLMs, discussion forums, quizzes, case studies, and curated additional web links available on LMS, with usage analytics tracked fortnightly.
 - **Computer-Based Material:** Interactive simulations, LMS-based assessments, e-proctored examinations.
 - **Curriculum & Pedagogy:** Outcome-based education (OBE) model, CLOF mapping, blended synchronous-asynchronous delivery, industry integration via guest lectures and immersion sessions.

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.

- NCDOE ensures that all e-Learning Material meets the standards prescribed in Annexure–VII. Process followed:
 - SLM Development: Developed by subject matter experts (SMEs) as per credit-based workload norms (30 hours per credit), as per curriculum approved and delivered in conventional mode courses.
 - Internal & Peer Review: Reviewed by faculty peers, content editors, and academic head for accuracy, quality, and learner engagement.
 - Statutory Approval: All SLM structures and sample content are reviewed by BoS and approved by the Academic Council before course launch.
 - Continuous Updating: Annual review cycle based on student feedback, industry trends, and regulatory changes.

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 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

- NCD OE uses **non-SWAYAM Learning Platform**, for delivery of online programmes. It has been assessed and approved by the Technical Expert Committee duly constituted by the UGC and the learning platform has provisions mentioned in Annexure IX of University Grants Commission (Open and Distance Learning) Regulations, 2020. Technical Expert Committee Meeting of UGC-DEB was held on 24 July 2024. NCD OE received approval for learning portal on 26th July 2024.
- **Link :** <https://studentzone-ncdoe.nmims.edu/>

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,

- NCD OE ensures compliance with Provision 13(C)(5) through an integrated **LMS-based learner engagement tracking system**. For each course, the teaching plan includes mandatory synchronous (live) and asynchronous activities to ensure learners engage for at least 6 hours each **week**.
 - **Synchronous Engagement:** Each course has scheduled live interactive sessions and doubt-clearing classes with faculty, recorded for later access. Attendance in these sessions is auto-tracked via the LMS and linked to student IDs.
 - **Asynchronous Engagement:** Structured e-learning modules, quizzes, discussion forums, and assignments are released fortnightly. Completion tracking is automated, and reports are reviewed by academic coordinators.
 - **Alerts & Interventions:** Weekly analytics identify low-engagement learners. Academic teams and student support contact such learners through email, LMS notifications, and phone calls to encourage participation.
 - **Audit & Compliance:** Participation logs are part of the semester-end academic audit and CIQA review.

Annexure – VII)

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

No

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://online.nmims.edu/ciqa	
Uploading of the following on HEI website			
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://online.nmims.edu/mandatory-disclosures	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes https://online.nmims.edu/mandatory-disclosures	
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 https://online.nmims.edu/	
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	Yes https://online.nmims.edu/mandatory-disclosures	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes https://online.nmims.edu/	
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	Yes https://online.nmims.edu/mandatory-disclosures	

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 https://online.nmims.edu/mandatory-disclosures	
9.	Information regarding all the programmes recognised by the Commission	Yes https://online.nmims.edu/mandatory-disclosures	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes https://online.nmims.edu/mandatory-disclosures	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	Yes https://online.nmims.edu/mandatory-disclosures	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	Yes https://online.nmims.edu/faq	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	Yes https://online.nmims.edu/mandatory-disclosures	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes https://online.nmims.edu/mandatory-disclosures	
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 https://online.nmims.edu/programs/hub/mba-online	
16.	Reports of the third- party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	Yes https://online.nmims.edu/mandatory-disclosures	

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**

1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all 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 the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the 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– - record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; - maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; - exhibit such records as permissible under law on its website; and - be liable to produce such record, whenever called upon to	Yes

	do so by any statutory authority of the Government under any law for the time being in force.	
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	Yes
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
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 the test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on a 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	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by a 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 the Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Education Institution.	Yes
14.	No Higher Educational Institution shall, issue or publish- - 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; - any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes

8.2 Whether Higher Educational Institution provided the details of all international learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission: Yes/No

If No, reason thereof:

Yes

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

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.

Students can escalate the grievances to the Grievance Committee in case they are unhappy with Level 1 and level 2 escalation.

The committee member discusses each grievance and provide with the resolution. This is conveyed to the student via ticket/call. Click on link <https://online.nmims.edu/help-and-support>

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
136 – Complaints to Grievance committee	ALL

9.3 Complaint Handling Mechanism

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

Students can escalate the grievances to the Grievance Committee in case they are unhappy with Level 1 and level 2 escalation.

The committee member discusses each grievance and provide with the resolution. This is conveyed to the student via ticket/call. Click on link <https://online.nmims.edu/help-and-support>

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)
84 Unique students	92	Yes

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

- NMIMS CDOE launched **Campus Connect+ (CC+)** during Academic Year 2025–2026 to address a gap that data and direct feedback consistently revealed: online learners were seeking more than content; they were seeking connection, collaboration, and the experience of a physical campus. CC+ is a structured, two-day in-campus programme held at NMIMS Mumbai for students across all semesters of MBA, BBA, and B.Com. It is not a standalone event but a curated learning experience designed around four distinct session formats:
 - Integrated Academic Sessions: Four sessions per event, each running two to two-and-a-half hours, built around cross-subject case studies. Students examined real business problems from the combined lens of two or more courses rather than in subject silos.
 - Industry and Alumni Sessions: Practitioners and NMIMS alumni engaged with students on career realities, functional leadership, and domain application. Speakers included senior leaders from organizations such as Jio, Wipro, SBM Bank, Jio Mart, and GoodLead.
 - Networking Sessions: Structured peer-to-peer interaction, group exercises, and open networking blocks gave working professionals the opportunity to build lasting connections across industries and geographies.
 - Career Counselling: Each batch closed with dedicated career counselling sessions, providing students with individual guidance on academic and professional growth.
- **The Knowledge Series** is an interactive platform connecting students with accomplished alumni and industry leaders to bridge the gap between academic learning and real-world business practice. Through peer-to-peer engagement, the series promotes practical insights, strengthens the alumni community, and deepens student expertise in high-growth business themes—all while fostering continuous professional development.
 - The series unfolds across six sessions spanning October 2025 to May 2026. It opens with Riky Chakraborty (SVP–LSI Finance) on "Unleashing DT" (15-Oct-25), followed by Rashmi Bhangale (AVP–Jio Platforms) on "Digital Strategy for Business" (13-Nov-25). Pratik Chauhan (CMO–Congruence Holdings & Founder–Indemy) covers "Turbo Charge Marketing" (10-Dec-25), while Shyam RS (Regional BP–Gilbarco Veeder-Root) explores HR digitization (23-Jan-26). Shailendra Dixit (GM & Head–Supply Chain, Perstorp India) addresses operations and supply chain digitization (08-Apr-26), and the series concludes with Captain Alok Patra (CEO–Valad Infotech Solutions) on "Building Transformation Roadmap" (14-May-26). Together, these sessions offer students a rich, industry-driven learning experience.
- NCDOE conducted KASH sessions (Knowledge, Attitude, Skills & Habits), which are immersive experiences that bridge academic learning with real-world leadership via thought-provoking sessions that aid learners in enhancing their skill sets towards future-proofing their careers.

10.2 Best Practices of the HEI

- **Four Quadrant Delivery Model Compliance** – All courses designed with eSLM, recorded content, discussion forums, and supplementary resources, mapped to CLOF.
- **Content Review Process** – Multi-level review involving faculty, peer reviewers, and academic heads for quality and regulatory alignment.
- **Continuous Faculty Calibration** – Monthly reviews of learner feedback, assessment moderation, and session quality.
- **Learner Career Enrichment Model** – Blend of career coaching, skill-building modules, and alumni engagement.
- **Robust Quality Governance** – Biannual CIQA meetings, documented ATRs, and integration of fortnightly academic review meetings' recommendations into academic planning.
- **NMIMS CDOE Review Meet** – Quarterly Review Meets at NCDOE are designed to provide a comprehensive overview of ongoing activities across all departments. It serves as a platform to assess current progress, identify gaps, and recommend targeted areas of improvement—enabling NMIMS CDOE to enhance overall departmental performance and strengthen institutional effectiveness.

10.3 Details of Job Fairs conducted by the HEI

- Students are provided access to Job Opportunities through Career Service's Job portal which sources jobs from marketplace platforms.
- In addition, they are provided jobs opportunities through Corporate Hiring Partners of NCDOE
- NCDOE Alumni can share job opportunities with their peers through Alumni portal

10.4 Success Stories of students in the online mode of the HEI

- Anjali Save, Senior Software Engineer at Tech Mahindra, completed an MBA (specialization in Business Management). According to her, her journey has been quite wonderful. As an engineering graduate, she had little idea of business management or accounting concepts when she started her journey two years ago.
- She claims the course has been quite remarkable, from learning basic accounting to marketing to social media. She learned a lot about every important aspect of business management. The sessions were quite good. The session recordings were provided, which actually helped when she was not able to attend a particular lecture. Last semester, she had to do one project, and she chose a research-based one, which gave her a lot of confidence.

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

- Initiated pilot translation of e-Learning Modules for selected courses into Hindi and Marathi, ensuring inclusivity for learners from regional backgrounds.
- Explored AI-based translation tools for SLM content, followed by faculty review for contextual accuracy.
- Plan for 2025-26: Extend translation to five additional Indian languages based on learner demographic analysis.

10.6 Number of students placed through Campus Placements

- 8,171 jobs were applied for by 250 students (average 32 jobs applied per student) through the Career Service Job portal across various domains and industries. Out of which, 21 were shortlisted for interviews.
- 121 students applied to 75 Job opportunities received from 48 Hiring Partner companies, out of which 4 students received offers.
- 122 job opportunities were shared by Alumni on the Alumni portal. Out of which 1399 alumni applied.

10.7 Details of Alumni Cell and its activity

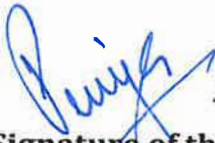
- Alumni Portal is the Knowledge Sharing platform for alumni of NCDOE. The members share their experiences, industry insights, and job opportunities with peers through this platform.
- In total, there are 99,744 members registered on the Alumni Portal. Out of them, 3603 members were added in the last 1 year. A total of 51,613 members are very active on the platform and have shared frequently in the last year. From them, 2899 members have networked with each other, sharing 1399 individual messages and 260+ group messages. 3575 members updated their profiles. The Alumni cell has categorized the members as Job Seekers and Job Providers. In the last year, 283373 emails have been sent out to invite Job Providers to post job opportunities and call job seekers to apply for those jobs.

Any other Information

No

DECLARATION

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



Signature of the Director

Name: Dr. Priya Mary Mathew

Seal **DIRECTOR**
NCDOE



Signature of the Registrar

Name: Dr. Tanmoy Chakraborty

REGISTRAR
SVKM's NMIMS
V. L. Mehta Road,
Vile Parle (West),
Mumbai-400 056.

Date: 29 August 2026

Date: 29 August 2026

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.

List of Annexures

Part I
Annexure 1.1 Notification of NCDOE.pdf
Annexure 1.2 Appointment Letter Director CIQA.pdf
Annexure 1.4.1 MoM 1.pdf
Annexure 1.4.2 MoM 2.pdf
Part II
Annexure 2.1.1.a Course Writer Guideline.pdf
Annexure 2.1.1.b Feedback of Online Sync Sessions.pdf
Annexure 2.1.2.a MOM CIQA February 2026 .pdf
Annexure 2.1.2.b NMIMS CDOE Bootcamp.pdf
Annexure 2.1.2.c NMIMS CDOE Process Quality Audit.pdf
Annexure 2.1.2.d MOM CIQA August 2025.pdf
Annexure 2.1.3.a Industry Expert co-teaching Sessions held in 2025-26.pdf
Annexure 2.1.3.b Knowledge Series.pdf
Annexure 2.1.3.c Guest Session Details.pdf
Annexure 2.1.4.a SLM Advisory Committee.pdf
Annexure 2.1.4.b Charter of the Self Learning Material (SLM) Review Advisory Committee.pdf
Annexure 2.1.4.c Program Structure.pdf
Annexure 2.1.5.a Learner Engagement Analytics.pdf
Annexure 2.1.6.a NCDOE KASH 2025-26.pdf
Annexure 2.1.6.b Minutes of BOS 21 Feb 2026_abridged version.pdf
Annexure 2.1.7.a FDP 2025-26.pdf
Annexure 2.1.7.b GEN AI policy NCDOE.pdf
Annexure 2.1.9 NCDOE annual report 2025-26_abridged version.pdf
Annexure 2.1.11.a Academic Council Minutes.pdf
Annexure 2.1.11.b PPR of MBA.pdf
Annexure 2.1.14.a NCDOE Career Service program.pdf
Annexure 2.1.23 SLM Review Process.pdf
Annexure 2.1.24 Post My Query Process.pdf
Annexure 2.2.1.a Strategic Plan.pdf
Annexure 2.2.1.b Quality Strategy Planning.pdf
Annexure 2.3.1 Report on planning and scheduling.pdf
Part IV
Annexure 4.2.1 Requirement at Test Centers.pdf
Annexure 4.2.2 Requirement of Proctors.pdf
Annexure 4.2.3 Security arrangement in Testing Centre.pdf
Annexure 4.2.4 Remote Proctoring.pdf
Annexure 4.3.1 Guidelines issued by the Commission for the conduct of proctored examination.pdf
Annexure 4.3.2 Evaluation of learners enrolled through online mode.pdf

Annexure 4.3.5 Component of assessment.pdf
Annexure 4.3.6 Summative assessment.pdf
Annexure 4.3.7 Grade Card.pdf
Annexure 4.3.8 QBMS to Result Declaration.pdf
Annexure 4.3.9 Examination Centre.pdf
Annexure 4.3.10 (a) CCTV.pdf
Annexure 4.3.12 (a) Observer Letter.pdf
Annexure 4.3.12 (b) Observer Report.pdf
Annexure 4.3.13 Conduct of proctored examination.pdf