

HEI ID: U-0213

Name of HEI: Alliance University

Type of HEI: Private University

Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

ONLINE MODE

2025 – 2026

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Part – I: General Information

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

[View Document](#)

1.2. Details of Director, CIQA

- Name: Dr. Athira B Kaimal
- Qualification: Ph. D
- Appointment Letter and Joining Report: June 14, 2024

1.3. Details of CIQA Committee: [CIQA Committee](#)

a. Composition as per Regulations

Sl. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. B Priestly Shan	Bio Medical	June 14, 2024
b.	Three Senior teachers of HEI	Member 1	Dr. Ray Titus	Global Marketing	June 14, 2024
		Member 2	Dr. A Abdul Hameed	Finance	June 14, 2024
		Member 3	Dr. Arunabhas Bose	Marketing	June 14, 2024
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Matam Viswanathaiah	Finance	June 14, 2024
		Member 5	Dr. Jeevanandam J	Computer Science	June 14, 2024
		Member 6	Dr. Arindham Das	English	June 14, 2024
		Member 7	Dr. Nandish Manangi	Management	June 14, 2024
d.	Two External Experts of ODL and/or Online Education	Member 8	Dr. Manojkumar Nagasampige	NA	June 14, 2024
		Member 9	Dr. Ami Garg Agarwal	NA	June 14, 2024
e.	Officials from departments of HEI • Administration • Finance	Member 10 Administration	Mr. Abhay G chebbi	NA	June 14, 2024
		Member 11 Finance	Mr. Prakash Budur	NA	June 14, 2024
f.	Assistant Director, QA	Member Secretary	Dr. Athira B Kaimal	NA	June 14, 2024

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

Not applicable

If no, reason thereof

1.4. Number of meetings held and its approval:

- No. of meetings held every year: 1 per Quarter
- Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Meeting Minutes
First meeting	02-12-2024	2	View Meeting Minutes
Second Meeting	12-09-2025	2	View Meeting Minutes
Third Meeting	06-05-2026	2	View Meeting Minutes

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

NONE

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

NONE

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

NONE

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

From July - August 2025 Academic session:

Sl. No.	UG Degree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and Date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
NIL										

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1.8. Number of programmes started at Undergraduate Degree Programmes as per Commission Order:**From July - August 2025 Academic session:**

Sl. No.	PG Deree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and Date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
NIL										

1.8. Number of programmes started at Undergraduate Degree Programmes as per Commission Order:**From January-February 2026 Academic session:**

Sl. No.	UG Deree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and Date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
1	BBA	3	120	10 +2 level or its equivalent	1,26,000	F. No. 1-10/2025(DE B-SR)	18	4	0	22

Sl. No.	UG Deree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and Date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
2	B. Com (Hons) (General)	4	160	10 +2 level or its equivalent	1,01,334	F. No. 1-10/2025(DE B-SR)	15	5	0	20

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1.8 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:
From January 2026 Academic session:

Sl. No.	PG Deree Title	Duration (Years)	No. of Credits	Admissio n Eligibility	Fee (Rs.)	UGC Recognition Letter No. and Date	Number of students admitted (Male/Female/Transg ender)			
							M	F	TG	Total
1	MBA	2	80	Graduate with 50% (45% for reserved category)	1,60,000	F. No. 1-10/2025(DE B-SR)	45	28	0	73

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

Sl. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	Alliance University, through its Centre for Internal Quality Assurance (CIQA), has undertaken various measures to maintain and continuously enhance the quality of services provided to learners enrolled in online and distance education programmes. Recognizing the importance of technology-enabled learning, Alliance University has developed and implemented an Online Learning Management System (LMS) to facilitate effective delivery of academic content, learner engagement, assessment, communication, and academic support. The LMS is periodically reviewed to ensure that learners receive a smooth, accessible, and effective digital learning experience. The University places emphasis on maintaining the quality and relevance of course content. Faculty members and academic teams periodically review and update learning resources to align them with current academic requirements, industry expectations, and emerging developments in the respective disciplines. This approach enables learners to acquire relevant knowledge and skills and supports their overall academic and employability development.	View Document

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		To strengthen access to learning resources, learners are also provided with opportunities to access the University's library resources, including the Central Library, particularly when they visit the campus in person. A systematic learner feedback mechanism has been established as part of the CIQA quality-assurance process. Feedback is collected from learners at appropriate intervals during the academic session to identify their academic, technological, and support-related concerns. The feedback obtained is reviewed by the concerned academic and administrative teams, and appropriate corrective measures are initiated wherever necessary. In addition, feedback is collected through the LMS for individual course/content blocks, enabling the University to assess the learner experience at the course level. An overall feedback mechanism is also followed after the completion of the academic session/examinations to obtain learners' comprehensive views regarding course delivery, learning resources, LMS facilities, assessment practices, and learner support services. The CIQA Cell reviews the feedback and quality-related activities periodically and facilitates necessary improvements in academic delivery and learner services. These initiatives have contributed to strengthening the learner-centric approach, digital learning experience, academic support, and continuous quality	
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		improvement within Alliance University's online and distance education framework.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	In accordance with the applicable UGC regulations and guidelines for ODL and Online Education, CDOE undertakes systematic self-evaluative and reflective exercises to ensure continual improvement in its academic systems and processes. As part of the quality-assurance process, the Self-Learning Materials (SLM) and course learning resources for existing as well as newly introduced courses are periodically reviewed and updated. The objective is to ensure that the learning materials remain relevant, academically appropriate, current, and aligned with the requirements of the respective programmes. The course materials are subjected to an academic audit by a committee comprising senior faculty members and subject/domain experts. The committee evaluates the quality and relevance of the course content using a structured rating scale from 1 to 5. The audit process helps in identifying areas requiring improvement, including gaps, inconsistencies, outdated content, or areas that require further academic enrichment. Based on the observations and recommendations of the audit committee, the faculty concerned members are required to address the identified concerns and incorporate the suggested improvements in the	View Document

		learning materials. The revised materials are subsequently reviewed and verified by the committee concerned to ensure that the recommendations have been appropriately implemented. Faculty members are also encouraged to maintain consistency, accuracy, and academic quality in the learning resources and to periodically update the materials based on the recommendations received from the respective review committees. Through these review, reflection, audit, corrective-action, and verification mechanisms, CDOE seeks to promote a culture of continuous quality improvement. The process enables the University to identify areas for enhancement, implement appropriate corrective measures, and periodically review the effectiveness of such interventions across its academic and learner-support processes.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Based on stakeholder feedback, CIQA identified the LMS and student support services as key areas requiring continuous quality improvement. Suggestions were provided to ensure that the LMS is user-friendly and equipped with relevant course materials. CIQA also recommended establishing a dedicated student support portal to address and resolve learner concerns effectively.	View Document
4.	Mechanism devised to ensure that the quality of Open and Distance Learning	CDOE ensures that the quality of its online programmes is comparable with the relevant	View Document

	programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	conventional programmes through common academic parameters such as programme structure, learning outcomes, credits, and interaction sessions, aligned with applicable UGC regulations. The Board of Studies reviews and monitors the programmes for academic quality and relevance, while CIQA undertakes self-assessment and quality-assurance processes to ensure continuous compliance with the required standards.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	CDOE has established systematic feedback mechanisms for continuous quality improvement. Learner feedback is collected during and at the end of each semester. Faculty feedback is obtained through periodic meetings, academic audits, and reflective practices. Parent feedback is gathered during admission and orientation programmes, while employer and industry feedback is obtained through satisfaction surveys to enhance the relevance of programmes. These inputs are reviewed by CIQA to identify areas for improvement and ensure a seamless learning experience.	View Document
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The expert members recommended strengthening the LMS with enhanced digital learning and learner support features. They also suggested establishing a dedicated student support portal with a ticketing/grievance mechanism to ensure that learner concerns are systematically recorded, tracked, and resolved within a reasonable timeframe.	View Document
7.	Implementation of its recommendations through periodic reviews	Based on the recommendations of the expert members, CDOE has strengthened the LMS with	View Document

		enhanced features, including learner feedback mechanisms and dedicated student support portal with a ticketing system . The implementation and effectiveness of these measures are reviewed periodically by the concerned authorities and CIQA to ensure continuous quality improvement.	
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.	CDOE, under the guidance of CIQA, organizes webinars, workshops, seminars, and awareness programmes on relevant academic and quality-related themes for learners and other stakeholders. These initiatives focus on digital learning, career readiness, effective use of online learning resources, and learner engagement. Faculty development programmes are also conducted to enhance faculty capabilities in online teaching, student engagement, and digital pedagogy. The outcomes and key information of such activities are appropriately communicated and disseminated among the relevant stakeholders to promote continuous quality improvement.	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	CDOE has developed and documented best practices across key functional areas, including curriculum delivery, learner support, technology-enabled learning, continuous assessment, and grievance redressal. These practices are reviewed periodically by CIQA and shared with relevant stakeholders through the LMS, workshops, circulars, and faculty–staff meetings. This systematic approach promotes the adoption of effective practices and contributes to	View Document

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		continuous improvement in the quality of services provided to learners.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	CDOE, through CIQA, collects and maintains relevant programme-related data and quality statistics from the commencement of the academic programme through its completion. The designated authorities maintain and periodically update the data to ensure its accuracy, completeness, and reliability. The consolidated information is used for quality monitoring, review, and continuous improvement of academic and learner-support processes.	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	CDOE ensures that the Programme Project Reports (PPRs) are prepared, reviewed, and maintained in accordance with the applicable UGC regulations and guidelines for Online Education, along with the requirements of the relevant regulatory authorities wherever applicable. The PPRs are periodically reviewed to ensure compliance with the prescribed academic and quality standards.	View Document
12.	Mechanism to ensure the proper implementation of Programme Project Reports	CDOE has established a systematic mechanism for the implementation of the approved Programme Project Reports (PPRs). The concerned academic and administrative authorities monitor the implementation of the programme as per the approved PPR, while CIQA periodically reviews the process to ensure adherence to the prescribed academic and quality standards.	View Document
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them	CDOE maintains records of its Annual Plans and Annual Reports as part of its quality-assurance and academic monitoring processes. These	View Document

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	periodically and generate actionable reports.	records are reviewed periodically by the concerned authorities and CIQA to assess progress against planned activities, identify areas requiring improvement, and develop actionable measures for continuous quality enhancement.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Based on recommendations from CIQA and academic experts, CDOE periodically reviews and updates programme curricula to align with current industry requirements and emerging job-market trends. Inputs focus on skill-based courses, industry-relevant electives, employability-oriented certifications, internships, and project-based learning. Feedback from employers, industry experts, and alumni is also considered to ensure that programmes remain relevant to evolving industry needs and future skill requirements.	View Document
15.	Facilitated system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	CDOE, based on inputs from CIQA and academic experts, promotes system-based research and technology-enabled practices to strengthen a learner-centric environment. The LMS is utilized to support learner engagement through structured learning resources, discussion forums, online assessments, and feedback mechanisms. These initiatives facilitate data-informed academic decisions and contribute to continuous improvement in teaching-learning processes, learner engagement, and academic support services.	View Document
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for	CDOE is in the process of strengthening its quality-assurance and documentation mechanisms in preparation for assessment and accreditation by	View Document

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	accreditation such as NAAC etc.	designated bodies such as NAAC. The necessary institutional processes and quality records are being reviewed and strengthened to facilitate future accreditation requirements and ensure alignment with prescribed quality standards.	
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	CDOE promotes the internalization and institutionalization of quality enhancement practices through periodic internal audits and reviews covering course materials, learner support services, faculty engagement, online teaching, and mentoring. These reviews help ensure consistency, effectiveness, and continuous improvement in academic and learner-centric practices. The existing audit mechanisms also provide a foundation for strengthening the University's preparedness for future accreditation and external quality-assurance processes.	View Document
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	CDOE coordinates with the UGC and other statutory/regulatory bodies by regularly reviewing and implementing applicable quality-related circulars, notifications, and guidelines. CIQA serves as the nodal coordinating unit for disseminating such directives to relevant stakeholders, facilitating their implementation, and monitoring compliance through periodic reviews and reports.	View Document
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	CDOE obtains information on quality benchmarks and best practices through participation in academic conferences, workshops, and inter-institutional interactions. Insights related to curriculum design, learner support, technology-enabled teaching–	View Document

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		learning, and assessment practices are reviewed by CIQA and, wherever appropriate, adapted to strengthen the University's quality-assurance processes and learner services.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	CDOE documents and consolidates its quality-assurance activities through the Annual Report of CIQA. The report captures major initiatives related to curriculum development, learner support, faculty engagement, technology-enabled learning, feedback mechanisms, and internal quality reviews. It serves as a reference for monitoring quality initiatives, ensuring accountability, and planning future quality-enhancement measures.	View Document
21.	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 annual reports are submitted at the end of each academic session.	View Document
	(a) 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, the copy of the CIQA report as per the prescribed format has been submitted to the commission annually.	
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.	The functioning of CIQA at CDOE is periodically overseen by the designated authorities to ensure that its objectives and quality-assurance responsibilities are effectively carried out. The reports prepared by CIQA on the effectiveness of quality-assurance systems and processes are reviewed and deliberated upon by the competent authorities and, wherever applicable, formally approved. This mechanism supports continuous monitoring	View Document

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		and improvement of institutional quality standards.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes.	CDOE facilitates the adoption of instructional design practices in accordance with the philosophy of Open and Distance Learning and the requirements prescribed by the statutory bodies. Academic programmes are supported through structured Self-Learning Materials (SLM), appropriate digital and multimedia resources, and learner-support mechanisms, ensuring flexible, accessible, and learner-centric delivery. These practices are periodically reviewed to maintain the required academic and quality standards.	View Document
24.	Promoted automation of learner support services of the Higher Educational Institution	CDOE has promoted the automation of learner support services through its Learning Management System (LMS) and digital platforms. Key services include online admission and fee payment, digital learning resources, grievance redressal, and online evaluation. These technology-enabled services improve the efficiency, accessibility, transparency, and timely delivery of learner support.	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	CDOE, through CIQA, coordinates with external subject experts and relevant agencies for the validation and periodic review of its in-house processes. Their feedback and recommendations are considered in reviewing academic delivery, course content, learner support, and quality-assurance practices, thereby supporting continuous quality improvement.	View Document
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	At present, CDOE has not undertaken coordination with third-party auditing bodies for	View Document

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		programme-level quality audits. However, internal quality reviews are carried out through CIQA to monitor academic processes, learner support services, and overall quality standards.	
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Yes. CIQA at CDOE overseas and coordinates the preparation of the Self-Appraisal Report (SAR) on behalf of the University for submission to the designated assessment and accreditation agencies, as and when required.	View Document
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	CDOE promotes collaboration with industry partners and relevant stakeholders to enhance the quality of Online Learning. These collaborations support improvements in instructional design, assessment practices, learner support systems, and research in OL, contributing to continuous quality enhancement of online education.	View Document
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	CDOE facilitates industry-institution linkages through the support of the Corporate Relations Office to provide learners with practical exposure and enhance their employability. These linkages support opportunities such as internships, industry projects, and placement initiatives for eligible learners, thereby strengthening their industry-relevant skills and career readiness.	View Document

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

Sl. 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	CDOE has established an appropriate governance and organizational framework for the effective management of online education. The framework clearly	View Document

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	c. Strategic Planning d. Operational Plan, Goals and Policies	defines roles, responsibilities, reporting mechanisms, and decision-making processes. Qualified and experienced personnel are assigned to support the requirements of online education. The organizational structure includes dedicated academic and technical teams to facilitate effective programme delivery and learner support. The University follows strategic and operational planning mechanisms to support its academic goals, quality objectives, and learner-centric services. The concerned authorities periodically review the implementation of plans, policies, and operational activities to ensure effective governance, quality delivery, and continuous improvement.	
2.	Articulation of Higher Educational Institution Objectives	CDOE articulates its objectives in alignment with the University's vision, mission, and applicable UGC-DEB requirements. The key objectives are to: • Provide accessible, inclusive, and flexible learning opportunities. • Maintain appropriate academic standards in curriculum and pedagogy for online programmes. • Ensure continuous quality monitoring through academic reviews, feedback, and audits. • Leverage technology-enabled platforms for effective teaching-learning and learner support. • Enhance learner employability through skill-oriented programmes and industry linkages.	

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		These objectives reflect CDOE commitment to quality, learner-centric education, continuous improvement, and academic excellence.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	a. Curriculum Planning, Design and Development CDOE follows a structured process for curriculum planning and development based on learner needs, industry requirements, academic standards, and programme objectives. Curriculum proposals are developed with inputs from subject experts and stakeholders, reviewed by the appropriate academic committees, and submitted to the Board of Studies and Academic Council for approval. Course content, learning outcomes, instructional materials, and assessment methods are periodically reviewed and updated. b. Curriculum Implementation The approved curriculum is implemented through qualified faculty, appropriate learning resources, LMS-enabled delivery, online classes, webinars, and other academic activities. Faculty development and training are undertaken to support effective online teaching. Learner and faculty feedback is considered for improving curriculum implementation. c. Academic Flexibility CDOE provides appropriate academic flexibility through elective courses and other permissible academic options, based on programme requirements and applicable regulations. Academic guidance is provided to learners to support informed academic choices.	

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		d. Learning Resources Learners are provided with Self-Learning Materials (SLM), digital course content, multimedia resources, LMS-based learning materials, and other relevant academic resources to support flexible and self-paced learning. e. Feedback System A systematic feedback mechanism is followed to obtain inputs from learners, faculty members, subject experts, and other stakeholders on curriculum content, teaching-learning practices, learning resources, assessment, and overall academic experience. The feedback is reviewed and used for continuous improvement of programmes and learner services.	
4.	Programme Monitoring and Review	CDOE ensures systematic programme monitoring and periodic review through regular review meetings, LMS-based course monitoring, and feedback from learners and faculty. Programme performance and academic processes are reviewed periodically for necessary curriculum enhancement and quality improvement. Internal audits and compliance reviews are also undertaken to ensure adherence to the prescribed academic and quality standards.	View Document
5.	Infrastructure Resources	CDOE ensures that its infrastructure and technology resources are regularly monitored and maintained to support effective online programme delivery. ICT-enabled classrooms, digital studios, the LMS, and learner-support facilities are maintained and upgraded as required. Technical infrastructure, including server performance, network connectivity, and security, is periodically reviewed to ensure	Refer Link

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		reliable and uninterrupted delivery of online education.	
6.	Learning Environment and Learner Support	CDOE provides a learner-centric and technology-enabled learning environment through its Learning Management System (LMS), enabling learners to access learning resources, participate in discussions, and monitor their academic progress. A dedicated Student Support Manager is available to address learner queries and provide timely guidance. The learner-support mechanism is periodically reviewed through internal audits and feedback to ensure effective and continuous improvement in learner services.	View Document
7.	Assessment and Evaluation	CDOE follows UGC guidelines and institutional policies to ensure fair, transparent, and reliable assessment and evaluation. Assessments are aligned with course learning outcomes and competency levels, incorporating continuous assessments, assignments, and project work. End-semester examinations are conducted through a secure, proctored online examination system with appropriate identity verification and monitoring mechanisms to maintain the integrity and credibility of the evaluation process.	View Document
8.	Teaching Quality and Staff Development	CDOE has established a Centre for Learning Technologies (CLT) to support continuous improvement in teaching and learning practices. Faculty members are encouraged to participate in orientation and refresher programmes, seminars, conferences, and Faculty Development Programmes (FDPs) to enhance their academic and digital teaching skills. Periodic workshops are also conducted for non-teaching staff to update their knowledge of emerging tools and technologies,	View Document

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		thereby supporting effective delivery of online education.	
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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:

Sl. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	CDOE undertakes systematic academic planning at the beginning of each academic cycle in alignment with institutional objectives, programme outcomes, and applicable regulatory requirements. The academic calendar is prepared in advance covering admissions, course delivery, assessments, examinations, evaluation, and learner-support activities. Faculty members prepare course plans and learning resources in accordance with the approved curriculum. The implementation of academic activities is periodically monitored through LMS-based reviews and internal quality audits to ensure timely course delivery, availability of learning materials, assessment activities, and learner engagement. Audit observations are documented and necessary corrective measures are undertaken wherever required, supporting transparency, accountability, and continuous improvement in academic processes.	View Document
2.	Validation	CDOE validates its academic planning and implementation through review, monitoring, and internal quality-audit mechanisms. The academic calendar, course plans, learning resources, assessments, and examination schedules are reviewed by the concerned academic authorities	

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		and CIQA to ensure alignment with approved plans and quality requirements. Periodic internal audits are conducted to verify the effective implementation of teaching, learning, assessment, evaluation, and learner-support activities. Feedback from learners and faculty is also considered to identify gaps and initiate necessary corrective measures. The outcomes of these reviews and audits are documented for monitoring, compliance, and continuous quality improvement.	
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review	CDOE follows a systematic mechanism for monitoring, evaluation, and continuous enhancement of academic performance. Learner performance is monitored through continuous assessments and end-semester examinations, with appropriate academic guidance provided wherever improvement is required. Performance data is compiled and analysed at the relevant academic levels to identify areas requiring attention. Feedback from learners and faculty is also considered as part of the review process. Periodic academic and quality reviews are undertaken to assess performance, identify gaps, and implement necessary measures for sustained quality enhancement and improvement in learning outcomes.	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) -

Name: - Dr. Jeevanandam J
Designation: - Director, Centre for Distance and Online Education
Highest Qualification: - Ph. D.
Nature of Appointment: - Regular
Date of Joining: 01.06.2023

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

Not applicable

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

Name: - Ms. Amudha Joseph
Designation: - Assistant Director, Centre for Distance and Online Education
Highest Qualification: - MBA
Nature of Appointment: - Regular
Date of Joining: 01.08.2024

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:

i. Programme name:

1. MBA Online

a. Programme Coordinator

Sl. No.	Names with Designation	Qualification	Experience (Years)	Type Regular/Contract with gross salary/month
1.	Dr. A. Abdul Hameed, Professor & Program Coordinator	PhD	22	Regular

b. Course Coordinator

Sl. No.	Course Name	Names with Designation	Qualification	Experience (Years)	Type Regular/Contract
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					with gross salary/month
1.	Intelligent Economics for Managers	Dr. Munmi Saikia, Assistant Professor	PhD	2	Regular
2.	Accounting for Managerial Decisions	Dr. A. Abdul Hameed, Professor	PhD	22	Regular
3.	Marketing Practices in the Digital Age	Dr. Ray Titus, Professor	DBA	15	Regular
4.	Operations Management	Dr. Sukanya Kundu, Associate Professor	PhD	15	Regular
5.	Organizational Behavior	Dr. Pratima Verma, Professor	Post – Doc	18	Regular
6.	Business Statistics	Dr. Vivek Mishra, Associate Professor	PhD	12	Regular
7.	Applied Business Research Methods	Dr. Ramakrishna Salagrama, Associate Professor	PhD	12	Regular
8.	Macroeconomic Environment and Policy	Dr. Shamim S. Mondal, Professor	PhD	17	Regular
9.	Corporate Finance	Dr. Nagalakshmi S, Associate Professor	PhD	11	Regular
10.	Human Resource Management	Dr. Vivekanand, Professor	PhD	21	Regular

c. Course mentor: NIL**2. BBA Online****a. Programme Coordinator**

Sl. No.	Names with Designation	Qualification	Experience (Years)	Type Regular/Contract with gross salary/month
1.	Dr. Ramakrishna Salagrama, Associate Professor & Program Coordinator	PhD	12	Regular

b. Course Coordinator

Sl. No.	Course Name	Names with Designation	Qualification	Experience (Years)	Type Regular/Contract with gross salary/month
1.	Foundation of Business English	Dr. Ravi Chakraborty, Assistant Professor	PhD	4	Regular

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2.	Principles and Practices of Management	Ms. Stuti Das, Assistant Professor	PhD (Pursuing)	5	Regular
3.	Fundamentals of Economics	Dr. Payel Dutta, Assistant Professor	PhD	15	Regular
4.	Universal Human Values	Dr. Shamik Chakravarty, Assistant Professor	PhD	5	Regular
5.	Fundamentals of Accounting	Ms. Monika Devi, Assistant Professor	PhD (Pursuing)	1	Regular
6.	Applications of MS Office	Dr. Dinesh Kumar P, Assistant Professor	PhD	4	Regular
7.	English for Business Communication	Dr. Arindam Das, Professor	PhD	21	Regular
8.	Business Mathematics and Statistics	Dr. Ligi E. Preshiba, Assistant Professor	PhD	2	Regular
9.	Sociology	Dr. Devanjan Khuntia, Assistant Professor	PhD	14	Regular
10.	Indian Political System	Dr. Vineetha Sivakumar, Associate Professor	PhD	15	Regular
11.	Banking & Financial Literacy	Dr. Aparna Pavani Associate Professor	PhD	5	Regular
12.	Spreadsheet Modelling	Dr. Sayan Mukherjee, Assistant Professor	PhD	18	Regular

c. Course mentor: NIL**2. BCom Online****a. Programme Coordinator**

Sl. No.	Names with Designation	Qualification	Experience (Years)	Type Regular/Contract with gross salary/month
1.	Dr. P. Dinesh Kumar, Assistant Professor & Program Coordinator	PhD	4	Regular

b. Course Coordinator

Sl. No.	Course Name	Names with Designation	Qualification	Experience (Years)	Type Regular/Contract with gross salary/month
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HEI ID: U-0213**Name of HEI: AU****Type of HEI: PU**

1.	Foundation of Business English	Dr. Ravi Chakraborty, Assistant Professor	PhD	4	Regular
2.	Principles and Practices of Management	Ms. Stuti Das, Assistant Professor	PhD (Pursuing)	5	Regular
3.	Fundamentals of Economics	Dr. Payel Dutta, Assistant Professor	PhD	15	Regular
4.	Universal Human Values	Dr. Shamik Chakravarty, Assistant Professor	PhD	5	Regular
5.	Fundamentals of Accounting	Ms. Monika Devi, Assistant Professor	PhD (Pursuing)	1	Regular
6.	Applications of MS Office	Dr. Dinesh Kumar P, Assistant Professor	PhD	4	Regular
7.	English for Business Communication	Dr. Arindam Das, Professor	PhD	21	Regular
8.	Business Mathematics and Statistics	Dr. Ligi E. Preshiba, Assistant Professor	PhD	2	Regular
9.	Sociology	Dr. Devanjan Khuntia, Assistant Professor	PhD	14	Regular
10.	Indian Political System	Dr. Vineetha Sivakumar, Associate Professor	PhD	15	Regular
11.	Financial Accounting and Practice	Ms. Mugdha Paranjape, Assistant Professor	PhD (Pursuing)	5	Regular
12.	Health and Wellness	Dr. Jeevitha Gowda R, Assistant Professor	PhD	2	Regular

c. Course mentor: NIL**3.5 Details of Administrative staff****a. Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	1	0
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3	3
Computer Operator	2	2
Multi-Tasking Staff	2	2

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:**

HEI ID: U-0213**Name of HEI: AU****Type of HEI: PU**

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

ii. For Delivery of Online Programmes:

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

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)	3	3

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

Sl. 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 programmes through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examinations through technology mediated proctoring.	Yes	
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.	Yes	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	NA	Examinations are conducted virtually
6.	Building and grounds of the examination centre must be clean and in good condition.	NA	Examinations are conducted virtually
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	NA	Examinations are conducted virtually
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	NA	Examinations are conducted virtually
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	NA	Examinations are conducted virtually
10.	Safety and security of the examination centre must be ensured	NA	Examinations are conducted virtually

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11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	NA	Examinations are conducted virtually
12.	Provision of drinking water must be made for learners	NA	Examinations are conducted virtually
13.	Adequate parking must be available near the examination centre	NA	Examinations are conducted virtually
14.	Facilities for Persons with Disabilities should be available	NA	Examinations are conducted virtually

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

Sl. No.	Provisions in Regulations	Weather 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)	Not applicable	Exams are conducted virtually
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	Not applicable	Exams are conducted virtually
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	

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

Sl. No.	Provisions in Regulations	Weather being complied Yes/No If yes, please provide details and upload relevant documents	If no, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes View Document	
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for	Yes View Document	

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	evaluation of learners enrolled through Online mode and their certification.		
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	
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes	
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or During semester assessment (in semester): Maximum 30 per cent. (ii) semester end examination: Minimum 70 per cent.	View Document	
6.	The Higher Educational Institution shall notify all assessment tools to be used for DSA and SEE assessments	Yes	
7.	Marks or grades obtained in During semester assessment and semester end examinations or term end examinations shall be shown separately in the grade card	Yes	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes 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 View Document	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	
	(b) Availability of biometric system	Yes	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other	Yes	

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	Government identifiers of Indian learners and Passports for International learners		
	(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	Not Applicable	Exams are conducted in proctored mode
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Not Applicable	Exams are conducted in proctored mode
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as maybe laid down by the Commission	Yes	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learners shall endeavour to conduct proctored examinations for such learners	Yes	
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	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	Yes	

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Type of HEI: PU

4.4 Result and Student Progression for UG and PG programmes

Semester beginning	Program Name	Admitted	Appeared in exams	Progressed to next year	Passed	Passed in first class
Jan - 26	BBA	22	16	22	10	10
Jan – 26	B. Com (Hons)	20	17	20	11	11
Jan - 26	MBA	73	72	73	51	51

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.

The development of Programme Project Reports (PPRs) for all Online Learning (OL) programmes is undertaken with meticulous attention to the framework set forth in Annexure-V of the UGC (ODL and Online Programmes) Regulations, 2020. The process begins at the departmental level, where faculties draft the initial PPRs, ensuring that each programme’s foundational ideas are clearly articulated. These drafts are then placed before the Board of Studies (BoS) of the concerned discipline for a comprehensive academic review and formal approval. Following the BoS’s recommendations, the PPRs are forwarded to the Faculty Board of the Centre for Distance and Online Education, which further scrutinises the reports for pedagogical coherence and operational feasibility. Upon receiving the Faculty Board’s endorsement, the PPRs are submitted to the Academic Council of the Institute for the final institutional nod. As a concluding quality checkpoint, the Centre for Internal Quality Assurance (CIQA) undertakes a rigorous review to confirm that each report adheres to all regulatory stipulations and internal quality benchmarks; the PPRs are deemed final only after CIQA accords its approval.

Every PPR is crafted through a consultative approach, incorporating valuable perspectives from various stakeholders. Each report comprehensively documents the following critical elements: the programme’s vision, mission, and educational objectives; its contemporary relevance and the societal or professional need it addresses; a clear profile of the intended learner group; justification for the online mode of delivery in fostering the desired competencies and skill sets; a well-articulated instructional design encompassing curriculum structure, syllabi, teaching schemes, programme duration, delivery strategies, and selection of media; transparent admission protocols; detailed plans for curriculum transaction and student evaluation; provision for laboratory infrastructure and library resources; a realistic estimation of costs and resource allocation; and a robust quality assurance framework with clearly defined programme outcomes.

This systematic, multi-tiered approval mechanism not only reinforces academic rigor but also ensures that every online programme offered is learner-centric, pedagogically sound, and fully aligned with the statutory requirements of the UGC.

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.

The development of multimedia learning resources, curriculum frameworks, and pedagogical strategies are carried out in strict adherence to the quality assurance guidelines prescribed under Annexure-VI of the UGC (ODL and Online Programmes) Regulations, 2020. All academic content designed for Online Learning (OL) programmes is systematically planned and delivered to ensure pedagogical effectiveness, learner engagement, and regulatory compliance.

- E-Learning Material: Comprehensive e-learning content has been developed and made available for all courses offered in the OL mode. Each e-resource is structured in alignment with the prescribed guidelines and goes beyond mere syllabus coverage. The content is organised into well-defined modules and chapters, with each chapter thoughtfully designed to facilitate self-paced learning. Standard features incorporated into the e-material include:
 - Chapter overview and learning objectives
 - Introductory sections, followed by detailed sub-sections
 - Illustrative examples, diagrams, and figure
 - Relevant case studies and real-world applications, wherever appropriate
 - Chapter summaries, review questions, and self-assessment quizzes
 - Suggestions for further reading to encourage deeper exploration
- In addition to the textual e-content, a rich repository of academic resources has been made accessible to learners through the Institute's Learning Management System (LMS). These include recorded video lectures, PowerPoint presentations, supplementary notes, practice quizzes, and self-assessment tools, all curated to support diverse learning needs and reinforce conceptual understanding.
- To foster real-time interaction and collaborative learning, live virtual classes are regularly conducted using a user-friendly interface integrated within the LMS. These sessions are designed to be interactive, allowing students to engage directly with faculty members. Furthermore, all live sessions are recorded and made available for subsequent viewing, enabling learners to revisit complex topics at their convenience and accommodate flexible study schedules.

This comprehensive and learner-centred approach to multimedia content creation, curriculum design, and pedagogical delivery reflects the Institute's unwavering commitment to maintaining high academic standards, ensuring inclusivity, and fully complying with UGC quality assurance norms.

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.

The development and approval of SLMs follow a structured pathway involving multiple statutory bodies of the University.

1. Process Followed for Preparation of SLMs

- a. Curriculum and Syllabus Design: The process begins with the concerned Board of Studies (BoS), which develops the syllabus and recommends a panel of qualified subject experts and in-house faculty members to serve as SLM writers.
- b. Content Writing and Orientation: Approved writers, comprising approximately 70% in-house faculty and 30% external subject experts, are assigned specific units of the curriculum. An orientation programme is conducted to train writers in the principles of self-learning material development, including learner-centric writing, use of interactive elements, and appropriate formatting.
- c. Content Editing and Review: Draft SLMs undergo a two-stage editing process:
 - First Stage (Structural and Content Editing): The material is reviewed for overall structure, flow, and comprehensiveness. Editors ensure the content is self-explanatory, self-contained, and designed for independent study.

- Second Stage (Language and Proofreading): The material is proofread for grammatical accuracy, consistency, and formatting errors. Quantitative data and factual information are cross-verified and corrected before finalisation.

d. Quality Assurance Features: Each SLM is designed to be learner-centric, incorporating features such as clear learning objectives and chapter overviews; illustrative examples, figures, and case studies; self-assessment questions, activities, and review exercises; and chapter summaries with suggestions for further reading.

e. Regular Updation: SLMs are reviewed and revised periodically. As per UGC norms, all materials undergo re-editing and reprinting every three to five years to ensure content remains current and relevant. The name of the faculty who prepared the material, the date of preparation, and the date of last updation are clearly documented in each SLM.

2. Approval by Statutory Authorities

The approval process for SLMs involves a clear, hierarchical chain of statutory bodies:

- Board of Studies (BoS) Approval: The draft SLM, after the second stage of editing, is placed before the BoS of the concerned discipline for academic review and content validation. The BoS may recommend further changes or approve the material for the next stage.
- Board of Management (BOM) / Executive Council Approval: Following BoS approval, the SLM is submitted to the BOM or the Executive Council of the University for institutional approval.
- Academic Council Approval: The SLM is then forwarded to the Academic Council, which provides the final statutory approval. The Academic Council reviews the material to ensure it meets all academic and regulatory standards. If disapproved, the material is sent back to the BoS for revision and the process is re-initiated.
- CIQA Oversight: The Centre for Internal Quality Assurance (CIQA) serves as the final quality checkpoint, ensuring that all SLMs meet the prescribed norms before finalisation.

This comprehensive and structured process ensures that the Self-Learning Materials are academically sound, pedagogically effective, and fully compliant with the UGC (ODL and Online Programmes) Regulations, 2020.

Part – VI: Programme Delivery through Learning Platform**6.1 Details of Learning Platform**

Please provide link and details of the Learning Platform opted by HEI. <https://learn.allianceonline.edu.in/>

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

Not Applicable

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

<https://learn.allianceonline.edu.in/>

6.2 Compliance status in respect of the Programme delivery

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

<https://learn.allianceonline.edu.in/> The live class sessions are made available in the LMS. The activities of the students are tracked in the LMS. The activity completion report in percentage is made available in the LMS.

6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: No

a. Provide details as under:

Sl. No.	Programme Name	Courses allowed through OER/LMS	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise – programmes wise)
	NA	NA	NA	NA	NA	NA	

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Name of HEI: AU

Type of HEI: PU

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**

Sl. No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorized 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://allianceonline.edu.in/home/mandatory-disclosures/	
Uploading of the following on HEI website (https://allianceonline.edu.in/)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode	NA	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes View Document	
4.	Programme details including brochures or programme guide inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes MBA BBA BCOM	
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	Yes View Document	

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	working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling /mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes View Document	
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 View Document	
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://learn.allianceonline.edu.in/	
9.	Information regarding all the programmes recognized by the Commission	Yes View Document	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate awarded	Yes https://allianceonline.edu.in/	
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://learn.allianceonline.edu.in/	

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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://allianceonline.edu.in/	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	Not Applicable	Examinations are based remote proctored system
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	https://exams.allianceonline.edu.in/	
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://allianceonline.edu.in/	
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://allianceonline.edu.in/	

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**

Sl. No.	Provision	Weather being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kinds of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in 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 Headquarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. ‘8(a)’ to ‘8(k)’ below.	Yes

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8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
8. (d)	The conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Not applicable
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	Not applicable
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such	Yes

HEI ID: U-0213**Name of HEI: AU****Type of HEI: PU**

	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	
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognized by the appropriate statutory authority or by the Commission where it is not so recognized; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized 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:

No International students in the session

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 how the learners have been made aware about this mechanism.

CDOE has established a **structured Grievance Redressal Mechanism** to provide enrolled learners and prospective applicants with accessible channels for raising queries and grievances.

Modes for Raising Queries / Grievances

Learners can approach the Student Support team through:

1. **Email** – Learners can submit their queries or grievances through the designated student-support email. Support@allianceonline.edu.in
2. **Phone Support** – Dedicated support numbers are available for direct interaction with the Student Support team. 8904855232
3. **Student Portal** – Learners can raise and track their queries through the **Post Query** facility available on the student portal. <https://sis.allianceonline.edu.in/>

Grievance Redressal Process

Upon receipt of a grievance, an **interim acknowledgement** is provided to the learner along with the expected resolution timeline. The grievance is then forwarded to the concerned department/SPOC, such as **Admissions, Academics, LMS, Examinations, or Finance**, for appropriate resolution.

Once the resolution is received, the final response is communicated to the learner through **email and/or telephone**, as applicable. Where resolution is delayed, an interim update is provided within **24 hours of the initial response**, followed by escalation through the defined escalation matrix.

Cases requiring further intervention are escalated to the **reporting supervisor and, where necessary, the Director**. The final resolution is communicated to the learner and the grievance is formally closed.

This structured mechanism ensures **accessibility, timely response, accountability, escalation, and effective resolution of learner grievances**.

9.2 Details of Grievance received

Number of Grievance Received	Number of Grievance Resolved
None	None

9.3 Complaint Handling Mechanism

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

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Learners can raise and track their queries through the **Post Query** facility available on the student portal. [Refer Document](#)

9.4 Details of Complaints received from UGC (DEB)

Number of Complaint Received	Number of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/no)
2	2	YES (Resolved within 10 days)

Part – X: Innovative and Best Practices**10.1 Innovations introduced during academic year 2025 – 26:****Implementation Status of the Five Enhancement Points**

- **Digital and Blended Learning:** Enhanced the use of LMS, online resources, virtual classrooms, and digital content to support flexible and effective learning.
- **Student-Centric Learning:** Promoted experiential, activity-based, collaborative, and problem-solving approaches to improve student engagement and learning outcomes.
- **SLIDO for Live Sessions:** Implemented in the live sessions.
- **CDAP Document for Each Subject:** Implemented.
- **One Discussion Forum per Month:** The discussion forum for August will be implemented before the end of this month.
- **One Master Session per Subject per Semester:** Implementation is currently in progress.
- **One Game/Interactive Tool per Subject:** H5P implementation is currently in progress.
- **Enhanced E-Content and Learning Resources**
Development and sharing of digital study materials, video lectures, presentations, question banks, e-resources, and other learner-support materials.

10.2 Best Practices of the HEI

- Far yet near: Continuous interaction with the dedicated Faculty adviser.
- Regular updation of the learning material.
- Go beyond the curriculum: Additional learning material for latest developments.
- Self-assessments to identify the progress of the learning.
- Proactively seek feedback and promptly act on it.
- Focus on all-round development of young learners: Ethics, Values, Digital skills are part of the learning.
- Stress on Hands-on learning, where applicable (X-component courses)
- Career counseling and Placement assistance.

10.3 Details of Job Fairs conducted by the HEI

Not applicable

10.4 Success Stories of students of Online mode of the HEI

CDOE has witnessed several encouraging success stories among its online learners. Online programme has reported positive career progression, including promotions to managerial and higher-responsibility positions in reputed organizations. These outcomes reflect the contribution of online education towards learners' professional growth, career advancement, and skill development.

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

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We have not initiated; however, we have plans for the future.

10.6 Number of students placed through Campus Placements

Not applicable

10.7 Details of Alumni Cell and its activity

<https://www.alliance.edu.in/faculties/alumni/>

10.8 Any other Information

Not applicable

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DECLARATION

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

Signature of the Director:

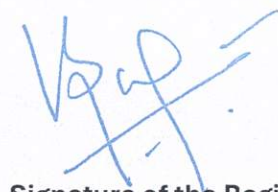


Name: Dr. Jeevanandam J

Seal:



Date:



Signature of the Registrar:

Name: Dr. Matam Viswanathaiah

Seal:



Date: