



Annual Report

OF
CENTRE FOR DISTANCE & ONLINE EDUCATION
ASSAM DON BOSCO UNIVERSITY
CENTRE FOR INTERNAL QUALITY
ASSURANCE (CIQA)

PROGRAMMES UNDER
ONLINE MODE
2025-26

Pratap
30/8/26

Director (CDOE)
Assam Don Bosco University
Tapesia Gardens, Kamarkuchi
Assam - India

Registrar
Assam Don Bosco University
Tapesia Gardens, Sonapur
Assam-782402, INDIA

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Part - I: General Information

Name of the University: Assam Don Bosco University

1.1 Notification of Centre:

Date of the notification: February 06th 2010

Copy of the notification: [View](#)

1.2 Details of Director, CIQA

Name: Dr. Pankaj Kumar Sharma

Qualification: MBA, M. Com, PhD

Appointment Letter and Joining Report: [View](#)

1.3 Details of CIQA Committee:

a. Composition as per Regulations

S. No	Designation	Nominations	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor, Assam Don Bosco University	Chairperson	Fr. (Dr.) Jose Palely, Vice Chancellor, Assam Don Bosco University, PhD	Public Administration	September 30 th 2025
b.	Three Senior Teachers of HEI	Member 1	Dr. Bikramjit Goswami, Director, IQAC, PhD	Mechanical	September 30 th 2025
		Member 2	Dr. Bonnie Amonge Crerar, HOD, Education, ADBU, PhD	Education	September 30 th 2025
		Member 3	Prof Bobby Sharma, Department of Computer Science and Engineering, ADBU, PhD	Computer Science	September 30 th 2025
c.	Head of Three Departments or School of Studies from which programme is being offered in Online mode	Member 4	Dr. Chayanika Das, HOD, Management, PhD	Management	September 30 th 2025
		Member 5	Dr. Gypsy Nandi – HoD, Computer Applications, PhD	Computer Applications	September 30 th 2025
			Prof. Riju Sharma, Director, Centre for Development Initiatives	Public Administration	September 30 th 2025
d.	Two External Experts of ODL/Online Education	Member 6	R. S. Ahluwalia, External Expert, Online Education		September 30 th 2025
		Member 7	Sandeep Singh, External Expert, Content Development		September 30 th 2025
e.	Officials from departments of HEI	Member 8 Administration	Mr. Wilson Mathew Administrative officer	Administration	September 30 th 2025
		Member 9 Administration	Dr. (Fr.) Zacharias George Phd	Registrar	September 30 th 2025
f.	Administration Finance	Member 10 Finance	Mr. Vijaye Bawrie, Chartered Accountant & Finance Officer, ADBU, CA	Accountancy	October 10 th 2024
g.	Director, CIQA	Member Secretary	Dr. Pankaj Kumar Sharma, Director CDOE, Assam Don Bosco University, PhD	Management	March 24 th 2026

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

1.4 Number of meetings held and its approval:

a. No. of meetings held every year:

b. Meeting details:

Sr No	Meeting	Date- Month- Year	No. of External Expert Present	Minutes	View Minutes	Approval of Minutes
1	Meeting 1	28-09-2025	All	Uploaded	View	Uploaded
2	Meeting 2	25-04-2026	All	Uploaded	View	Uploaded

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL/OL Programmes and Online Programmes) Regulations, 2020: One: Certificate Course in Entrepreneurship and Family Business

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

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC (ODL/OL Programmes and Online Programmes) Regulations, 2020: Not Available

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

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

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

1.8 Number of programmes started at UG level as per as per Commission Order:

Session :- July 2025

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

Session :- January 2026

Sl. No.	Name of the Dept.	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD- MM- YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/ Trans-gender)			
								M	F	T G	Total
1	Management	Bachelor of Business Administration	36	120	10+2	Rs. 84,800/-	F.No. 8-11/2025(DEB/R-4)	NA	NA	NA	NA
2	Computer Science	Bachelor of Computer Applications	36	120	10+2	Rs. 84,800/-	F.No. 8-11/2025(DEB/R-4)	NA	NA	NA	NA

1.9 Number of programmes started at Post Graduate as per Commission Order: (Order Copy

Attached Herewith)

Session:- July 2025

Sl. No.	Name of the Dept.	Certificate Title	Duration (months)	No. of Credits	Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD- MM- YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/ Trans-gender)			
								M	F	T G	Total
1.	Management	Master of Business Administration	24	89	UG	RS 96,000	F.No. 11-2/2024(DEB-NER)	1	1	0	2

Session:- January 2026

Sl. No.	Name of the Dept.	Certificate Title	Duration (months)	No. of Credits	Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD- MM- YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/ Trans-gender)			
								M	F	T G	Total
1.	Management	Master of Business Administration	24	89	UG	Rs 96,000/-	F.No. 11-2/2024(DEB-NER)	26	7	0	33
2	Computer Sciences	Master of Computer Applications	24	95	UG	Rs 1,04,000/-	F.No. 11-2/2024(DEB-NER)	4	1	0	5
3	Public Administration	Master of Arts in Public Administration	24	88	UG	RS 44,900/-	F.No. 8-11/2025(DEB/R-4)	NA	NA	NA	NA

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

2.1 Action taken on the functions of CIQA:-

Sr No	Provisions in Regulations	Action taken by HEI Details of Action taken by CIQA and Outcome thereof	Upload Relevant Document
1	Quality maintained in the services provided to the learners	The institution is committed to providing a learner-centric, technology-enabled, and quality-driven academic environment. The curriculum is regularly updated in accordance with UGC-DEB and NEP 2020 guidelines, ensuring alignment with evolving academic and industry standards. Skill-based and outcome-oriented courses are incorporated to strengthen learners' knowledge, competencies, and employability. A dedicated learner support system addresses queries related to academic processes, systems, and services while providing continuous guidance throughout the programme. Technology-enabled learning is supported through an LMS, facilitating the delivery of online lectures, assignments, assessments, recorded video lectures, e-resources, and interactive learning modules. The institution maintains a transparent, timely, and fair examination and evaluation system, with online mechanisms available for addressing examination-related grievances. To ensure continuous improvement in academic and administrative services, regular training, workshops, and orientation programmes are conducted for faculty and staff, focusing on e-content development, pedagogy, quality assurance, and learner-centric service delivery. The institution also undertakes webinars, counselling sessions, and awareness programmes to maintain effective communication with learners, address their academic needs, and enhance their overall learning experience.	View
2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the	Considering the Expected feedback of the faculties and students and External experts of the concerned subjects continuous improvement will be done at the delivery end.	View

	systems and processes of the Higher Educational Institution		
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Focusing on the Quality and maintaining the Regulations of UGC, ADBU, CDOE has appointed Full time Dedicated and experience faculties to the Management, Computer Application and Public Administration Department Additionally, to ensuring quality in E-LM ADBU has appointed experts from IGNOU, Assam University, University of Delhi, Indian Institute of Information Technology, Gauhati University, and Industry Experts from Assam Gas Distribution Company Ltd, Webex Technologies Pvt Ltd, Deloitte Touche Tohmatsu and other prominent Institutions of India	View
4	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode	Quality assurance-related information, including UGC-DEB guidelines, academic standards, learner support mechanisms, examination procedures, feedback systems and quality enhancement initiatives, is disseminated through the CDOE website, LMS, email, orientation programmes, workshops, webinars and other digital communication channels.	View
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Mechanisms have been devised to assess quality of online education as given below: 1. E-LM goes through BOS and IQAC before being placed for AC's approval. 2. Continuous vigil in the student support activities of the departments for hassle-free services. 3. Use of varied communication means like LMS feedback link, email, WhatsApp, notification, telecom. etc. for prompt delivery of information	View
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Quality Parity between Online and Conventional Learning Assam Don Bosco University (ADBU) ensures that its Online Learning (OL) programmes maintain quality standards comparable to conventional programmes by adhering to applicable UGC, AICTE, and NAAC guidelines. The curriculum is designed to ensure parity in syllabus, academic rigor, learning outcomes, and assessment methods. It is developed by dedicated syllabus sub-committees and reviewed and approved by the respective Boards of Studies. The Controller of Examinations (CoE) administers examinations for ODL/OL programmes following the same standards and procedures as conventional programmes, ensuring transparency, fairness, and	View

		academic integrity. Formative and summative assessments, along with appropriate proctored examinations, support continuous and reliable evaluation. Faculty members are carefully selected by a dedicated committee based on their subject expertise, pedagogical skills, and communication abilities. Technology-enabled learning is supported through a robust Learning Management System (LMS), multimedia resources, interactive sessions, and virtual learning tools. A minimum 75% attendance requirement for online/offline sessions promotes regular learner engagement. Comprehensive learner support services, including academic counselling, discussion forums, and continuous guidance, enhance learner participation and satisfaction. Credit transfer mechanisms are aligned with the Academic Bank of Credits (ABC) framework, where applicable. The Centre for Distance and Online Learning (CDOE), ADBU continuously identifies and adopts best practices from leading Higher Education Institutions (HEIs), incorporating innovative digital tools, learner-centric approaches, and effective support systems. Regular quality audits, learner feedback, and external reviews facilitate continuous improvement and ensure that online programmes deliver academic standards and learning outcomes comparable to conventional programmes.	
7	Ensuring Implementation of its recommendations through regular monitoring Implementation of its recommendations through periodic reviews	The Centre for Distance and Online Education (CDOE) at Assam Don Bosco University (ADBU) has implemented a comprehensive review system for all activities to ensure consistent quality standards. A Central Steering Committee has been established to oversee and monitor the progress of these works effectively. The committee serves as a key monitoring mechanism, convening at least two times each semester to review activities, provide guidance, and address any challenges. Currently, these meetings are conducted periodically in an online format, ensuring timely reviews and facilitating seamless decision-making processes. Approvals for project activities are granted promptly, maintaining efficiency and adherence to quality benchmarks.	View
8	Workshops/seminars/symposium organized	Stakeholder engagement was prioritized before implementing the blended learning approach.	View

	on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	Comprehensive consultations were held with students, faculty, and other key stakeholders to understand their preferences and needs. Based on their feedback, a flexible and inclusive strategy was adopted: theory classes were conducted online to provide convenience and accessibility, while practical sessions were conducted offline to ensure hands-on learning and skill development. This approach not only addressed the diverse learning preferences of stakeholders but also ensured an optimal balance between theoretical understanding and practical application, fostering a holistic and effective learning environment.	
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	1. PPR's are carefully prepared following the guidelines given by the Commission. 2. Complete PPR's are sent to each offering department where it is placed before the Board of studies. Once approved by BOS, PPR's are sent to Academic Council of ADBU for final approval.	View
10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), is committed to maintaining transparency, accuracy, and accountability in reporting the quality of its programmes. CDOE systematically collects and analyses comprehensive data on key quality indicators, including learner performance, faculty effectiveness, learner satisfaction, course completion rates, and other relevant academic and administrative metrics. The data is carefully evaluated to generate reliable information reflecting the overall quality and effectiveness of the Online Learning programmes. CDOE ensures that relevant quality statistics and outcomes are periodically reviewed and communicated to key stakeholders, including learners, faculty members, and University authorities. This systematic approach supports informed decision-making, facilitates continuous quality improvement, and strengthens the University's commitment to maintaining high standards in its Distance and Online Learning programmes.	View
11	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines	The Centre for Internal Quality Assurance (CIQA) of Assam Don Bosco University (ADBU) ensures that the Programme Project Reports (PPRs) of its Online Learning programmes are prepared and maintained in accordance with the norms and guidelines prescribed by the University Grants Commission (UGC) and other applicable regulatory authorities. Each PPR undergoes a systematic review to ensure that its academic,	View

	prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	administrative, and operational components meet the prescribed standards. CDOE works in coordination with Programme Coordinators, faculty members, subject experts, course coordinators, and other relevant stakeholders to ensure that the content, structure, learning outcomes, and delivery mechanisms of the programmes remain compliant with regulatory requirements. The PPRs are periodically reviewed, audited, and updated to incorporate changes in applicable regulations and academic requirements, thereby ensuring continued compliance, academic quality, and effective delivery of ADBU's Online Learning programmes.	
12	Mechanism to ensure the proper implementation of Programme Project Reports	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), has established a robust mechanism to ensure the effective implementation of the Programme Project Reports (PPRs) for its Online Learning programmes. The implementation is systematically monitored across all stages of programme delivery, including curriculum development, content delivery, learner support, and assessment. CDOE conducts periodic reviews to ensure that the objectives, learning outcomes, instructional strategies, and academic processes outlined in the PPRs are being effectively implemented. Feedback from learners and faculty members is also collected and analyzed to identify gaps, deviations, and areas requiring improvement, with appropriate corrective measures taken where necessary. Through regular monitoring, quality reviews, audits, and continuous oversight by the CIQA and relevant academic and administrative authorities, ADBU ensures that the PPRs are implemented effectively and consistently, thereby maintaining the quality, academic integrity, and effectiveness of its Online Learning programmes.	View
13	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), systematically maintains records of its Annual Plans and Annual Reports. These documents are reviewed periodically to assess the progress of various academic and administrative initiatives and ensure their alignment with the institutional objectives. The review process includes analysis of key performance indicators, identification of areas for improvement, and preparation of actionable recommendations for enhancing the quality and effectiveness of the Distance and Online Learning programmes. The findings and recommendations are shared with the relevant academic and administrative authorities to support informed decision-making and facilitate continuous improvement. Through this systematic process of	View

		planning, review, and monitoring, ADBU ensures that the operations of CDOE remain aligned with institutional goals and its commitment to excellence in Distance and Online Education.	
14	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	ADBU, CDOE participates in meetings, workshops, and interactions with other Higher Educational Institutions such as Gauhati University, Mizoram University, IITs, and Assam University offering ODL/Online programmes to obtain information on various quality benchmarks, parameters, and best practices in Open and Distance Learning and Online education. Further, the Director, CDOE, ADBU serves as a member of the CIQA Committee of the Centre for Distance and Online Education, Gauhati University, thereby facilitating the exchange of best practices and quality enhancement initiatives among Higher Educational Institutions.	View
15	Facilitated system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), undertakes system-based research initiatives to strengthen a learner-centric environment and promote continuous qualitative improvement in its Distance and Online Learning programmes. These initiatives focus on understanding learner needs, preferences, experiences, and feedback to identify opportunities for enhancing learner engagement, academic support, and overall satisfaction. CDOE also uses data-driven approaches to review existing practices and implement evidence-based measures for improving the learner experience. By adopting innovative technologies, learner-centric methodologies, and responsive support mechanisms, CDOE strives to create an effective and inclusive learning environment. These continuous improvement initiatives contribute to enhancing the quality and effectiveness of ADBU's Distance and Online Learning programmes while ensuring that they remain responsive to the evolving needs of learners.	View
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	As the nodal coordinating unit, the Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), undertakes necessary measures to facilitate the assessment and accreditation processes of recognized statutory and quality assurance bodies such as NAAC. CDOE coordinates with relevant academic and administrative departments for the systematic collection, compilation, and verification of required data, documents, and supporting evidence in accordance with prescribed standards and guidelines. Internal reviews and audits are conducted to identify gaps and undertake appropriate corrective measures. CDOE also facilitates coordination meetings, consultations, and preparatory activities to ensure institutional readiness for assessment and accreditation	View

		processes. Through these systematic efforts, ADBU aims to ensure effective compliance with quality standards and continuously strengthen the quality and credibility of its Distance and Online Learning programmes.	
17	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), has implemented systematic measures to internalize and institutionalize quality enhancement practices through periodic reviews, accreditation processes, and internal audits. A structured framework for continuous quality improvement is followed, with established best practices integrated into academic and administrative operations. Regular internal reviews and audits help monitor compliance with prescribed quality standards and identify areas for improvement. CDOE also promotes continuous training and professional development of faculty and staff to strengthen a culture of quality across the institution. Feedback and recommendations received through accreditation and review processes are systematically analyzed and incorporated into institutional practices for further improvement. Through these measures, ADBU ensures that quality enhancement is embedded within the operational and strategic framework of CDOE and remains an integral part of the continuous improvement of its Distance and Online Learning programmes.	View
18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), has established systematic mechanisms to facilitate effective coordination with the University Grants Commission (UGC) and other relevant regulatory and quality assurance bodies on matters related to quality standards, guidelines, and compliance. CDOE keeps itself updated with the latest regulatory requirements through official communications, notifications, consultations, and participation in relevant workshops and programmes. Institutional policies and academic practices are reviewed and aligned with applicable national quality benchmarks and regulatory guidelines. CDOE also ensures the timely preparation, verification, and submission of required reports, documents, and other information to the competent authorities. Through these coordinated efforts, ADBU seeks to maintain regulatory compliance, strengthen quality assurance mechanisms, and continuously enhance the quality of its Distance and Online Learning programmes and learner experience.	View
19	Information obtained from other Higher	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), actively seeks	View

	Educational Institutions on various quality benchmarks or parameters and best practices.	information on quality benchmarks, parameters, and best practices from other Higher Educational Institutions (HEIs). Such information is gathered through academic collaborations, conferences, seminars, professional interactions, and the review of relevant reports, studies, and institutional practices. CDOE analyses these insights to identify effective strategies and innovative practices that can be adapted to strengthen the quality of ADBU's Distance and Online Learning programmes. Benchmarking against the practices and standards followed by leading HEIs supports continuous improvement in academic delivery, learner support, technology-enabled learning, and quality assurance. Through this approach, CDOE remains responsive to emerging developments in higher education and continuously strives to enhance the quality, effectiveness, and learner-centricity of its programmes.	
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), systematically records and maintains documentation of all quality assurance activities undertaken throughout the year. These activities are consolidated into an annual report providing a comprehensive overview of the initiatives undertaken to maintain and enhance the quality of the University's Distance and Online Learning programmes. The report includes details of learner feedback mechanisms, faculty and staff training, workshops, quality enhancement initiatives, and the adoption of best practices, along with their outcomes and impact on learner satisfaction and academic performance. The annual report serves as a transparent record of CDOE's commitment to continuous quality improvement and is reviewed and shared with relevant stakeholders to promote accountability, informed decision-making, and sustained enhancement of programme quality.	View
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. (b) Submitted a copy of report in the format as specified by the Commission, duly approved by the	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), prepares and submits detailed annual reports to the competent statutory and regulatory authorities at the end of each academic session. These reports provide a comprehensive overview of CDOE's academic, administrative, and quality assurance activities, including e-content development, interactive learning sessions, learner support initiatives, quality enhancement measures, and improvements undertaken during the academic year. CDOE also submits its annual report to the University Grants Commission (UGC) in the prescribed format, duly reviewed and approved by the competent	View

	statutory authorities of the Higher Educational Institution annually to the Commission.	statutory authorities of the University. The report presents the activities and quality assurance initiatives undertaken by the Centre for Internal Quality Assurance (CIQA), along with the measures adopted to monitor and enhance the quality of Distance and Online Learning programmes. This systematic reporting mechanism ensures transparency, accountability, and compliance with applicable regulatory 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	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), ensures the effective functioning of its quality assurance systems and processes through systematic monitoring and oversight of quality-related activities. CDOE regularly monitors and evaluates the implementation of quality enhancement initiatives and reviews existing processes to ensure their alignment with institutional objectives and applicable regulatory requirements. The outcomes of these activities are documented through periodic reports, which are reviewed and approved by the competent University authorities. This systematic oversight supports continuous improvement, strengthens quality assurance mechanisms, and fosters a culture of academic excellence within ADBU's Distance and Online Learning programmes. The approved reports also provide a transparent and systematic record of the contributions of the Centre for Internal Quality Assurance (CIQA) towards maintaining and enhancing academic and service quality.	View
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	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), ensures that the instructional design of each academic programme incorporates learner-centric approaches, interactive learning content, and appropriate assessment strategies that promote active and meaningful learning. This is achieved through coordination with the respective academic departments, faculty members, subject experts, and other relevant stakeholders to integrate effective practices in online pedagogy and instructional design. The Centre ensures that the learning resources and delivery mechanisms are aligned with the programme objectives, learning outcomes, and applicable regulatory standards. Through these measures, CDOE strives to provide a high-quality, engaging, and effective learning experience that is consistent with ADBU's academic objectives and the expectations of statutory and regulatory bodies.	View
24	Promoted automation of	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), promotes the use	View

	learner support services of the Higher Educational Institution	of technology and automation in learner support services to enhance the efficiency, accessibility, and responsiveness of its Distance and Online Learning programmes. Technology-enabled systems are utilized to facilitate various learner support processes, including admission and enrolment, academic guidance, query resolution, communication, and feedback mechanisms. These systems help ensure timely and accurate assistance to learners while improving service efficiency and learner satisfaction. CDOE also monitors learner interactions and feedback to identify areas for improvement and strengthen support services. Through the effective integration of technology and streamlined support mechanisms, ADBU strives to provide a seamless, responsive, and learner-centric support environment throughout the programme duration.	
25	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), coordinates with external subject experts, academic professionals, agencies, and relevant organizations to review and validate its academic and operational processes periodically. Such external engagement helps CDOE benchmark its practices against established academic, industry, and quality standards. The review covers key areas such as curriculum design, content development, instructional delivery, assessment practices, and learner support services. Feedback, observations, and recommendations received from external experts are analysed and appropriately incorporated to identify areas for improvement and strengthen existing processes. These collaborative efforts support continuous quality enhancement and ensure that ADBU's Distance and Online Learning programmes remain academically rigorous, relevant, effective, and responsive to evolving academic and industry expectations.	View
26	Coordinated with third party auditing bodies for quality audit of programme(s)	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), facilitates external quality reviews and audits of its Distance and Online Learning programmes, wherever applicable, to ensure continuous monitoring and enhancement of academic quality. Such reviews may cover key areas including e-content, curriculum design, scheme and syllabus, instructional delivery, Continuous Internal Assessment (CIA), examination and evaluation processes, and learner support services. External reviews provide an objective perspective on the effectiveness, relevance, and quality of the programmes and their delivery mechanisms. The observations and recommendations arising from such reviews are systematically analysed by CDOE and the Centre for Internal Quality Assurance (CIQA) for	View

		appropriate corrective and improvement measures. These efforts support continuous quality enhancement and help ensure that ADBU's Distance and Online Learning programmes remain aligned with applicable academic, regulatory, and professional standards while effectively addressing learner needs.	
27	Overseen the preparation of Self Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), coordinates and supports the preparation of the Self-Appraisal Report (SAR) required for assessment and accreditation processes. CDOE works in coordination with the relevant academic and administrative departments to collect, compile, verify, and consolidate accurate and comprehensive data relating to institutional processes, programme effectiveness, learner support, and quality assurance initiatives. The Centre for Internal Quality Assurance (CIQA) reviews and validates the relevant information and supporting evidence to ensure that the report appropriately reflects the institution's achievements, challenges, quality enhancement measures, and areas for improvement. The SAR is prepared in accordance with the prescribed criteria, guidelines, and requirements of the concerned assessment and accreditation bodies. This systematic process ensures transparency, accuracy, and institutional readiness while demonstrating ADBU's commitment to continuous quality improvement in its Distance and Online Learning programmes.	View
28	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), actively promotes collaboration and partnerships to enhance the quality of Distance and Online Learning and support academic and research development. The Centre for Internal Quality Assurance (CIQA) encourages engagement with academic institutions, industry experts, research organizations, and other relevant stakeholders to facilitate the sharing of knowledge, best practices, and innovative approaches. Where appropriate, CDOE facilitates joint workshops, seminars, academic interactions, and research initiatives to promote the exchange of ideas and resources. These collaborative efforts contribute to the continuous improvement of online learning practices, instructional methodologies, learner support services, and research activities. Through such associations, ADBU seeks to strengthen the quality, relevance, and effectiveness of its Distance and Online Learning programmes while keeping pace with emerging academic, technological, and professional developments.	View
29	Facilitated industry-institution linkage for providing exposure to	The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), promotes industry-institution linkages to provide learners with practical	View

	the learners and enhancing their employability.	exposure and enhance their employability. CDOE facilitates engagement with industry professionals and organizations through activities such as guest lectures, workshops, seminars, internships, and other relevant academic and professional interactions, wherever applicable. These initiatives enable learners to gain insights into real-world practices, emerging industry trends, and workplace expectations while developing industry-relevant knowledge and skills. Industry inputs are also considered in curriculum enhancement and programme delivery to improve the relevance and effectiveness of academic programmes. Through these efforts, ADBU seeks to strengthen learners' career readiness, professional competencies, and employability while ensuring that its Distance and Online Learning programmes remain responsive to evolving industry requirements.	
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2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL/OL Programmes and Online Programmes) Regulations, 2020

Sl.	Provisions in Regulations		Action taken in respect of ODL	Upload relevant document
1.	Governance, Leadership and Management:	a) Organisation Structure and Governance	ADBU CDOE operates with a robust organizational structure and governance framework aligned with UGC guidelines and in accordance with the standards set by Higher Education Institutions (HEIs).	View
		b) Management	All management activities, including financial management, are executed in strict adherence to the established regulations and procedures set forth by the HEI.	View
		c) Strategic Planning	Strategic planning is formulated based on the recommendations from the offering departments, CIQA, and in alignment with HEI objectives.	View
		d) Operational Plan, Goals and Policies	Operational plans are developed through collaborative discussions with offering departments. Policy-related decisions are made in close coordination with CIQA and the HEI, ensuring alignment with institutional goals and regulatory requirements	View
2.	Articulation of Higher Educational Institution Objectives		ADBU-CDOE aims at creation of quality and skilled human resources in the line with HEI objectives.	View
3.	Programme Development and Approval Processes:	a) Curriculum Implementation	a. Curriculum is implemented by CDOE only after being approved by statutory bodies like BOS and Academic Council ADBU	View
		b) Academic Flexibility	NA	
		c) Learning Resource	ADBU-CDOE Learning resources like Audio Video, E text, Assessment are in the LMS. CDOE learners can avail facilities of ADBU Central Library as well as the resources of CDOE library.	Yes Online.dbuniversity.ac.in
		d) Feedback System	Feedback from stakeholders, including learners will be taken from time to time for improvement in all areas. ADBU- CDOE has created an effective online learner feedback system.	Yes Online.dbuniversity.ac.in

4.	Programme Monitoring and Review		Programme monitoring and review are done by CIQA in consultation with the offering departments i.e. Management, Computer Application and Public Administration.	View
5.	Infrastructure Resources		ADBU-CDOE boasts a range of modern infrastructural facilities, including its own independent building, well-equipped library, conference hall, examination hall, and computer systems. Additionally, the center is equipped with projectors and specialized studios for various academic and practical needs. When necessary, the center also utilizes facilities from the HEI, such as computer labs and audio-video recording studios, ensuring a comprehensive and resourceful environment for its students and faculty.	View
6.	Learning Environment and Learner Support		1. At ADBU-CDOE, we aim to establish a personal connection with learners, fostering engagement between faculty and administration. 2. Learners will be encouraged to feel at ease with the system and faculty, enabling them to clarify doubts at any time. Faculty will maintain consistent contact, both in person and online, for ongoing counselling and support.	View
7.	Assessment and Evaluation		1. Assessment and Evaluation will be done as per OL regulations and regulations of ADBU Evaluation is done by means of home assignment and written examination.	View
8.	Teaching Quality and Staff Development		1. The faculty and staff at CDOE are highly qualified and possess the necessary technical expertise. 2. Our qualified faculty, including those with JRF and PhD, are equipped to provide current information and innovative teaching resources to learners. Departmental coordinators also offer valuable assistance. The dedicated administrative team is available 24/7 to support learners at CDOE.	View

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.	Provisions in Regulations	Action taken in respect of ODL/OL	Upload relevant document
1.	Academic Planning	Academic plan is prepared in the beginning of the Calendar year by CDOE in consultation with CIQA and in line with HEI academic calendar.	View
2.	Validation	Implementation of the Academic plan is examined by CDOE in advance based on previous experience	View
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	In line with **Annexure-I, Part V (3) of the UGC (ODL Programmes and Online Programmes) Regulations, 2020**, the Centre for Internal Quality Assurance (CIQA), Assam Don Bosco University (ADBU), has established systematic mechanisms for the monitoring, evaluation, and continuous enhancement of its Distance and Online Learning programmes. a. Reports from Examination Centers: CIQA collects and reviews examination-related reports to ensure that assessments are conducted fairly, transparently, and in accordance with prescribed guidelines. Any discrepancies or issues identified are addressed through appropriate corrective measures to safeguard the integrity of the examination process. b. Reports from External Auditors/Agencies: External experts and relevant academic bodies, including e-content review committees, coordination and advisory committees, Boards of Studies (BoS), and Boards of Examinations (BoE), are engaged periodically to review and evaluate the quality of the programmes. Their observations and recommendations provide valuable inputs for quality enhancement. c. Systematic Consideration of Performance Data: CIQA systematically analyses relevant performance data at the programme, faculty, and institutional levels. This data-driven approach helps identify trends, strengths, gaps, and areas requiring improvement, enabling appropriate interventions to enhance academic outcomes. d. Institutional Reporting and Analytics: CDOE generates periodic reports and analytical	View

		information to monitor the performance and progress of its Distance and Online Learning programmes. These reports are reviewed by CIQA and the relevant academic and administrative authorities to ensure alignment with institutional objectives and regulatory requirements. Periodic Review: The effectiveness of the monitoring and evaluation mechanisms is reviewed periodically. The findings are used to refine strategies, strengthen processes, update policies, and implement appropriate quality enhancement measures. Through these systematic practices, ADBU ensures continuous monitoring, accountability, regulatory compliance, and sustained improvement in the quality and relevance of its Distance and Online Learning programmes.	
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Part – III: Human Resources and Infrastructural Requirements

3.1 Compliance status of “Human Resource and Infrastructural Requirements” – As per Annexure – IV of UGC (OL/ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

3.1 Name and details of Director of Centre for Distance and Online Education

(Dual Mode University) - Regular, full time, at-least Associate Professor

Name: **Dr. Pankaj Kumar Sharma**

Regular- Full Time

Director, Centre for Distance & online Education

Assam Don Bosco University

Qualification: MBA, M. Com, PhD

Appointment and Joining Letter: - [View](#)

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

Dr. Pranab Kumar Das

Regular- Full Time

Deputy Director, Centre for Distance & online Education

Assam Don Bosco University

Qualification: PhD, MCA

Appointment and Joining Letter: - [View](#)

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: **Dr. Pankaj Kumar Sharma**

Regular- Full Time

Director, Centre for Distance & online Education

Assam Don Bosco University

Qualification: MBA, M. Com, PhD

Appointment and Joining Letter: - [View](#)

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:

Yes, HEI compiled all the requirements in terms of Staffing as mentioned in Annexure - IV of the Regulations.

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: Masters of Business Administration

a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Mr. Amal Dev Sarma Asst. Prof	Qualification document: Amal_dev.pdf	8 Years	Type: Regular ₹67,000/month; DOJ: 18-12-2024

Link: [View](#)

b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Financial Accounting	Dr. Rinku Mani Roy Assistant Professor	MBA, PhD	8 years	Type: Regular; ₹50,000/month; DOJ: 01-10-2024
2	Management Communication	Dr. Debanjalee Chakravorty Assistant Professor	MBA, PhD	4 years	Type: Regular; ₹50,000/month; DOJ: 01-10-2024
3	Business Ethics and CSR	Rajkamal Rakshit Asst. Prof (Stage 1)	MBA, NET, Pursuing PhD	2 years	Type: Regular; ₹55,000/month; DOJ: 01-10-2024
4	Marketing Management	Neeraj Kumar Phookan Stage 1	MBA, NET	7 years	Type: Regular; 40000/-; DOJ: 01-10-2024
5	Managerial Economics	Dr. Mahar Swrang Daimary Assistant Professor	PhD, NET, MBA	4 years	Type: Regular; 50000/-; DOJ: 01-10-2024
6	Principles of Management	Dr. Kirtika Uzir Assistant Professor	PhD, NET, MBA	3 years	Type: Regular; 50000/-; DOJ: 01-10-2024
7	Financial Management	Dr. Rinku Mani Roy Assistant Professor	PhD, NET, MBA	8 years	Type: Regular; ₹50,000/month; DOJ: 01-10-2024
8	Human Resource Management	Dr. Debanjalee Chakravorty Assistant Professor	PhD, MBA	4 years	Type: Regular; ₹50,000/month; DOJ: 01-10-2024
9	Entrepreneurship Development	Neeraj Kumar Phookan Stage 1	MBA	7 years	Type: Regular; ₹55,000/month; DOJ: 01-10-2024
10	Market Research	Dr. Mahar Swrang Daimary Assistant Professor	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 01-10-2024
11	Organizational Behaviour	Dr. Kirtika Uzir Assistant Professor	PhD, MBA	3 years	Type: Regular; 50000/-; DOJ: 01-10-2024
12	Quantitative Methods	Rajkamal Rakshit Stage 1	MBA, Pursuing PhD	2 years	Type: Regular; Not provided; DOJ: 01-10-2024

[View](#)

c. Course mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1	Dr. Jamal Hussain Asst. Prof (Senior)	Qualification document: Jamal_Hussain.pdf	4 years	Type: Regular; ₹50,000/month; DOJ: 15-10-2024	01-10-2024
2	Dr. Suman Mahanta Bordoloi Assistant Professor	Qualification document: Suman_Mahanta.pdf	8 years	Type: Regular; ₹50,000/month; DOJ: 18-12-2024	01-10-2024

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
3	Dr. Harjyoti Kalita Assistant Professor	Qualification document: Harjyoti_Kalita.pdf	8 years	Type: Regular; 50000/-; DOJ: 07-05-2024	01-10-2024

[View](#)

ii. Programme Name: Masters of Computer Applications

a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Dr. Manasi Hazarika Asst. Prof	PhD, MCA	17 years	Type: Regular; ₹77,737/month; DOJ: 15-05-2024

[View](#)

b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Operating Systems, Operating Systems Lab	Dr. Anuj Kumar Das Assistant Professor	PhD, M. Tech,	7 years	Type: Regular; Not provided; DOJ: 01-10-2024
2	Theory of Computation	Amal Chakravarty Assistant Professor	MCA, PhD Pursuing	2 years	Type: Regular; 45000/-; DOJ: 01-10-2024
3	Programming Through Java Programming Through Java Lab	Dr. Bimal Kumar Kalita Assistant Professor	MCA, PhD	8 years	Type: Regular; ₹60,000/month; DOJ: 01-10-2024
4	Data Structures & Algorithms Data Structures and Algorithms Lab	Nikhil Kr Rai Assistant Professor	MCA	3 years	Type: Regular; 40000/-; DOJ: 01-10-2024
5	Mathematical Foundation	Dr. Tirtha Raj Sapkota Assistant Professor	MCA, PhD	19 years	Type: Regular; ₹60,000/month; DOJ: 04-11-2024
6	Sensors Networks & IoT	Anuj Kumar Das Assistant Professor	M.Tech, PhD	7 years	Type: Regular; 50000/-; DOJ: 01-10-2024
7	Data Communication & Computer Networks Data Communication and Computer Networks Lab	Amal Chakravarty Assistant Professor	MCA	2 years	Type: Regular; 45000/-; DOJ: 01-10-2024
8	Advanced Database Management Systems Advanced Database Management Systems Lab	Dr. Bimal Kumar Kalita Assistant Professor	MCA, PhD	8 years	Type: Regular; ₹60,000/month; DOJ: 01-10-2024
9	Software Engineering	Dr. Tirtha Raj Sapkota Assistant Professor	MCA, PhD	19 years	Type: Regular; ₹60,000/month; DOJ: 04-11-2024
10	Internet Technology & Applications Internet Technology and Applications Lab	Dr. Arup Sarmah Assistant Professor	MCA, PhD	14 years	Type: Regular; ₹55,000/month; DOJ: 04-11-2024

[View](#)

c. Course mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1	Dr. Moushmi Barman Not provided	PhD	2 years	Type: Regular; ₹78,300/month;	07-05-2024

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
2	Dr. Syed Sazzad Ahmed Assistant Professor	PhD	2 years	Type: Regular; ₹72,132/month;	07-05-2024
3	Dr. Sonia Sarmah Asst. Prof	PhD	2 years	Type: Regular; ₹78,300/month;	07-05-2024
4	Dr. Abhijit Bora Assistant Professor	PhD	2 years	Type: Regular; ₹55,000/month;	07-05-2024
5	Dr. Sarat Kumar Chettri Asst. Prof	PhD	2 years	Type: Regular; ₹78,869/month;	07-05-2024
6	Dr. Moushumi Barman Asst. Prof	PhD	2 years	Type: Regular; ₹52,000/month;	02-12-2024

[View](#)**iii. Programme name: Masters of Arts (Public Administration)****a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme	Date of joining programme
1	Dr. Jyotishman Bhagabati	PhD		Type: Regular; ₹55,000/month;	01-08-2026

[View](#)**b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	State and Its Elements	Dr. Kundan Kumar Assistant Professor	PhD, Ma Public Administration	8 years	Type: Regular, DOJ : 1-10-2024
2	Public Policy	Ms. Lucky Dey Assistant Professor	MA- Political Science	4 years	Type: Regular, DOJ : 1-10-2024
3	Comparative and Development Administration	Ms. Jeuti Nath Not provided	MA- Political Science	7 years	Type: Regular, DOJ : 1-10-2024
4	Introduction to the Public Administration	Ms. Subhalakshmi Dehingia Assistant Professor	PhD, MA- Political Science	5 years	Type: Regular, DOJ : 1-10-2024
5	Engaged Policy and Governance	Dr. Zacharias Tirkey Assistant Professor	PhD, MA- Political Science	10 years	Type: Regular, DOJ : 1-10-2025
6	Policy Formulation- Structures and processes (PP)	Ms Kungpuilu Pamei Assistant Professor	MA- Public Administration	2 years	Type: Regular, DOJ : 1-10-2025
7	Public Personnel Administration	Lucky Dey Assistant Professor	MA- Political Science	4 years	Type: Regular, DOJ : 1-10-2024
8	Indian Administration	Jeuti Nath Assistant Professor	MA- Political Science	7 years	Type: Regular, DOJ : 1-10-2024
9	Administrative Theory and Principles	Subhalakshmi Dehingia Assistant Professor	PhD, MA- Political Science	5 years	Type: Regular, DOJ : 1-10-2024
10	Research Methodology	Dr. Kundan Kumar Assistant Professor	PhD, Ma Public Administration	8 years	Type: Regular, DOJ : 1-10-2024
11	Policy Implementation	Dr. Zacharias Tirkey Assistant Professor	PhD, Ma Public Administration	10 years	Type: Regular, DOJ : 1-10-2025
12	Organizational Behaviour	Ms Kungpuilu Pamei Assistant Professor	Ma Public Administration	2 years	Type: Regular, DOJ : 1-10-2025

[View](#)**c. Course mentor**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1	Dr. Riju Sharma Professor	Qualification document: Dr. Riju Sharma	20 years	Type: Regular	01-10-2024
2	Dr. Khaidem Yaiphabi Assistant Professor	Qualification document: Dr. Khaidem Yaiphabi.pdf	8 years	Type: Regular	01-10-2024
3	Dr. Abihit Bora Not provided	Qualification document: Not provided	10 years	Type: Regular	01-10-2024
4	Dr. Sayed Sazzad Ahmed Not provided	Qualification document: Not provided	10 years	Type: Regular	01-10-2024

[View](#)**iv. Programme name: Bachelor of Business Administration (BBA)****a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Dr. Nabasmita Bordoloi Assistant Professor	PhD, M. Com	Not provided	Type: Regular; Not provided; DOJ: Not provided

[View](#)**b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Management Concepts and Practices	Dr. Kirtika Uzir Assistant Professor	PhD, MBA	3 years	Type: Regular; 50000/-; DOJ: 1-10-2024
2	Fundamentals of Financial Accounting	Dr. Rinku Moni Rai Not provided	PhD, MBA	8 years	Type: Regular; 50000/-; DOJ: 1-10-2024
3	Business Economics	Dr. Mahar Swrang Daimary Assistant Professor	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
4	Communicative English	Dr. Fabian Wanbok Marbaniang Assistant Professor	PhD, MA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
5	Entrepreneurship Principles and Practices	Dr. Debanjali Chakraborty Not provided	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
6	Understanding India	Jeuti Nath Not provided	MA POLITICAL SCIENCE	7 years	Type: Regular; 40000/-; DOJ: 1-10-2024
7	Environmental Studies	Neeraj Kumar Phookan Not provided	MBA	7 years	Type: Regular; 40000/-; DOJ: 1-10-2024
8	Ethics, Values and Corporate Social Responsibility	Dr. Debanjali Chakraborty Not provided	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
9	Marketing Research	Neeraj Kumar Phookan Assistant Professor	MBA	7 years	Type: Regular; 40000/-; DOJ: 1-10-2024
10	Indian Economy	Dr. Mahar Swrang Daimary Assistant Professor	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
11	Basics of Quantitative Techniques	Rajkamal Rakshit Not provided	MBA, NET	2 years	Type: Regular; 35000/-; DOJ: 1-10-2024
12	Organizational Behaviour	Dr. Kritika Uzir Not provided	PhD, MBA	3 years	Type: Regular; 50000/-; DOJ: 1-10-2024
13	Computer Fundamentals	Dr. Tirtharaj Sapkota Not provided	PhD, MCA	19 years	Type: Regular; 60000/-; DOJ: 1-10-2024
14	Principles of Marketing	Neeraj Kumar Phookan Not provided	MBA	7 years	Type: Regular; 40000/-; DOJ: 1-10-2024
15	Fundamentals Human Resource Management	Dr. Debanjali Chakraborty Not provided	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
16	Introduction to Financial	Dr. Rinku Moni Roy	PhD, MBA	8 years	Type: Regular; 50000/-; DOJ: 1-10-

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
	Management	Not provided			2024
17	Emotional Intelligence	Rajkamal Rakshit Not provided	MBA	2 years	Type: Regular; 35000/-; DOJ: 1-10-2024
18	Managerial Communication	Dr. Debanjali Chakraborty Not provided	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024

[View](#)

c. Course mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1	Dr. Suman Mahanta Bordoloi Assistant Professor	MBA, PhD	Since 18-12-2024	Type: Regular; ₹50,000/month	18-12-2024
2	Dr. Harjyoti Kalita Assistant Professor	M.Com PhD	Since 07-05-2024	Type: Regular; ₹50,000/month	07-05-2024

[View](#)

v. Programme name: Bachelor of Computer Applications

a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Dr. Mriganka Sharma Assistant Professor	PhD- Computer Science	15 years	Type: Regular; 60000/-; DOJ: 06-01-2025

[View](#)

b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
1	Computer Programming in C Language (Theory)	Dr. Anuj Kumar Das	PhD, MCA	7 years	Type: Regular; 50000/-; DOJ: 1-10-2024
2	Cyber Law and Ethics	Amal Chakravarty	MCA	2 years	Type: Regular; 40000/-; DOJ: 1-10-2024
3	Computer Fundamentals	Dr. Tirtharaj Sapkota	PhD, MCA	19 years	Type: Regular; 50000/-; DOJ: 1-10-2024
4	Fundamentals of Business, Management & Economics	Dr. Kirtika Uzir	PhD, MBA	4 years	
5	Environmental Studies	Neeraj Kumar Phookan	MBA	7 years	Type: Regular; 40000/-; DOJ: 1-10-2024
6	Business Communication	Dr. Debanjali Chakraborty	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
7	Data Structures Using C (Theory)	Nikhil Kumar Rai	MCA	3 years	Type: Regular; 35000/-; DOJ: 1-10-2024
8	E-commerce Technologies	Dr. Arup Sharma	MCA, PhD	14 years	Type: Regular; 60000/-; DOJ: 1-10-2024
9	Hardware and Server Maintenance	Amal Chakravarty	MCA	2 years	Type: Regular; 40000/-; DOJ: 1-10-2024
10	Communicative English I	Dr. Fabian Wanbok Marbaniang	MA, PhD	4 years	Type: Regular; 40000/-; DOJ: 1-10-2024
11	Indian Economy	Dr. Mahar Swrang Daimary	PhD, MBA	4 years	Type: Regular; 50000/-; DOJ: 1-10-2024
12	Digital and Technological Solutions	Dr. Arup Sharma	PhD, MCA	14 years	Type: Regular; 60000/-; DOJ: 1-10-2024
13	Understanding India	Dr. Kundan Kumar	PhD, MA	8 years	Type: Regular; 50000/-; DOJ: 1-10-2024
14	Introduction to Java Programming (Theory)	Dr. Bimal Kumar Kalita	PhD, MCA	8 years	Type: Regular; 60000/-; DOJ: 1-10-2024
15	Digital Logic Design (Theory)	Dr. Anuj Kumar Das	PhD, MCA	7 years	Type: Regular; 50000/-; DOJ: 1-10-2024

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month Date of joining programme
16	Enterprise Resource Planning	Dr. Tirtharaj Sapkota	PhD, MCA	19 years	Type: Regular; 60000/-; DOJ: 1-10-2024
17	Multimedia and Graphics	Dr. Bimal Kumar Kalita	PhD, MCA	8 years	Type: Regular; 60000/-; DOJ: 1-10-2024
18	Emotional Intelligence	Rajkamal Rakshit	MBA	2 years	Type: Regular; 35000/-; DOJ: 1-10-2024

c. Course mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1	Dr. Syed Sazzad Ahmed Assistant Professor	Qualification document: Syed_Sazzad_Ahmed.pdf	Since 07-05-2024	Type: Regular; ₹72,132/month;	07-05-2024
2	Dr. Abhijit Bora Assistant Professor	Qualification document: Abhijit_Bora.pdf	Since 07-05-2024	Type: Regular; ₹55,000/month;	07-05-2024

[View](#)**3.5 Details of Administrative staff****a. Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	2
Computer Operator	2	2
Multi-Tasking Staff	2	2

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

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

[View](#)**ii. For Delivery of Online Programmes:**

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

[View](#)**iii. For Admission and Examination for Online mode:**

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

[View](#)

Part – IV: Examinations

4.1 Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	YES	
2.	For ensuring transparency and credibility, the full-time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.	YES	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	YES	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	YES	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	YES	
6.	Building and grounds of the examination centre must be clean and in good condition.	YES	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	YES	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	YES	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	YES	
10.	Safety and security of the examination centre must be ensured	YES	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	YES	
12.	Provision of drinking water must be made for learners	YES	
13.	Adequate parking must be available near the examination centre	YES	
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)	--	
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)	YES	
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

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	All the guidelines issued by the Commission for the conduct of proctored examinations are adopted.	
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	The programme offered has a well-defined mechanism in place for evaluation of enrolled learners and their certifications. The assessment comprises of: 1. Continuous Evaluation 2. Summative Evaluation	
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 percent 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 formative assessment (in semester): Maximum 30 per cent.	Yes		
5(ii)	Summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Yes		
6	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments.	Yes		
7	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card.	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.	Upload Process		
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.	No		Remote Proctored Based Examination
10(a)	The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No		Remote Proctored Based Examination
10(b)	Availability of biometric system.	No		Remote Proctored Based Examination
10(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		
10(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.	No		Remote Proctored Based Examination
11	The Higher Educational Institution shall retain all such Closed-Circuit Television recordings in archives for a minimum period of five years.	No		Remote Proctored Based Examination
12(a)	There shall be an observer for each of the Examination Centre appointed	No		Remote Proctored

S.No.	Provisions in Regulations	Whether complied Yes/No	If Yes, Upload relevant document	If No, Reason thereof
	by the Higher Educational Institution.			Based Examination with videography
12(b)	It shall be mandatory to have observer report submitted to the Higher Educational Institution.	No		Remote Proctored Based Examination with videography
13	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		
14	Each award of Degree at undergraduate and postgraduate level and Post Graduate Diploma for both ODL and Online mode shall be assigned a unique identification number and shall have photograph and Aadhaar number or other Government recognised identifier or Passport number, as applicable, along with other relevant details of the learner and the Programme name. Each award shall also be uploaded on the National Academic Depository.	Yes		
15	It shall be mandatory for the Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued to 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 Learner Support Centres, only for ODL; and (v) Name and address of all Examination Centres.	Yes		
16	The Higher Educational Institution shall ensure that the certificates/degrees issued to learners clearly comply with the certification requirements prescribed under Regulation 16 of the UGC (ODL Programmes and Online Programmes) Regulations, 2020.	Yes		

4.4 Result and Student Progression

For UG, PG and PGD programmes

Sr No	Academic Session	Level	Name of Programme	No. of students admitted	No. of students appeared in exams	No. of students progressed to next semester	% of students passed	% of students passed in first class
1	January 26	PG	MBA	25	8	8	50	1
2	January 26	PG	MCA	5	0	0	0	0
3	January 26	PG	MA-Public Administration	NA	NA	NA	NA	NA
4	January 26	UG	BBA	NA	NA	NA	NA	NA
5	January 26	UG	BCA	NA	NA	NA	NA	NA

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:

Assam Don Bosco University (ADBU) is applying for Online Learning (OL) permission for MBA and MCA programs. The Programme Project Report (PPR) for each program has been meticulously designed, adhering to the nine key components specified in the UGC (OL) Regulations. i.e. Programme Objectives and Outcomes, Programme Structure, Eligibility Criteria, Instructional Design, Academic Planning and Delivery Mechanism, Evaluation Mechanism, Infrastructure and Support Facilities, Quality Assurance Mechanism and Grievance Redressal Mechanism.

The instructional design has been developed by Board of Studies inclusive of senior professionals in the respective fields, supported by a well-established tracking system for academic progress and approved by the Academic Council, ADBU. Admission requirements are structured in accordance with AICTE norms for MBA and MCA, while evaluation policies align with ADBU’s regular course standards. To facilitate effective communication, an activity planner is designed and published on the university website.

Physical Infrastructure details, including the Computer Lab and Library, are comprehensively outlined in the PPR. The Computer Lab features a high-tech setup with a **local server, 50** computers exclusive for CDOE connected via high-speed internet, LAN, wireless networks, and multimedia projection facilities. The CDOE exclusive library caters to online education students/ Faculties with 3,058 books under 837 titles, covering management studies, information and communication, mathematics, statistics, general knowledge, competitive exams, and more. The library offers both physical borrowing and E library services for students and faculty.

The PPR concludes by detailing the institution’s quality assurance mechanisms, including the establishment of the Centre for Internal Quality Assurance (CIQA) along with a robust monitoring system for attendance and project work. Additionally, the existing grievance redressal mechanism is highlighted to ensure smooth academic and administrative operations.

MBA and MCA: - [View](#)

MA Public Administration, BBA and BCA: - [View](#)

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:

SLM is in both in the form of E text and Video. Audio video materials are uploaded in the LMS.

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 E-LMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned:

The policy for Quality Assurance of Self-Learning Material is formulated in line with Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020 where the requirements in of E-Learning Material are met as per the norms and guidelines prescribed by the Commission and duly vetted by the various academic committees.

- a) Initially an SLM advisory committee is formulated comprising of senior faculty members from the offering department and IDOL.
- b) The committee select Contributors and Editors for writing and editing the SLMs and obtain approval from the competent authorities.
- c) Contributors are appointed from amongst the internal as well as external experts in the area.
- d) Post editing and formatting of the SLMs, Advisory Committee recommends them to CIQA after careful examination of the quality and content.
- e) The same is thereafter placed with the Academic Council of the University for consideration and approval. Assam Don Bosco University (ADBU) strictly observes to the Quality Assurance Guidelines of Learning Material in Multiple Media, Curriculum, and Pedagogy by implementing the Four Quadrant Approach as prescribed by UGC.

The curriculum has been designed in adherence to the UGC's model curriculum, ensuring it meets postgraduate-level academic standards. Course credits are assigned based on content, following UGC norms. An interactive Self-Learning Material (E-LM) with a standardized layout and format has been developed. The content of the E-LM is structured according to the syllabus of each course and is designed to be self-contained and self-directed. Each unit begins with clearly defined learning objectives and outcomes, followed by an overview of the topics covered.

The sequence of learning is carefully structured, incorporating numerous examples and relevant case studies (both national and international) to enhance understanding. Every unit concludes with key terms, self-assessment questions, and suggested grading methods to enrich the learners' knowledge and engagement with the subject matter.

The details are as follows:

Quadrant-I: e-Tutorial

ADBU develops high-quality video and audio tutorials to enhance learner understanding. These are created and vetted by experienced Subject experts.

The e-tutorials include:

- Video lectures with detailed explanations of concepts, ensuring clarity and simplicity.
- Video demonstrations for step-by-step guidance on practical tasks, such as software usage, problem-solving, and experiments in virtual labs.
- Virtual labs for hands-on training in subjects requiring technical skills like MCA and analytical tools for MBA programs.
- The videos are recorded and produced in good resolution with clear audio to meet professional standards.

Quadrant-II: e-Content

The self-learning material (E-LM) is meticulously prepared to cater to diverse learner needs, ensuring it is modular, interactive, and self-paced.

The e-content includes:

- Text-based content: Self-instructional material in an easy-to-understand language, divided into well-structured units with learning outcomes, objectives, and summaries at the end of each unit.
- Case studies and real-life examples relevant to the subject to facilitate application-based learning.
- Presentations and illustrations for visual representation of key ideas and concepts.
- Web resources: Further references, related links, and open-source content curated for learners. Examples include access to management tools, financial analysis software, and programming libraries.
- e-Books and research papers for in-depth exploration of topics.
- Anecdotal information and historical developments to give learners context and background of the subject matter.
- The content is reviewed regularly by subject matter experts to ensure quality, accuracy, and alignment with course objectives.
- The e-content is hosted on a Learning Management System (LMS) that supports seamless access and navigation.

Quadrant-III: Discussion Forum

A dedicated discussion forum is available for each course to facilitate peer-to-peer interaction and faculty-student engagement.

Features of the discussion forum include:

- Learners can post queries or doubts at any time, with real-time or near real-time responses provided by the course coordinator or a designated support team.
- Topic-specific threads encourage focused discussions, enhancing subject understanding and collaboration.
- Regular engagement sessions are conducted to encourage participation and resolve common queries.
- The forum is moderated to ensure the quality of discussions and to maintain a respectful learning environment.
- FAQs are updated regularly based on recurring questions, helping learners clarify common misconceptions effectively.

Quadrant-IV: Assessment

Assessments are designed to evaluate learning outcomes comprehensively and promote continuous learning. The assessment components include:

- Objective-based tests: Multiple Choice Questions (MCQs), Fill-in-the-Blanks, and Matching Questions to assess factual knowledge and understanding.
- Subjective tests: Short Answer Questions (SAQs) and Long Answer Questions (LAQs) to evaluate critical thinking and in-depth knowledge of the subject.
- Quizzes: Periodic quizzes to ensure learners stay engaged and actively revise course material.
- Assignments and projects: Application-based tasks that encourage learners to apply concepts to real-world problems, such as case analysis, coding assignments, or business proposals.
- Discussion topics: Forums where learners can present their ideas and receive feedback.
- Problem-solving tasks: Practical scenarios where learners are required to implement concepts and derive solutions.
- Each assessment type is accompanied by detailed feedback to help learners identify areas for improvement.

- Question banks, mock tests, and model solutions are provided to help learners prepare thoroughly.

All assessments are aligned with learning objectives and mapped to Bloom's taxonomy to ensure a balanced evaluation of knowledge, comprehension, application, analysis, synthesis, and evaluation skills.

Additional Measures for Quality Assurance:

All e-learning material is developed in consultation with internal and external experts to ensure adherence to UGC-DEB regulations.

The materials are regularly reviewed and updated based on learner feedback, technological advancements, and changes in industry trends.

Accessibility and inclusivity are prioritized to ensure that learners with diverse needs can access the content seamlessly.

Part – VI: Programme Delivery Through Learning Platform

6.1 Details of Learning Platform

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.

Action taken by Assam Don Bosco University

HEI's own LMS URL: <https://online.dbuniversity.ac.in>

6.2 Compliance status in respect of the Programme Delivery

Mechanism followed by HEI:

The Online mode of Learning provides flexible learning opportunities through the internet using technology assisted mechanism and resources. The Online programme's delivery is through the learning platform which is duly approved by the Commission on the recommendation of the Technical Expert Committee.

1. The University ensures active participation of the learners in asynchronous or synchronous discussions, assignment activities and program enrollment.
2. Tracking mechanism in the LMS is in place to ensure the learners participation at least for 2 hours for every fortnight.

The norms followed by HEI for delivery of courses in Online mode are as under:

The e-learning material has the 4 quadrants approach as per the UGC regulations.

Quadrant-I- e-tutorial- which consists of video and audio content in an organized form, animation, simulations, video demonstrations, virtual labs etc.

Quadrant-II- e-content- it consists of self-instructional material, eBooks, case studies, presentations etc. It also contains web resources such as further references, related links, open-source content on internet etc.

Quadrant-III- Discussion Forum- It is a forum for raising doubts and clarifying them on a real time basis by the course coordinator or by the team.

Quadrant-IV- Assessment- It consists of problems and solutions in the form of MCQ's, Fill in the Blanks, Matching questions, short and long answer questions, quizzes, assignments etc.

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

Sl. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering The course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester wise- Programmes wise)
1	Master of Business Administration	NO	NA	NA	NA	NA	NA
2	Master of Computer Applications	NO	NA	NA	NA	NA	NA
3	Masters of Arts in Public Administration	NO	NA	NA	NA	NA	NA
4	Bachelor of Business Administration	NO	NA	NA	NA	NA	NA
5	Bachelor of Computer Applications	NO	NA	NA	NA	NA	NA

PART VII: Self-regulation through disclosures, declarations and reports

7.1 Compliance status of Regulation 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020: Self-Regulation through Disclosures, Declarations and Reports

Sr. 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	View
2	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode.	Yes	View
3	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities.	Yes	View
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	View
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	View
6	Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	View
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
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	View
9	Information regarding all the programmes recognised by the Commission.	Yes	View
10	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	View
11	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	View

12	List of the Examination Centers along with the number of learners in each centre, for Online programmes.	Not Applicable	
13	Details of proctored examination in case of end semester examination or term end examination of Online programmes.	Yes	View
14	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	View
15	Reports of the third-party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance.	Yes	

Part – VIII: Admission and Fees

8.1: Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

Sl.	Provision	Whether being complied Yes/No
1	The intake capacity under Online Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and in case of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	Not Applicable
2	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	Yes
3	A Higher Educational Institution shall, for admission in respect of any programme in Online Learning mode, accept payment towards admission fee and other fees and charges- as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
4	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
5	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
6	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning 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: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	Not Applicable
7	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	Yes

	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
8	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning 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 Open and Distance Learning 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 Distance and Online Learning 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	Yes

	8 (i): Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	NA
	8 (j): Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
	8 (k): Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions.	Yes
9	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order.	Yes
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 Open and Distance Learning 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 Open and Distance Learning 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: 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	Yes

	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.	
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8.2 Whether Higher Educational Institution provided the details of all international learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission:

Yes

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

Requirement:

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.

Action taken / Mechanism:

The University has a streamlined process to provide prompt resolutions to learner queries and complaints regarding admission, examinations, dispatch of SLM, contact classes/practical, assignments etc. at the primary point.

A Grievance Redressal Cell (GRC) has been established to look into the matters of students' complaints with due approval of the Competent Authority. Contact information of the coordinator is shared at the portal. Redress Committee is responsible to monitor, assess and review the effectiveness of procedures and closure of grievances in a time bound manner.

The Grievance Redress Mechanism has been defined, notified and uploaded on the CDOE website and LMS. The information published is updated regularly and offers online facility for submitting grievances with time-based resolution facility to track the status. The Grievance, if any can be reported through online grievance redressal portal on our website via link <https://dbuniversity.ac.in/dbucdoe/grievance/>

9.2 Details of Grievance Received

Particulars	Number
Number of Grievances Received	0
Number of Grievances Resolved	0

9.3 Complaint Handling Mechanism

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

Action taken: A Grievance Redressal Cell (GRC) has been established to look into the matters of students' complaints with due approval of the Competent Authority. Contact information of the Coordinator is shared at the portal. Redress Committee is responsible to monitor, assess and review the effectiveness of procedures and closure of grievances in a time bound manner.

9.4 Details of Complaints received from UGC (DEB)

Particulars	Number
Number of Complaints Received	0
Number of Complaints Resolved	0
Whether Complaint was resolved within stipulated time i.e. 60 days?	Yes

Part – X: Innovative and Best Practices

10.1 Innovations Introduced During the Academic Year

The Centre for Distance and Online Education (CDOE), Assam Don Bosco University (ADBU), has undertaken a number of innovative initiatives since the commencement of its Online programmes in 2025. These initiatives are aimed at creating a flexible, accessible, technology-enabled and learner-centric learning environment. The major innovations introduced are as follows:

i. Integrated Digital Learning Ecosystem

ADBU CDOE has established a dedicated Learning Management System (LMS) as an integrated digital learning platform for its Online programmes. The LMS provides learners with access to e-learning materials, video lectures, assignments, assessments, announcements, academic schedules and other programme-related resources through a unified digital environment.

ii. LMS in the Learner's Pocket: Anytime, Anywhere Learning

A major innovation of ADBU CDOE is the availability of the LMS through a mobile application, enabling learners to carry their learning environment in their pocket. Through the mobile application, learners can access e-learning materials, video lectures, assignments, assessments, announcements and other academic resources through their smartphones.

This initiative facilitates anytime, anywhere learning and provides greater flexibility to learners who may depend primarily on mobile devices for accessing digital education. It strengthens the accessibility and convenience of Online learning and enables learners to continue their academic activities beyond conventional classroom and desktop-based environments.

iii. Multimedia-Rich e-Learning Content

CDOE has developed multimedia-rich e-learning resources, including Self Learning Materials (SLMs), Electronic Learning Materials (ELMs), video lectures, presentations and other digital learning resources. These resources are intended to make learning more engaging, flexible and accessible.

iv. UGC Four-Quadrant Approach to e-Learning

The development of e-learning content follows the UGC Four-Quadrant approach, integrating video lectures, reading materials, self-assessment and interactive/discussion components. This approach provides learners with multiple avenues for learning, practice, assessment and interaction.

v. Structured Faculty Mentoring

CDOE has established a structured mechanism for faculty mentoring and academic support. Faculty members facilitate academic interaction, doubt clarification, counselling, mentoring, live sessions and other forms of academic support through appropriate digital platforms.

vi. Technology-Enabled Virtual Academic Interaction

CDOE conducts online classes, live academic sessions, webinars, orientation programmes and interactive virtual sessions to supplement self-learning resources and facilitate direct interaction between learners and faculty members and academic experts.

vii. Technology-Enabled Assessment and Evaluation

Technology-enabled mechanisms have been incorporated for continuous assessment, assignment submission, formative assessment and examination-related academic processes, with the objective of improving efficiency, transparency and learner convenience.

viii. Skill Development and Supplementary Learning

CDOE encourages learners to participate in MOOCs, certificate programmes, skill-development activities and other supplementary learning opportunities, wherever applicable, to complement their formal academic programmes and enhance their professional competencies.

ix. Continuous Quality Improvement

CDOE has established mechanisms for monitoring academic delivery and learner support through learner feedback, academic review, assessment outcomes, examination processes, grievance analysis and CIQA-based quality assurance. These mechanisms provide inputs for continuous improvement of programme delivery.

10.2 Best Practices of the HEI

The following best practices have been adopted by ADBU CDOE for effective delivery and continuous quality enhancement of its Online programmes:

i. Learner-Centric Instructional Design

CDOE follows a learner-centric instructional approach, wherein learning materials, academic activities and assessment mechanisms are designed keeping the requirements of learners in Online and ODL environments in view. Course outcomes, learning resources, teaching-learning activities and assessment are appropriately aligned.

ii. Mobile-First Learning Environment: "Learning in Your Pocket"

The availability of the LMS through a mobile application is an important learner-centric practice of ADBU CDOE. Learners can access their courses and academic resources through smartphones, enabling them to study anytime and anywhere. This reduces dependence on fixed-location or desktop-based learning and enhances the flexibility of Online education.

iii. Comprehensive Learner Support System

CDOE provides structured support throughout the learner lifecycle, including admission, registration, LMS access, academic counselling, assignments, examinations, technical support and grievance redressal.

iv. User-Friendly Learning Management System

The LMS provides access to course materials, video lectures, assignments, assessments, announcements, academic schedules and other programme-related resources. The availability of the LMS through both web-based and mobile platforms supports continuous learner engagement.

v. Effective Faculty Mentoring

Faculty members provide academic mentoring, counselling, doubt clarification, live sessions, webinars

and other academic support. This facilitates regular interaction between learners and faculty members and helps address academic difficulties.

vi. Outcome-Based Education

CDOE follows the principles of Outcome-Based Education (OBE) by aligning Programme Outcomes, Programme Specific Outcomes and Course Outcomes with teaching-learning activities, learning resources and assessment mechanisms.

vii. Continuous Assessment and Feedback

Continuous assessment and feedback mechanisms are used to monitor learner performance and identify areas requiring academic intervention. Learner feedback is utilised as an input for improving course delivery and learner-support services.

viii. Skill and Employability Enhancement

Learners are encouraged to participate in MOOCs, certificate programmes, value-added learning and skill-development activities, where applicable, to enhance their professional and employability competencies.

ix. Technology-Enabled Academic Administration

Digital systems are utilised for academic and administrative processes such as admission, learner records, academic communication, course delivery, assessment and examination-related activities, thereby improving operational efficiency.

x. Quality Assurance through CIQA

The Centre for Internal Quality Assurance (CIQA) monitors and reviews the academic and administrative processes associated with Online and ODL programmes. Learner feedback, academic performance, assessment, examination and grievance-related information are used as inputs for continuous quality improvement.

xi. Stakeholder Engagement

CDOE facilitates interaction with learners, faculty members, academic experts and other stakeholders through feedback mechanisms, webinars, academic interactions, mentoring and review processes. Such engagement supports continuous improvement in programme delivery.

xii. Alignment with NEP 2020

CDOE progressively adopts flexible, accessible, technology-enabled, learner-centric and skill-oriented approaches in accordance with the objectives of the National Education Policy (NEP) 2020.

10.3 Details of Job Fairs Conducted by the HEI

The Online programmes of ADBU CDOE commenced in 2025 and the first batches have not yet completed their programmes. Therefore, no programme-specific job fair or placement drive for graduating Online learners has been conducted so far.

However, CDOE is in the process of strengthening mechanisms for career guidance, employability enhancement and placement support, which will be progressively implemented as learners approach completion of their programmes.

10.4 Success Stories of Students of Online Mode of the HEI

The Online programmes of ADBU CDOE commenced in 2025, and the first batches are currently pursuing their programmes. As no learner has yet completed or graduated from the Online programmes, programme-specific success stories relating to graduation, employment or career progression are not yet available.

CDOE proposes to systematically document and disseminate significant learner achievements after completion of the first batches through appropriate institutional platforms.

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

Yet to initiate the Process

10.6 Number of students placed through Campus Placements

Students are yet to complete their degree

10.7 Details of Alumni Cell and its activity

Students are yet to complete their degree. But ADBU has a well-established Alumni Cell.

10.8 Any Other Information

ADBU CDOE is committed to continuously strengthening its Online education ecosystem through digital transformation, mobile-enabled learning, quality e-learning content, technology-enabled learner support, faculty mentoring, skill development and continuous quality assurance.

The Centre will continue to adopt appropriate emerging educational technologies and learner-centric practices in accordance with UGC regulations, NEP 2020 and the academic and quality-assurance framework of Assam Don Bosco University.

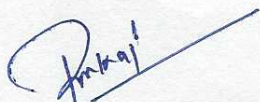
HEI ID: HEI-P-U-0049

Name of HEI: Assam Don Bosco University

Type of HEI: Private

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 OL programmes, along with initiation of action as per provision of the UGC (OL) Regulations, 2020 and its amendments.



Signature of the Director

Name of the Director: Dr. Pankaj Kr. Sharma

Seal of the Director

Date: 30/8/26

Director (CDOE)
Assam Don Bosco University
Tapesia Gardens, Kamarkuchi
Assam - India



Signature of the Registrar:

Name of the Registrar: Fr. (Dr.) Zacharias
George

Seal of the Registrar

Date: 30/08/26

Registrar
Assam Don Bosco University
Tapesia Gardens, Sonapur
Assam-782402, INDIA